



HPP (HJS)

Teaching and Learning Policy

| Version | Date | Comments | Review |
|---------|-------------|---|-------------|
| 7 | Nov 2022 | English lesson expectation added and information about pen license | Autumn 2023 |
| 8 | Spring 2023 | The teaching of vocabulary added – STAR model and how 'Golden Words' are used | Autumn 2023 |
| 9 | Spring 24 | Appendix 1 added: Reading bookmark | Autumn 2024 |
| 10 | Autumn 24 | Reviewed and updated maths lessons Added a section about Guided Reading | Summer 25 |
| 11. | June 2025 | Updated Retrieval Slides/Appendix 2/Got it Grids | Spring 2026 |

HAMPTON JUNIOR SCHOOL

Introduction

Within the Hampton Primary Partnership, the policies in both schools for **Teaching and Learning** will develop children and staff to ensure they can **'Be the best they can be'**.

Our vision is that children within HPP will develop life-long skills and lead happy and fulfilling lives. Through our teaching and learning, we aim to equip children with the skills, knowledge and understanding required to fulfil their intellectual and personal potential.

The **Teaching and Learning Policy** is a central document which underpins and supports our whole-school vision.

The following **HPP Principles** provide our focus when creating and evolving the curriculum:

1. Aims

At our school we provide rich, relevant and varied learning experiences which allow all children to develop their skills, interests and abilities. Through appropriate challenge and exciting teaching, children are able to achieve, be proud and succeed together.

Through our teaching we aim to:

- Develop children's knowledge, skills and understanding in all subjects
- Focus on developing children's skills and competencies in English and mathematics
- Enable children to become confident and independent learners
- Develop children as resourceful and resilient learners
- Encourage children to challenge themselves in all areas of the curriculum
- Foster children's self-esteem and help them to build positive relationships with all members of the school community
- Develop high standards of behaviour and conduct
- Develop children's self-respect and self-awareness
- Encourage children to show positive attitudes and respect towards the ideas and feelings of others regardless of gender, race, culture and religion
- Enable children to feel valued within and positively contribute to the wider community
- Help children to grow into reliable, independent-thinking citizens
- Help children to be proud of their own work and recognise their achievements

2. Key Elements of Teaching

Planning and preparation should:

- Be clearly linked to objectives from the National Curriculum, progression of skills documents and Target Tracker statements
- Be differentiated to demonstrate how pupils of all abilities are catered for



- Have clearly identified learning objectives with tasks in numerical order with a next step
- Plan for Learning Support Assistants to be deployed effectively throughout the lesson
- Identify resources that are utilised within the lesson
- Identify the structure and timings of the lesson
- Take into account children's prior understanding and knowledge through accurate assessments (formative or summative) as well as using retrieval slides and end of unit assessments.
- Value pupils as unique individuals and ensure that all relevant equal opportunities legislation is adhered to. We strive to meet all the needs of our pupils through inclusion.

Curriculum Intent:

The following statement outlines the 'Curriculum Intent' for Hampton Primary Partnership and was composed in consultation with staff, governors and pupils. It reflects the vision for Excellence in our curriculum.

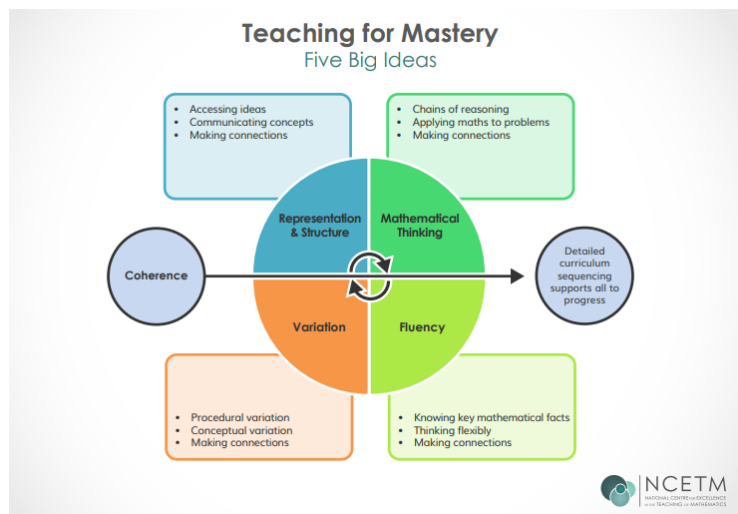
*'Be the best you can be' is at the heart of the HPP curriculum. Across the partnership, we pride ourselves on our **progressive and vocabulary-rich** curriculum being **clear, carefully considered and connected**. This ensures that our children develop **key knowledge and skills** in a fun and inspiring way so that they are well-prepared for the next stage of their education. **Resilience and independence** are embedded through the partnership's **ambitious** expectations for **all children to succeed**, whilst developing a life-long love for learning. By working in **partnership** with parents and carers, this supports our vision of **excellence** while considering all pupils' individual starting points and personal needs.*

Lessons should:

- Have specific learning objectives that are clearly explained within the lesson and regularly referenced
- Have a clear introduction
- Have clearly set tasks matched to children's ability and prior attainment
- Provide sufficient time for children to complete the tasks
- Give children appropriate opportunities for independent learning
- Provide opportunities for children to reflect on their learning which enables them to take actions to improve where necessary
- If necessary be adapted according to the teacher's assessment of pupils' needs
- Allow children to practise higher order thinking skills
- Use effective questioning techniques
- Provide pace and challenge for all pupils
- Be enjoyable and interesting
- Be modified in accordance with pupils special educational needs ensuring that individual targets and provision maps are considered
- Retrieval slides and Golden Words are displayed at the start of a lesson.

Maths Lessons should:

All maths lessons will encompass the NCETM's Five Big Ideas. These are the fundamental characteristics for teaching for mastery.



English Lessons should:

All English lessons should contain elements of Teaching for Mastery, although the exact lesson structure will vary according to the focus (reading or writing) and the intended learning objective/s.

A range of the following Teaching for Mastery elements should be present in every English lesson:

- A review of prior learning and / or prior subject knowledge using retrieval slides.
- Golden words are displayed at the front of the classroom to support the lesson. These tend to be Tier 3 Vocabulary.
- Sharing of the learning objective and / or success criteria. Pupils need to be clear about **how** they can be successful during the lesson.
- Fluency – Explicit teaching of the skill/s needed to achieve the learning objective.
- Reasoning – Teacher modelling of the application of the skill/s within a context.
- The Task – All children should begin the task at the same starting point. They will have the opportunity to progress through the Steps to Excellence activities at their own pace.
- Depth for all – Teachers should model how pupils can move their learning forwards. Pupils should have the opportunity to practise and consolidate this through the Steps to Excellence activities.
- Opportunities for oracy and verbal communication skills to be practised, including choral speaking.
- Ongoing assessment for learning.
- Verbal feedback to address misconceptions and move pupils' learning forwards.
- Occasions for pupils to reflect on their recent learning and progress and / or to address their next steps.

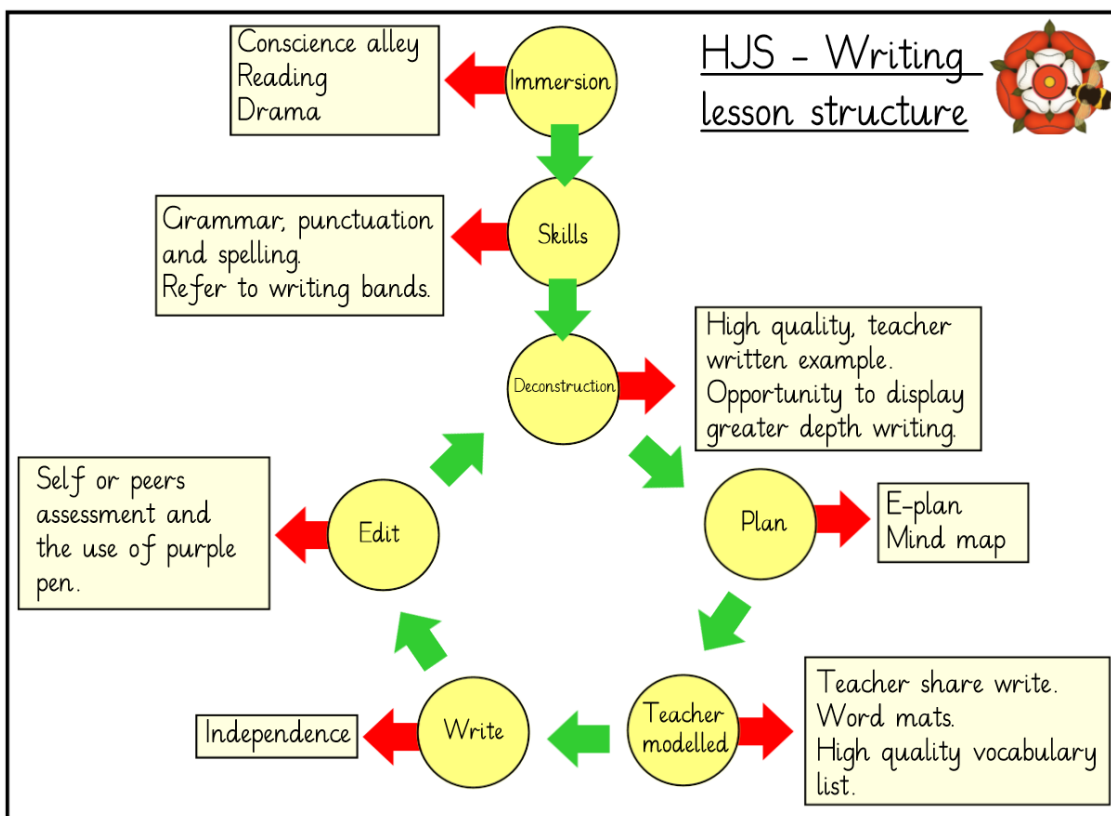
English lessons should:

A range of the following Teaching for Mastery elements should be present in every English lesson:

- A review of prior learning and/or prior subject knowledge.
- Sharing of the learning objective and/or success criteria. Pupils need to be clear about **how** they can be successful during the lesson.
- Fluency – Explicit teaching of the skill(s) needed to achieve the learning objective.
- Teacher modelling of the application of the skill(s) within a context.
- The task – All children should begin the task at the same starting point. They will have the opportunity to progress through the steps to excellence activities at their own pace.
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- Ongoing assessment for learning
- Verbal feedback to address misconceptions and move pupils’ learning forwards.
- Occasions for pupils to reflect on their recent learning and progress and/or to address their next steps.

Extended pieces of writing

Teachers should use the HJS writing structure of lessons to guide their extended pieces of writing (big writes).



Immersion – Pupils are given time to be immersed in a new text and to enjoy opportunities for drama.

Skills – Key grammatical skills may be taught in isolation. Teachers should refer to the writing band for their year group.

Deconstruction – Each unit of work will include a high quality, teacher written deconstruction, demonstrating a greater depth standard of writing.

Plan – E-plans and mind maps are used for planning. Each paragraph is planned individually before writing.

Teacher modelled – Each paragraph is given a grammatical target and different coloured pens are used when modelling to highlight the application of this. Opportunities for children to write independently is given at this point.

Editing – Pupils are given the opportunity to self or peer edit, using a purple pen, at the end of each paragraph and when they have completed their writing task.

Learning Support Assistants should:

- Be deployed as effectively as possible both inside and outside the classroom
- Be provided a weekly timetable with the learning objective for each lesson.
- Be actively aiding pupils' learning
- Be involved in prior planning and preparation
- Have a good understanding of the needs of individual pupils
- Encourage independence and aim to support different focus groups. LSAs supporting a child with an EHC Plan should have a clear understanding of their personal targets and have read the EHC Plan.
- Provide effective feedback to pupils and class teachers
- Have secure subject knowledge in order to support learning

Assessment / Feedback should:

- Be positive and constructive
- Engage children in a dialogue with their teacher about their learning
- Allow children the opportunity to reflect on both their own work and that of their peers
- Clearly identify next steps which are needed to secure improvement

Detailed information on this is included in our **Marking and Feedback Policy**.

Guided lessons should:

Guided Reading is taught as a whole class session and occurs four times per week. Sessions vary and encourage children to immerse themselves with the text and develop greater independence. Majority of lessons will follow this structure however there may be times when teachers will need to model explicitly due to the nature of the question.

Session 1 - Read the text and identify/discuss unfamiliar vocabulary.

Session 2 - Teacher Models a selection of questions where the skills are explicitly taught.

Session 3 - Children work in pairs to answer a selection of questions.

Session 4 - Children work independently through a selection of questions.

All Guided Reading lessons should enable children to develop fluency in reading and the following strategies must be used to facilitate this:

- Choral reading (reading together)
- Paired reading (with a partner)
- Modelled reading (by an adult)
- Speed reading (timed)
- Popcorn reading (where the teacher begins reading and the reading role is then passed around the room)
- Echo reading (repeating after the adult)
- Silent reading (children read independently)

All texts are carefully chosen and mapped with great care so that children gain a breadth of experiences, authors and themes. Prior knowledge is considered to manage their cognitive load and improve their long term memory.

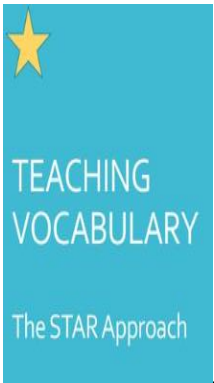
Teaching Vocabulary at Hampton Junior School

Vocabulary

At Hampton Junior School, our 'Curriculum Intent' states that we pride ourselves on a '**vocabulary rich**' curriculum. The information below sets out how this is taught.

STAR Model

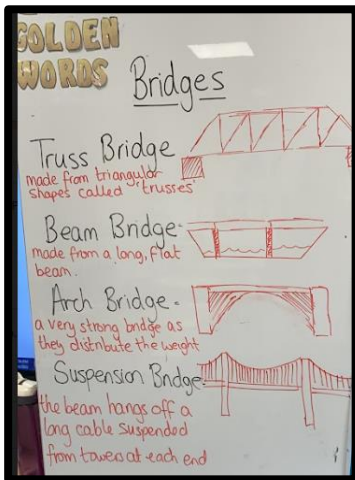
The teaching staff use the 'STAR' model approach to teaching vocabulary- which is displayed as 'Golden Words' in all lessons. The 'STAR' approach (by Stephen Parsons and Anna Branagan , 2017) is an inclusive, whole-class method focused on promoting vocabulary development in children aged between 5 and 11 years old.

| | | |
|--|---------------------|---|
|  <p>TEACHING VOCABULARY The STAR Approach</p> | S ELECT... | the really useful vocabulary that is core to the topic. |
| | T EACH... | the selected vocabulary in a structured manner. |
| | A CTIVATE... | the meaning by using the words in context. |
| | R EVIEW... | the taught words to ensure they are retained. |

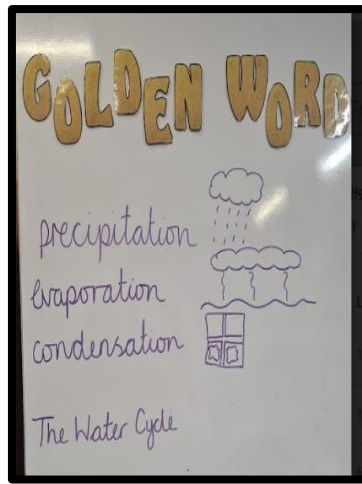
Golden Words

At the start of each lesson, teachers will select and write 3-4 key words which will be explicitly taught within the lesson for that subject area. This will be clearly displayed at the start of each lesson and remain visible throughout the lesson for pupils to refer to. Where appropriate, teachers will use pictures/explanations to secure **all** pupils understanding of these words. For those children who need additional support, an LSA will write these words on a whiteboard/paper for them to refer to or use in that lesson.

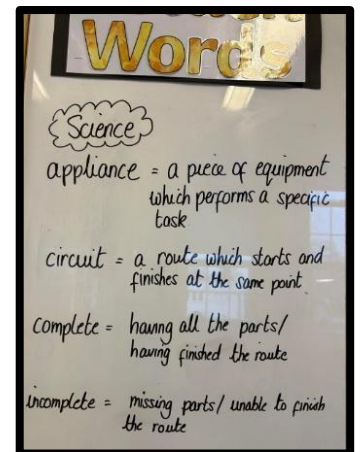
Examples



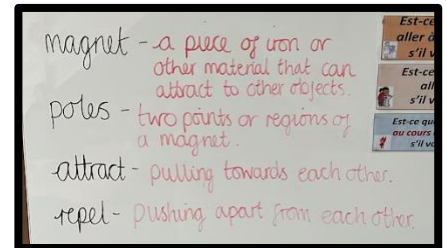
Year 6 – Design Technology – Bridges



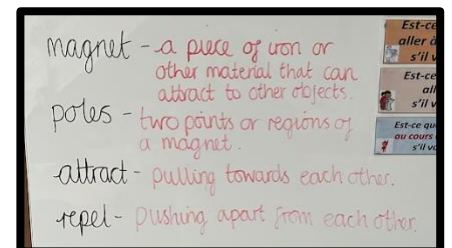
Year 5 – Geography – Rivers



Year 4- Science – Electricity



Year 3 - Science - Forces and Magnets



Assessment used in the classroom

Retrieval Slides - See Appendix 2 for examples from each yeargroup

Teachers plan for 'Retrieval slides' in all subjects once the books have been marked. This feedback will cover a range of aspects (**see example below and Appendix 2**) and will be completed by the student in pen or pencil.

a) Got it grids. Got it Grids are used throughout a topic to assess the children's learning. This will be completed as part of the teacher's feedback slides where key vocabulary is displayed. The Got it Grid assess prior learning so that key skills, which are taught, are retained in the pupil's long term memory.

Underline the adverb of manner in each sentence below.

- 1) Bravely, Lila began her journey.
- 2) Chulak walked quickly to the lake.

Use apostrophe for omission to shorten the words below:



- 1) cannot → _____
- 2) do not → _____

GOT IT GRID

Compare the decimals

0.134 ○ 0.314

Order the decimals in ascending order

 **Got it Grid** 

| | |
|--|--|
| <p>Lesson 1 Name 3 of the countries that made up the Allies:</p> <p>1) _____</p> <p>2) _____</p> <p>3) _____</p> | <p>Lesson 1 <i>Order these events chronologically from 1 - 4.</i></p> <p><input type="checkbox"/> Chamberlain declared war on Germany.</p> <p><input type="checkbox"/> Hitler became the leader of Germany</p> <p><input type="checkbox"/> German forces invaded Poland</p> <p><input type="checkbox"/> Hitler wanted to improve Germany's strength by building an army</p> |
| <p>Lesson 2 What were some of the different roles women took on during ww2?</p> <p>1) _____</p> <p>2) _____</p> <p>3) _____</p> | <p>Lesson 2 Identify one reason why propaganda was used during the war.</p> <div style="border: 1px solid black; border-radius: 50%; width: 150px; height: 100px; margin: 10px auto; position: relative;"> <div style="position: absolute; top: -10px; left: 10px; font-size: 10px;"> 1 2 3 </div> </div> |

Key Vocabulary

WW2

Invasion

Treaty

Allies

b) In a Nutshell In a nutshell is used to summarise an area of learning. The pupils will have to consolidate their understanding into one sentence. This is a really useful, effective piece of formative assessment as the children need to really think about the key objective from the lesson.



c) 3-2-1. Teachers can use this at the end of the lesson or a series of lessons to recap their understanding. The teacher can choose the questions linked to 3-2-1. e.g. 3 Positive aspects of the Industrial Revolution, 2 Negative impacts of the Industrial Revolution and 1 question they have about the Industrial Revolution. This type of formative assessment can also be used to facilitate discussions as well as written work.

3-2-1

Write down 3 positive impacts of the British Empire:

- 1) They helped provide education to children.
- 2) They helped create infrastructure.
- 3) Lots of different cultures were introduced - leading to diversity.

List down 2 negative impacts of the British Empire:

- 1) They forced other cultures to believe in Christianity.
- 2) They made and supported the Transatlantic Slave Trade.

Write down 1 new key word you learnt during the lesson:

- 1) Transatlantic (trading people or things across the Atlantic Ocean)

3 - Adverbs to describe **walking** 



2 - Adjectives to describe **this gnome** 

1 - Simile to describe **a tree** 

Example


Yr 3- PSHE - When things go wrong

Playground Disputes

3 solutions to the problem


2 aspects they should have perhaps done differently

1 area they could go to, to calm down. 


Example

Yr 5 History - Tudor Artefacts

A



B



DISCUSS

3 differences

2 similarities

1 question you would ask about **Source A**

d) Marvellous Mistake

Marvellous mistakes can be used across a range of lessons either as a starter, main task or plenary activity. This is used to ensure that a pupil obtains depth within subject by identifying the mistake. This, in turn shows that the pupil has mastered that particularly skill/concept. The mistake may be from a resource or it can be snipped from a pupil's work and shared on screen.

Can you spot the mistake?
Can you explain why it's wrong?

NON!

Marvellous mistake!

800 750 700 650 600 500 450 400 350

I believe that the numbers circled are incorrect because my sequence goes up in 50s and these don't follow that rule.

3. Key Elements of Learning

We believe children learn best when:

- They are interested and motivated
- They are given tasks which support and extend their ability
- They are confident, feel secure and are aware of boundaries
- They are challenged and stimulated
- Learning is relevant to them
- They have ownership of their learning

- When their mental well-being is supported

Effective Learning:

We acknowledge that people learn in many different ways and we recognise the need to develop pedagogies which enable all children to learn in ways that suit them.

Children will have the opportunity to learn in a variety of different ways including:

- Working independently and collaboratively
- Investigating and problem-solving
- Researching and finding out, with independent access to relevant resources
- Developing and discussing ideas
- Being exposed to effective questioning
- Participation in fieldwork and off-site visits
- Using their initiative and being creative
- Using multi-media, visual and aural stimuli
- Receiving support as well as being challenged
- Taking ownership of their own learning
- Receiving personalised learning (Steps to Excellence system)
- Reflecting upon their progress and identifying their next steps
- Responding to the teacher's feedback
- Participating in after school clubs
- Completing homework

The Learning Environment:

Learning takes place in an environment which:

- Is challenging and stimulating
- Is organised
- Provides equal opportunities for all
- Is well resourced
- Is happy and caring
- Is encouraging and appreciative
- Is peaceful and calm where appropriate
- Makes learning accessible
- Is welcoming

And where:

- Additional adults are well deployed and have a positive impact on children's learning
- Displays celebrate and challenge learning

Displays in the classroom relating to teaching and learning:

Within each classroom the following should be present:

- HJS Values display
- YOYOB Chart

- School rules & class charter
- English: Working Wall (including children's work)
 - Demon Words for spelling
 - Golden Words
 - Comprehension 'Dogs'
 - Key Vocabulary
- Maths: Working Wall (including children's work)
 - Key Vocabulary
- Talk scaffolds and Sentence Stems
- 'Rules for Talk'
- Reflection Shapes
- Pupil feedback
- Recommended reads

A full list of displays are shared with teachers as 'non negotiables'

Pen License

At Hampton Junior School, we pride ourselves on our handwriting and follow a scheme called 'Letter Joins. As of September 2023, Years 3 and 4 will be writing in pencil to ensure that both fluency and consistency is achieved before they move into the upper school.

In Year 5 and 6 all children will be provided with a blue ink pen. This is to ensure that they have sufficient opportunity to practise with a pen before they enter the next phase of their education. Children will continue to write in blue ink pen apart from in their Maths book and sketch book where they will use pencils or other mixed media.

4. Roles & Responsibilities

Learning Support Assistants (LSAs)

LSAs are responsible for supporting the learning of the pupils they work with. This is achieved by:

- Ensuring they are in the classroom at 8.30am to engage with the class teacher in planning and preparation for the day's learning.
- Having a good knowledge of the needs of individual pupils.
- Supporting individuals or groups of children as appropriate to actively aid their learning.
- Providing written and oral feedback regarding their group's progress to the teacher
- Using their initiative to enhance learning within the classroom

Teaching Staff

Teachers are responsible for the progress of pupils in their classes and for self-evaluating their own professional development. This is achieved by:

- Self-evaluation of their subject knowledge and understanding of educational initiatives
- Self-evaluation of the quality and effectiveness of their own teaching, management of LSAs and the classroom environment

- Monitoring pupil progress to ensure the children achieve their progression and attainment targets
- Reviewing pupil progress data at termly meetings with the Leadership Team
- Adopting and effectively implementing the school's policies and aspirations
- Encouraging and developing the ability of pupils to evaluate and take responsibility for their own learning
- Monitoring classroom behaviour, homework, the home/school diary, rewards and sanctions, uniform, punctuality and attendance
- Effective communication with parents through regular discussions, the home/school diary, year group meetings, curriculum evenings, parent meetings and end of year reports.
- Ensure LSAs have a copy of the weekly timetable with the Learning Objectives displayed on the timetable.

Phase leaders

Phase leaders are responsible for overseeing the progression of skills and effective medium term planning of subjects within their KS2 phase, ensuring that appropriate resources are in place and that the aims of action plans are met, in order to support subject co-ordinators. This is achieved by:

Senior Leadership Team (SLT)

The SLT is responsible for creating conditions that allow for quality teaching and learning which advances pupils' progression and attainment. This is achieved by:

- Creating the School Development Plan to identify targets to improve teaching and learning across the school
- Monitoring and evaluating pupil progress and attainment through year group pupil progress meetings, classroom observations of teaching and learning and the monitoring of children's work
- Strategic implementation of agreed actions towards desired outcomes
- Reviewing progress against targets set
- Manage the allocated budgets effectively

Executive Leadership Team

The Executive Headteacher and Head of School are responsible for providing professional leadership and management of teaching and learning throughout the school, in partnership with the Senior Leadership Team. This is achieved by:

- Conducting classroom observations, learning walks and termly performance management meetings with teaching staff to ensure standards of teaching and learning are continually improving.
- Analysis of data to evaluate the attainment and progress of pupils and groups.
- Working with the SLT to identify improvements to the teaching and learning of pupils and groups.
- Driving improvements to teaching and learning through monitoring the effectiveness of teaching and learning strategies and identifying new priorities.
- Ensuring an appropriate and engaging curriculum is in place which fulfils statutory obligations.

- Working with the staff, local colleagues, governors, the local authority and Ofsted to identify and monitor the actions and impact towards key priorities in teaching and learning.
- Disseminating national and local educational initiatives to governors and staff.
- Working with the SLT and following the programme of the annual school self-evaluation policy to monitor standards of teaching and learning. This includes conducting classroom observations, learning walks, pupil progress meetings and termly performance management meetings with teaching staff.
- Identifying and supporting CPD opportunities for staff to improve teaching and learning standards.
- Ensuring the school is sufficiently resourced to support the delivery of the curriculum.
- Ensuring the school site is well maintained and complies with Health & Safety legislation.
- Ensuring the school buildings and premises are effectively used to support successful teaching and learning.
- Creating a productive learning environment that is engaging and fulfilling for all pupils, drawing on the support of the school community.

Inclusion Manager

- Organising the timetabling and deployment of LSAs within the classrooms to maximise their impact on learning.
- Conducting annual performance management reviews with support staff.
- Organising CPD for staff related to SEND.
- Organising the provision of additional professional involvement e.g. educational psychologist.
- Organising the support and timetabling for those pupils with an EHC plan.

This should be read in conjunction with the SEND Information Report.

The Governing Body

The Governing Body is responsible for working with the school to ensure that high quality teaching and learning is delivered. This is achieved by:

- Working with the ELT to create the School Development Plan, including teaching and learning aims and priorities
- Conducting Executive Headteacher performance management
- Working with the school to promote equality and diversity
- Monitoring the effectiveness of teaching and learning through monitoring visits with Key Stage Leaders and Senior Leaders
- Assessing progress towards the school development plan targets

Parents

Parents are responsible for working in partnership with the school to support its teaching and learning aims and values. This is achieved by:

- Ensuring the pupil arrives at school by 8.45am, in school uniform and with suitable equipment for the school day
- Ensuring the pupil has good attendance and does not take holidays during term time
- Attending parent consultations meetings to discuss the pupil's progress and how they can be supported
- Encouraging the pupil to take responsibility for their learning and complete homework
- Keeping the school informed of anything that might affect the pupil in school including absence and ensuring that contact details are up to date
- Supporting the school's behaviour policy and encouraging the pupil to be responsible
- Upholding the school's safeguarding policy by not publishing photographs taken at school on social networking sites or other public places.

Pupils

Pupils are responsible for taking ownership of their own learning and aiming to improve their progress and attainment. This is achieved by:

- Following the class and school rules
- Working to the best of their ability in school and when completing homework
- Wearing school uniform and taking responsibility for their belongings
- Arriving at school on time
- Being reflective and trying to learn from their mistakes
- Taking responsibility for their behaviour


Appendix 1:

Reading is a priority at HJS and therefore we want to ensure we have a consistent and effective method when reading with individual children. The following is a resource created to help adults who are reading individually with pupils. This may include teachers, LSAs and volunteers.

Appendix 2:


See below examples of 'Retrieval Slides' across a range of subjects linked to the relevant yeargroups:


Year 3's Retrieval Slides





What is the lifecycle of a flower?


Word bank

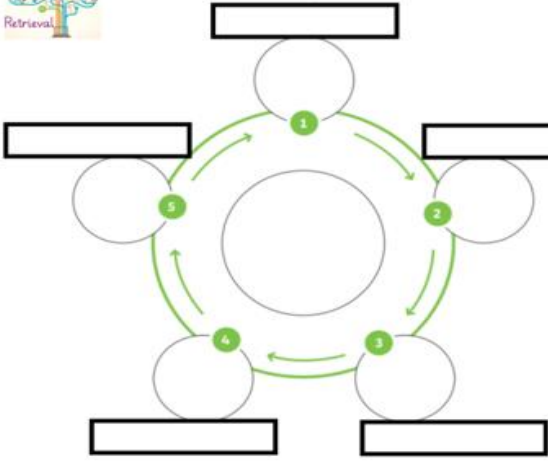

flowering


leaves


roots



germination


seed dispersal




Next Step

What is germination?



Match the vocabulary with the correct definition.

| | |
|--------------------|---|
| 1. shell structure | A. It is a flat 2D shape that can be cut out and folded to form the 3D shape. |
| 2. prototype | B) The process of creating a clean, straight fold line in paper or card, making it easier and neater to fold. |
| 3. net | C) It is used for protection, movement and storage. |
| 4. score | D) It is an early version of a design which you can use to test our what works and what doesn't work. |



Can you edit each sentence so that it contains a comma after the adverbial. Please check for capital letters and full stops too!


PURPLE PEN

SENTENCES THAT REQUIRE EDITING

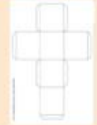
as the sun appeared in the sky Echo gathered her basket and began plucking flowers from the fields

speaking loudly Echo scared all the beautiful animals away


immediately goddess Hera reduced the helpless girl's voice to an echo




Match the net to the 3D shape.



square-based pyramid

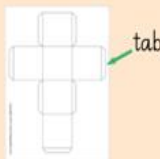


cube




cuboid

Circle the reason why nets have tabs.



1. Tabs on nets are used to decorate the 3D shape after it's assembled.
2. Tabs on nets are used to help glue or tape the faces together when assembling a 3D shape. They provide extra surface area so the edges can be securely attached to form a solid object.



Fractions of amounts

$$\frac{1}{3} \text{ of } 18 = \underline{\quad}$$

$$\frac{2}{3} \text{ of } 18 = \underline{\quad}$$

$$\frac{1}{8} \text{ of } 24 = \underline{\quad}$$

$$\frac{5}{8} \text{ of } 24 = \underline{\quad}$$

Year 4's Retrieval Slides



Plural Possessive apostrophes - This piece of punctuation is used to show that something belongs to a person/animal. Plural refers to the idea that there is more than one person/animal.

child ---- children

brother ---- brothers

person ---- people

If the plural noun doesn't end in an 's' you + 's'
If the plural noun ends in an 's' you + ' after the 's'

The children's ball went over the fence.

The brothers' food was left in the kitchen.

Copy out each sentence below. Insert the possessive apostrophe in the correct place.

1) The childrens dreams were given to them.

2) The brothers bags were packed.

3) The peoples food was ready to eat.



Singular Possessive apostrophes - This piece of punctuation is used to show that something belongs to a person/animal.



The Dreamgiver's bag

Here we know that the bag belongs to the Dreamgiver. As Dreamgiver does not end in an 's' we add an apostrophe then 's'

What else belongs to him?

- goggles
- long stick
- wings
- eggs

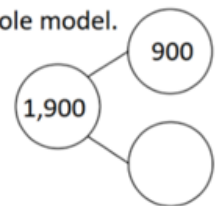
Using this information, can you write some sentences which uses possessive apostrophes.



1) Complete the number track.



2) Complete the part-whole model.



3) $\frac{1}{2}$ of 10 =

$\frac{1}{2}$ of 100 =

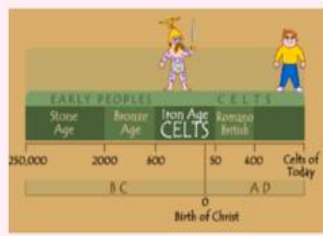
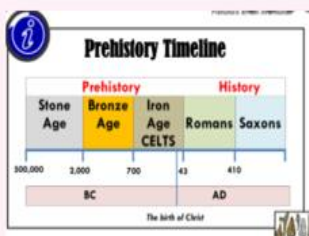
$\frac{1}{2}$ of 1,000 =

Review



1. Look at the timelines, what period of time came before Roman Britain? _____

2. What group of people lived in Britain at the time? _____



Retrieval

Look at the grid below. Find the letters to identify the hidden word.

Let's do the first one together.

1. 4721 = ___

2. 4622 = ___

3. 4819 = ___

4. 4519 = ___

5. 4620 = ___


6. 4822 = ___

7. 4521 = ___

| | | | | |
|----|----|----|----|----|
| 23 | | | | |
| | x | l | f | t |
| 22 | | | | |
| | e | g | c | b |
| 21 | | | | |
| | r | a | w | k |
| 20 | | | | |
| | m | d | v | i |
| 19 | | | | |
| | 45 | 46 | 47 | 48 |






Top tip: Along the corridor, up the stairs


Year 5's Retrieval Slides:

 Retrieval

Match the equivalent fraction to decimal

| | | |
|----------------|--|------|
| $\frac{2}{4}$ | | 0.8 |
| $\frac{1}{5}$ | | 0.5 |
| $\frac{8}{10}$ | | 0.2 |
| $\frac{3}{4}$ | | 0.75 |

| Retrieval | |
|---|---|
| Match the picture to the description | |
| Feature | Why this is feature is important to local history |
| Hampton Court Palace  | Symbol represents unity between House of York and House of Lancaster . Also marks the start of the Tudor period. |
| Tudor House  | Served as royal residence to Henry VIII and other Tudor monarchs. Is focal point of local history and attracts visitors and preserves heritage. |
| The Tudor Rose  | A vital route for transportation , source of livelihood and trade. Also used for leisure activities through centuries. |
| River Thames  | Served as royal hunting ground and now used as a park associated with Hampton Court Palace. |
| Bushy Park  | Reflects architectural style prevalent during Tudor period. These houses reflect building techniques, materials and aesthetic preferences of Tudor times. |

 Retrieval

Search engines are systems

Inputs


➔

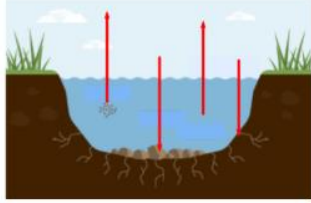
Process
 A search engine looks for information

➔

Outputs

What are the inputs and outputs when you use a search engine?


 RETRIEVAL



Look at the picture and label the four different types of coastal erosion that you can see.

Name two natural forces that can cause coastal erosion.

Give one reason as to why you think coastal erosion might be a problem for people living near the coast.





Mrs Gale says she has punctuated the relative clauses in these sentences correctly. Is she correct?

1. Rio, a young boy, had to move country.
2. Rio's grandmother, who his mother rarely spoke to lives in California.
3. He - who was standing in his mother's old bedroom, stood where his mother once did.

Year 6's Retrieval Slides:

Retrieval

1) Draw multilink and base ten to represent these expressions.

 = x  = 1

a) $3x + 3$ b) $4x$

c) $x + 5$ d) $2 + 2x$

2) Complete the function machines.

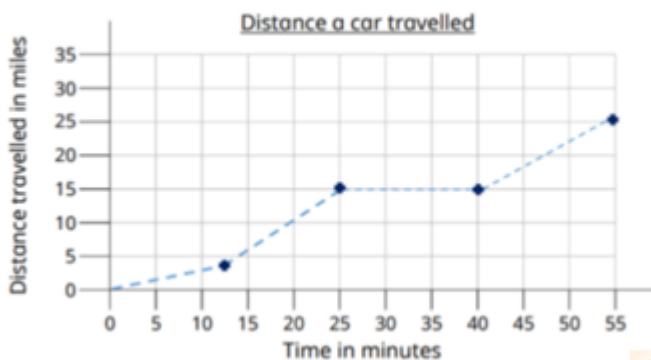
y \rightarrow $\div 5$ \rightarrow


y \rightarrow $\times 6$ \rightarrow

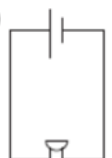
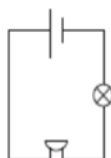

Retrieval

The car travelled 25 miles in 15 minutes.


Distance a car travelled



True or false? Explain your answer. 

A)  B)  

Which circuit will have the loudest buzzer? Why?

Retrieval 

Round this number:

to the nearest 1,000

to the nearest 100

to the nearest 10

| | |
|---|--|
| <p><u>Previous learning:</u></p> <p>Name the six main biomes</p> <ol style="list-style-type: none"> _____ _____ _____ _____ _____ _____ | <p><u>Previous learning:</u></p> <p>Fill in the blanks about climate:</p> <p>Climate zones are areas around the world with specific _____ of _____. For example, in the Arctic the _____ is extremely cold with long winters.</p> <p>weather climate patterns</p> |
| <p><u>Previous learning:</u></p> <p>Define human and physical geography:</p> <p>Human geography is _____</p> <p>_____</p> <p>_____</p> <p>Physical geography is _____</p> <p>_____</p> <p>_____</p> | <p><u>Previous learning:</u></p> <p>Match the vocabulary to the definition</p> <p>Equator <input type="text" value="An area with distinct plant types which is determined by the climate."/></p> <p>Vegetation belt <input type="text" value="Areas of the planet with a similar climate and landscape, where similar animals and plants live."/></p> <p>Biome <input type="text" value="An imaginary line around the Earth. It divides the northern and southern hemisphere."/></p> |