



Curriculum Policy

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Life Skills Manor Curriculum Policy

Introduction

Life Skills Manor is a learning environment at the heart of a wide community with the belief that pupils' self-esteem, confidence and emotional stability can be improved through academic achievement. Pupils are encouraged and supported to achieve in terms that they recognise as success.

As the school grows, the curriculum will continue to be an area for development. The underlying belief that governs developments is that learning should be useful, relevant and enjoyable. We seek to gain accreditation for the courses the pupils study so that they are prepared for the next phase in their life. We fundamentally believe that meeting pupils' social and emotional needs combined with academic achievement will increase their chances of living a happy life as independent, responsible members of society.

Life Skills Manor curriculum policy is based on the following aims, to:

- Have pupils at its heart, putting their interests above those of the institution.
- Have a curriculum that has embedded life skills offering differentiation and personalisation.
- Develop awareness within each individual that they are unique, special and have strengths and talents that can be developed and nurtured to prepare them for their future.
- Support our pupils to develop into lifelong learners who appreciate that furthering their education and increasing their level of qualification increases their chances of a happy, independent and secure future.
- Provide all pupils with a rich and relevant curriculum in line with their individual needs.
- Assist pupils, through the curriculum, to explore their own abilities and to achieve success; raising their self-esteem, confidence, and motivation, and enabling them to cope better in other areas of their lives.
- Equip all pupils with the skills, qualifications, emotional strength, and self-confidence required for the transition from the school to the next phase of their lives, be it re-integration to a mainstream school, college or work or another form of positive engagement in society.
- Be challenged and stretched to achieve their potential.
- Be a centre of excellence in teaching and learning for children with ASD.
- Prepare all pupils for a successful adult and working life in a 21st century global society.
- Aim to achieve and then exceed national progress standards.
- Be committed to excellence and continuous improvement.
- Value vocational and academic routes equally.
- Nurture the talents of all and celebrate success.
- Be in a learning environment that is above all else inspiring.

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1. Curriculum Aims

The curriculum should inspire and challenge all learners and prepare them for the future. The School's aim is to develop a coherent curriculum that builds on young people's experiences and that helps all young people to become successful learners, confident individuals and responsible citizens.

Specifically, the curriculum should help young people to:

- Achieve high standards and acquire a range of life skills.
- Enable those not achieving age-related expectations to narrow the gap and catch up with their peers.
- Have and be able to use high quality personal, learning and thinking skills and become independent learners.
- Have and be able to use high quality functional skills, including key literacy, numeracy and ICT skills.
- Be challenged and stretched to achieve their full potential.
- Enjoy and be committed to learning.
- Value their learning outside of the curriculum and relate it to the taught curriculum.

2. The Curriculum Outcomes

Our intent is to ensure as a minimum, all students leave Life Skills Manor with a Maths, English and Vocational Qualification. They are able to read, prepare and cook a range of meals, be able to socialise and gain essential life skills in preparation for adulthood.

Life Skills Manor curriculum will:

- Lead to qualifications that are of value for employers and for entry to further education.
- Be ambitious and designed to give all pupils the knowledge and cultural capital they need to succeed in life.
- Coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- Provide academic and vocational ambitions for all pupils.
- Enable pupils to fulfil their full potential.
- Meet the needs of young people of all abilities at the school.
- Provide equal access for all pupils to a full range of learning experiences.
- Prepare pupils to make informed and appropriate choices at the end of KS3 and KS4.
- Help pupils develop lively, enquiring minds, an ability to question and debate rationally and an ability to apply themselves to tasks and physical skills.
- Include the following characteristics: breadth, balance, relevance, differentiation, progression, continuity and coherence.
- Ensure continuity and progression within the school and between phases of education, increasing pupils' choice during their school career.

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- Foster teaching styles that will offer and encourage a variety of relevant learning opportunities.
- Help pupils to use language and numbers effectively.
- Help pupils develop personal moral values, respect for religious values and tolerance of other races' beliefs and ways of life and Fundamental British Values.
- Help pupils understand the world in which they live.
- Develop a specific curriculum for all Key Stages, which focuses on the core skills of numeracy and literacy, and develop the personal, learning and life skills of all pupils.
- Design a Key Stage 4 curriculum that meets the needs of pupils, parents and wider society.

3. Roles and Responsibilities

The Head Teacher will ensure that:

- The amount of time provided for teaching the curriculum is adequate and is reviewed by the governors' annually.
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from the life skills curriculum.
- The procedures for assessment show how much progress the pupils are making and what is required to help them improve.
- The governing body is fully informed in decision making processes that relate to the breadth and balance of the curriculum. They have an oversight of curriculum structure and delivery within across the school.
- Detailed and up-to-date schemes of work are in place for the delivery of subjects within the school.
- Schemes of work are monitored and reviewed on a regular basis.
- Levels of attainment and rates of progression are discussed with the class teacher on a regular basis and that actions are taken where necessary to improve these.
- The governing body is advised on statutory targets in order to make informed decisions.

The Governing Body will ensure that:

- It considers the advice of the Head Teacher when approving this curriculum policy and when setting targets.
- Progress towards annual targets are monitored.
- It contributes to decision making about the curriculum.

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Teachers will ensure that:

- Long term planning is in place for all subjects. Such schemes of work will be designed using the school pro-forma and will contain the relevant curriculum detail on: context, expectations, key skills, learning objectives, learning outcomes, learning activities, differentiation and resources.
- Schemes of work encourage progression at least in line with national standards.
- There is consistency in terms of curriculum delivery. Schemes of work should be in place and be used by all staff delivering a particular course.
- Appropriate awarding bodies and courses are selected so that they best meet the learning needs of Life Skills Manor pupils.
- Where necessary, an appropriate combination of qualifications or alternative qualifications can be offered which best suit the needs of learners.
- Assessment is appropriate to the course and the pupils following particular courses. There should be consistency of approach towards assessment.
- They keep the Head Teacher informed of proposed changes to curriculum delivery.
- Pupil performance data is reviewed on a regular basis to ensure that any necessary changes in terms of curriculum delivery are planned and carried out in a timely fashion.
- They share best practice with other colleagues in terms of curriculum design and delivery.
- Oversee CPD needs with regard to curriculum planning and delivery within their area of responsibility.

Teaching staff and Learning Support staff will:

- Ensure that the school curriculum is implemented in accordance with this policy.
- Have access to, and be able to interpret, data on each pupil to inform the design of the curriculum in order that it best meets the needs of each cohort of pupils.
- Share and exchange information about best practice amongst their colleagues in different schools and through external networks, resulting in a dynamic and relevant curriculum.
- Participate in high quality professional development, working with other teachers to develop their skills in understanding the learning needs of their pupils and how best to address those needs.
- Where appropriate, work in partnership with other agencies/partners to provide an appropriate range of curriculum opportunities.

Pupils will:

- Be treated as partners in their learning, contributing to the design of the curriculum.
- Have their individual needs addressed, both within the school and extending beyond the classroom into the family and community through a curriculum which offers breadth, support and challenge.
- Be given additional support if they start to fall behind in their learning, helping them get back on track quickly.
- Receive co-ordinated support to enable them to make the appropriate curriculum choices at all Key Stages.

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Parents and carers will:

- Be consulted about their children's learning and in planning their future education.
- Be confident that their child is receiving a high quality education that is designed to meet their learning needs and which will equip them with the skills they need to thrive throughout their lives.
- Be informed about the life skills curriculum on offer and understand the rationale behind it.

4. Monitoring, Evaluation and Review

The Governing Body will receive an annual report from the Head Teacher on:

- The standards reached in each subject compared with national and local benchmarks.
- The standards achieved at the end of each key stage taking into account any important variations between groups of pupils, subjects, courses and trends over time, compared with national and local benchmarks.
- The number of pupils for whom the curriculum was dis-applied and the arrangements which were made.

The Governing Body will review this policy at least once a year and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

5. Teaching groups, class sizes and grouping by ability

Pupils are grouped within the school according to Key Stage Groups and according to their needs, with consideration given to their emotional development, prior academic achievement, potential, social, emotional, well-being and special educational needs.

Pupils are taught in central based classes with a main class teacher and two teaching assistant. Specialist teachers teach specialist subjects.

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Key Stage 3

Pupils learn a variety of subjects in a variety of ways that aims to best suit the needs of all learners. This helps staff to develop the pupils' life skills at an appropriate pace and level. A dedicated team of teachers and support staff continue the best practice of the primary phase of education in a "familiar" environment whilst introducing pupils to the breadth of the secondary curriculum. The idea behind the KS3 curriculum is to develop the fundamental life skills of numeracy and communication, including literacy and computing skills, through a project based approach around key themes. Pupil's social and emotional needs are further met through 'Life Skills lessons.



Curriculum KS3 Model

Model	Timetabling Notes:
5 x English	<ul style="list-style-type: none">• Taught Daily• Friday morning P1 all classes have English (Guided Reading)• Follows NC
5 x Maths	<ul style="list-style-type: none">• Taught Daily• Follows NC
4 x Life Skills	<ul style="list-style-type: none">• PSHE Statutory elements from 2020• Princes Trust Achieve Programme – Entry Level 1 Accreditation
4 x Cooking	<ul style="list-style-type: none">• School snacks and dinners prepared for within school• Use of Kitchen for 4 Hours per day and dining hall 1 hour per day.• Food teacher runs snacks shop with support of children• Food prepared throughout day and served in dining hall
2 x Discovery	<ul style="list-style-type: none">• Double lessons.• Never on when swimming is timetabled (one minibus).• Discovery is a mix of external visits that enrich pupil's experiences. Examples include horse-riding, farm visits, museums, local parks, visitor attractions etc.
2 x Computing	<ul style="list-style-type: none">• Single lessons (2 per week)• Will include elements of ICT teaching i.e. Microsoft Packages
2 x Forest school	<ul style="list-style-type: none">• External community Forest School is booked.
2 x PE/ Swimming	<ul style="list-style-type: none">• Double lessons only• Use of Baypoint facilities
2 x Creative Club	<ul style="list-style-type: none">• Project based learning scheme of work• Each class will be allocated a termly creative subject area to complete a project.• Subjects include Art/Music/Technology/Food/Drama/Science
1 x Army Cadets	<ul style="list-style-type: none">• Instructor used for 9:15am-12:30pm• Thursdays
1 x First Aid	<ul style="list-style-type: none">• St. John's Ambulance instructor 9:15am-12:30pm• Tuesdays

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Curriculum KS3 Timetabling

Class 1	MON	TUES	WEDS	THURS	FRI
9:15-10:00	English	English	English	Army Cadets	English
10:00-10:45	Maths	First Aid	Maths	Maths	Maths
10:45-11:00	BREAK				
11:00-11:45	Life Skills	Cooking	DISCOVERY	English	Cooking
11:45-12:30	Computing	Cooking	DISCOVERY	Life Skills	Cooking
12:30-1:15	LUNCH				
1:15-2:00	PE/ Swimming	Life Skills	Life Skills	Forest School	Creative Club
2:00-2:45	PE/ Swimming	Maths	Computing	Forest School	Creative Club

Class 2	MON	TUES	WEDS	THURS	FRI
9:15-10:00	English	First Aid	English	Cooking	English
10:00-10:45	Maths	English	Maths	Cooking	Maths
10:45-11:00	BREAK				
11:00-11:45	Computing	Maths	Cooking	Army Cadets	Computing
11:45-12:30	Life Skills	Life Skills	Cooking	English	Life Skills
12:30-1:15	LUNCH				
1:15-2:00	Forest School	PE/ Swimming	DISCOVERY	Maths	Creative Club
2:00-2:45	Forest School	PE/ Swimming	DISCOVERY	Life Skills	Creative Club

Class 3	MON	TUES	WEDS	THURS	FRI
9:15-10:00	Cooking	English	Cooking	English	English
10:00-10:45	Cooking	Maths	Cooking	Maths	Maths
10:45-11:00	BREAK				
11:00-11:45	English	Life Skills	English	Life Skills	Life Skills
11:45-12:30	Maths	First Aid	Maths	Army Cadets	Computing
12:30-1:15	LUNCH				
1:15-2:00	Computing	Forest School	PE/ Swimming	DISCOVERY	Creative Club
2:00-2:45	Life Skills	Forest School	PE/ Swimming	DISCOVERY	Creative Club

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Proposed Key Stage 4 Curriculum Model

Pupils will follow a set of core subject courses leading to qualifications. A range of optional subjects that are taught by specialist teachers supports the core subjects. Pupils will follow one of three pathways (supported, middle and more able) to allow for differentiation dependent on their academic ability and special educational needs.

PATHWAY 1 - SUPPORTED

5 English (Entry 1 to Entry 3)
5 Maths (Entry 1 to Entry 3)
3 ASDAN (Silver Award)
6 Prep4life *
3 PE
4 OPTION A BTEC Level 1 and 2
4 OPTION B BTEC Level 1 and 2

PATHWAY 2- MIDDLE

5 English (Entry 2 to Functional Skills 1)
5 Maths (Entry 2 to Functional Skills 1)
3 Vocational Studies (Entry Level 3 Award)
6 Prep4life *Princes Trust Achieve Programme (Entry 3)
3 PE
4 OPTION A BTEC Level 1 and 2
4 OPTION B BTEC Level 1 and 2

PATHWAY 3- MORE ABLE

5 English (Functional Skills Level 1- GCSE)
5 Maths (Functional Skills Level 1- GCSE)
3 ICT (Entry 3 – FS Level 1- BTEC Level 1)
6 Prep4life Princes Trust Achieve Programme (Level 1)
3 PE
4 OPTION A BTEC Level 1 and 2
4 OPTION B BTEC Level 1 and 2

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Annexe 1 Life Skills Manor teaching and learning

Introduction

This Annexe to the Curriculum policy is intended to have a positive impact upon the learning and teaching process at Life Skills Manor.

This framework is based upon three inter-connected principles:

- All learners should be treated with respect no matter what their presenting needs.
- Learners need to be fully engaged for learning to take place.
- The development of teaching and learning should be a collaborative enterprise.

Curriculum Intent

As a minimum, all students leave school with a Maths, English and Vocational Qualification. They are able to read, prepare and cook a range of meals, be able to socialise and gain essential life skills in preparation for adulthood.

Our Curriculum is further developed to meet the needs of our students by,

- Implementing increased Life Skills ethos.
- Weekly visits for each class.
- Practical cooking lessons that are used to cater for school lunches.
- Increasing practical lessons to support social interaction and teamwork.
- Introducing timetabled Guided Reading lessons and Reading support in class.
- Offering a range of Qualifications from Entry Level 1 up to GCSE.

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Organisation

At Life Skills Manor pupils are generally organised by age. However, it is acknowledged that flexibility is needed to meet the various needs of the pupils. The teaching and learning content is organised in a way that gives the greatest range of experiences and situations underpinned by the core values of the school. The plans need to ensure that the following are in place:

Various components are planned in different ways such as:

- Environmental opportunities
- Events – in and out of school
- Extended hours learning
- Outside the classroom learning
- Lessons
- Locations
- Routines

Different approaches to learning are planned such as:

- Matched to learning need
- Assessment for learning
- Spiritual, moral, social and cultural opportunities
- Promoting Fundamental British Values
- Age and need appropriate
- Reflective self-assessment
- Personalised challenges
- Experiential
- Creative opportunities
- Emphasis on ICT
- Learning to learn activities
- Using different resources including a range of support

Planned themes are incorporated into the overall life skills curriculum to provide purpose and significance such as:

- Cultural diversity
- Healthy lifestyles
- Community participation
- Enterprise
- Global dimension and sustainability
- Technology and media
- Creativity and critical thinking

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Evaluation

There needs to be a variety of methods for evaluating the impact of the life skills curriculum to meet the needs of the pupils, both individually and collectively. The ways we do this include:

- Looking at the individual child and tracking through the annual review process, through to EHCP's and provision plans and delivery of plans within the classroom
- Evaluating formal assessment data to identify trends and goals for improvement
- Using critical friends to offer challenges and insights
- Using qualitative and quantitative measures to inform ways forward
- Creating a continuous improvement cycle
- Using a variety of techniques to collect data such as deep dives
- Choosing assessment fit for purpose
- Canvassing the views of the whole school community including the School Council

The information gained from these need to be used to ensure:

- Improved attainment and progress
- Improved behaviour and attendance
- Pupils can be responsible citizens and participate to the best of their abilities
- Pupils make healthy lifestyle choices
- Pupils can access further training and employment opportunities

Life Skills Manor Teacher/Teaching Expectations

In order to maintain a visible level of consistency from lesson to lesson and class to class all teachers are expected to work to the following minimum standards which reflect the DfE Teacher Standards (July 2011);

- All lessons are clearly planned; the Life Skills Manor plan template is provided as a minimum standard of clarity/content for Short/Medium/ and Long-Term Plans.
- Class information regarding progress and behaviour is up to date.
- Learning Objectives are clear, subject specific, realistic/relevant and displayed for all lessons/classes.
- Clear evidence of differentiation in planning and classroom activities.
- Planned application of relevant Numeracy and Literacy skills is evident.
- Marking – Feedback that promotes improvement term from the LO's and/or success criteria. Use of Traffic Lights for Self/Peer/Teacher assessment. Evidence of pupil responses/improvement as a direct result of marking.
- Evidence of praise/rewards in work and in conversations with pupils.
- Well-presented work/sketch/exercise books showing evidence of their progress over time.
- Class displays are updated regularly to showcase pupil work and their achievements – The work on display should be marked clearly.

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- Core and specialist subjects have up to date use of Target Grade/Progress Stickers/Sheets on the front/inside cover of all pupil books/folders.
- Pupils that disengage/abscond are supported/monitored by TA's in the first instance (see support model)
- Time spent at end of lesson completing pupil tracking and logging achievements. This can be used to form the plenary of the lesson that can determine pupil progress.

Termly Medium Term Planning Template



LIFE SKILLS MANOR MEDIUM TERM PLANNING

Subject:		Key Words	Resources	Lit/Num Opportunities	Pupil Levels/Stages
Group/Class:	Term:			SMSC Opportunities	
Teacher:					
Module/Topic:					
	WALT Lesson Objectives	WILF Success Criteria	Introduction/ Teaching	Activities/ Differentiation/ LSAs	Evaluation (To inform future planning)
1					
2					
3					
4					
5					
6					

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Annexe 2 Life Skills Manor School Marking Guidance

Aims

To establish a consistent approach to the way work is marked so that pupils feel valued and have a clear understanding of how well they are doing and how they can improve in their learning. Marking will help pupils to improve their work and will inform teacher planning and monitoring. We believe that the most effective way of assessing pupils work at Life Skills Manor School is through dialogue.

Principles

“Assessment for learning” (AFL) is the process of seeking and interpreting evidence for use by pupils and their teachers, to decide where pupils are in their learning; where they need to go; and how best to get there.”

Marking and feedback will be consistent with the principles of Assessment for Learning (AFL).

Marking and feedback will:

- Be focused on pupil learning
- Be based on shared learning objectives
- Be positive in tone and accessible by all pupils
- Help pupils to improve their work and confidence
- Provide opportunities to develop peer and self-assessment skills
- Inform future planning and thereby support individual ‘target setting’
- Promote continuous and focused lines of communication between staff and pupils.

Good Marking Practice

We believe that good marking practice:

- requires teachers to share learning objectives and success criteria with pupils
- meets the individual needs of pupils
- indicates strengths and areas for improvement
- is positive in nature/wording
- involves the pupil in reflection, review and response
- encourages pupils to strive to improve

General Marking Guidelines

To ensure a manageable workload for staff these guidelines have been written to make marking meaningful, manageable and motivating.

The guidance on marking forms part of the whole school policy for assessment and is directly linked to curriculum planning. The school uses formative assessment, through assessment for learning, and uses focused marking and dialogue as the principle methods of providing feedback to pupils in order to raise standards of attainment.

At Life Skills Manor School the pupils have different learning targets in different subjects or subject areas. Individual pupils will have learning targets set annually through the EHCP review process. These targets will be further sub-divided and monitored within their Provision Plan where appropriate.

In order to ensure whole school consistency teachers employ a range of strategies to mark and record assessments:

- For each subject, where appropriate, termly learning objectives are assessed using Pupil Asset to record progress where appropriate.

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- Focussed learning objectives are assessed by the teacher e.g. through plenaries, Q&A and Personal Improvement Time known as PIT. This can be completed within a red box for easy identification if required (see attached examples).
- Learning Outcomes will be shared with pupils and at the end of the marking process it should be clear to the pupil "what they have done well" and "what they need to do to improve".
- The school recognises that often the best way to communicate next steps is through verbal feedback given directly to the pupil by the teacher.
- Children should be given the opportunity to look at and respond to teacher comments which can often form the starter activity of the next lesson.
- Marking will be related to clear Learning Objectives and Learning Outcomes, which has been shared with the pupils. The Learning Objective will be displayed each lesson either by the teacher or at the top of each piece of work (written or printed as appropriate by the student).
- Work will be marked in a green pen that contrasts to that used in the work so that it is clearly distinguishable from the pupils' work.
- Verbal and written responses to pupil's work should provide sensitive, constructive feedback. Written feedback should acknowledge what the pupil has done well and the next steps on how to improve. This should be linked to the learning outcomes.
- Teachers will use feedback from marking and all other available evidence to inform future planning and target setting.

Detailed Marking at Life Skills Manor

- Praise the effort
- Focus on the positives/strengths
- Focus on the relevant skills associated with the Learning Objective and Learning Outcomes for that piece of work/task.
- Link Feedback to a Stage, Level or Grade where/if appropriate
- State what could have been better
- State what they need to improve upon next in order to make progress
- Provide a space (PIT) for them to respond or show their understanding
- **Make time in the subsequent lesson to go through the marking and support pupils in responding to the feedback. Preferably as a starter activity so that the student is ready for the next stage of learning.**

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Annexe 3 Teacher Marking Policy

EXPECTATIONS- GENERAL

- Subject target and assessment sticker is up to date on the front of exercise books or on the inside of the front cover for all core, mandatory and specialist subjects.
- Marking should give praise (What Went Well) but more importantly give developmental comments (Even Better If) that are RAGed.

Frequency of Marking

- English, Maths and Specialist subjects should be marked every 3rd piece.
- All other Life Skills associated lessons should be marked once a week.
- Art should be marked once per Term and have an element of self-evaluation.
- ICT should be marked twice per Term.

- Written feedback must be legible and written in language that the student can access and it should always be of quality rather than quantity.
- Marking of any coursework qualifications should follow the expectations as set out by the awarding examination body. It is still expected that any classwork related to KS4 studies is marked in the same manner as this policy states.
- Marking should always be carried out using a green pen. Black pen can be used if deemed necessary.

PERSONAL IMPROVEMENT TIME (PIT):

- The opportunity to complete an improvement task must be provided for students. It must relate directly to the EBI comments on the sticker to ensure students grasp what they need to improve. The improvement task is titled as 'PIT' for easy identification and can be completed as a starter activity.
- There is no PIT required for Art lessons.
- Using red boxes/ red pen when providing PIT is optional.

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Marking Examples using PIT:

GUS IS A BIG FLUFFY BIRD

TO A BIRD THE FLUFFY CLOUDS ARE LIKE LOTS OF DANCING ANIMALS THAT HURT THEIR FEELINGS AND THE BIRD GETS MAD. Super word!

THE BIRD FLYS AWAY AND GETS ANOTHER AMOR WAS REALLY STRONG HE HAD A FEELING THAT THAT STRONG AND THE HPLMPT WAS FEEL THE BIRD NOW FELT

* Great word choice

that - use of connectives well done!

You completed this independently, well done! You took the word 'joy' from the VCOP pyramids - this is great! Next time, try to organise your ideas in paragraphs, Damien.

Can you write a sentence, using an advert, showing how the bird felt joy?

THE BIRD IS FEELING HAPPY

Super response, well done, Damien!

L.O. To understand how apostrophes are used to show possession. Monday 12th June

1. Rewrite the following sentences in the possessive form.

EXAMPLE: the lunch that belongs to Joey → Joey's lunch.

a. The phone that belongs to Anita.
Anita's phone

b. The tools that belong to my dad.
my dad's tools

c. The tail that belongs to the cat.
The cat's tail

d. The house that David owns.
David's house

e. The guitar that belongs to Jim.
Jim's guitar

Fantastic learning!
Now try a sentence of your own.
→ Kaium's dad's tools

1.12.15

Tension chart

Read the incidents below. Decide how tense each one is on a scale of 1 to 10, 10 being the most tense. Put a cross on the chart for each incident. Draw a line to join the crosses to see how tension rises and falls throughout Chapter 3.

1	2	3	4	5	6	7	8	9	10
A family has a picnic	A crowd appears and watches	A hand appears	Iron Man appears	Hoppy's plan is discussed	Hoppy speaks to Iron Man	Iron Man flies through windows	Iron Man covers or traps road		

Write a sentence to explain why the tension goes up and down. Because it starts to get all happy, nice and calm then it gets terrifying, scary and HOT LING.

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