

What we can do	What is it?	Areas of Learning - it is linked to:	Elements of Learning	Core Skills
Project Loans	Tailored project/topic related Book Loans from School's Library Service to enhance and support your lessons	<p>(Differentiated across Early, Middle, Bridging, Later and Special Educational years)</p> <p>ENGLISH - READING, WRITING, SPEAKING AND LISTENING, MFL</p> <ul style="list-style-type: none"> To develop love of reading by enhancing your schools range of books To experience a range of fiction, non- fiction and poetry To search for information and research using a range of sources To experience reading in its widest sense and range of texts To explore writing using different media To develop a range of techniques for planning writing Explore and investigate different cultures within relevant contexts and sources To be able to retrieve specific information from texts <p>HISTORY AND GEOGRAPHY</p> <ul style="list-style-type: none"> To undertake investigations and enquiries, using various methods and sources To compare, interpret and analyse different types of evidence from a range of sources (maps and targeted books) To provide evidence of investigations and wider reading (citing or referencing) <p>RELIGION, PHILOSOPHY AND ETHICS</p> <ul style="list-style-type: none"> To be aware of issues on a local, national and global scale from a variety of sources <p>ART/DANCE/DRAMA</p> <ul style="list-style-type: none"> To be inspired by the world around you (Books etc) To understand the role of music,dance and drama by discovering artists, craftspeople, designers and actors from local and wider society, different times and cultures. To collect relevant research and present information gathered through a wide range of media, including books. To independently investigate and research relevant sources and make meaningful links to inspire their own work. To present information gathered. To explore the formal elements. (Line, tone, pattern, texture,shape, form, colour) 	Critical Thinking Independence	Communication Opportunities to communicate using a range of media to support learning
Bulk Loans	Fiction loans for each of your classes - selected by reading age to enhance passion for books and reading	<p>ENGLISH - READING</p> <ul style="list-style-type: none"> To develop love of reading by enhancing your schools range of books To experience a range of fiction, non- fiction and poetry To experience reading in its widest sense and range of sources 	Independence	Communication Opportunities to communicate using a range of media to support learning

Information Literacy sessions	<p>Tailored lessons to your topics that include:</p> <p>Google Hangout sessions (Fiction Flat Stanley, Bulldog etc Non-fiction Question an expert, Eden Project etc Mystery Hangout sessions (Geography, International Collaborations) Mystery Hangout sessions (Book or topic matching) Flipgrid session (use and capture video to collaborate with other schools both locally and internationally) Breakout Sessions (Library Inductions, research skills based on Research activities to investigate your topic Evaluating websites How to search Google more effectively Tailored website selections for your topic Note taking and study skills - basic to advanced Effective Questioning techniques How to use Keywords correctly - Books or internet Referencing - simple to advanced Library Assistant training (Work Experience) Using your library effectively training Fake news and bias opinions Biographies</p>	<p>ENGLISH READING M1a/B1a To use a range of strategies to attempt to read and navigate new texts fluently and accurately to establish meaning / To read independently and accurately, using a full range of strategies appropriately to establish meaning. E1b To use picture cues and context to read for meaning. E1e/M1e/B1e To be able to retrieve specific information from texts E1f To recognise the main feature of page layout in texts / Locate specific information, making efficient use of non-fiction text features / To effectively locate relevant information quickly E1g To use knowledge of non-fiction text structure e.g. use of index to locate and retrieve specific information E1h/M1h/B1h To be able to retell and sequence events in a story or recount text / To be able to summarise and sequence events in a text / Identify themes in a text E1i/M1i/B1i To infer meaning from visual images and a range of texts / To infer meaning, motive and feelings from a range of texts and formulate a personal response / To interpret and deduce meaning from text and formulate personal response E2a/M2a/B2a To recognise whether information is fiction, fact or opinion / To understand and recognise the difference between fact and opinion / To recognise how bias, fact and opinion may be used to influence readers. E3a/M3a/B3a To recognise that texts have been written in different times and places / To begin to understand different view points / To recognise author's perspectives and viewpoints and the significance of social, historical and cultural influences on texts. E4a/M4a/B4a To recognise that writers select words and use patterns of rhythm and rhyme to create an effect / To describe how writers select words and use a variety of language forms and structures to create effects / To identify features of writers' language choices with some explanation regarding effect. ENGLISH WRITING E1a/M1a/B1a To understand the function of punctuation and use it to demarcate sentences to convey emphasis and meaning / To use an increasing range of punctuation and understand how it effects meaning, clarifies structure and conveys emphasis / To use the full range of punctuation appropriately and show an understanding of how it clarifies meaning for the reader. E2a/M2a/B2a To select vocabulary for a range of purposes with an awareness of audience / To select language that is appropriate for audience and purpose using an increasingly varied vocabulary. To begin to recognise different levels of formality / To select language for effect using an increasingly varied range of vocabulary to suit a range of audience, purpose and formality. E5a/M5a/B5a To proofread and edit their own and others' writing with support / without support / independently ENGLISH SPEAKING AND LISTENING E1a/M1a/B1a To organise what they say giving relevant details and using appropriate vocabulary to make main points clear to the listener / To shape what they say for relevance and interest using some presentational skills / To articulate ideas clearly and effectively using a range of appropriate techniques, in both planned and impromptu contexts E2a/M2a/B2a To enunciate clearly and speak audibly. In discussion, to take turns, make relevant contributions, give opinions and listen and respond to different views / To structure arguments and present opinions, individually and in a group context / To present reasoned arguments and opinions individually and in a group context. M2b/B2b To listen and respond to different views respectfully / To listen, respond and build upon the ideas and opinions of others sensitively and with respect. E3a/M3a/B3a To explore the use of language in different contexts and for different audiences / To select language that is appropriate for audience and purpose / To select language for effect, using an increasingly varied range of vocabulary to suit a range of audience, purpose and formality. M3b To begin to recognise different levels of formality E4a/M4a/B4a To develop a recognition of the difference between standard and non-standard English / To develop an awareness of varieties of language use including accent and dialect. To use standard English when appropriate / To appreciate difference of language use including standard English, accent and dialect. B4b Assured and fluent use of standard English when appropriate HISTORY, GEOGRAPHY AND CITIZENSHIP To undertake investigations and enquiries, using various methods, media and sources including visits to historic buildings, museums, galleries and sites. To compare, interpret and analyse different types of evidence from a range of sources HISTORY E1a/M1a/B1a To know the chronology of a key event from the past through the use of a simple timeline / To start to make links between key events in relation to other events within a chronology / To place historical events within a broader timeframe and recognise links between events M2a/B2a To have the opportunity to examine and begin to draw inference from historical pictures, text based accounts and other sources from outside their range of experience / To draw an inference from a historical source or piece of information E2a/M2a/B2a To be able to identify similarities and differences / To look for similarities and differences, to relevant questions and begin to cross reference sources / To question the reliability of and cross-reference sources E3a/M3a/B3a To begin to enquire about the causes and consequences of events / and broaden the range of questioning / To continue to enquire, understand and explain the links between causes and consequences of events E3b/M3b/B3b To describe how a specific object has changed or remained the same over time / To describe and make links between events and changes across periods / To identify turning points and trends within periods. E4a/M4a/B4a To understand an event or situation from their own and someone else's point of view / Compare accounts from different viewpoints and understand the concept of bias / To interpret and understand different viewpoints and appreciate the concept of bias. E5a/M5a/B5a To recall, select and begin to organise information / To use examples to support a point of view / To begin to support arguments with reference to historical artefacts, persons, places or events. E5b/M5b To be able to describe an historical artefact, person, place or event / and understand its purpose E6a/M6a/B6a To gather and select appropriate information / To be able to interpret sources of information / To understand that sources of information should be recorded GEOGRAPHY E1a To record observations of a location E2a/M2a/B2a To explore maps, digital maps, globes and atlases / To begin the purpose of and use maps, digital maps, globes, and atlases to find a location / To use a variety of maps, digital maps, atlases and globes confidently E2b/M2b/B2b To explore positional language and scale practically in context / To begin to use compass directions, recognise coordinates and compare maps / To measure distance and use grid references E3a/M3a/B3a To recognise how places in the Bailiwick are linked / To start to identify and understand where significant places are located in the Bailiwick, Britain and the wider world / To start to understand how places fit within a wider geographical context and how they are independent. E3b/M3b/B3b To be introduced to the idea that we are linked to a wider world / To explore and identify how we are linked to a wider world E3c/M3c To identify landscapes in their local area / To identify landscapes in their local area and the wider world. CITIZENSHIP E2a/M2a/B2a To be able to participate in discussion / To participate effectively and respectfully in meaningful debate and recognise the difference between fact and opinion / and justify opinion E3a/M3a/B3a To understand rules and how they can help us / To understand why different rules are needed in different situations / To be able to examine rules and laws and suggest changes for the better CAREERS E4/M4/B4 To be exposed to and have an understanding of what jobs people do in the world / To recognise different jobs, what they entail and begin to identify different career pathways in these jobs / M7/B7 To describe the main types of employment in their area / Past, present and emerging B8 To be aware of the help that is there for them and how to make good use of it PSHE To have opportunities to engage with external agencies including local charities and services To recognise the need for mutual respect and understanding of others E3a/M3a/B3a To listen to and show consideration for other people's emotions / Reflect on and respect other's views and feelings / While negotiating and presenting their own views SCIENCE E4a/M4a/B4a To understand that information can be gathered from a range of sources/To gather information from a range of sources and begin to understand the concept of reliability / To select appropriate and reliable information from a range of sources independently To analyse research, making informed, justified decisions To carry out primary research, record findings and make decisions based upon it COMPUTING: DIGITAL LITERACY E1c/M1c To be able to store and retrieve digital content (via Junior Librarian, eclipse) /To use technology to create, store, organise and retrieve data. E1e/M1e/B1e To understand that information can be found from digital sources and begin to search on a device / To perform simple searches and understand how to select relevant information / To perform searches and begin to evaluate the relevance and quality of information retrieved RELIGION, PHILOSOPHY AND ETHICS E1a/M1a/B1a To explore a range of religious stories and sacred writings, and talk about their meanings / To describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others / to describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected to, beliefs and teaching. E1b/B1b To identify and interpret religious symbols and words and begin to use a range of religious words / To analyse and explain how religious beliefs and ideas are transmitted by people, texts and traditions E1c To name and explore a range of celebrations, worship and rituals in religion, noting both similarities and differences</p>	<p>Teamwork Critical Thinking Independence Creativity Digital Literacy</p>	<p>Digital Empowerment Communication</p>
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Reader Development Sessions	<p>Lunchtime Book Groups</p> <p>Focused weekly book sessions – general or themed</p> <p>Book Buddies (Kagan techniques)</p> <p>Book Award sessions (Greenaway, Non-Fiction November, etc)</p> <p>Author Visits for assemblies</p> <p>Individual author sessions (Book week/Patron of Reading)</p> <p>Themed presentations for assemblies (Christmas or topic related etc)</p> <p>Themed presentations for individual sessions</p> <p>Summer Reading Challenge</p>	<p>ART</p> <p>E1a/M1a To be inspired by the world around you / To discover artists, craftspeople and designers from different times and cultures</p> <p>E2a To explore the formal elements.</p> <p>ENGLISH READING</p> <p>M1a/B1a To use a range of strategies to attempt to read and navigate new texts fluently and accurately to establish meaning / To read independently and accurately, using a full range of strategies appropriately to establish meaning.</p> <p>E1b To use picture cues and context to read for meaning.</p> <p>E1c To develop sight vocabulary of high frequency words</p> <p>E1d/M1d To read aloud using punctuation / To read aloud with intonation and expression taking into account a range of punctuation</p> <p>E1e/M1e/B1e To be able to retrieve specific information from texts</p> <p>E1f To recognise the main feature of page layout in texts / Locate specific information, making efficient use of non-fiction text features / To effectively locate relevant information quickly</p> <p>E1g To use knowledge of non-fiction text structure e.g. use of index to locate and retrieve specific information</p> <p>E1h/M1h/B1h To be able to retell and sequence events in a story or recount text / To be able to summarise and sequence events in a text / Identify themes in a text</p> <p>E1i/M1i/B1i To infer meaning from visual images and a range of texts / To infer meaning, motive and feelings from a range of texts and formulate a personal response / To interpret and deduce meaning from text and formulate personal response</p> <p>E2a/M2a/B2a To recognise whether information is fiction, fact or opinion / To understand and recognise the difference between fact and opinion / To recognise how bias, fact and opinion may be used to influence readers.</p> <p>E3a/M3a/B3a To recognise that texts have been written in different times and places / To begin to understand different view points / To recognise author's perspectives and viewpoints and the significance of social, historical and cultural influences on texts.</p> <p>E4a/M4a/B4a To recognise that writers select words and use patterns of rhythm and rhyme to create an effect / To describe how writers select words and use a variety of language forms and structures to create effects / To identify features of writers' language choices with some explanation regarding effect.</p> <p>ENGLISH WRITING</p> <p>E1a/M1a/B1a. To understand the function of punctuation</p> <p>ENGLISH SPEAKING AND LISTENING</p> <p>E1a/M1a/B1a To organise what they say giving relevant details and using appropriate vocabulary to make main points clear to the listener / To shape what they say for relevance and interest using some presentational skills / To articulate ideas clearly and effectively using a range of appropriate techniques; in both planned and impromptu contexts</p> <p>E2a/M2a/B2a To enunciate clearly and speak audibly. In discussion, to take turns, make relevant contributions, give opinions and listen and respond to different views / To structure arguments and present opinions; individually and in a group context / To present reasoned arguments and opinions individually and in a group context.</p> <p>M2b/B2b To listen and respond to different views respectfully / To listen, respond and build upon the ideas and opinions of others sensitively and with respect.</p> <p>E3a/M3a/B3a To explore the use of language in different contexts and for different audiences / To select language that is appropriate for audience and purpose / To select language for effect; using an increasingly varied range of vocabulary to suit a range of audience, purpose and formality.</p> <p>M3b To begin to recognise different levels of formality</p> <p>E4a/M4a/B4a To develop a recognition of the difference between standard and non-standard English / To develop an awareness of varieties of language use including accent and dialect. To use standard English when appropriate / To appreciate difference of language use including standard English, accent and dialect.</p> <p>B4b Assured and fluent use of standard English when appropriate</p> <p>HISTORY</p> <p>M2a/B2a To have the opportunity to examine and begin to draw inference from historical pictures, text based accounts and other sources from outside their range of experience / To draw an inference from a historical source or piece of information</p> <p>E2b/M2b/B2b To be able to identify similarities and differences / To look for similarities and differences, to relevant questions and begin to cross reference sources / To question the reliability of and cross-reference sources</p> <p>E3a/M3a/B3a To begin to enquire about the causes and consequences of events / and broaden the range of questioning / To continue to enquire, understand and explain the links between causes and consequences of events</p> <p>E4a/M4a/B4a To understand an event or situation from their own and someone else's point of view / Compare accounts from different viewpoints and understand the concept of bias / To interpret and understand different viewpoints and appreciate the concept of bias.</p> <p>GEOGRAPHY</p> <p>E2a/M2a/B2a To explore maps, digital maps, globes and atlases / To begin the purpose of and use maps, digital maps, globes, and atlases to find a location / To use a variety of maps, digital maps, atlases and globes confidently</p> <p>M3a/B3a To start to identify and understand where significant places are located in the Bailiwick, Britain and the wider world / To start to understand how places fit within a wider geographical context and how they are independent.</p> <p>E3b/M3b/B3b To be introduced to the idea that we are linked to a wider world / To explore and identify how we are linked to a wider world</p> <p>E3c/M3c To identify landscapes in their local area / To identify landscapes in their local area and the wider world.</p> <p>CITIZENSHIP</p> <p>E2a/M2a/B2a To be able to participate in discussion / To participate effectively and respectfully in meaningful debate and recognise the difference between fact and opinion / and justify opinion</p> <p>E3a/M3a/B3a To understand rules and how they can help us / To understand why different rules are needed in different situations / To be able to examine rules and laws and suggest changes for the better</p> <p>E4a/M4a To be able to consider a range of choices and express a preference / To understand how to fairly reach consensus and compromise</p> <p>E5a/M5a/B5a To understand the difference between needs and wants / To be able to understand and identify basic human rights / To be able to understand and identify basic human rights and appreciate the need for responsibilities</p> <p>E5b To be aware of individual responsibilities within a personal context</p> <p>E6a/M6a/B6a To recognise what is fair and unfair, and what is right and wrong / To explore different concepts on this / To understand what is meant by a fair and equal society</p> <p>PSHE</p> <p>E2a/M2a/B2a To recognise & name feelings and use simple strategies for managing feelings / To deepen understanding about good and not so good feelings and dealing strategies / To be able to explain feelings to others and suggest strategies. To recognise positive and negative mental health and well-being</p> <p>E6b/M6b/B6b To identify, respect and celebrate similarities and differences between people / To know that differences between people arise from different factors / To recognise and respect differences and similarities in people</p>	Teamwork Critical Thinking Independence Resilience	Communication
Book Ordering through SLS (40% discount)	SLS offer advice on books to buy and implement the orders with 40% discount off retail price.	Giving a wider range of books and resources for your school library To develop a love of reading for enjoyment, information and learning		
Student Borrowing rates	SLS work together with Teachers with Library Responsibilities (TLR) to ensure the library is a welcoming environment for students, to encourage a passion for reading.	Giving a wider range of books and resources for your school library To develop a love of reading for enjoyment, information and learning		
Library Design	SLS help and support with managing the layout and design of your school library (available during holidays as well as term time)	Giving a wider range of books and resources for your school library To develop a love of reading for enjoyment, information and learning		