



SIAMS

SEF Strand 2

Wisdom, Knowledge and Skills

How effective is the school at meeting the academic needs of all pupils through the curriculum?

Progress in reading, writing and maths ?

Reading ?

Number of pupils = 85

Pupils with adjusted scores = 0

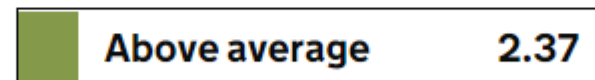


Confidence interval ?
-0.1 to 2.6

Writing ?

Number of pupils = 85

Pupils with adjusted scores = 0



Confidence interval ?
1.2 to 3.6

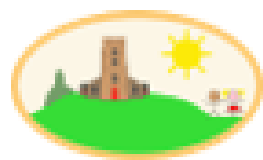
Maths ?

Number of pupils = 85

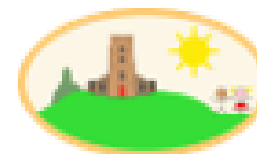
Pupils with adjusted scores = 1



Confidence interval ?
0.5 to 2.8



Church Hill C of E Junior School Curriculum Intent



At Church Hill C of E Junior School every child is recognised as a unique individual. Through our vision, "Let your light shine," (Matthew 5:16) we aspire for all children to celebrate their strengths and be proud of their achievements. This is encapsulated by our curriculum as we provide extensive opportunities for all children to shine and to encourage the light in others. On leaving our school, we aim for all pupils to lead a life rich in happiness, health and fun.

Our ambitious and inclusive curriculum fosters a love of learning. We encourage metacognition through developing the growth mind-set to equip our children with the strategies to succeed. With strong pedagogical progression of transferable knowledge and skills, we aim to prepare our pupils to thrive in the fast-changing world ahead of them. We endeavour to foster independence, confidence and to provide opportunities for enterprise.

Our curriculum aims to develop pupils' interpersonal skills so that they are resilient, curious and passionate citizens. Through strong links with our local community, we recognise the distinctive character of the village of Thurmaston. Community involvement is an essential part of our curriculum as we celebrate local traditions, learning new skills to enable the children to take an active role in events throughout the year. We respect the eclectic mix of our cultural heritage and value tolerance and empathy; we celebrate difference and diversity. Our curriculum also ensures children are knowledgeable about the history and geography of our local area because this is important to our community. Children develop a sense of belonging to this tightly knit community where they have the confidence and skills to make decisions, self-evaluate, make connections and become lifelong learners. Citizenship is further fostered through an emphasis on the core British values and we promote courageous advocacy. We want our children to have the confidence and determination to champion local, national and global issues.

As a Church of England school, our curriculum also offers children the opportunity to explore faith and spirituality. Together, with Jesus, everyone strives to make a difference within our community by letting God's light shine. In the same way, we achieve and accomplish more with our Christian values of courage, fairness, truthfulness, kindness, responsibility, thankfulness and koinonia, creating a flourishing school.

The overarching intention of our curriculum is to provide our learners with the cultural capital and life-skills to 'let their light shine' in all that they do and to create happy, well-rounded and ambitious individuals.

Church Hill Junior C of E School Long Term Plan 2021- 2022



Year 3

Autumn 1 (8 weeks)

Autumn 2 (8 weeks)

Spring 1 (6 weeks)

Spring 2 (7 weeks)

Summer 1 (5 weeks)

Summer 2 (5 weeks)

Theme: Stone Age to Iron Age

Theme: Weather

Theme: British Values

Theme: British Values

Theme: Ancient Worlds

Theme: Ancient Worlds

Christian Values

Democracy - Elections for house captains and school council.
Koinonia - Houses
The rule of law - school rules.
Responsibility - bfl

The Rule of Law - Cops and Robbers
Individual liberty and tolerance - anti-bullying week
Thankfulness- Harvest
Koinonia - Community performance

Kindness - guided read characters
Fairness - The Guard Dog
Kindness and thankfulness - Mother's Day

Courage St. George
Mutual respect - Go giver's lessons.
Responsibility - Legends of King Arthur

Courage - Perseus and Medusa
Kindness and thankfulness - Fathers Day

Fairness/Truthfulness - Sports Day
Koinonia - Sports Day

Fluency, Problem Solving and Reasoning

Maths (Based on White Rose + AFL)

Multiplication - recap 2,5 and 10
Number and place value
Number: addition and subtraction

Multiplication - recap previous and begin to learn 4x 8x table.
Number: addition and subtraction
Number: multiplication and division

Multiplication - recap previous and begin to learn 4x 8x table.
Multiplication and Division
Measurement and money
Statistics

Multiplication - recap previous and begin to learn 3x table.
Fractions
Measurement: length and perimeter

Multiplication - recap previous and begin to learn 3x table.
Measurement: Time
Geometry - properties of shape

Multiplication - recap previous and move on as needed.
Geometry - properties of shape
Measurement: Mass and capacity

Communication, language and English

English

NON-FICTON DESCRIPTION

POETRY - The Quarry

CC. Stone Age

INFORMATION REPORT

CC. Weather

NARRATIVE POETRY - Cops and Robbers

NARRATIVE: PLAYSSCRIPTS
Shakespeare - Macbeth

POETRY - Double Double
Toil and Trouble (Shakespeare)

CC. British literary heritage

NARRATIVE: Fairytales- Jack and the Beanstalk

LEGENDS - King Arthur
(Continued next term due to short half term.

CC. British literary heritage

NARRATIVE: LEGENDS
(CC. St. George)

DESCRIPTION:
Tutankham's tomb (CC. Egyptians)

MYTHS - Perseus and Medusa
(CC. Greek Week)

INSTRUCTIONS

CC: Egyptians mummification
CC: DT

PERFORMANCE POETRY

Oracy, Com	Guided Reading	<ul style="list-style-type: none">• Non-fiction: Instructions for making iron age oatcakes• Information Reports (Stone, Bronze, Iron Age, light, weather)• Poetry stone age• Stone Age Boy - Class Book• The Quarry (poem)• Cops and Robbers (poetry) The Ahlbergs	<ul style="list-style-type: none">• Great British Authors/Class books Dick King Smith: The Guard Dog & The Hodgeheg - Class Books• British fairytales and Legends (Jack and the Beanstalk and King Arthur)	<ul style="list-style-type: none">• Non-fiction - Ancient Egypt• Poem - Piecing the veil	<ul style="list-style-type: none">• Jeremy Strong - Class book There's a Pharaoh in my Bath

	GPS (Ensure links to English)	Revision/recap knowledge from Year 2: <ul style="list-style-type: none"> Nouns Adjectives Noun Phrases Adverb Verb Preposition Commas for lists Direct teaching of apostrophes for possession Year 3 curriculum: <ul style="list-style-type: none"> Determiners (a, an) - consonant/vowel Paragraphs Sub-headings 		<ul style="list-style-type: none"> <i>Inverted commas/direct speech</i> <i>Conjunction (co-ordinating and subordinating)</i> <i>Questions, exclamations, commands, statements</i> <i>Clause/subordinate clause</i> <i>Express time, place and cause using conjunctions, adverbs and prepositions</i> <i>Word families</i> <i>Nouns using prefixes: super, anti, auto</i> 		<ul style="list-style-type: none"> Present perfect <i>Express time, place and cause using conjunctions, adverbs and prepositions</i> <i>Inverted commas/direct speech</i> <i>Conjunction (co-ordinating and subordinating)</i> <i>Clause/subordinate clause</i> 	
	Spelling	Suffix ly (link to adverbs) Prefixes (un, dis, mis, re, pre) Common exception words		<ul style="list-style-type: none"> Ou (double, trouble, young) Zhun sion Ure (treasure, nature) Eigh, ey Suffixes with vowel letters (ing/ed) 		<ul style="list-style-type: none"> Y (myth, gym) K (scheme/school) Ch (chef, machine) Homophones 	
	Handwriting	Session 1 - 5	Session 6 - 10	Session 11- 15	Session 16- 20	Session 21- 25	Session 26- 30

	Spelling	<ul style="list-style-type: none"> Sub-readings Suffix ly (link to adverbs) Prefixes (un, dis, mis, re, pre) Common exception words		<ul style="list-style-type: none"> Ou (double, trouble, young) Zhun sion Ure (treasure, nature) Eigh, ey Suffixes with vowel letters (ing/ed) 		<ul style="list-style-type: none"> Y (myth, gym) K (scheme/school) Ch (chef, machine) Homophones 	
	Handwriting	Session 1 - 5	Session 6 - 10	Session 11- 15	Session 16- 20	Session 21- 25	Session 26- 30
	MFL	Greetings and saying goodbye Asking how someone is and responding Saying your name and asking others theirs Count to 12		Asking age Asking where you live Count to 21 Days of the week		Family members Colours weather Naming classroom objects	
	Computing	CC: History E- Safety	Basic Skills : Dance Mat Typing Weather forecasts	Programming: Hour of Code	Programming: Scratch Storyboard CC: Legends	Technology around us- Using programs to collect, collate and present CC: History Use ICT to create Egyptian art and pattern.	Garage band
Knowledge and Understanding of the World	Science	Rocks	Light	Forces and Magnets Plant seeds x 1 session	Animals including Humans -		Plants
	History	Stone Age to Iron Age				(Greek 2 days) Egyptians	Egyptians continued

	Geography		Weather	All About the UK			
	RE	L2.4 Why do people pray? What is prayer? Islamic prayer How do Hindus pray? Comparison - Christian, Hindu and Muslim prayers. Symbols used in prayer	2a.2 People of God: What is it like to follow God?	L2.7 What does it mean to be a Christian in Britain today?	2a. 5 Why do Christians call the day Jesus died 'Good Friday'?	L2.2 Why is the Bible so important for Christians today? 2a.3 What is the Trinity?	2a. 4 Gospel: What kind of a world did Jesus want?
	Collective Worship	Please see CW Plan					
Personal, Social, Emotional Development	PSHE	Meet the Go Givers Mediation conflict Water: our most precious resource	Creature kindness	Community centre Peer pressure Quotathon Respect	How should we farm cc link with science (healthy eating) and food for life - write a letter to a local farm. Should parents be allowed to smack children? The golden rule	Go givers anthem It's a good news day Sharing ideas	Turning problems around Fact files
	RSE	NSPCC PANTS	Family and Friendship Growing and Caring for Ourselves Differences Anti-Bullying Week	Valuing Difference and Keeping Safe			
Creative Development	Art	Cave paintings, colour mixing Stonehenge Clay pots (Bronze Age beakers) - add texture by imprinting.	Chalk horses: crayon and ink. Rainbow art (cc RE Noah's Ark)	Journeys: maps/street signs	Easter cards & Mother's Day cards - use plaiting/weaving techniques.	Ancient Egyptian artefacts - Egyptian patterns. CC Computing Leaf printing - link to Andy Goldsworthy (DT).	Clay cartouche - add details using slip. Father's day cards to use collage.
	D & T		Celtic Food: Oatcakes - prepare food safely/hygienically and follow a recipe. Moving Pictures (materials DT knowledge Create products with levers and wheels) CC: Christmas		British Nature- Andy Goldsworthy (Textiles DT knowledge)		Food Technology CC: Greek Salad Science/English prepare food safely/hygienically and follow a recipe. To know where food comes from.

Autumn Term 2021

Year 4 Learning Landscape

This term, Y4 will be learning through the themes of...
The Romans and Europe

Maths

Number and place value
Addition and subtraction
Measurement: length & perimeter
Multiplication and division

Computing

Keyboard & basic computing skills
Staying Safe Online
Safe and Responsible Use

PE

Personal challenges
REAL PE
Appropriate PE kit must be worn for all PE lessons - children should come to school in PE kit on **WEDNESDAYS**.

Science

During the Autumn term, we will be studying 'Animals including Humans' which looks at teeth and the digestive system, whilst developing our investigative skills through scientific enquiry.

RE & Collective Worship

We will be studying the questions 'What do Christians learn from the Creation story?' and also 'What is it like being a Hindu in Britain?'
Diwali Focus- Indian Culture day

Art & DT

Making a Roman mosaic, building catapults.

Music

Using notation, pulse and voice



Watch This Space!

Welcome to Year 4 parent event - Wed 8th Sept
School photos - Monday 27th September
Parents evening - Tuesday 5th & Thursday 7th October
Spelling bee 27th October

English

Narrative: Story set in the eruption of Vesuvius in Pompeii
Explanation texts: how volcanoes erupt
Narrative: Issues and dilemmas
Information reports: Roman soldiers - how the army was organized and what they wear
Poetry - poems with a common theme
Guided reading
Avoid being a Roman soldier
Range of explanation texts, Survivor - Pompeii, The Boy at the back of the class

History

Rome and the creation of the Empire
Roman Britain, including Queen Boudicca;
Life in Rome; Hadrian's Wall; Roman Gods and Goddesses; Gladiators

Geography

Where do volcanoes occur? How do they erupt? What are the countries of Europe? How does the climate compare to the UK?

PSHE

Letting your light shine, including behaviour for learning and our school values
Belonging to groups, Jealousy
Coping with natural disasters
Issues & dilemmas

French

Greetings, numbers and Christmas



CHJS History Progression of Knowledge & Skills



Knowledge	Year 3	Year 4	Year 5	Year 6
Knowledge / understanding of British history.	<p>To know about changes in Britain from the Stone Age to the Iron Age</p> <p>Examples (non-statutory)</p> <p>This could include:</p> <ul style="list-style-type: none">• late Neolithic hunter-gatherers and early farmers, for example, Skara Brae• Bronze Age religion, technology and travel, for example, Stonehenge• Iron Age hill forts: tribal kingdoms, farming, art and culture	<p>To know about the Roman Empire and its impact on Britain Examples (non-statutory) This could include:</p> <ul style="list-style-type: none">• Julius Caesar's attempted invasion in 55-54 BC• the Roman Empire by AD 42 and the power of its army• successful invasion by Claudius and conquest, including Hadrian's Wall<ul style="list-style-type: none">• British resistance, for example, Boudicca• 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity. <p>To know about Britain's settlement by Anglo-Saxons and Scots Examples (non-statutory) This could include:</p> <ul style="list-style-type: none">• Roman withdrawal from Britain in c. AD 410 and the	<p>To know about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Examples (non-statutory) This could include:</p> <ul style="list-style-type: none">• Viking raids and invasion• resistance by Alfred the Great and Athelstan, first king of England• further Viking invasions and Danegeld• Anglo-Saxon laws and justice• Edward the Confessor and his death in 1066 <p>To study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 and to complete a local history study in this area. This will be a focus on 'The Battle of Bosworth and Richard 111.</p>	<p>To study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: focus on WW2.</p>

White Rose Maths

Understanding
Christianity

Real PE

Jane Considine's
reading/
Writing lenses

RSE

Go Givers

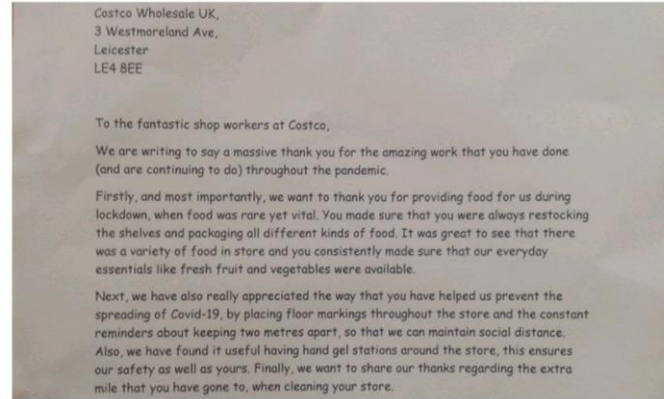
PSHE

Christopher Winter Project

Recovery Curriculum



Letters to Key Workers



Sports Day



Assessing their feelings



Who's driving you today?

Blob Tree assessment



Curriculum Coverage – Science Day



Outdoor Learning



Remote Learning

Remote learning: "I think what you all did was exemplary the odd technical fault couldn't be helped but I don't think there's anything I'd change to what you've done. You went above and beyond."

<u>Name</u>	<u>Stage Directions</u> Write here today.	<u>Dialogue</u> You could copy and paste yesterday here. Looks at them rascals coming.
Witch 1:	(Pointing angrily!)	
Witch 2:	(Cackling loudly)	Look at them silly old men coming up the hill.
Witch 3:	(Maliciously, rubbing her hands together)	Let's cast a spell!
Macbeth:	(Suspiciously with his hands on his hips)	Who are these creatures?.
Banquo:	(Hatefully staring)	They look very spooky!.
Witch 1:	(Fiendishly waving her hands)	Welcome would you like to know the future?



Complete the sentences to show how much money Dora spends.

$$£2 + £2 = £4 \checkmark$$

$$20p + 15p = 35p \checkmark$$

Dora spends £4 and 35p. ✓

3 Complete the number sentences.

$$a) £3 \text{ and } 12p + £5 \text{ and } 12p = £8 \text{ and } 24p \checkmark$$

$$b) £3 \text{ and } 30p + £5 \text{ and } 30p = £8 \text{ and } 60p \checkmark$$

$$c) £3 \text{ and } 50p + £5 \text{ and } 50p = £8 \text{ and } 100p \checkmark$$

$$d) £4 \text{ and } 50p + £5 \text{ and } 50p = £9 \text{ and } 100p \checkmark$$

Special Days and Extra-Curricular Activities

- French Day
- Maths Day
- STEM Day
- Indian Culture Day
- Art Day
- Greek Days
- World Book Day
- Sports/ Comic Relief

Citizenship



British Values Day



COP26



The Fiver Challenge

- Approximately £1600 total profit raised by Year 6 pupils with some pupils making around £200 each!
- Successful businesses and branding
- Recognised in local newspaper

How we have adapted the curriculum in light of the pandemic.




Maths Ready to Progress document

Focus on reading: bottom 20%, reading for pleasure

Spelling analysis and interventions

How effective is the school in identifying and supporting those who are more vulnerable and who may have additional learning and personal needs?

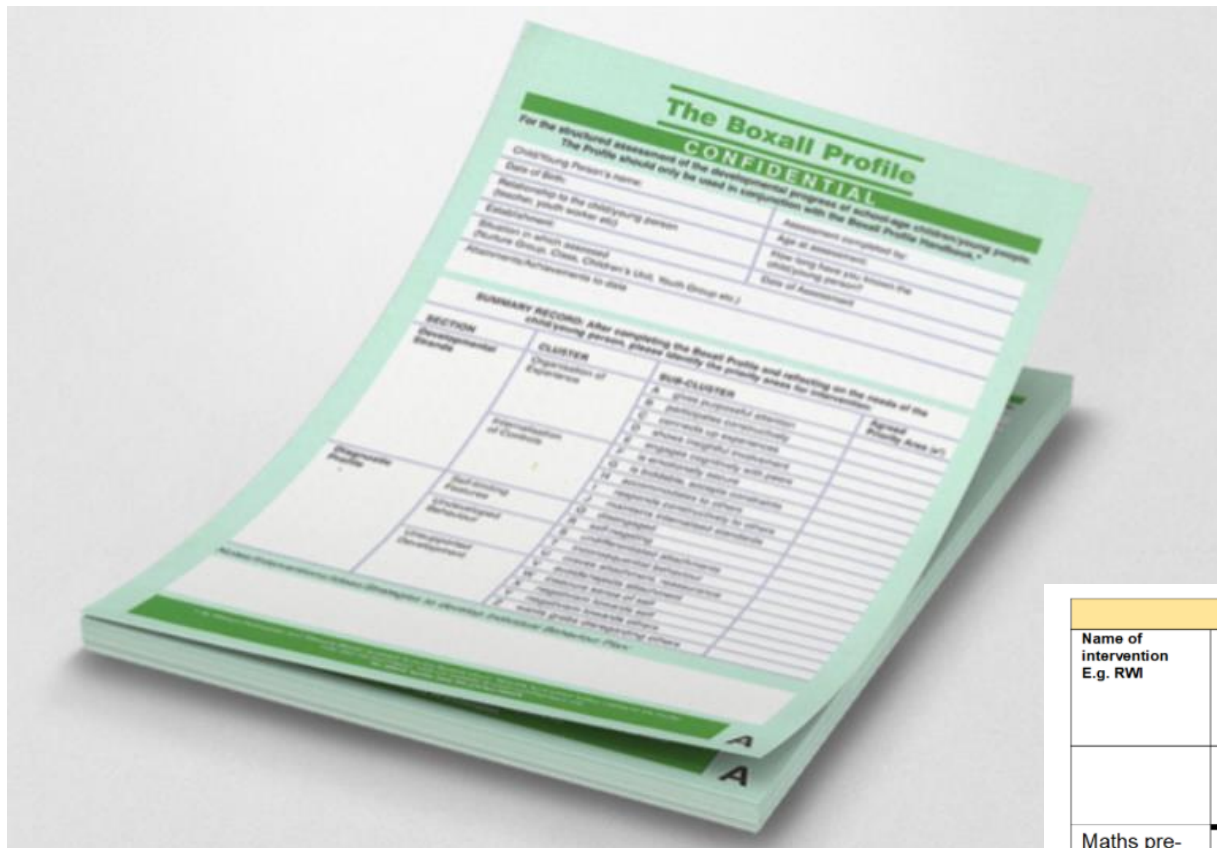
"Great support to meet my child's SEND needs from all staff over last 3 years." (YR5)

Church Hill Junior School		My Education Plan	Review Date: Oct 2021
Intention - my targets		Implementation - what do I need to do?	Impact - how did I get on?
			
<ul style="list-style-type: none"> To know her 5 x table and 4 x table. To continue to practise her 2 and 10 x table so she doesn't forget. To be confident with addition and subtraction methods. To access the maths lessons. 		<p>To use TT <u>Rockstars</u> twice a week - once with the class and once on Thursday assembly times.</p> <p>To go over addition and subtraction methods for 10 mins at the beginning of each afternoon.</p> <p>Additional support during maths, especially to help with concentration. Use of manipulatives to support with fluency, reasoning and problem solving.</p>	
<p>To read with greater fluency.</p> <p>To know and apply all of her phase ____ phonics.</p> <p>To understand what she reads.</p>		<ul style="list-style-type: none"> Continue with the read write <u>inc</u> scheme 4 x a week. To read 4 x a week at home. To read daily to an adult in school. To move onto purple books by the end of the summer term. 	
<ul style="list-style-type: none"> To be able to spell a-e <u>i-e</u> <u>ir</u> <u>igh</u> <u>ea</u> old ck, y words. To be confident with her spellings. 		<ul style="list-style-type: none"> To get full marks in her spelling test. To use Spelling Shed at home and at school. To use look, say, cover, write check to learn her spellings at school. 	

Additional comments including TA1:

Parental Comments: How well do you feel the school is supporting your child?

Read, Write Inc (phonics)



Maths Pre-Teach Spelling

Choose the specific gaps to be closed using the information above							
Name of intervention E.g. RWI	Children	Tally their attendance	Targets E.g. To know all of the phase 3 sounds.	When will intervention occur? Where will it occur? Who will run it?	Review		
					Entrance Data Current standardised score (Reading or Maths) OR Current GPS score (Grammar or Spelling)	End of Term Data	Continue? Set new targets?
Maths pre-teach Arithmetic below 10 (Sept 21) Michelle and Lynne Monday, Tues, Weds 2:30-2:50 (ish)	8 pupils 3 PP, 3 SEN		To use column methods for addition, subtraction and multiplication (x1d initially)	Michelle in 6SL Monday, Tuesday, Wednesday : Lynne in 6EH Monday, Tuesday, Wednesday	RAG Rating		
					Sept arithmetic scores		
					Isolating		
					86		
					Abs- arithmetic score was 9		
					87		
					88		
					81		
					86		
					86		
	9 pupils, 3 SEN, 2 PP		Pre-teach the areas covered in the next day's lesson		11		
					10		
					7		
					11		
					12		
					9		
					95		
					85		

Pastoral LSAs



If something bad happens, I can go to Mrs Stirk and she will make time to speak to me. Her room feels like a really happy place. She helps me to understand what I can do to make the bad things stop happening.

Training

3 trained SENDCos

1 x dyslexia specialist

Selective mutism training

Autism Level 1, level 2 and 3

ADHD solutions

Dyscalculia

Social communications groups

Supporting children with anxiety

Bereavement

Drawing and talking therapy

Play therapy

Self-harm

ELSA

Outside Agencies

Autism Outreach

Education Psychologist

Specialist Teaching Service

Speech and Language Therapist

Paediatrician

Audiology

Physiotherapists

ADHD solutions

Diagnosis: Dyslexia, Dyscalculia, ADHD, Dyspraxia, Autism, Selective Mutism

Disadvantaged Children

Tutors

school trip funding

In class support

Pupil Premium Reviewer

Laptops for schools

Pastoral support

Lunch time support

Homework club

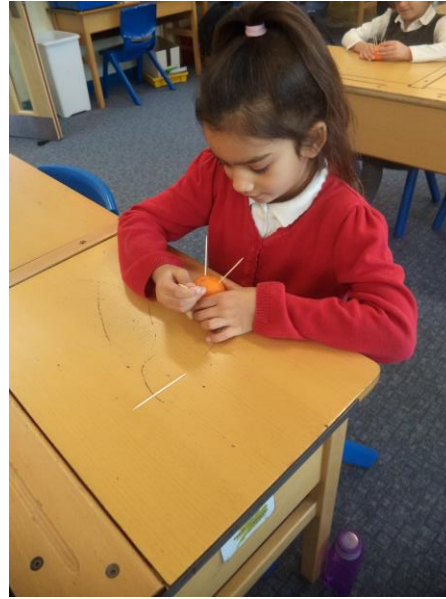
How well does the school support all pupils in their spiritual development, enabling all pupils to flourish?



Buzz Club



Additional Focus on RE





Collective Worship Plan

Autumn Term 2021

Start every day with the Lord's Prayer in your class. (Words below)



Whole school collective worship will be at the end of the day and finish in prayer before dismissing the children for home.

Day	Date & Colour Ribbon	Leader	Bible Theme	Assembly
Theme: Welcome				
Koinonia, Democracy, Tolerance				
Mon	23 rd Aug			Teacher Day
Tue	24 th Aug			Teacher Day
Wed	25 th Aug	DB		Welcome Back Church Hill / Welcome to Church Hill
Thurs	26 th Apr	All		Write lunch time prayers for use in your class.
Fri	27 th Aug	DB/MS		Celebration Assembly of our light
Theme: Vision – Let your light shine! Koinonia				
Mon	30 th Aug			Bank Holiday
Tue	31 st Aug	MS	Kingdom of God	SPCK Assemblies - A Recipe for Success
Wed	1 st Sep	All	Kingdom of God	School Council Elections – Democracy Christian Value – Democracy Class 6AS Reflective Area
Thurs	2 nd Sep	NS		BBC Ten pieces or Singing assembly (Church Hill School Song)
Fri	3 rd Sep	DB/MS		Celebration Assembly of our light
Theme: God the Father				
Mon	6 th Sep	EH	Whole Frieze Story	SPCK Assemblies - Pause for Thought: Where is the Power?
Tue	7 th Sep	DB	Kingdom of God	Democracy powerpoint to amend in folder. Needs linking to democracy in school of class council and house captains and vice captains. Christian Value - Democracy
Wed	8 th Sep	All	Kingdom of God	Class recipe for community / Koinonia success based on SPCK Assemblies - A Recipe for Success Class 5SP Reflective Area
Thurs	9 th Sep	NS		Singing assembly (Church Hill School Song)
Fri	10 th Sep	DB/MS		Celebration Assembly of our light
Theme: God the Son				
Mon	13 th Sep	Child led (SD)	Kingdom of God	SPCK Assemblies - Noticing other people Christian Value – Koinonia
Tue	14 th Sep	RS	Incarnation	SPCK Assemblies - Jesus the Son of God

Wed	15 th Sep	All	Kingdom of God	House captains and Vice Captains elections Democracy Christian Value – Democracy Class 4RS Reflective Area
Thurs	16 th Sep	NS		Singing assembly (Harvest Songs)
Fri	17 th Sep	DB/MS		Celebration Assembly of our light
Theme: God the Holy Spirit				
Mon	20 th Sep	JS	Whole frieze	SPCK Assemblies - Bringing Life
Tue	21 st Sep	DB	Kingdom of God	SPCK Assemblies - Self-control: Fruits of the Spirit
Wed	22 nd Sep	All	Kingdom of God	Democratically decide whether to make a community class hand wreath, a hand rainbow or cross! Only allowed to make 1 for each class. Class vote to decide which. Class 3SF Reflective Area
Thurs	23 rd Sep	NS		Singing assembly (Harvest Songs)
Fri	24 th Sep	DB/MS		Celebration Assembly of our light
Theme: Harvest				
Mon	27 th Sep	KM	Kingdom of God	SPCK Assemblies - Being Grateful
Tue	28 th Sep	Rev Tim / Mandy Green		Harvest Festival at Church Hill
Wed	29 th Sep	All		Mental Health – KM resource Class 6SL Reflective Area
Thurs	30 th Sept	NS		Singing assembly
Fri	1 st Oct	DB/MS		Celebration Assembly of our light
Courageous Advocacy (letters to change environment issue), Dyslexia Awareness month Black History Month				
Theme: Creation Care				
Mon	4 th Oct	Child Led (SD)	Creation	SPCK Assemblies - Be Kind to Our Planet
Tue	5 th Oct	AS		Author Focus Assembly
Wed	6 th Oct	All		Courageous Advocacy – Writing letters re the environment. Class 5SD Reflective Area
Thurs	7 th Oct	NS	Kingdom of God	Singing assembly
Fri	8 th Oct	DB/MS		Celebration Assembly of our light
Dyslexia Awareness month Black History Month Theme: Tolerance				
Mon	11 th Oct	KK	Kingdom of God	Black History Month powerpoint – needs turning into a reflective assembly as just information at present.
Tue	12 th Oct	DB	Kingdom of God	SPCK Assemblies - Celebrating difference
Wed	13 th Oct	All		Courageous Advocacy – Writing letters re the environment. Class 4JS Reflective Area
Thurs	14 th Oct	NS		Singing assembly

Fri	15 th Oct	DB/MS		Celebration Assembly of our light Show Racism the Red Card Oct 22nd (Wear Red Today in support)
Half Term 18 th -22 nd Oct				
Thankfulness, Rule of Law and Courage				
Dyslexia Awareness month Black History Month Theme: Courage				
Mon	25 th Oct	AO	Kingdom of God	SPCK Assemblies - Pause for Thought: A Door of Opportunity
Tue	26 th Oct	DB	Kingdom of God	SPCK Assemblies - Pause for Thought: Potential
Wed	27 th Oct	All		Spelling Bee round 1 (Koinonia)
Thurs	28 th Oct	NS		BBC Ten pieces or Singing assembly
Fri	29 th Oct	DB/MS		Celebration Assembly of our light
Theme: Church Hill Family Celebration				
Mon	1 st Nov	SL		Diwali (4 th Nov 2021) Church Hill Family Celebration SPCK Assemblies - Diwali: Festival of lights
Tue	2 nd Nov	EH	Kingdom of God	Children in Need launch
Wed	3 rd Nov	All		Spelling Bee final (Koinonia)
Thurs	4 th Nov	NS		Outdoor Classroom day Singing Assembly outside (weather permitting)
Fri	5 th Nov	DB/MS		Celebration Assembly of our light
Theme: Remembrance				
Mon	8 th Nov	Class Teachers		Singing assembly
Tue	9 th Nov	DB	Kingdom of God	Remembrance SPCK Assemblies - We Will Remember
Wed	10 th Nov	All		The Colours of a Poppy – Craft, Meditation and Prayers for Remembrance Sunday – The Reflections (Use words to this) Red, green and black paper needed for poppy flowers to make (The Colours of a Poppy – Craft, Meditation and Prayers for Remembrance Sunday – The Reflections)
Thurs	11 th Nov	Child Led (SD)	Kingdom of God	Class 3AO Reflective Area SPCK Assemblies - Pause for Thought in the Classroom - A Time to Remember
Fri	12 th Nov	EH		Children in Need
Theme: Anti-Bullying Week One Kind Word				
Mon	15 th Nov	JS	Kingdom of God	School Resources Anti-Bullying Alliance (Resources available in September – should include an assembly)
Tue	16 th Nov	SP	Kingdom of God	SPCK Assemblies - Pause for Thought: The World's Most Dangerous Weapon!
Wed	17 th Nov	All		Mental Health – KM resource Class 6EH Reflective Area
Thurs	18 th Nov	NS		Singing assembly
Fri	19 th Nov	DB/MS		Celebration Assembly of our light
Theme: Courage				

RE progression of knowledge and skills

 CHJS R.E. Progression of Knowledge & Skills 				
Knowledge	Year 3	Year 4	Year 5	Year 6
A. Know about and understand a range of religions and worldviews.				
A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.	<p>Describe what some believers say and do when they pray. Describe religions and worldviews, connecting ideas.</p> <p>Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression.</p> <p>Order creation and fall, incarnation, gospel and salvation within a timeline of the Bible's 'Big Story.'</p>	<p>Place the concepts of God and Creation on a timeline of the Bible's big story.</p> <p>Describe religions and worldviews, connecting ideas.</p> <p>Offer suggestions about what the description of Pentecost in Acts 2 might mean.</p> <p>Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and</p>	<p>Identify some different types of biblical texts, using technical terms accurately.</p> <p>Explain connections between biblical texts and Christian ideas of God, using theological terms.</p> <p>Identify features of Gospel texts (for example, teachings, parable, narrative).</p> <p>Make connections between the key functions of the mosque and the beliefs of Muslims.</p>	<p>Outline Christian, Hindu and/or nonreligious beliefs about life after death.</p> <p>Outline the timeline of the 'big story' of the Bible, explaining the place within it of the ideas of Incarnation and Salvation.</p> <p>Suggest meanings for resurrection accounts, and compare their ideas with ways in which Christians interpret these texts, showing awareness of the centrality of the</p>



Pastoral LSAs

Who's driving you?

