



# Welcome Meeting

*September 2025*

# Our Shared Values



*Respect*



*Teamwork*



*Ambition*



*Responsibility*



*Adaptability*



*Resilience*

# Our Shared Vision

*Our shared vision at Maney Hill Primary School is to view every child as unique.*

*High quality teaching and learning is underpinned by equal opportunities and a breadth of experience for all.*

*We're a creative and innovative school committed to both challenge and support to enable everyone to reach their potential.*

*Our happy, respectful and caring school helps children to learn and develop their knowledge, skills, character and values.*

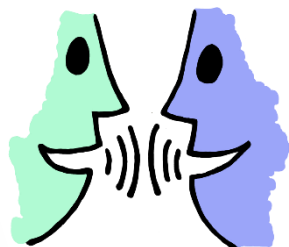


# Special Educational Needs & Disabilities (SEND)

‘A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision **different from** or **additional to** that normally available to pupils of the same age.’

*The SEND Code of Practice (DfE, 2014)*

## 1. Communication and interaction needs



## 2. Cognition and learning needs



## 3. Social, emotional and mental health difficulties



## 4. Sensory and/or physical needs



# Role of SENDco

## Special Educational Needs and Disability Coordinator

SENDcos provide support and advice to teachers and parents about children with special educational needs and disabilities. This covers a wide range of different disabilities and conditions. Here are just a few examples:

supporting the  
identification of children  
with special educational  
needs and/or disabilities

coordinating  
provision for  
children with SEND

liaising with  
parents of  
children with SEND

ensuring that the  
school keeps the  
records of all pupils  
with SEND up to date

liaising with other  
providers, educational  
psychologists and external  
agencies particularly for  
children receiving support

# ...Special Educational Needs & Disabilities (SEND)

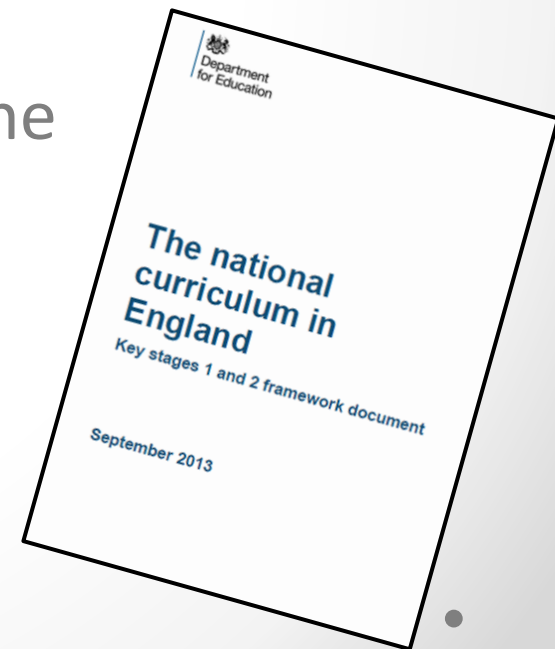
- Please share any concerns you have with your child's class teacher initially.
- If additional needs are identified, a One-Page Profile is created which provides personalised targets for the term. Review meetings will take place termly in school.
- External agency involvement includes:
  - Speech and Language Therapist (SaLT)
  - Communication & Autism Team (CAT)
  - Pupil & School Support Service (PSSS)
  - Educational Psychology Service (EPS)
- More information on what we offer is in our SEND policy, or on our website where you can access the SEND information report.
- You can access Birmingham's Local Offer online also, detailing services and provision for all young people with SEND and their families in the city. The link is on our website.
- Any concerns or questions, open-door policy – we welcome you to speak to us.



# The National Curriculum

Every state-funded school must offer a curriculum which is balanced and broadly based. The curriculum:

- promotes the spiritual, moral, cultural, mental and physical development of the pupils at the schools and of society
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life





# Curriculum Aims

***The Maney Hill Primary School Curriculum includes:***

- *the knowledge, skills and vocabulary that pupils will gain at each stage (**Intent**)*
- *support for pupils to build their knowledge and vocabulary and to develop skills (**Implementation**)*
- *pupils achieve well as a result of the education they have received (**Impact**)*



# Curriculum Intent



- **English: Reading** – for every child to access and enjoy high quality texts alongside the development of the skills required to comprehend a range of books. We teach phonics using a synthetic, systematic approach.
- **English: Writing** – we strive to equip children with an imaginative bank of vocabulary and exciting stimuli to help bring their writing to life. The core skills of spelling, grammar and punctuation help children master the English language which underpins writing across the curriculum.
- **Maths** – for every child to develop a mastery of maths equipping them with skills of calculation, reasoning and problem solving.
- **Science** – develop children's curiosity and scientific knowledge around understanding the nature, processes and methods of science.
- **Computing** – equip children with transferable skills and understanding to function and live safely in our technological world.

# ...Curriculum Intent



- **Geography** – inspire and ignite children’s interest about the natural and human worlds.
- **History** – learning about the past and how it shapes the world we live in today.
- **French** – to help equip our children with the skills to be confident global citizens and is designed to progressively acquire, use and apply a growing bank of vocabulary.
- **Art** – children have opportunities to express creativity through producing work based on different artistic styles.
- **Design & technology** – children design, build and evaluate their own products to meet a brief.

# ...Curriculum Intent



- **Music** – children are given the opportunity to create, play, perform and enjoy music whilst developing the skills required to appreciate a variety of musical forms.
- **Religious Education** – children are taught knowledge and understanding around a range of religious and worldwide views.
- **Physical education** – we aim to develop positive attitudes towards physical activity and promote healthy lifestyles alongside the ability to compete both individually and as a team.

# Curriculum Maps



- The *Maney Hill Curriculum Maps* give an overview of the learning each year group will complete during the year.



Year 4 Curriculum Map 2022-23

Subject	Autumn 1 7 Weeks	Autumn 2 7 Weeks	Spring 1 7 weeks	Spring 2 5 weeks	Summer 1 6 weeks	Summer 2 7 weeks
	<b>Ongoing Core Learning</b> <ul style="list-style-type: none"><li>To use root words, prefixes and suffixes to read aloud and understand words.</li><li>To read and spell common exception words.</li><li>To continue to develop a positive attitude to reading and understand what they read.</li><li>Discuss words and phrases that capture a reader's interest and imagination.</li><li>Receive and record information from non-fiction.</li><li>Join letters with increased legibility.</li><li>Spell homophones and other words that are often misspelt. –</li><li>Plan, draft and write by composing and assessing their own sentences, building a varied vocabulary and sentence structures.</li><li>Expand the range of sentences with more than one clause and wider range of conjunctions including: when, if, because, although.</li><li>Use commas after fronted adverbials, indicate possession by using the possessive apostrophe with plural nouns and use and punctuation direct speech.</li></ul>					
English	Recount Character description Setting description Travel guide Letter Newspaper report Play script	Story Non-chronological report Alternative story ending Instructions Diary entry Book review Poem	Recount Character description Setting description Diary entry Story Non-chronological report Play script	Letter Poem Balanced argument Newspaper report Persuasive argument	Recount Character description Setting description Play script Letter	Instructions Story Newspaper report Non-chronological report Poem Diary entry Book review
	Fiction text: 'How to Train Your Dragon' by Cressida Cowell Non-fiction text: 'Dragons and Mythical Creatures' by Mary Pope Osborne and Natalie Pope Boyce		Fiction Text: 'The Boy at the Back of the Class' by Ousmane Diouf Collection of poems		Fiction text: 'Gangsta Granny' by David Williams Non-fiction text: Collection of newspaper reports	
	<b>Ongoing Core Learning</b> <ul style="list-style-type: none"><li>Recognise the value of three and four digit numbers.</li><li>Use formal written methods for addition, subtraction, multiplication and division.</li><li>Solve addition and subtraction two-step problems in context.</li><li>Recall multiplication and division facts for multiplication tables up to 12 x 12.</li></ul>					
Maths	Number and Place Value Addition Subtraction Multiplication Division	Measurement: Time Fractions Decimals Measurement: Money Measurement: Converting measures	Number and Place value Geometry: Shape and angles Geometry: Symmetry Geometry: Position and direction Measurement: Area and Perimeter Measurement: Time	Fractions Decimals Four operations Division Statistics	Number and Place value Multiplication Geometry: Shapes and Angles Measurement: Time Measurement: Position and direction Measurement: Money	Fractions and Decimals Four operations Measurement: Area and Perimeter Measurement: Converting measures Statistics

Inspired Learning for Lifelong Success



Year 4 Curriculum Map 2022-23

Subject	Autumn 1 7 Weeks	Autumn 2 7 Weeks	Spring 1 7 weeks	Spring 2 6 weeks	Summer 1 6 weeks	Summer 2 7 weeks
Science	<b>Living Things</b> Classify living things and construct a variety of food chains.	<b>What's that sound?</b> Understand how sound is made using vibrations and how sound travel through a medium to the ear.	<b>Tooth and Tackling</b> Describe the main features and properties of tooth, know the different types of tooth and their functions.	<b>Changing States: Materials</b> State the difference between solids, gases and liquids.	<b>Power it up</b> Construct a range of circuits, identifying and naming basic parts (cells, wires, bulbs, switches and buzzers).	
RSE						Explore the physical and emotional changes in puberty.
PE	<b>Drinking and passing</b> Priming water Defending and attacking Build gymnastic sequences, experimenting with and using different rolls, balances and jumps.	<b>Developing agility, balance and co-ordination</b> Developing rhythm, precision and control to create a sequence in response to stimuli.	<b>Drillable, pass, tackle, turn and shoot a football</b> Use passing, jumping, throwing and catching in isolation and combination.	<b>Drillable, pass, tackle, turn and shoot a hockey ball</b> Use and interpret simple maps to problem solve as a group.	<b>Control a tennis ball using a racket and successfully play forehand and backhand shots</b> Improve with a group to create dance sequences in different dynamics.	<b>Play different cricket games</b> incorporating the skills of batting, bowling, throwing and catching. Build a variety of running techniques and demonstrate accuracy when throwing and catching.
Topics	<b>Greeks</b> <b>Key Questions:</b> Why are the Ancient Greeks still remembered today? <b>Enrichment:</b> Greek food tasting		<b>Romans</b> <b>Key Questions:</b> What are the Romans? How did they influence modern life? <b>Enrichment:</b> Roman making		<b>Village Life</b> <b>Key Questions:</b> How does life in a village compare to how we live? <b>Enrichment:</b> Local area walk	
History		<b>Ancient Greek alphabet</b> <b>Key Question:</b> How did the Ancient Greeks in chronological order on a timeline <b>Enrichment:</b> Trade Wars story <b>History of the Parthenon</b>		<b>Pressure</b> <b>The Roman Empire and the power of its army</b> <b>British resistance: Boudicca</b>		<b>Social, cultural and ethnic diversity of different societies</b> <b>Compare housing over time</b>
Geography	<b>Identify surrounding oceans and bordering countries on a map of Europe</b> <b>Climate of Greece</b> <b>Compare differences and similarities between UK and Greece</b>		<b>Identify Rome</b> <b>Where did the Romans invade?</b> <b>Discuss differences in Ancient Rome and current Rome</b> <b>UK map – identify Roman roads</b> <b>Visualisation of Britain and its impact on culture, technology and beliefs</b> <b>Historical's Trail</b>		<b>Identify the features of settlements and locate them on different maps</b> <b>Compare local villages with those on a different continent</b> <b>Comparing climates in different regions</b>	
Art	<b>Greek Vase</b>	<b>Greek Mosaic Art</b>		<b>Roman Shields</b>	<b>David Hockney 'Village on the Edge' art</b>	<b>Create a map</b>
DT						<b>Design, build and evaluate a model village</b>
Computing	<b>Coding</b>	<b>Online Safety</b>	<b>Spreadsheets</b>	<b>Animation</b>	<b>Effective searching</b>	<b>Making music</b>
Music	<b>Keyboards</b> <b>Singing acoustically</b>	<b>Keyboards</b> <b>Singing acoustically</b>	<b>Keyboards</b> <b>Singing acoustically</b>	<b>Keyboards</b> <b>Singing acoustically</b>	<b>Keyboards</b> <b>Singing acoustically</b>	<b>Keyboards</b> <b>Singing acoustically</b>
RE	<b>Being Thankful</b> <b>To show happiness and joy</b>			<b>Cultivating inclusion, identity and belonging</b> <b>Being Modest and listening to others</b>		<b>Being Temperate, Exercising Self-discipline and Cultivating Sense</b> <b>Contentment</b> <b>Listening to Belief</b>
French	<b>On y va!</b> <b>L'argent de poche</b>		<b>Excuse-moi une histoire</b> <b>Y'a le sport!</b>		<b>Les centres des animaux</b> <b>Quel temps fait-il?</b>	

Inspired Learning for Lifelong Success

## Year 4 Curriculum Maps

# Reading



## Read, Write Inc.

- In Year 1 and 2, reading books will follow the Read, Write Inc. phonics scheme.
- Each child will receive one book per week to read at home, linked to the sounds they are learning in class.
- As they are linked to their learning, the children should be able to access the full book, decoding each word independently.
- If children remain in the same phonics group after assessment, it is likely that they will receive a book they have already read. This will help build their fluency and allow them to comprehend the text at a deeper level.







# The Reading Framework

## Using 'decodable' books and texts

A systematic phonics programme includes sufficient 'decodable' books or texts, so that children can practise, at school and at home, their increasing knowledge of GPCs and their blending skill in meaningful contexts.

This is also necessary for older pupils who have not learnt to decode well enough, that is, pupils who still need to decode, individually, each word they meet in regular texts.

'Decodable' books and other texts make children feel successful from the very beginning. They do not encounter words that include GPCs they have not been taught. If an adult is not present, they are not forced to guess from pictures, the context, the first letters of a word or its shape (see [Appendix 7: Decodable texts](#) for examples). 'Decodable' books and texts that children read should run alongside or a little behind the teaching of the GPCs, so that they always feel a sense of achievement when they are asked to read such books.<sup>83</sup>

It is important that children practise their reading with 'decodable' books or texts. They speed up the time they need to gain sufficient accuracy to read a wide range of children's literature. It is helpful, therefore, if teachers explain to families how they can help their children to read such books when they bring them home.



# Oxford Reading Tree



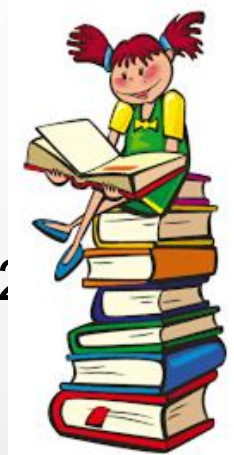
- From Year 3 onwards, we use the '**Oxford Reading Tree**' for Home Reading. It includes a large selection of different types of books, including fiction, non-fiction and poetry.
- The Oxford Reading Tree has '**Oxford Levels**' – once completing the RWI phonics scheme, the children will move on to these up to level 17. Or the Level is referred to as a '**Stage**'





# Reading for Mastery

- It is important for children to demonstrate **mastery** in their reading.
- This means that, rather than moving through book levels as quickly as possible, it is important for children to read books in depth, and read a broad range of text types. Children should be able to read books easily as this means they are beginning to apply their understanding and comprehension skills.
- Some of the reading books, particularly those for KS1, contain questions and activities within the books.
- These questions and activities will help to ensure that your child masters the different reading skills required in Key Stage 1.
- Reading with your children at home in both KS1 and KS2 is important. They will see you as their reading role model.





# Triple Read Approach



- **1<sup>st</sup> read – for initial decoding.** In this initial read, children will need to decode any new or difficult words using their phonic skills. It is also a time to explain the meaning of any new words children may face.
- **2<sup>nd</sup> read – for comprehension.** This is when children should be able to answer questions on what they have read or discuss the story with an adult.
- **3<sup>rd</sup> read – for fluency and expression.** This is where children can experiment with using expression to explore thoughts and feelings. They can also apply their wider knowledge of the world to different books.





# School Library

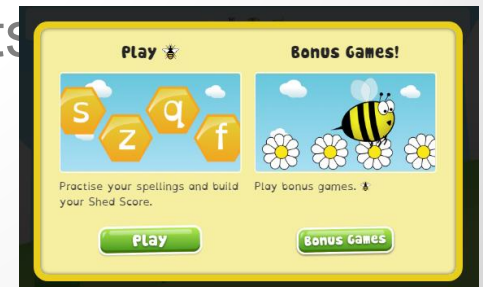
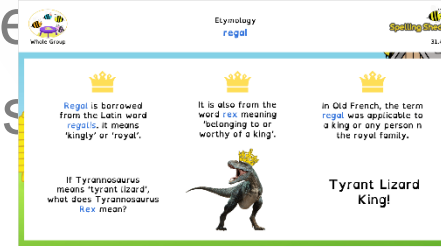
- Each year, the school library is refreshed with a range of fiction and non-fiction books.
- Every class teacher devotes time each week to take the children to the library, showcasing the enjoyment that can be gained from reading for pleasure.
- Library books can be read alongside the levelled books, independently or with an adult at home, as well as during BEAR time in class.
- Books are colour coded to ensure that children are picking appropriate reading material for their age group.
- There are a range of Barrington Stoke's dyslexia friendly books available.





# Spelling Shed

- The way we teach spellings has changed this year.
- Each week, teachers will teach a word list, focusing on spelling rules, morphology and etymology.
- Alongside this explicit teaching, children will have access to online games via Spelling Shed to practise these spellings.
- Weekly tests will be assigned to the children via Spelling Shed, so once they have practised, they can complete the test as part of their homework.
- Assignments can be tailored to any ability level, and can be used as much or little as required part of week.



# Mastery in Mathematics

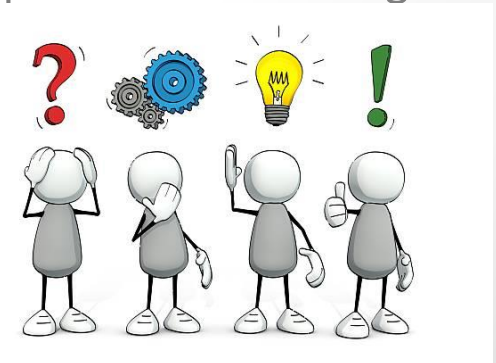


## PRINCIPLES

- In Key Stages 1 and 2, we spend time learning a range of different topics and incorporate the White Rose approach to ensure fluency, reasoning and problem solving opportunities are provided each lesson.
- We build on the previous year of learning and ensure a wide range of opportunities are provided for all children to engage in the Maths objectives.
- Mastery allows them to make connections in Maths, use different representations to support their learning and show deep rather than superficial learning. All children are given opportunities to work on reasoning problems.
- Children are encouraged to explain their thinking (verbally and in written form) and to prove their answers are correct. This is also asked of them during assessments.
- All children are given the opportunity to demonstrate that they have a *mastery* of the curriculum. Some children will move on to explore particular areas in greater depth, extending their knowledge further.

## AIMS

- Fluency
- Reasoning
- Problem Solving
- 'Knowledge-led' - *I know that, I know how, I know w...*
- To contextualise the knowledge



# Assessment in English and Mathematics



- Children complete assessments during the Autumn, Spring and Summer terms
- These assessments tell us whether the children are working towards the expected standard, at the expected standard or working at greater depth
- To meet the expected standard children have to meet **every objective**
- They are assessed in Reading, Writing, SPAG and Maths
- Year 1 will complete a phonics screening check
- Years 6 will complete formal end of year assessments – these are called SATs
- Year 4 will complete a multiplication tables check.
- Year 2 no longer have to complete formal end of year assessments - SATs.



*Don't forget our website is full of useful  
information.*

*[www.maneyhill.bham.sch.uk](http://www.maneyhill.bham.sch.uk)*