



### Curriculum Group Feedback

Our pupil curriculum groups ensure that children at the Potton Federation are involved in the shaping of the curriculum. Subject and aspect leaders meet regularly with their pupils to seek feedback on the subject or area they are leading.

Feedback from the children is used to reshape and modify action plans in order to ensure that each subject is both meeting the needs of its learners and maintaining relevance and interest. This means that pupils feel empowered to share their opinions in order to ensure the curriculum is engaging and relevant.

Our school council meet every half term to raise points that have been generated by each class in order to improve the provision for children at the Potton Federation.

We have designed the curriculum so that each year group experiences one theme that links to an aspect of the local community because we feel it is important for our pupils to find out more about their community including its history, geography and some of the people that live and work within it. We also include several topics that enable us to investigate the wider world, including countries outside of Europe.

Curriculum Groups have met this term and here are the notes from the sixteen children who attended from the Lower School:

<b>English</b>	
<b>Things that are going well?</b>	<b>Even better if?</b>
<ul style="list-style-type: none"><li>• Year 1 – practising our handwriting and when we are reading we learn lots of new facts.</li><li>• Year 2 – I like when I move up a reading stage as I now I am getting better with my reading.</li><li>• Year 3 – When I can include my own ideas in my writing and being creative.</li><li>• Year 4 - I love big writes, because I enjoy writing and it gives me time to do it. I enjoy when we create our own comic strips and write the speech for it.</li></ul>	<ul style="list-style-type: none"><li>• Year 4 – More chance to be creative and the other children agreed.</li><li>• Year 4 – A variety of authors for Stage 16 in the library.</li></ul>

<p><b>What did you learn last week?</b></p>	<p><b>What strategies/equipment did you use to help you learn?</b></p>
<ul style="list-style-type: none"> <li>• Year 1 – We wrote our own versions of ‘The tiger who came to tea’ – we had elephants and pigs and some were very greedy!</li> <li>• Year 2 – The dragon machine book – we wrote predictions and created our own maps of the dragon land.</li> <li>• Year 3 – Greek facts and information</li> <li>• Year 4 – Newspaper articles.</li> </ul>	<ul style="list-style-type: none"> <li>• Year 1 – we have to use finger spaces, full stops and capital letters when we write.</li> <li>• The others agreed and shared that they discuss as a class what they need to do before they complete writing independently.</li> </ul>
<p><b>What are you learning this week?</b></p>	<p><b>What strategies/equipment did you use to help you learn?</b></p>
<ul style="list-style-type: none"> <li>• Year 1 – A book called ‘Katy goes to London’. We are writing all about London.</li> <li>• Year 2 – The dragon machine – we are using adjectives and practising sentences about the dragons.</li> <li>• Year 3 – Greeks.</li> <li>• Year 4 – Poetry.</li> </ul>	<ul style="list-style-type: none"> <li>• Again all children agreed what had previously been said that children discuss as a class what they need to do before writing.</li> </ul>
<p><b>What area of English is very challenging?</b></p>	<p><b>Why is it challenging?</b></p>
<ul style="list-style-type: none"> <li>• Year 1 – sometimes when we write independently our teacher reminds us to be really neat and remember our presentation.</li> <li>• Year 4 – My target is to read aloud with confidence.</li> </ul>	<ul style="list-style-type: none"> <li>• Year 4 – I find it harder to read aloud because I am quite shy.</li> <li>• Year 1 – because I am excited to write my ideas down and sometimes forget to be careful with my letters.</li> </ul>
<p><b>Do you have a book that as a class you are reading?</b></p>	
<ul style="list-style-type: none"> <li>• Year 4 – Yes it’s ‘Author and the golden rope’.</li> <li>• Other year groups showed the sign on their classroom doors</li> </ul>	
<p><b><u>Co-ordinator Summary:</u></b></p> <p>The children were all really positive about their English lessons and could confidently explain what they had previously been learning. Some children were more confident in articulating the ways that they found it a challenge and what they could improve.</p>	

<b>Maths</b>	
<b>Things that are going well?</b>	<b>Even better if?</b>
<ul style="list-style-type: none"> <li>• Play games like lifeboats – fun.</li> <li>• When we need help we are encouraged to have a go before asking for help.</li> <li>• We are pushed to do our best, games are great fun, challenges (EXT task) are really good for us to improve our maths, learning fractions is great fun.</li> </ul>	<ul style="list-style-type: none"> <li>• Questions to be challenging but not too hard or too easy.</li> <li>• Challenge those that think it's too easy.</li> <li>• Larger maths books – 'I've been through 3 already', spend more time on challenging topics in maths.</li> </ul>
<b>What did you learn last week?</b>	<b>What strategies/equipment did you use to help you learn?</b>
<ul style="list-style-type: none"> <li>• Number problems.</li> <li>• Sharing into groups.</li> <li>• Money – getting change.</li> <li>• Adding and taking away on a number line.</li> <li>• Written subtraction using column method.</li> <li>• Negative numbers.</li> </ul>	<ul style="list-style-type: none"> <li>• Drew circles and learning to split the number into them using dots. If they were tens numbers we split them in tens.</li> <li>• We used a number line to subtract or add depending on the question.</li> <li>• Column method for written subtraction</li> <li>• Used number lines to subtract and add negative numbers.</li> </ul>
<b>What are you learning about this week?</b>	<b>What strategies/equipment are you using to help you?</b>
<ul style="list-style-type: none"> <li>• Sharing into quarters and halves</li> <li>• Right angles with shapes – what shapes have right angles.</li> <li>• Angles – acute, right, obtuse, reflex.</li> </ul>	<ul style="list-style-type: none"> <li>• Using circles and sharing into groups.</li> <li>• Right angle testers made from paper.</li> <li>• Right angle tester and protractor</li> </ul>
<b>What area of maths is very challenging?</b>	<b>Why is it challenging?</b>
<ul style="list-style-type: none"> <li>• Challenges.</li> <li>• Time tables.</li> <li>• Ext tasks.</li> </ul>	<ul style="list-style-type: none"> <li>• It takes a long time to figure out.</li> <li>• We only get ten seconds.</li> <li>• Normally they push you and they are more challenging than your learning.</li> </ul>

<p><b>What does problem solving look like in your class?</b></p>	<p><b>What times tables are you learning?</b></p>
<ul style="list-style-type: none"> <li>• If you get a challenge you have to solve it.</li> <li>• We have to read what it says on the card and then we have to answer the question.</li> <li>• Sometimes we have a sheet which we have to answer, sometimes we write in our books. We have Busy Ant books with questions that show a shape is a missing number.</li> </ul>	<ul style="list-style-type: none"> <li>• 5, 10 and 2</li> <li>• 2</li> <li>• 2, 5 and 3</li> <li>• 4, 6, 7, 8 and 9</li> </ul>
<p><b><u>Co-ordinator Summary:</u></b></p> <p>Pupils could clearly explain that they are really challenged in maths and the level of challenge is really stretching their mathematical thinking. Year 4 children were able to verbalise that this was really important to challenge individuals and push themselves. These challenges are clearly motivating pupils. In other Year groups it was positive to hear that the children recognise that challenge is important and that they learning tasks should not be too easy.</p> <p>All pupils in Year 2-4 were able to explain what areas of maths they were learning. However (with the exception of Year 4), pupils were unable to link their responses to the curriculum areas of maths. They could all tell me which strategies they were using and this is a strength.</p> <p>In Year 1, the pupils struggled to verbally communicate their learning in maths. Without their books, listening to and reflecting on their learning was a challenge.</p> <p>Nearly all pupils responded positively about maths and this was good to see. With mastery teaching strategies introduced throughout the school, we will hopefully have all pupils responding positively about maths.</p> <p>Curriculum coverage shows that generally KS2 are following similar units of work with one class a week behind due to revisiting learning.</p>	

<b>Science</b>	
<b>Things that are going well?</b>	<b>Even better if?</b>
<ul style="list-style-type: none"> <li>• Reception - Light- how to light up at bulb.</li> <li>• Year 1- Seasons- what we need to wear.</li> <li>• Year 2- Water experiment—what happens to liquid when you shake it or change it.</li> <li>• Year 3- Plants, how do things grow?</li> <li>• Year 4 - Music experiment- what is the loudest tribe? (linked to history).</li> </ul>	<ul style="list-style-type: none"> <li>• All children agreed that they enjoyed science and could not think of more ways to enjoy it. They particularly love hands on experiments!!</li> </ul>
<b>What have you learned in this subject area?</b>	<b>What would you like to learn more about in this subject area?</b>
<ul style="list-style-type: none"> <li>• Foundation- Batteries, water and jack and the bean stalk.</li> <li>• Year 1- Materials and their uses are, plants, seasons,</li> <li>• Year 2- Materials.</li> <li>• Year 3- Plants/lifecycles, rocks and animals.</li> <li>• Year 4- Sound, experiments, animals and the human body.</li> </ul>	<ul style="list-style-type: none"> <li>• Year 3 – Animals and see them.</li> <li>• All children said more experiments!</li> </ul>
<b>Do your lessons sometimes include more than one subject area? Can you explain why/ how subjects link sometimes?</b>	<b>What has been your most memorable experience in this subject area? Visitors?</b>
<ul style="list-style-type: none"> <li>• Foundation- We write about what we do in science and we have investigations outside.</li> <li>• Year 1- Maths - We write up what we are doing.</li> <li>• Year 3- Literacy about beans and non-fiction writing.</li> <li>• Year 4- Roman and history links. Year 4s were very clear that they prefer learning cross curricular.</li> </ul>	<ul style="list-style-type: none"> <li>• Foundation- Jack and the beanstalk &amp; 3 little pigs experiment.</li> <li>• Year 1- Slime experiment.</li> <li>• Year 2- Spider webs/ how to make the best slides.</li> <li>• Year 3 - What makes the best sandwich and why/ coke explosion.</li> <li>• Year 4 - Bouncy egg experiment/ friction and cars.</li> </ul>

<b>Geography – Key Stage 1</b>	
<b>Things that are going well?</b>	<b>Even better if?</b>
<p>Children said they liked:</p> <ul style="list-style-type: none"> <li>• Using maps and atlases to locate different places around the world.</li> <li>• Creating their own picture maps.</li> <li>• Using different directional language.</li> </ul>	<p>Children said they would like to do more:</p> <ul style="list-style-type: none"> <li>• Outdoor learning.</li> <li>• Visiting some local human and physical geographical features that they have learned about.</li> </ul>
<b>What have you learned in this subject area?</b>	<b>What would you like to learn more about in this subject area?</b>
<p>Children could tell me they had:</p> <ul style="list-style-type: none"> <li>• Learned about landmarks in UK.</li> <li>• Learned facts about the location of London.</li> <li>• Located UK capital cities and countries on a map using atlases.</li> <li>• Explored different physical geographical features – hills, mountains, beaches etc.</li> <li>• Learned about the different oceans.</li> </ul>	<p>Children said they had an interest in further learning about:</p> <ul style="list-style-type: none"> <li>• Cross curricular links – languages in countries around the world.</li> <li>• Exploring more of the local area and taking trips to local features.</li> </ul>
<b>Do your lessons sometimes include more than one subject area? Can you explain why/ how subjects link sometimes?</b>	<b>What has been your most memorable experience in this subject area? Visitors?</b>
<p>All children could tell us about a time when they used their writing skills (Literacy) to describe a particular place and the children said there had been times they had used maths (e.g. maps, coordinates, directional language).</p>	<ul style="list-style-type: none"> <li>• Year 1 – Learning about hills, cliffs and other human features.</li> <li>• Year 2 – Naming ships, streets, places etc in Potton.</li> </ul>

<b>Geography – Lower Key Stage 2</b>	
<b>Things that are going well?</b>	<b>Even better if?</b>
<p>Children said they liked:</p> <ul style="list-style-type: none"> <li>• Using a wider range of maps including grid reference maps in Year4.</li> <li>• Locating countries and cities on world and more local maps linked to their topic e.g. Greece in Year 3.</li> </ul>	<p>Children said they would like to do more:</p> <ul style="list-style-type: none"> <li>• Using ICT lessons to individually explore google earth.</li> <li>• More personal research into different countries around the world and some facts about them.</li> </ul>
<b>What have you learned in this subject area?</b>	<b>What would you like to learn more about in this subject area?</b>
<p>Children could tell me they had:</p> <ul style="list-style-type: none"> <li>• Studied Saxon Forts.</li> <li>• Studied the Romans.</li> <li>• Studied Anglo Saxons and Celts.</li> <li>• Explored Greece ancient and current.</li> </ul>	<p>Children said they had an interest in further learning about:</p> <ul style="list-style-type: none"> <li>• More fieldwork and independent study of a particular area in their locality.</li> <li>• Looking at some more physical features – volcanoes for example.</li> </ul>
<b>Do your lessons sometimes include more than one subject area? Can you explain why/how subjects link sometimes?</b>	<b>What has been your most memorable experience in this subject area? Visitors?</b>
<p>In KS2 children mentioned drawing their own maps using some sketching skills.</p>	<ul style="list-style-type: none"> <li>• Year 3 - Plotting cities on a UK map</li> <li>• Year 4 - Use of atlases to plot different rivers used for Saxon forts.</li> </ul>

<b>History – Key Stage 1</b>	
<b>Things that are going well?</b>	<b>Even better if?</b>
<p>Children said they liked:</p> <ul style="list-style-type: none"> <li>• Learning about people from the past</li> <li>• Learning about Queens</li> <li>• Learning about events (Great Fire of London)</li> <li>-</li> </ul>	<p>Children said they would like to do more:</p> <ul style="list-style-type: none"> <li>• We could make more models</li> <li>• Do more artwork in History</li> </ul>
<b>What have you learned in this subject area?</b>	<b>What would you like to learn more about in this subject area?</b>
<p>Children could tell me they had:</p> <ul style="list-style-type: none"> <li>• Learned about Queens</li> <li>• Learning about castles and the people who live in them.</li> <li>• The man on the moon</li> <li>• Named Neil Armstrong</li> </ul>	<p>Children said they had an interest in further learning about:</p> <ul style="list-style-type: none"> <li>• We'd like to know about other Queens from different countries and their special things like jewels.</li> <li>• More time to talk about things we already know</li> </ul>
<b>Do your lessons sometimes include more than one subject area? Can you explain why/how subjects link sometimes?</b>	<b>What has been your most memorable experience in this subject area? Visitors?</b>
<ul style="list-style-type: none"> <li>• Literacy (writing reports)</li> <li>• Maths (dates and timelines)</li> </ul>	<ul style="list-style-type: none"> <li>• The Queen coming to our tea party</li> </ul>



<b>History – Lower Key Stage 2</b>	
<b>Things that are going well?</b>	<b>Even better if?</b>
<p>Children said they liked:</p> <ul style="list-style-type: none"> <li>• Trojans and Greeks</li> <li>• Making Saxon Tools from clay</li> <li>• Making Saxon Longboats</li> </ul>	<p>Children said they would like to do more:</p> <ul style="list-style-type: none"> <li>• Go for visits/ have people visit us</li> </ul>
<b>What have you learned in this subject area?</b>	<b>What would you like to learn more about in this subject area?</b>
<p>Children could tell me they had:</p> <ul style="list-style-type: none"> <li>• Gladiator Battles!</li> </ul>	<p>Children said they had an interest in further learning about:</p> <ul style="list-style-type: none"> <li>• Tudors</li> </ul>
<b>Do your lessons sometimes include more than one subject area? Can you explain why/ how subjects link sometimes?</b>	<b>What has been your most memorable experience in this subject area? Visitors?</b>
<ul style="list-style-type: none"> <li>• Art &amp; DT</li> <li>• Literacy &amp; Maths</li> </ul>	<ul style="list-style-type: none"> <li>• Making Stone Age jewellery</li> <li>• Making Roman menus</li> </ul>

<b>RE</b>	
<b>Things that are going well?</b>	<b>Even better if?</b>
<ul style="list-style-type: none"> <li>• Children enjoyed learning about Jesus.</li> <li>• Year 4 explained that they liked the faith tour.</li> <li>• Mr Hodgson said that Faith tour has been booked for Year 3 pupils and they were happy about this.</li> <li>• Children have enjoyed learning about Mosques.</li> <li>• Children enjoy reading religious stories from the bible.</li> <li>• They liked Open the Book coming into school.</li> </ul>	<ul style="list-style-type: none"> <li>• Mr Hodgson asked whether they knew any other stories than stories about Jesus. Year 4 pupils could name some they have heard. The children were very keen hear other religious stories.</li> </ul>
<b>What have you learned in this subject area?</b>	<b>What would you like to learn more about in this subject area?</b>
<ul style="list-style-type: none"> <li>• Year 4 could talk a lot about all the different learning they have completed around Judaism. They were very keen to tell me lots about this.</li> <li>• Year 3 have shared their learning about Jesus and Mosques.</li> <li>• Year 2 discussed their learning about Christmas and the meaning of Christmas to Christians.</li> </ul>	<ul style="list-style-type: none"> <li>• Children wanted to have more artefacts to touch.</li> </ul>
<b>Do your lessons sometimes include more than one subject area? Can you explain why/ how subjects link sometimes?</b>	<b>What has been your most memorable experience in this subject area? Visitors?</b>
<ul style="list-style-type: none"> <li>• Art when creating pictures.</li> <li>• Writing</li> <li>• Mainly independent work but some group work and collaboration.</li> </ul>	<ul style="list-style-type: none"> <li>• Faith Tour.</li> <li>• Open the Book.</li> <li>• Rev Gill. I have informed the children that she has retired, but hopefully when we get a new Reverend we could invite them in to lead an assembly.</li> </ul>

<b>Art and DT</b>	
<b>Things that are going well?</b>	<b>Even better if?</b>
<ul style="list-style-type: none"> <li>• I love getting to use pens.</li> <li>• Enjoyed making rockets.</li> <li>• We get to do more things than drawing. We get to use clay!</li> <li>• Colouring.</li> <li>• Using lots of different materials.</li> <li>• I love drawing.                             <ul style="list-style-type: none"> <li>○ All the children agreed and one child said that drawing was their favourite.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• I want to draw whatever I want.</li> <li>• Make more models.</li> <li>• Do more art lessons using clay. We made a clay tool last lesson which was really fun and cool. I really enjoyed doing it.</li> <li>• More Art lessons!!</li> </ul>
<b>What have you learned in this subject area?</b>	<b>What would you like to learn more about in this subject area?</b>
<ul style="list-style-type: none"> <li>• How to colour in the lines.</li> <li>• It doesn't matter if your right or left handed.</li> <li>• I learnt how to shade and create different textures.</li> <li>• I have learnt that you can keep improving your drawing the more you do it.</li> <li>• What colours can be used to mix to create other colours.</li> </ul>	<ul style="list-style-type: none"> <li>• How to make my drawings better.</li> <li>• All the children wanted to use more resources and they named a few - charcoals and plaster.</li> </ul>
<b>Do your lessons sometimes include more than one subject area? Can you explain why/ how subjects link sometimes?</b>	<b>What has been your most memorable experience in this subject area? Visitors?</b>
<ul style="list-style-type: none"> <li>• All children agreed that they use Art in other subjects such as history. This is also evident in their books especially Year 4.</li> <li>• 'We use Art to learn about our Topic'.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning about the planets and drawing them.</li> <li>• Making your drawings 3D.</li> <li>• Making the covers on Topic Books.</li> <li>• Sketching London Bridge.</li> <li>• Making tools out of clay.</li> </ul>
<p><b><u>Co-ordinator summary:</u></b></p> <p>Overall the children seem to really enjoy Art lessons. The main area that children felt could be improved is the wide range of material options they could use in their Art lessons.</p>	

<b>Music</b>	
<b>Things that are going well?</b>	<b>Even better if?</b>
<ul style="list-style-type: none"> <li>• Shaking maracas</li> <li>• Learning different notes – glockenspiel.</li> <li>• When people play glockenspiel.</li> <li>• Singing – lots of different songs – Mamma Mia.</li> <li>• Putting musical instruments to the beat of the music.</li> <li>• When I sing I can change how my voice sounds.</li> <li>• Goldilocks song (reception – topic links).</li> <li>• Play instruments outside (reception).</li> </ul>	<ul style="list-style-type: none"> <li>• We could have more instruments – guitar/ukulele.</li> <li>• Play more drums.</li> <li>• Suggest songs that we would like to learn. (Dance Monkeys).</li> <li>• Dancing in music.</li> <li>• Listening to Jazzy music.</li> <li>• More singing.</li> <li>•</li> </ul>
<b>What have you learned in this subject area?</b>	<b>What would you like to learn more about in this subject area?</b>
<ul style="list-style-type: none"> <li>• Hey You (song).</li> <li>• E C D notes (glocks).</li> <li>• Play to the beat.</li> <li>• Listened to find out what musical instruments could be heard.</li> <li>• Trying to repeat rhythms.</li> <li>• Composed own version.</li> <li>• Created our own rap.</li> <li>• Played beat to reggae, jazz and rock.</li> <li>• Thought about how music made us feel by listening to songs).</li> </ul>	<ul style="list-style-type: none"> <li>• Learn different notes to play more music.</li> <li>• Learn more songs and listen to different kinds of music.</li> </ul>

<b>French – Lower Key Stage 2</b>	
<b>Things that are going well?</b>	<b>Even better if?</b>
<ul style="list-style-type: none"> <li>• Children could recall French phrases</li> <li>• They all enjoy it</li> <li>• They said it is fun to say things in a different language</li> </ul>	<ul style="list-style-type: none"> <li>• All children wanted to have more time learning French.</li> </ul>
<b>What have you learned in this subject area?</b>	<b>What would you like to learn more about in this subject area?</b>
<ul style="list-style-type: none"> <li>• Colours.</li> <li>• Body parts.</li> <li>• Classroom instructions.</li> <li>• Greetings.</li> <li>• How are you feeling?.</li> </ul>	<ul style="list-style-type: none"> <li>• More songs and games.</li> </ul>
<b>Do your lessons sometimes include more than one subject area? Can you explain why/ how subjects link sometimes?</b>	<b>What has been your most memorable experience in this subject area? Visitors?</b>
<ul style="list-style-type: none"> <li>• Children sometimes say the register in French and the teachers asks how they are.</li> <li>• Teachers count in French.</li> </ul>	<ul style="list-style-type: none"> <li>• The children suggested a French day.</li> </ul>

<b>ICT</b>	
<b>Things that are going well?</b>	<b>Even better if?</b>
<ul style="list-style-type: none"> <li>• Year 1 – researching about London.</li> <li>• Year 2 – learning about different software.</li> <li>• Year 3 – exploring using Google Earth.</li> <li>• Year 4 – Using scratch and practising times tables on TT Rock Star.</li> </ul>	<ul style="list-style-type: none"> <li>• The majority of the children agreed that they really enjoyed going to the computer suite for their lessons but would like to use it more within other lessons.</li> <li>• Year 3 – understanding more about gaming.</li> </ul>
<b>What did you learn last week?</b>	<b>What strategies/equipment did you use to help you learn?</b>
<ul style="list-style-type: none"> <li>• Year 1 – Drawing – using the mouse.</li> <li>• Year 2 – Using paint to create our own castles and bridges.</li> <li>• Year 3 – google earth</li> <li>• Year 4 – Using scratch and then explained which character they using and the instructions that they used.</li> </ul>	<ul style="list-style-type: none"> <li>• Years 1-4 all agreed that they use their teacher to support them during lesson and that they help them by displaying what they need to do on the big whiteboard.</li> <li>• Year 2 – were both very confident about their logons and not needing support to do this.</li> </ul>
<b>What area of computing is very challenging?</b>	<b>Why is it challenging?</b>
<ul style="list-style-type: none"> <li>• Year 1 – mouse control / logging on.</li> <li>• Year 2 – controlling the shapes when creating pictures.</li> <li>• Year 4 – Speed typing – confidence.</li> </ul>	<ul style="list-style-type: none"> <li>• Year 2 - At home we don't really use a computer like we have in school. We have touch screens so we need to get used to it.</li> <li>• Others agreed with this.</li> </ul>
<p><b><u>Co-ordinator summary:</u></b></p> <p>Overall it is clear that children really enjoy their computing lessons and could what they did in their previous lesson. Children have shown that they struggle using a computer compared to a tablet outside of school. They have also agreed that they would enjoy using laptops/computers more within their lessons.</p>	

<b>Values / PSHE</b>	
<b>Things that are going well?</b>	<b>Even better if?</b>
<ul style="list-style-type: none"> <li>• Values lessons</li> <li>• Assemblies</li> <li>• Most children in class are showing values.</li> <li>• Children feel that values are reinforced throughout the day.</li> <li>• It helps people to be kind and happy.</li> <li>• Children liked earning a certificate and hot chocolate with the head.</li> </ul>	<ul style="list-style-type: none"> <li>• Children wanted an extended assembly as often we go over break time.</li> <li>• Children would like to help out in assembly as they enjoyed Ms Kerfoot's assembly on Chinese New Year.</li> <li>• More hot chocolate with the head!</li> </ul>
<b>What did you learn last week?</b>	<b>What strategies/equipment did you use to help you learn?</b>
<ul style="list-style-type: none"> <li>• How to show our values.</li> <li>• In assembly Mr Hodgson gives us ideas of how we can show values in school.</li> <li>• One pupil mentioned that 'our values help us not to be naughty and how to be better next time'.</li> </ul>	<ul style="list-style-type: none"> <li>• Some children wanted to learn more about the value of Respect. I did say to pupils that it is one of our important values and that is why it is taught every year.</li> </ul>
<b>Do your lessons sometimes include more than one subject area? Can you explain why/ how subjects link sometimes?</b>	<b>What has been your most memorable experience in this subject area? Visitors?</b>
<ul style="list-style-type: none"> <li>• Art/ DT making and creating things.</li> <li>• Writing of work.</li> <li>• Teamwork and partners.</li> </ul>	<ul style="list-style-type: none"> <li>• One child said that they enjoyed hot chocolate with the head.</li> <li>• They also liked learning about kindness and helping others. They liked it as it helps them with their friends.</li> </ul>