



**CLAIRE'S COURT**  
**JUNIORS**

# Curriculum Statement

**Year 1**

**2025 – 2026**

Your place to *achieve*

## **WELCOME TO CLAIRES COURT JUNIORS - YEAR 1**

At Claires Court we are fully committed to providing the very best education for your child. This curriculum statement is designed to provide information about what knowledge and skills your child will be learning and the meaningful opportunities they will experience.

### **CLAIRES COURT JUNIOR CURRICULUM**

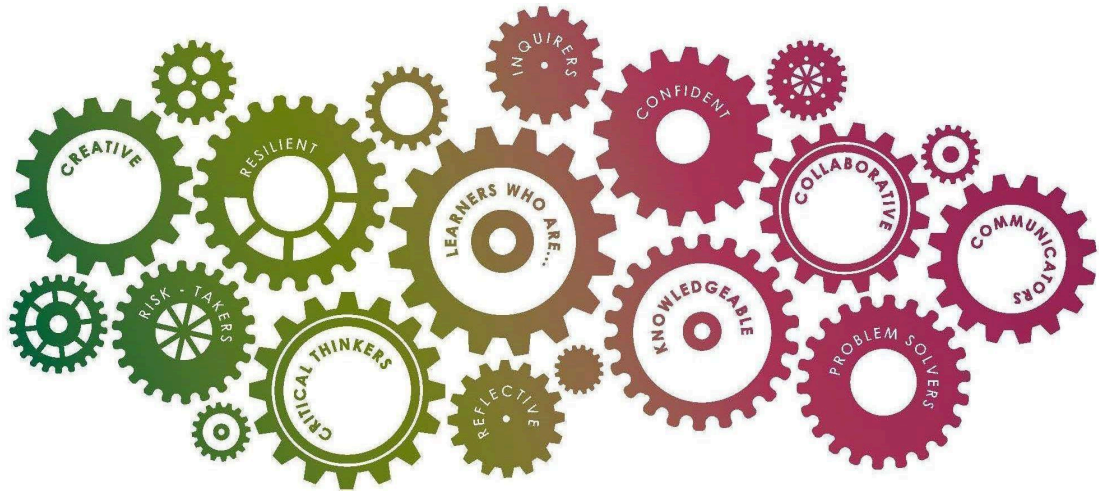
We are very proud of our Claires Court Junior Curriculum which is based on pedagogical research and continuous evaluation. Our current and purposeful curriculum is a progression of knowledge and skills in each subject which enables teachers to differentiate learning for our pupils through a range of exciting and thought-provoking questions and case studies. Our curriculum is delivered through a combination of our junior specialist teachers who are trained in pedagogical development, as well as our subject specialists who specialise in subjects, and are passionate and experienced in delivering exciting subject teaching.

As well as having your child's academic needs at the centre of our approach, we pride ourselves on our nurturing learning environment and our exceptional Pastoral Care. Well-being, both mental and physical, is key to feeling secure, confident and building resilience - features which we aim to instil in your child. Our pastoral aims are woven into every aspect of our provision ensuring that whatever your child experiences, it is with the very best intentions for them.

Using our teaching and learning approach, we aim to:

- Enable pupils to make excellent progress
- Provide equal opportunities for all learners
- Engage, motivate and develop curiosity
- Create a responsible approach to school and life
- Prepare pupils for the digital world.

## CLAIRES COURT ESSENTIALS



### OUR ONLINE PROVISION

At Claires Court, Google Classroom has been very much part of our way-of-learning prior to, during and post the Covid-19 pandemic.

We feel that Google Classroom has allowed pupils to take ownership of their learning with the guidance of their teachers. This online learning platform will continue to be very much part of our curriculum offer.

### CHROMEBOOKS

As a Google partner school, our pupils have had access to Chromebooks for many years and Chromebooks are used in all curriculum subjects. Each pupil, from Year 1, is provided with their own Chromebook, login details and a Claires Court email address. Devices are secured to the Claires Court domain which secures the device against unauthorised use, self-wipes the device overnight, and applies a range of school policies to it, such as enabling Google Safe Search, spotting the use of inappropriate language and limiting the range of Chrome extensions to those in use at school.

### THE 'HUB'

The 'hub' is the digital centre of our pupils' online learning. Through our suite of cloud based software 'Google Apps for Education' pupils have a wide variety of tools available to them with which they use to research, collaborate, create and present their school work. Each pupil has their own '30GB drive' and email address. The 'hub' allows pupils to work collaboratively, share ideas and communicate within our own 'walled garden'. Teachers and pupils can share and discuss work in real time and homework can be submitted and assessed through the 'hub'.

## **BIG QUESTIONS & CASE STUDIES**

Each Term, the pupils will focus their learning on a Big Question and a Case Study. This journey will inevitably lead the pupils down a road of enquiry and discovery through all subject areas.

YEAR 1

### **Autumn    How do we make childhood memories?**

Case Study: The Local Area

Toys

### **Spring     How did the world look without people?**

Case Study: The Dinosaurs

### **Summer    How can we help others to find the beauty in our wonderful world?**

Case Study: Plants and Animals,  
Transport and Travel

## **SUBJECTS**

For each subject, your child will learn through answering a series of questions. These questions are planned by the teachers and differentiated for your child.

## **ENGLISH**

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Our aim in English is to focus on the fundamental skills of reading, writing, and speaking and listening. These skills are taught through a wide variety of opportunities, including reading a range of genres, writing extended creative pieces and many role play and drama experiences.

### **Reading**

Specific word reading and comprehension skills are developed through the curriculum and as part of daily individual reading from our progressive reading scheme.

- Can I check that my reading makes sense and self-correct when it doesn't?
- Am I able to retell a story independently, and develop some of my ideas both verbally and on paper?
- Am I able to read information on appropriate websites, in

books and select relevant or interesting facts related to our topics?

### **Writing**

The pupils will be taught composition, structure, vocabulary, punctuation and grammar skills through a series of creative and exciting activities.

- When I write a sentence, am I able to check that my writing makes sense?
- How well do I plan my writing using drawings or keywords?
- What are the features of fiction and nonfiction styles of writing and can I apply these to my own written work?
- What are labels and captions and can I make my own using knowledge of the features of each?
- Am I able to identify the beginning, middle and end of stories and apply this to my own writing?
- What are adjectives and verbs and how well do I apply their use to improve my sentence writing?
- Am I beginning to use capital letters, full stops, question marks and exclamation marks?
- What are the features of recount writing and am I able to apply these when I write about my experiences?

### **Speaking and listening**

We believe that speaking and listening are skills which children need to learn. This is developed through our 'essentials' approach of working collaboratively, sharing news, role playing, asking and answering questions and considering other people's viewpoints.

- Am I able to speak audibly, fluently and how well do I show awareness of the listener?

### **Spelling and phonics**

Spelling is developed through a differentiated approach, focusing on the needs of each child as an individual. Phonics and spelling are taught in a variety of ways including phonic lessons along with spelling and dictation tests.

- Can I segment words into sounds for spellings?
- Am I beginning to choose groups of letters to represent the sounds in the words I am spelling?
- What is a rhyming pattern and can I use these to spell words that rhyme?
- What are vowels and vowel sounds?
- Am I able to write and spell more complex words correctly?

- How well do I use taught spelling strategies to spell high frequency words and 'tricky' words?

## **Handwriting**

The pupils are taught to use neat handwriting, forming letters correctly and eventually joining them.

- Can I form upper and lower case letters correctly?
- Can I write with letters and digits that are consistent in size and orientation?

## **Mathematics**

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Our aim in maths is to ensure all pupils learn mathematical skills from a range of areas with fundamental skills being taught progressively throughout the academic year. The pupils will have many opportunities to apply learned skills to a variety of different contexts, problems and real life situations. We recognise the importance of repetition, and we ensure that there are multiple opportunities for this to occur including morning maths, rapid recall and online learning platforms.

Areas of Mathematics include:

- Numbers
- Mental strategies
- Addition and subtraction
- Multiplication and division
- Fractions
- Geometry and shape
- Position and direction
- Statistics and data handling
- Using and applying
- Reasoning

Pupils will be able to answer questions such as:

- Can you read, write, count and order numbers up to 100?
- Am I able to recognise and use doubles, near doubles and corresponding halves to 10?
- What are odd and even numbers?
- Can I make number sentences using symbols for addition and subtraction?
- What are number bonds and how well can I count from one to 20?
- Can I solve calculations using repeated addition?
- How well can I count in multiples of two, five and 10?
- Can I use knowledge of numbers to 100 to help

- solve mathematical problems?
- What are non standard units and how well can I measure length, weight and capacity using non standard units?
- Can I use mathematical language to describe 2D and 3D shapes and their properties?
- What skills do I need to use and to interpret simple graphs and tables?
- What questions can I ask and answer when comparing data
- Am I able to recognise halves and quarters of objects and shapes?
- What strategies do I need to apply when working out halves and quarters of quantities?
- Are I able to tell the time on an analogue and digital clock, including one hour and two hours before and after?

## Science

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Our aim in Science is to teach the pupils the skills of working scientifically. We teach them how to ask questions, make observations and carry out tests, experiments and investigations. They will learn to use a range of sources to answer their questions, and will gather and record data. The pupils will find ways of carrying out fair tests and be given opportunities to make decisions in choosing equipment, recording observations and drawing conclusions. When reflecting on their learning, pupils will use scientific evidence to hypothesise, evaluate and suggest improvements for further scientific activities.

Pupils will cover topics including:

- Animals including humans
- Seasonal change
- Everyday Materials
- Plants, Living things and their habitats
- Famous scientists and inventors

## Information and communication technology (ICT)

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ICT is embedded within the curriculum to support learning in each subject. Pupils will learn about the following topic areas and endeavour to answer a wide range of questions, including:

### **E-Safety**

- Can I stay safe online?
- Can I use applications and communications appropriately?

### Use of digital devices

- Can I access computer based learning technologies such as Mathletics and Purple Mash?
- Do I know how to use computers, Chromebooks, digital cameras and tablets?

### Coding

- Can I understand algorithms?
- Can I program digital devices?
- Am I able to create and debug simple programs?

## MFL

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Our Modern Foreign Languages curriculum in Year 1 is designed to foster a love of language learning and develop children's skills across a range of languages, through weekly lessons. Children progressively acquire, use, and apply a growing bank of vocabulary organised around topics. Through high-quality, engaging lessons, we aim to cultivate confident, curious, and competent young linguists.

### Language Exposure and Focus

- Throughout the year, **Spanish, German, and French** will be taught for a term each and will be introduced through a series of short, engaging topics. In Year 1, children will cover topics, such as **greetings, numbers and colours.**
- Pupils will develop an awareness of a range of **global languages**, particularly those spoken within our school community, and will value the bilingual and multilingual experiences of our learners.

Children will develop a love of languages and will be well equipped for the next stage of their language learning. Through their language lessons, they will develop the key skills of speaking and listening which, in turn, will help them to master the more complex skills of reading and writing later on in their language learning journey. Children will also have the opportunity to enrich their language learning by developing an understanding of the culture of different countries.



# History

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During the year, the pupils will learn to retell stories set in the past and find out about famous people, carrying out research to find out more. The pupils will use historical terms and phrases, to indicate the past and present and the passing of time. They will learn to sequence events, artefacts and photos of places and times onto a timeline. Pupils will find out about the past by talking to people, researching information books and online sources. They will also ask and answer questions and give explanations about objects, events and people from the past.

## **Autumn**

### **Toys**

- What toys did children play with in the past?
- What was the first children's toy?
- How were toys made in the past?
- How have toys changed?

## **Spring**

### **Dinosaurs**

- When were dinosaurs alive?
- What evidence can we find that dinosaurs existed?
- How would you describe the Earth when the dinosaurs lived on it?
- When did dinosaurs become extinct?
- How do we know about dinosaurs?
- Who was Mary Anning and why is she an important person in history?
- What is a palaeontologist?
- What is a fossil?/ How are fossils created?
- What would you do if you found a 'curiosity' like Mary Anning did?

## **Summer**

### **Travel and Transport**

- How has travel and transport changed from the past to the present?
- What were some early forms of transport?
- How have cars changed since they were invented?
- How did transport by train change people's lives?
- How have humans tried to fly throughout history?
- What was travel like before the invention of air travel

# Geography

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In Geography, our aim is to teach pupils a number of geographical skills. They will be taught to express their views and show knowledge, skills and understanding of the local area. There will be opportunities to understand maps by using atlases, globes and computer mapping, as well drawing their own maps appropriate to their topic. They will learn how to compare our country, town or area to other countries, towns or areas. The pupils will experience a range of field work opportunities including trips in the local area as well as exploring our school grounds. They will make observations, measure and record the features using a range of methods.

## **Autumn**

### **Local Study (Playgrounds)**

- What makes a good playground?
- How can we improve our local playgrounds?
- What is field work?

### **Map Skills**

- What is a map? What is a plan?
- Where would we find them?
- What are compass points?
- How can we use them to give directions?
- How are places represented on a map? (map symbols)

## **Spring**

### **Continents**

- What was the world like during the time of the dinosaurs? (incl. weather)
- Where did dinosaurs live? (incl. habitats)
- What is a supercontinent?
- What did the continents look like during the time of the dinosaurs?
- What are the names of the 7 continents and 5 oceans of the World?
- Can you name and locate the 7 continents and 5 oceans of the World?
- How and why has the world changed since the time of the dinosaurs?

- How did dinosaurs die?

## **Summer**

### **Conservation**

- What is conservation?
- What animals do they know that are native to the UK?
- Why do they think some of these animals might be threatened?
- What could they do to help wildlife in your own green space?

### **Comparing Locations**

- What is the name of this place?
- Is it a village, town, suburb or part of a city?
- What types of buildings can we find and what are they used for?
- What different types of land-use can we find?
- Are there any green spaces and what are they used for?

# Personal, Social, Health and Economic Education (PSHEE), Relationship Sex Education (RSE) and Wellbeing

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Regular lessons for PSHEE/RSE help to promote physical and emotional well-being; spiritual, moral, social and cultural development of pupils. Due to its cross-curricular nature, PSHEE/RSE plays a crucial role within all aspects of school life and is also included in the weekly assemblies - a values assembly and a celebration assembly is held every week to celebrate individual and group achievements both inside and outside school.

Promoting these values means actively and sensitively challenging pupils, staff or parents expressing opinions contrary to fundamental British values. As part of our curriculum we follow the Jigsaw Scheme for PSHEE/RSE and will teach a different theme each half term. Please see a breakdown of what our PSHEE/RSE curriculum looks like in Year 1 below:

<b>Autumn Term</b>		<b>Spring Term</b>		<b>Summer Term</b>	
<b>Dreams and Goals</b>	<b>Healthy Me</b>	<b>Being Me In My World</b>	<b>Celebrating Differences</b>	<b>Relationships</b>	<b>Changing Me</b>
Setting goals Identifying successes and	Healthier lifestyle choices Keeping clean	Feeling special and safe Being part of a	Similarities and differences Understanding	Belonging to a family Making	Life cycles – animal and human

achievements Learning styles Tackling new challenges Identifying and overcoming obstacle	Medicine Safety in the home Road safety Linking health and happiness	team Rights and responsibilities Rewards and feeling proud Taking ownership of our classroom ethos	being kind Making new friends Celebrating the differences in everyone	friends/being a good friend Understanding Personal Space People who help us Unique qualities Appreciating ourselves Celebrating my special relationships (family and friends)	Changes in me Changes since being a baby Identifying and naming parts of human bodies Linking growing and learning Coping with change
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British values are actively promoted throughout the school and embedded within the PSHEE/RSE programme of study to ensure pupils are prepared for life in modern Britain. Pupils are encouraged to respect the fundamental British values, as defined by the government, of:

- Democracy – actively promoted through PSHEE/RSE lessons, school council, pupil voice activities and the house system
- Rule of law – actively promoted through PSHEE/RSE lessons, key values and our golden rules
- Individual liberty – actively promoted through our PSHEE/RSE lessons, rights and responsibilities
- Mutual respect – actively promoted through our PSHEE/RSE lessons, key values, golden rules and the Claires Court essentials
- Tolerance of those of different faiths and beliefs – actively promoted through PSHEE/RSE lessons, our RE curriculum and assemblies.

## Religious Studies (RS)

The aim of RS lessons is to engage pupils in an enquiry approach where they can develop an understanding and appreciation for the expression of beliefs, cultural practices and influence of principle religions and worldviews in the local, national and wider global community.

### **Autumn**

#### **Christianity -Christmas**

What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?

### **Spring**

#### **Christianity - The Creation Story**

Does God want Christians to look after the world?

### **Christianity - Jesus as a friend**

Was it always easy for Jesus to show friendship?

### **Christianity - Easter - Palm Sunday**

Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?

### **Summer**

#### **Judaism - Shabbat**

Is Shabbat important to Jewish children?

#### **Judaism - Rosh Hashanah and Yom Kippur**

Are Rosh Hashanah and Yom Kippur important to Jewish children?

## **Music**

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The scheme of work for Year 1 gives pupils opportunities to develop skills in listening, appraising, playing percussion instruments, singing and performing.

During the year, pupils will investigate their singing voice and develop their aural memory as well as listening and physical skills. Using un-tuned percussion they will explore pulse and rhythm along with discovering how pitch can be changed.

Throughout there is a great deal of group percussion and singing work focusing on pulse and rhythm. Performance skills are emphasised, particularly in singing, and all pupils develop skills in learning material for concerts and productions such as the harvest festival, Christmas and end of year concerts.

### **Autumn term**

- Can I sing a solo in front of my class?
- Can I tell the difference between pulse and rhythm?
- Can I respond to a changing speed?
- Can I control pitch by moving higher or lower and sustaining a note?
- Can I relate sounds to graphic symbols?

### **Spring term**

- Can I sing a song from memory?
- Can I recognise different sound sources?
- Can I explore and control instrumental sounds?
- Can I make long and short sounds on untuned percussion?
- Do I work as part of a team in a production or performance?

### **Summer term**

- Can I sing and perform actions to match the speed and tempo?
- Do I know the different ways instruments make sounds?
- Can I respond to sounds using movement?
- Can I use sounds descriptively?
- Do I contribute to class compositions that use simple structures and combine layers of sound?

## **Art and Design Technology**

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Throughout the year the pupils have many opportunities to express and develop their skills and knowledge in Art and Design Technology. They are taught to develop their observation skills, use their imagination and expression, create art through the use of different media, develop their ideas, and reflect and evaluate.

## **Physical Education (PE)**

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All pupils are encouraged to lead a healthy, active lifestyle and take part in all PE lessons that are offered to them. There will be at least six areas of activity covered throughout the year. Two hour long lessons will be designated to PE and Games each week and one half hour lesson to swimming.

### **Autumn term**

#### *Dance*

- Can I explore basic body actions such as jumping and turning?
- Can I use different parts of the body to make movements?
- Can I copy and repeat a simple dance routine?
- Can I demonstrate good balance, control and strength in the core when bending, stretching, twisting and turning?
- Can I recognise the changes in the body when dancing and how this can contribute to keeping healthy?

#### *Indoor Athletics*

- Can I master basic movements including running, jumping, throwing and catching?
- Can I balance on my right and left foot?
- Can I change direction quickly at speed?
- Can I use an underarm and overarm throw?
- Can I throw and hit a target?

Can I strike a ball using the inside of my foot?

## **Spring term**

### *Circuit Training*

- Can I show hopping and jumping movements over short distances?
- Can I move a short distance while remaining balanced on a straight line?
- Can I talk about how they feel after exercise with support?
- Can I run at different speeds?
- Can I complete activities modelled to them by a partner and record a score with help?
- Can I bounce and catch a ball, moving forwards in-between bounces?
- Am I beginning to show some control over the path of a ball when rolling it?
- *Gymnastics*
- Can I complete a range of different roles?
- Can I hold a basic balance or body shape for five seconds?
- Can I move across an area in different ways?
- Can I link two movements and skills together?

## **Summer term**

### *Net and Wall*

- Can I defend space on court using the ready position?
- Can I hit a ball over the net and into a space? Can I throw accurately to a partner?
- Can I use simple tactics to make it difficult for an opponent?
- Can I score points and can remember the score?
- Do I show good sportsmanship when playing against an opponent?

### *Striking and Fielding*

- Can I throw a ball using an underarm and overarm throwing technique?
- Can I roll a ball to hit a target?
- Can I hit a ball using different types of striking equipment?
- Can I track a ball and collect it?
- Can I use simple tactics?

- Do I know how to score points and can remember the score?
- Do I understand the rules of the game and use these to play fairly in a small group?

## Games

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### **Autumn term**

#### *Hockey*

- *Can I hold a hockey stick correctly and safely?*
- *Can I adopt the hockey stance position?*
- *Can I dribble in an area with a ball, keeping my head up?*
- *Can I use a push pass, to pass to a partner?*
- *Can I change direction using both sides of a hockey stick?*
- *Can I push a ball into a target?*

#### *Football*

- *Am I able to control a moving ball using the correct foot?*
- *Am I able to dribble with a ball using the inside and outside of my feet?*
- *Am I able to pass a ball using the inside of my foot?*
- *Am I able to strike a ball towards a target?*
- *Can I tackle an opponent in a controlled area?*
- *Do I hold the basic fundamental football skills?*
- *Do I know the basic rules of football?*

#### *Cross Country*

- *Can I notice the changes in my body when I run?*
- *How can I increase my stamina for running further?*
- *Can I adjust my stride when I run?*

### **Spring term**

#### *Ball Skills*

- *Can I explain what happens to my body when I warm up?*
- *Can I successfully find space and move into that space without bumping into people or objects?*
- *In a game such as stuck in the mud, can I move around an area finding space so that I don't get caught?*
- *Can I catch a ball thrown at me by a partner?*
- *Can I throw a ball successfully using an overarm and underarm throw? Can I roll and bounce a ball to a partner?*



- Can I complete a successful throw and catch in a game or match situation?

## **Summer term**

### *Athletics*

- Can I run fast over a short distance and stay in my lane?
- Can I change speed with control?
- Can I take off of one foot and land of two feet?
- Can I throw a rounders ball, using an overarm throw?
- Can I work cooperatively in a small relay team with 'tag' change overs?
- Can I describe what happens to my heart and breathing during activity?

## **Swimming**

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At Claires Court we feel that swimming is a very important life skill and should be accessed by everyone. All pupils will receive swimming lessons during the school year.

### **Autumn Term**

#### Stroke Technique

- Can I kick across the pool front and back using floats?
- Can I perform a push and glide front and back without floats from the wall?
- Can I jump into the deep end and swim back to the side with and without goggles?
- Can I swim 3 - 5 metres on my front and back?
- Can I rotate from front to the back to regain the upright position as well as from back to front?
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### **Spring Term**

#### Water Confidence and Water Safety

#### Stroke Technique

- Do I know the pool's safety rules?
- Do I know how to breathe correctly in the water, blowing bubbles and using my mouth?
- Can I spider-walk alongside the pool to the deep end to reach the stairs?
- Am I able to move around the pool using the water-resistance and my buoyancy?

- Am I able to enter and exit the pool safely?
- Am I able to perform a starfish float on the front and the back?
- Am I able to regain the upright position from my back and front without support?

### **Summer Term**

#### Swimming Gala

#### Stroke Technique

- Am I able to dive down from the water surface and pick up an object from the floor?
- Can I demonstrate breaststroke leg-action on front and back (equipment optional)
- Can I perform a sitting dive?
- Can I swim using various floats?
- Can I perform a logroll on command?
- Can I swim 10 metres on my front and back without putting my feet on the bottom?
- Can I perform a butterfly kick?
- Can I demonstrate side-breathing whilst swimming freestyle using a float?

## Forest School

During their bi-weekly session, pupils will be learning new skills and building on our Claires Court Key Values and Essentials using the outdoors as our classroom at Junior Boys. Cross Curricular Activities will include den building, bridge building and crafts for all year groups and, in the Summer Term, Year 5 and Year 6 will learn the art of fire building and lighting (smores will definitely happen!). In Year 6, we will progress to cooking some food over their fires. We will be using the Thicket and our own Bushcraft area, which will be developed into a larger space to allow us to do more activities on site.

## Homework

At Claires Court Juniors, we believe that having a good homework routine provides pupils with structure and a healthy attitude towards learning. We ensure that homework is not too onerous, and it should never be something brand new (unless planned - for example; "find out as much as you can about Queen Victoria and come to the lesson with questions you would like to know the answers too")

Homework is progressive throughout the year groups. We know what is expected in Senior Schools (where the impact on progress really starts to take place) and therefore having a good routine in place, is very beneficial.

Specific Homework Expectations will be explained at the beginning of the year.

## SEND Support

It is our aim to ensure that all pupils have access to the school curriculum and all school activities. Within our normal classroom provision we aim to:

- Ensure that teaching staff are aware of and sensitive to the needs of all pupils, teaching pupils in a way that is appropriate to their needs
- Work in partnership with parents or carers, pupils and relevant external agencies in order to provide for children's educational needs
- Identify, at the earliest opportunity, all children that need special consideration to support their needs, whether these are educational, social, physical or emotional
- Make suitable provision for children with SEND to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum
- Ensure that all children with SEND are fully included in all activities of the school in order to promote the highest levels of achievement
- Promote self worth and enthusiasm by encouraging independence at all age and ability levels
- Give every child the entitlement to a sense of achievement.

With the permission of parents or carers, we may seek additional advice from outside specialists such as health professionals, specialist teachers or educational psychologists who would:

- Carry out further assessment of the child's needs
- Provide advice on how to best support the child
- Suggest resources that would help the child make progress.

Our teachers and teaching assistants work with parents/carers and the Special Educational Needs Co-ordinator (SENCO) to find ways to support each child with their needs, including giving parents or carers ideas on how to help their child at home.

## Assessment

At Junior Level, assessments allow us to track your child's progress, benchmark your child's performance against a National Average, ask questions about your child's performance and ensure that your child is getting the appropriate differentiation and scaffolding.

Teachers assess day-to-day, lesson-to-lesson; this is how we plan next steps and know how to differentiate.

At the beginning of each year, we use INCAS to assess your child. All pupils will be assessed in 6 key developmental areas which research shows are linked to academic outcomes. The results allow teachers to plan for your child individually.

- **Reading**  
word recognition, decoding, and comprehension
- **Spelling**
- **Mathematics**  
includes counting, arithmetic, fractions, patterns, algebra, measures, shape and space, and data handling
- **Mental Arithmetic**  
addition, subtraction, multiplication, and division
- **Developed Ability**  
picture vocabulary and non-verbal reasoning
- **Attitudes**  
students' attitudes to reading, maths, and school

At the end of each year, we use Progress Tests in English (PTE) and Progress Tests in Maths (PTM) to assess your child.

Parents' Evenings take place once a term. This feedback time is to provide you with information about how your child is progressing both academically and pastorally.