

## PLANNING GUIDELINES

Overview	
<p>Planning is the thinking you do before the lesson starts. At Heaton we believe that if you have thought about things before they happen they will go better when they happen. The questions you plan are much more precise and the pace of the lesson is much smoother. We provide time for planning and we provide leaders to help teachers plan.</p>	
<p><b>Curriculum objective</b></p>	<p>This is the high level objective, usually taken from the National Curriculum. The following Year 4 Mathematics curriculum objective. It is very broad and incorporates a number of skills and prior knowledge. It would be very unlikely that a single maths lesson would secure this objective.</p> <p><i>“Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.”</i></p> <p>This Year 2 English curriculum objective is very broad and it would be highly inappropriate for a Year 2 teacher to attempt to teach all of these concepts in a single lesson.</p> <p><i>“Learn how to use: sentences with different forms: statement, question, exclamation, command.”</i></p> <p><b>The point of the curriculum objective is to keep a focus on what the children should be able to do by the end of the year.</b></p>
<p><b>Learning objective</b></p>	<p>Teachers set learning objectives each day that ‘bite off’ a chunk of the curriculum objective so that the children make progress towards it. Using the Year 4 maths curriculum objective above would lead to a learning objective such as:</p> <p><i>“Subtract 3 digit numbers from a 4 digit number where the tens digit in the larger number is zero.”</i></p> <p>This is a common difficulty for children and specific teaching would address misconceptions in place value and exchanging from the hundreds column.</p> <p>A learning objectives that will teach children towards the Year 2 English curriculum objective above might be:</p> <p><i>“Sort sentences into questions and commands. Change statements into commands by finding the verb and using it to begin a sentence. Use commands to give instructions in a boundary game.”</i></p> <p>Note that curriculum objectives often need a number of learning objectives. These learning objectives may need differentiating for different children. <b>The point of the learning objective is to plan what will be taught so the children get nearer to the curriculum objective.</b></p> <p><i>Note, see Appendix 1 for a list of action verbs to help structure small step learning objectives</i></p>
<p><b>Success criteria</b></p>	<p>The success criteria is what the children will do to show that they have met the learning objective. Success criteria may be that children write a number of sentences or answer a number of questions, eg <i>“find the correct answers to over 5 subtraction questions”</i> or <i>“sort all questions and commands into the correct columns”</i>.</p> <p>Often these completion success criteria mask children’s understanding and tasks may need to be set which investigate the children’s learning. For the maths objective a success criteria might be, <i>“Write the steps to follow with column subtraction”</i> or <i>“Find the mistakes in a column subtraction that led to the wrong answer.”</i> For the English objective a success criteria might be, <i>“Read a text and highlight the sentences that are commands.”</i></p> <p>It is also important to provide success criteria that reinforce standards of quality such as using a ruler to underline or making sure that digits are aligned correctly.</p> <p>The most important thing is that success criteria are shared with the children so that they know what is expected of them.</p> <p><b>The point of success criteria is so that:</b></p> <ul style="list-style-type: none"> <li>• <b>The children will know what they need to do to show their learning.</b></li> <li>• <b>The teacher will be able to structure learning opportunities for children to meet the learning objective.</b></li> <li>• <b>The teacher to know who needs support during or after the lesson to meet the learning objective.</b></li> <li>• <b>The teacher will know what to focus on when they are marking. This can help provide</b></li> </ul>

	<b>feedback to the children.</b>
<b>Questions</b>	<p>Questioning is one of the most important teacher skills. Skilled teachers use questions to find out what the children have learned and how much they have understood. Teachers are asking questions all of the time. We expect planning to show questions but not the routine or procedural questions that good teachers use daily.</p> <p>Planned questions should be incisive and effective in the learning process. In the Year 4 example a question might be, <i>“How can I steal ten from the tens column if it is zero?”</i></p> <p>In the Year 2 example a question might be, <i>“What are the differences between a command and a question?”</i></p> <p><b>The point of questions is to find more about the children’s understanding and make them think harder about their learning.</b></p>

<b>Backward design process</b>
<ol style="list-style-type: none"> <li>1. Identify the desired result – what do you want the students to know, understand and do (Objective, use Command verbs, see table of words below)</li> <li>2. Determine what will prove understanding – what will be acceptable evidence (Success criteria, not to be confused with steps to success)</li> <li>3. Plan learning experiences (Teaching and activities)</li> </ol>

# The national curriculum in England

Key stages 1 and 2 framework document

The National Curriculum programmes of study state our statutory duty to teach the following subjects:  
 English (including spoken language), Mathematics, Science, Art and design, Computing, Design and technology, Geography, History, Languages, Music, Physical education.  
 It is important that staff follow Appendix 1 and 2 of the English programme of study.  
 In addition it is statutory to teach RE and SRE.

## Curriculum map

**CURRICULUM MAP**

Year	English	Mathematics	Science	History	Geography	Art and Design	Music	Physical Education	Computing	Design and Technology	RE
KS1	...	...	...	...	...	...	...	...	...	...	...
KS2	...	...	...	...	...	...	...	...	...	...	...

The school has mapped the National Curriculum and RE onto the curriculum map so it is clear what should be taught by each year group.

## Curriculum overview (long term planning)

**LONG TERM CURRICULUM OVERVIEW**

Year	English	Mathematics	Science	History	Geography	Art and Design	Music	Physical Education	Computing	Design and Technology	RE
KS1	...	...	...	...	...	...	...	...	...	...	...
KS2	...	...	...	...	...	...	...	...	...	...	...

This is a plan of how the curriculum will be delivered in a year group for the whole year. This plan plots coverage for: Genres and text types, Visits and visitors, Science, History, Geography, RE, Art and design, Design and technology, Computing, Physical education, Music, Languages.

The skill of a teacher is in identifying links between curriculum areas and identifying opportunities to reinforce the learning across the curriculum.

Trips should be identified at the beginning of the year. There should be at least three trips in the year. These trips should mostly be local and include a visit to a work of art in a local gallery.

Completed by July 2015

## Timetable

**SUGGESTED YEAR 1 TIMETABLE**

Year	Monday	Tuesday	Wednesday	Thursday	Friday
KS1	Registration, English, Maths, Science, History, Geography, Art, Music, PE, Computing, DT, RE	Registration, English, Maths, Science, History, Geography, Art, Music, PE, Computing, DT, RE	Registration, English, Maths, Science, History, Geography, Art, Music, PE, Computing, DT, RE	Registration, English, Maths, Science, History, Geography, Art, Music, PE, Computing, DT, RE	Registration, English, Maths, Science, History, Geography, Art, Music, PE, Computing, DT, RE

Year groups should develop their timetables to ensure that there is curriculum coverage and provision to meet children's needs.

There are some fixed events on the timetable: registration, lunch, breaks, assemblies, PE hall slots and PPA. This means that the rest of the time is available to teach.

There are time allocations for subjects in our curriculum:

Science 1 hour per week (KS1), 1.5 hours per week (KS2) Computing 40 minutes per week Physical education 2 x 45 minutes per week Big maths 20 minutes for the test, 20-30 minutes for the concept focused lesson	Music 40 minutes per week Languages 20-30 minutes per week (KS2) Topic teaching should focus on a study of History, Geography, RE or a knowledge based Science unit (ie. Earth and space).	Art and design skills 30 minutes per week, leading to an extended session to complete a high quality production. RE 20-30 minutes weekly discussion following scheme of work and comparing religions. At least one RE topic each year on a major religion.
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Completed by beginning of each half term

In addition to the curriculum subjects from the National Curriculum time should be allocated for:

Guided reading (20-30 minutes daily), spelling, handwriting, phonics (20-30 minutes daily in KS1), Number facts or table practice, checking homework and reading records.

Year groups should decide which parts of the timetable will be covered by the staff taking PPA.

## Termly overview

**LONG TERM CURRICULUM OVERVIEW**

Year	English	Mathematics	Science	History	Geography	Art and Design	Music	Physical Education	Computing	Design and Technology	RE
KS1	...	...	...	...	...	...	...	...	...	...	...
KS2	...	...	...	...	...	...	...	...	...	...	...

Each half term year groups should map their half term across the weeks to ensure they can cover their curriculum in a balanced way. This is a planning sketch and staff should write a phrase to denote what is covered. **They should not write detailed objectives and activities.**

This planning sheet is useful to ensure that maths and English links are identified in the wider curriculum.

Completed on the Friday in the week before the next holiday



TOPIC, FOUNDATION SUBJECT MEDIUM TERM PLANNING					Date/Year:
National Curriculum objectives		What will be the outcomes at the end of this sequence of teaching?			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5	6
Objective	Success criteria	Lesson structure (how will children learn?)	Resources		

However some lessons may take the opportunity to develop other areas of the curriculum. A topic plan led by the History topic of Egyptians will include lessons developing Geography map work about the landscape of Ancient Egypt. A topic plan about the Science topic of Earth and Space will include lessons Geography lessons about latitude and longitude or English lessons setting the scene for science fiction writing.

The row numbers are useful to show what will take place in each session, ie. Session 1, session 2. Alternatively they may be used to denote week numbers, ie. Week 1, week 2.

Section 1 identifies the National Curriculum objectives covered in teachers' own words. There is a box to note how the teaching will be assessed, ie "What will children be able to show by the end of the teaching?" There are tick boxes for teachers to check that their curriculum is a high quality. It would be expected that most of these boxes are checked before the topic begins.

### English weekly plan

ENGLISH WEEKLY PLANNING					Date/Year:
Learning objectives		Writing (composition, drama, poetry)		Writing (non-fiction)	Writing (creative)
1	2	3	4	5	6
Objective	Success criteria	Resources	Lesson structure		

The focus curriculum objectives are transferred from the English medium term planning to the relevant week and any ongoing objectives. This plan is the detail for a series of English lessons based around a text, experience or stimulus.

Before planning the detail for each day we advise writing a lesson outline sentence in each of the daily lesson structure boxes. This will help structure the progression of the block and ensure that the teaching has been effective in achieving the end of block outcomes. Usually teachers produce a WAGOLL (What A Good One Looks Like) to help them plan the teaching that will lead to children achieving the expectations. If a teacher has to write a WAGOLL then they will know what the children will find hard. *Note, teachers should write WAGOLL's at the level the children can achieve.*

Once the outline structure is place teachers should plan the learning objectives, success criteria, key questions and lesson structure. These should be carefully differentiated. Teachers should be careful to avoid 'differentiation by adult support'. Although this can be appropriate, differentiation should begin with a range of learning objectives, success criteria and prepared resources.

Page 74 of the National Curriculum has English Appendix 2: Vocabulary, grammar and punctuation. It is expected that **all teachers** use this to check any technical English terms before they are taught. Teachers should not assume their understanding is correct.

Completed for the block, one week before the lessons will start



Successful teachers use supportive resources.

### Mathematics weekly plan

MATHEMATICS WEEKLY PLANNING					Date/Year:
Objectives What will be learnt?	Success criteria What will the learners be able to do?	Lesson Structure What resources will be used? How will the learning be supported? How will the learning be assessed?	Resources	Application Problem solving	
1	2	3	4	5	6

The maths planning takes the progression from the medium term planning and plans the learning objectives that will be covered in the sequence. The plan should consider the mental maths starter, number facts fluency, vocabulary, teaching models that will be used and key questions. The plan should consider the most appropriate lesson structure for the maths being studied. A good plan will prepare explanations of new and complex concepts so that children are helped to understand and not confused.

Planning should consider how concrete materials should be used to reinforce concepts for **all** children. As new concepts are introduced for even higher achieving children they should be consolidated using concrete representations.

At Heaton, all maths lessons **should have an application task**. The purpose of this task is firstly to improve children's reasoning by posing a 'curve ball' to cause the children to think harder about their maths. The second purpose of the task is to provide a quick way to gauge how the children have learned. A well chosen application task can be effective in assessing who has understood and who needs support. It can be used to identify who may need further support after the lesson.

## Command verbs

	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Creating
<b>Bloom's Definition</b>	Remember previously learned information.	Demonstrate an understanding of the facts.	Apply knowledge to actual situations.	Break down objects or ideas into simpler parts and find evidence to support generalizations.	Compile component ideas into a new whole or propose alternative solutions.	Make and defend judgments based on internal evidence or external criteria.	
<b>Verbs</b>	arrange define describe duplicate identify label list match memorize name order outline recognise relate recall repeat reproduce select state	classify convert defend describe discuss distinguish estimate explain express extend generalised give example(s) identify indicate infer locate paraphrase predict recognise rewrite review select summarise translate	apply change choose compute demonstrate discover dramatize employ illustrate interpret manipulate modify operate practice predict prepare produce relate schedule show sketch solve use write	analyse appraise breakdown calculate categorize compare contrast criticize diagram differentiate discriminate distinguish examine experiment identify illustrate infer model outline point out question relate select separate subdivide test	arrange assemble categorise collect combine comply compose construct create design develop devise explain formulate generate plan prepare rearrange reconstruct relate reorganize revise rewrite set up summarise synthesise tell write	appraise argue assess attach choose compare conclude contrast defend describe discriminate estimate evaluate explain judge justify interpret relate predict rate select summarise support value	develop plan build create design organise revise formulate propose establish assemble integrate re-arrange modify