



St Mary's
Catholic Primary School and Nursery

St Mary's

Subject Statements



St Mary's
Catholic Primary School and Nursery

ART SUBJECT STATEMENT

CURRICULUM AIMS

At St Mary's we shape our curriculum so that all pupils are provided with high quality teaching and learning, with Jesus Christ at the centre of all we do. We aim to teach pupils how to grow into positive, responsible citizens, who can work and co-operate with others while developing the knowledge and skills to achieve their true potential.

"The Christian life is a call to a deeper communion with God and with one another, and this finds particular expression in our schools, which are rightly recognised as being families themselves, where no one is a stranger and where everyone, whatever his or her background or academic ability, is welcomed, treasured, supported and helped to become the person whom God calls them to be."

Bishop Malcolm MacMahon.

We aim to provide a Catholic Christian education based on the life and teaching of Jesus Christ, in which the values of the Gospel underpin all aspects of school life;

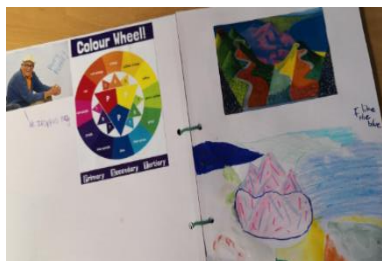
To provide a friendly, nurturing environment in which the dignity of each person as a child of God is recognised and developed; and to promote the full potential of each child through a curriculum which develops spiritual, academic, creative, social and emotional growth;

To provide a curriculum which is enriching and challenging, where pupils experience the opportunity to learn in a wide range of contexts



INTENT

At St Mary's art and design should be fully inclusive to every child.



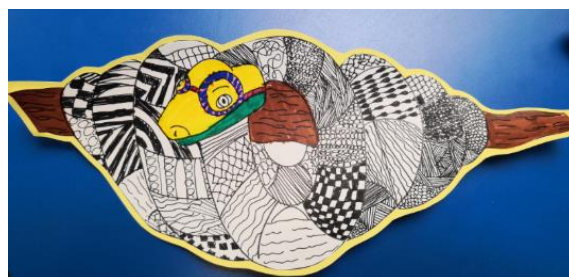
Our aims are to fulfil the requirements of the National Curriculum for art and design, provide a broad and balanced curriculum, ensure the progressive development of knowledge and skills, enable children to observe and record from first-hand experience and from imagination, develop the children's competence in controlling materials and tools, acquire knowledge and become proficient in various art and design techniques and processes, begin to develop an awareness of the visual and tactile elements including; colour, pattern and texture, line and tone, shape, form and space, foster enjoyment and appreciation of the visual arts and develop a knowledge of significant artists, architects, craftspeople and designers, increase critical awareness of the roles and purposes of art and design in different times and cultures, and analyse works using the language of art and design and where appropriate, develop a cross-curricular approach to the use of art and design in all subjects.



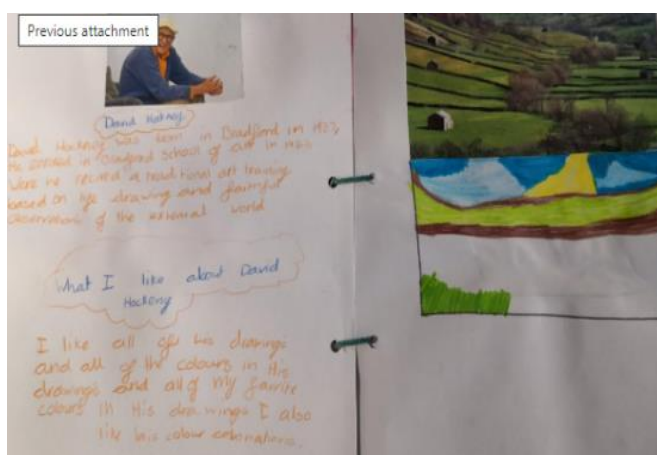
Art and design teaching at St Mary's instils an appreciation and enjoyment of the visual arts. Art and design stimulates imagination and creativity; involving children in a range of visual, tactile and sensory experiences, which enable them to communicate what they see, think and feel through the use of the elements of colour, texture, form and pattern. Art and design promotes careful observation and an appreciation of the world around us. Children explore ideas and meanings through studying the work of artists and designers. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and on different periods and cultures.

The aims of teaching art and design in our school are:

- To engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.
- As pupils progress through school, they should begin to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.



- To produce creative work, exploring their ideas and recording their experiences.



- To become proficient in drawing, painting, sculpture and other art, craft and design techniques
- To evaluate and analyse creative works using the language of art, craft and design.
- To know about great artists, architects, craft makers and designers, and understand the historical and cultural development of their art forms.

IMPLEMENTATION

To ensure high standards of teaching and learning in art and design, we implement a curriculum that is progressive throughout the whole school. Art and design is taught focusing on knowledge and skills as stated in the National Curriculum.

The art and design curriculum at St Mary's is based upon the 2014 Primary National Curriculum in England, which provides a broad framework and outlines the knowledge and skills and taught in each Key Stage. Teachers plan lessons for their class using our progression of knowledge and skills document. Teachers can use this document to plan their art and design lessons suitable to their class's interests and what they want to learn. The progression document ensures the curriculum is covered and the skills/knowledge taught is progressive from year group to year group.



EYFS



The Early Years Foundation Stage Curriculum feeds into the National Curriculum. Use of cross curricular links enables children to use their creative and imaginative learning in a variety of ways. Pupils are given plenty of opportunities within sessions to use and apply the art skills and concepts they have learned. Creative concepts are developed through active exploration and their everyday play-based learning.

EYFS practitioners provide opportunities for children to explore a variety of materials, textures and techniques which supports their understanding of how different materials can be put together.



Art in the early years provides children with a solid foundation that will enable them to develop skills as they progress through their schooling and ensures children are ready for the National Curriculum.

In the Early Years' Foundation Stage there are also specific creative and imaginative areas for children to access in their everyday learning.

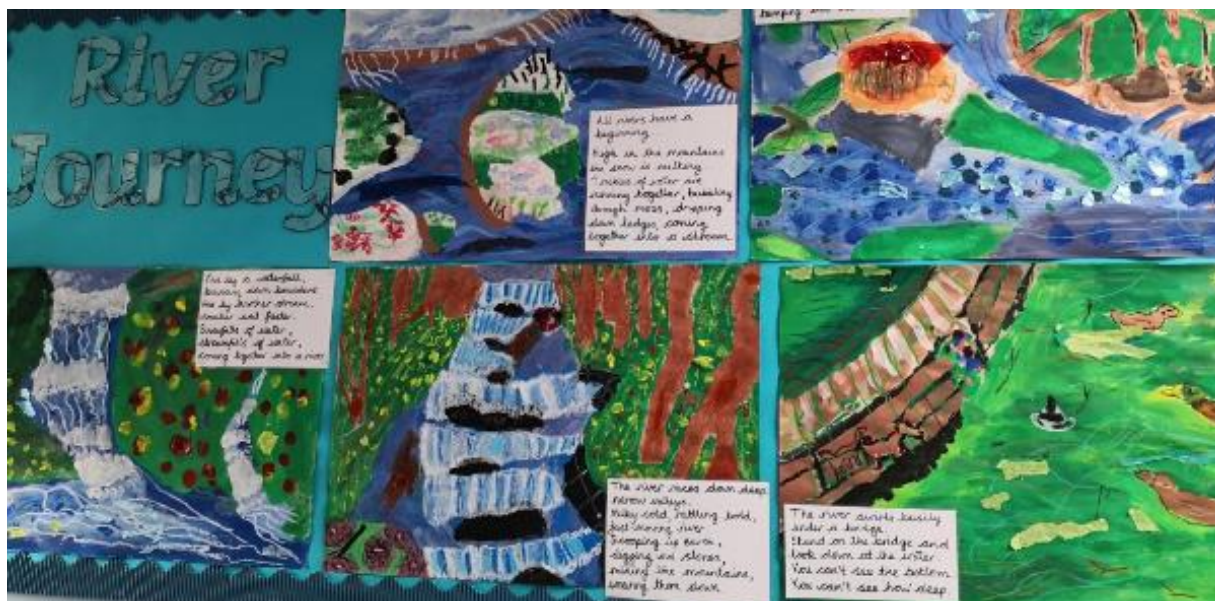


INCLUSION



All children receive Quality First Teaching. Any children with identified SEND or in receipt of pupil premium funding may have work additional to and different from their peers in order to access the curriculum dependent upon their needs. In addition, our school offers a vibrant, demanding and varied curriculum, providing all our pupils with a range of opportunities in order for them to reach their full potential, enjoy and achieve regardless of their starting points.

IMPACT



Within Art, we strive to prepare pupil's to take part in the development of tomorrow's rapidly changing world. We aim to encourage children to become creative problem-solvers, both as individuals and as part of a team.

Our art and design curriculum is high quality, well thought out and is planned to demonstrate progression. We focus on progression of knowledge and skills and discreet vocabulary progression also form part of the units of work.



We measure the impact of our curriculum through the following methods:

- Assessing pupil's understanding of topic linked vocabulary before and after the unit is taught.
- Engaging with pupil discussions about their learning.
- Images and videos of the pupil's practical learning.
- Interviewing the pupils about their learning (pupil voice).
- Display
- Artefacts
- Pupil's responses, thoughts and ideas in sketchbooks.

Using the above summative assessment methods, a judgment is recorded on **classroom monitor**, which is our assessment tool in order to track progress and skills in art across the school.





St Mary's
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COMPUTING SUBJECT STATEMENT

CURRICULUM AIMS

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To provide a friendly, nurturing environment in which the dignity of each person as a child of God is recognised and developed; and to promote the full potential of each child through a curriculum which develops spiritual, academic, creative, social and emotional growth;

To provide a curriculum which is enriching and challenging, where pupils experience the opportunity to learn in a wide range of contexts.

INTENT

At St Mary's, we understand the immense value that technology plays not only in supporting the Computing and whole school curriculum but overall in the day-to-day life of our school. Our aims are to fulfil the requirements of the National Curriculum for Computing whilst also providing enhanced collaborative learning opportunities, engagement in rich content and developing the pupil's conceptual understanding.

"A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world...core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge

and understanding, pupils are equipped to use information technology to create programs, systems and a range of content.” **National Curriculum**

Our Computing curriculum aims to develop the heart and mind of every child. Computing teaching at St Mary’s has strong links with mathematics, science and design and technology. Our aim is to provide a broad and balanced curriculum whilst also ensuring that pupils become digitally literate and digitally resilient. Technology is ever evolving and we aim to develop pupils who can use and express themselves and develop their ideas through information and communication technology at a suitable level for the future workplace and as active participants in a digital world.

The aims of our Computing curriculum are to develop pupils who:

- Are responsible, competent, confident and creative users of information and communication technology.
- Know how to keep themselves safe whilst using technology and on the internet and be able to minimise risk to themselves and others.
- Become responsible, respectful and competent users of data, information and communication technology.
- Can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.
- Can analyse problems in computational terms, and have repeated practical experience writing computer programs in order to solve such problems.
- Can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation.
- Become digitally literate and are active participants in a digital world.
- Are equipped with the capability to use technology throughout their lives.
- Understand the importance of governance and legislation regarding how information is used, stored, created, retrieved, shared and manipulated.
- Have a ‘can do’ attitude when engaging with technology and its associated resources.
- Utilise computational thinking beyond the Computing curriculum.
- Understand and follow the SMART E-Safety rules.
- Understand the E-Safety messages can keep them safe online.
- Know who to contact if they have concerns.
- Apply their learning in a range of contexts, e.g. at school and at home.
- Know where to locate the CEOP button and how to use it.

IMPLEMENTATION

EYFS

We follow the guidelines set out in the Technology section of the Understanding the World criteria in the Early Years Foundation Stage Framework. The criteria underpins our curriculum planning and we continually provide technology based activities for the children in order to enhance their confidence using technologies. At St Mary’s we understand the

importance of learning through play and have invested in a range of technology in the classroom and outdoor areas for the children to have access to throughout the school day, to support and enhance their learning. The resources range from iPad, digital cameras, remote control cars, walkie-talkies, mark making boards and recordable talking flowers.

By the end of EYFS, our pupils should be taught to:

- Know how to operate simple equipment, e.g. turn on a CD player and use a remote control.
- Show an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.
- Show skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements.
- Know that information can be retrieved from computers and iPad.
- Complete a simple program on a computer or iPad.
- Use ICT hardware to interact with age-appropriate computer software.
- Recognise that a range of technology is used in places such as homes and schools.
- Select and use technology for particular purposes.

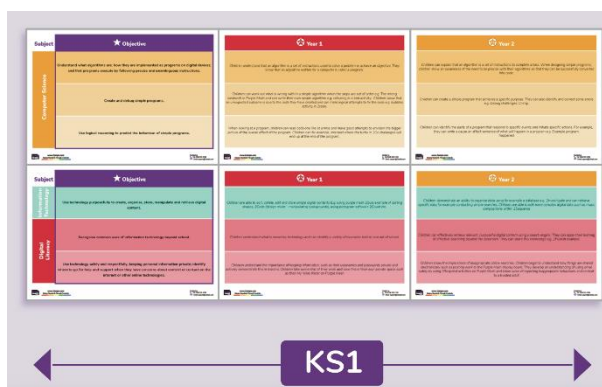
KS1 & KS2

To ensure high standards of teaching and learning in computing, we implement a curriculum that is progressive throughout the whole school. Computing is a foundation subject in the National Curriculum and at St Mary's, implementation of the computing curriculum is in line with 2014 Primary National Curriculum requirements for KS1 and KS2 and the Foundation Stage Curriculum in England.

This provides a broad framework and outlines the knowledge and skills taught in each key stage.

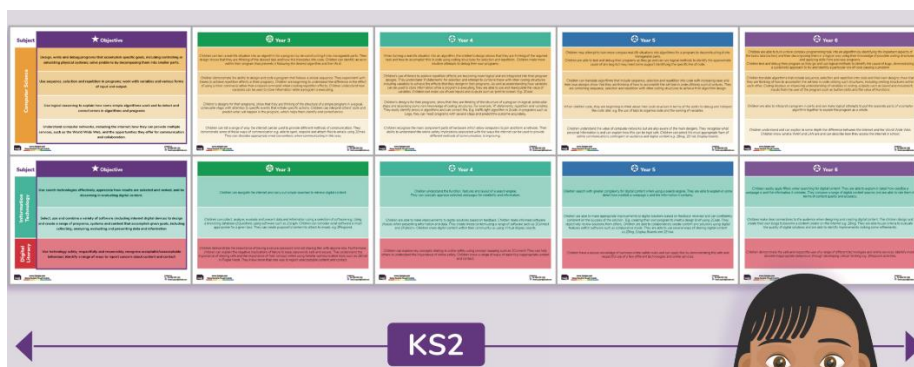
Computing teaching at St Mary's delivers the requirements of the National Curriculum through half-termly units. Teachers plan using the Purple Mash Scheme of Work, which highlights the knowledge, skills and vocabulary for each year group and is progressive from year to year. Our Computing curriculum is broken down into three strands that make up the computing curriculum. These are Computer Science, Information Technology and Digital Literacy. Computer Science underlines the knowledge and skills relating to programming, coding, algorithms and computational thinking. Information Technology underlines the knowledge and skills relating to communication, multimedia and data representation and handling. Digital Literacy underlines the knowledge and skills relating to online safety and technology uses, all of which are covered at St Mary's, whether combined or discretely. Our Computing curriculum is supplemented by the Purple Mash scheme of work, which we follow from Year 1-6, ensuring consistency and progression throughout the school.





We recognise that computing is a specialist subject and not all teachers are computing specialists. Computing at St Mary's may be taught by one of our HLTA's whilst teaching staff have their PPA time. The Purple Mash scheme of work enables clear coverage of the computing curriculum whilst also providing support and CPD for less confident teachers to deliver lessons. All teachers have received Purple Mash

training.



Computing lessons are broken down into weekly units, usually with two units taught per half-term. Repetition of a unit does not mean pupils are

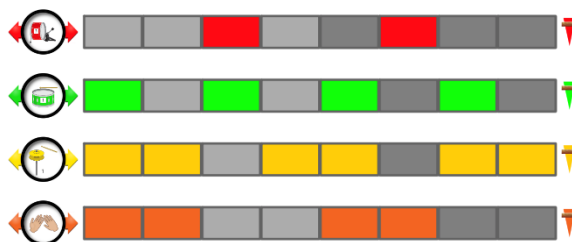
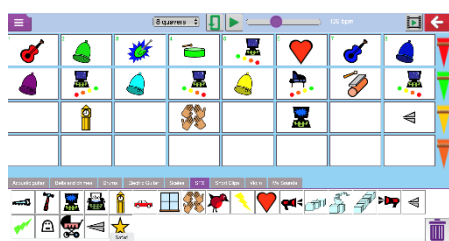
repeating an activity, it simply means pupils are building on established skills whilst also embedding previous concepts. Units are practical and engaging and allow computing lessons to be hands on. Units cover a broad range of computing components such as coding, spreadsheets, Internet and Email, Databases, Communication networks, touch typing, animation and online safety.

Year 3	Purple Mash Unit:	Classroom Monitor Objectives Covered:
Autumn 1	Unit 3.4 Touch Typing Unit 3.3 Spreadsheets	<ul style="list-style-type: none"> Choose from a variety of software and internet services to accomplish given goals. Design and create content to accomplish a given goal. Collect and combine information and data.
Autumn 2	Unit 3.5 Email	<ul style="list-style-type: none"> Choose from a variety of software and internet services to accomplish given goals. Design and create content to accomplish a given goal. Collect and combine information and data. Use technology responsibly. Recognise acceptable / unacceptable behaviour and content.
Spring 1	Unit 3.2 Online Safety	<ul style="list-style-type: none"> Use technology responsibly. Recognise acceptable / unacceptable behaviour and content.
Spring 2	Unit 3.6 Branching Databases	<ul style="list-style-type: none"> Choose from a variety of software and internet services to accomplish given goals. Design and create content to accomplish a given goal. Collect and combine information and data.
Summer 1	Unit 3.1 Coding	<ul style="list-style-type: none"> Design and debug programs that accomplish specific goals. Design and create programs that use a sequence. Control physical systems. Use logical reasoning to detect and correct errors in programs.
Summer 2	Unit 3.7 Simulations Unit 3.8 Graphing	<ul style="list-style-type: none"> Choose from a variety of software and internet services to accomplish given goals. Design and create content to accomplish a given goal. Collect and combine information and data.

When teaching computing, teachers also follow the children's interests to ensure their learning is engaging, broad and balanced. Teachers should ensure that ICT and computing capability is also achieved through core and foundation subjects, and where appropriate and

necessary, ICT and computing should be incorporated into work for all subjects using our wide range of interactive ICT resources.

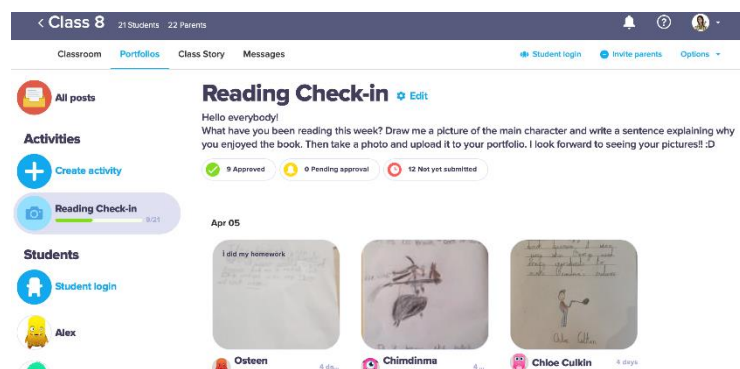
Through our Purple Mash subscription our teachers can deliver thematic, cross curricular lessons that also follow children's interests and provide flexibility. Purple Mash has an online portal of age-appropriate software, games and activities as well as topic materials and materials to support children's learning in other subject areas for all key stages. Through computing lessons pupils will also use the Purple Mash software to 'make music' using the 2Sequence program, design and make using the 2Animate software and make links with maths through spreadsheets using 2Calculate.



Computing teaching at St Mary's is practical and engaging and a variety of teaching approaches and activities are utilised based on teacher judgement and pupil ability. We have a wide range of resources to support our computing teaching including but not limited to; a fully resourced computing suite, iPads, bee-bots, pro-bots, webcams, floor roamers etc. Pupils may use iPads independently, in pairs, alongside a TA or in a group with the teacher. Teachers and pupils are also aware of the importance of health and safety and E safety and therefore pupils are always supervised when using technology and/or accessing the internet.



Pupils at St Mary's are encouraged to engage with ICT and technology outside of school. Each teacher and pupil at St Mary's has their own unique Purple Mash login and password. Computing work can be stored and saved using pupil log in



details and homework or '2do's' can also be set for pupils to access and complete tasks at home that link with their current class learning. Display boards around the school showcase a range of computing/ICT related work. Parents at St Mary's are also encouraged to support the implementation of ICT and



computing where possible by encouraging use of ICT and computing skills at home during homework tasks and support pupils beyond the classroom by registering with Timetables Rockstars, Numbots, Class Dojo's etc.

Alongside our curriculum provision pupils at St Mary's also have the opportunity to participate in after school computing clubs. Examples of clubs include iPad club, coding club, bee-bot club and Digital Leaders club. These clubs aim to provide additional computing support and enjoyment whilst further challenging pupils who possess exceptional computing abilities.

At the start of each academic year we recruit a team of 12 Digital Leaders across Years 5 and 6. These children work alongside the Computing Leaders to enhance and promote the use of Computing across the school. The team meet fortnightly in the Computing Suite with some of their roles including: organising and keeping school resources in good working order; designing logos to represent the Digital Leader team; creating posters to display around the school which promote e-Safety and leading Safer Internet Week assemblies.



INCLUSION

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At St Mary's we provide a variety of opportunities for computing learning inside and outside the classroom. Computing and safeguarding go hand in hand at St Mary's. We provide a huge focus on internet safety both inside and outside of the classroom and beyond. Additional to all pupils studying an online safety unit through their computing lessons, every year we also take part in National Internet Safety Day in February. The Computing leads, alongside class teachers, will plan additional internet safety lessons, workshops and activities to take part in



following a specific yearly theme. Internet Safety assemblies are also held with the support of our school Digital Leaders.

(Internet Safety Workshops held throughout February)

Finally, at St Mary's we actively encourage parent partnership within the computing curriculum both inside and outside of school. Parents are made aware of e-safety issues through the school website, Facebook page, links, letters, information newsletters, parent presentations, shared activities and guidance.

E Safety



Parents can play a key role in promoting e-safety at home. IT offers the opportunity for young people and their parents to learn together, and e-safety is an excellent topic for encouraging home-school links. The Child Exploitation and Online Protection (CEOP) Centre and Microsoft have teamed up so it's easier than ever for users to access CEOP's online safety advice pages or make a report about suspicious or inappropriate contact online. <http://www.wired.gov.net/wg-news-1.nsf/fh/DNWA-956L5P>



Please continue to talk to your children about their safe and appropriate use of the internet. A document giving tips for parents on helping their child use the internet safely is available on our website. Please take a look!

The following websites may also be of use:

www.protectyoureyes.com
www.thinkuknow.co.uk
www.commonensemedia.org
www.internetmatters.org
www.parentzone.org.uk/home
www.childnet.com
www.getsafeonline.org
www.ceop.police.uk/safety-centre/
www.nationalcrimeagency.gov.uk

St Mary's Catholic Primary School Crewe
 21 October 2019

View our latest newsletter here...
<http://www.stmaryscrewe.co.uk/page/newsletter-201920/56664>



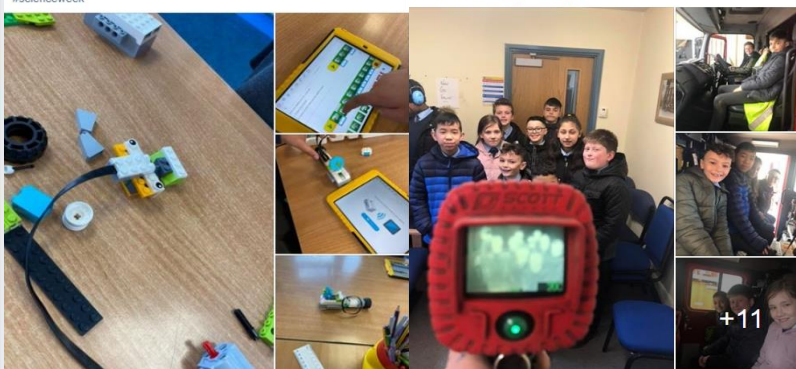
St Mary's Catholic Primary School Crewe
 Published by Emily Broad [?] · 16 March ·

Year 4 have had an incredible day at Knowsley Safari Park. Here are some CLASS 14 highlights. We've enjoyed everything from a safari drive, a sea lion show, the tiger classroom, a bat cave, visiting the meerkats and giraffes and a tiger trail! I hope the children have told you all about the fun we've had.



St Mary's Catholic Primary School Crewe
 Published by Christopher Waterworth [?] · 13 March ·

Class 11 have had a great session building programmable LEGO robots for Science Week! There are some very creative scientists in here! #science #scienceweek



St Mary's Catholic Primary School Crewe is at Nantwich Fire Station
 Published by Laura Hopley [?] · 11 March · Nantwich ·

A great session at Nantwich Fire Station this morning! We learned about the roles of the fire fighters and the equipment they use to keep us safe! We also got to watch some training take place!



IMPACT

Our Computing Curriculum is high quality, well thought out and is planned to demonstrate progression and build on and embed current skills. We focus on progression of knowledge and skills in the different computational components and as in other subjects, discreet vocabulary progression also forms part of the units of work.

If pupils are keeping up with the curriculum, they are deemed to be making good or better progress.

We measure the impact of our curriculum through the following methods:

- Pupil discussions and interviewing the pupils about their learning (pupil voice).
- Governor monitoring with our link governor.
- Staff meetings with opportunities for dialogue between teachers.
- Photo evidence and images of the pupils' practical learning.
- Video analysis through recording of performance in lessons.
- A reflection on standards achieved against the planned outcomes.
- Learning walks and reflective staff feedback (teacher voice).
- Display
- CPD
- Purple Mash Portfolio



St Mary's
Catholic Primary School and Nursery

DESIGN & TECHNOLOGY SUBJECT STATEMENT

CURRICULUM AIMS

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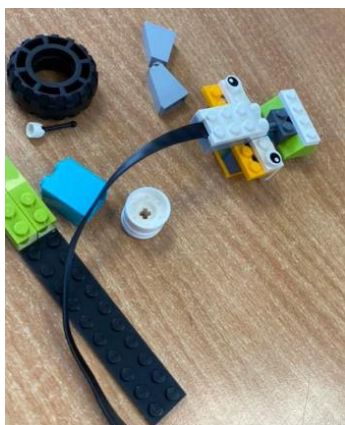
INTENT

At St Mary's, design and technology should be fully inclusive of every child.



Our aims are to fulfil the requirements of the National Curriculum for design and technology, provide a broad and balanced curriculum, ensure the progressive development of knowledge and skills, to learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens through evaluation of past and present design and technology, develop a critical understanding of its impact on daily life and the wider world, and to participate successfully in an increasingly technological world using the language of design and technology.

The aims of teaching design and technology in our school are:



- Develop creative, technical and imaginative thinking in children and to develop confidence to participate successfully in an increasingly technological world.
- Enable children to talk about how things work and to develop their technical knowledge,
- Apply a growing body of knowledge, understanding and skills in order to design and make prototypes and products for a wide range of users,
- Encourage children to select appropriate tools and techniques when making a product, whilst following safe procedures,

- Develop an understanding of technological processes and products, their manufacture and their contribution to our society,
- Foster enjoyment, satisfaction and purpose in designing and making things,
- Critique, evaluate and test their ideas and products, and the work of others,
- Understand and apply the principles of nutrition and to learn how to cook,
- Understand how key events and individuals in design and technology have helped shape the world.



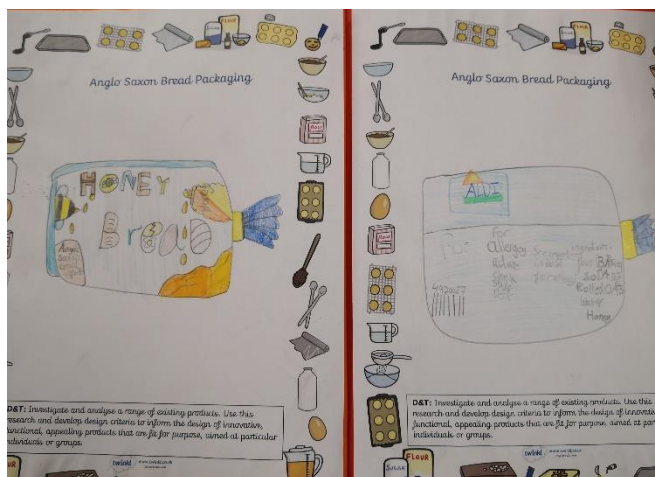
IMPLEMENTATION

To ensure high standards of teaching and learning in design and technology, we implement a curriculum that is progressive throughout the whole school. Design and technology is taught as part of a termly topic, focusing on knowledge and skills as stated in the National



Curriculum. At St Mary's, we ensure that design and technology is given the same importance as the core subjects, as we feel this is important in enabling all children to gain 'real-life' experiences.

The design and technology curriculum at St Mary's Primary School is based upon the 2014 Primary National Curriculum in England, which provides a broad framework and outlines the knowledge and skills taught in each Key Stage. Teachers plan lessons for their class using our progression of knowledge and skills document. Teachers can use this document to plan their design and technology lessons suitable to their class's interests and what they want to learn about. The progression document ensures the curriculum is covered and the skills/knowledge taught is progressive from year group to year group.



When teaching design and technology, teachers should follow the pupil's interests to ensure their learning is engaging, broad and balanced. A variety of teaching approaches are used based on the teacher's judgement. Children showing extensive aptitude in design and technology will be recognised and acknowledged. Pupils may also have their work displayed



in school.

At St Mary's Primary School, we provide a variety of opportunities for design and technology learning to take place inside and outside the classroom. Examples include:

- After-school clubs such as the Healthy Eating and STEM clubs
- Residential trips
- Creative homework projects
- Visits from local businesses
- Creative learning opportunities such as Bastille Day, One World Week, Science Week

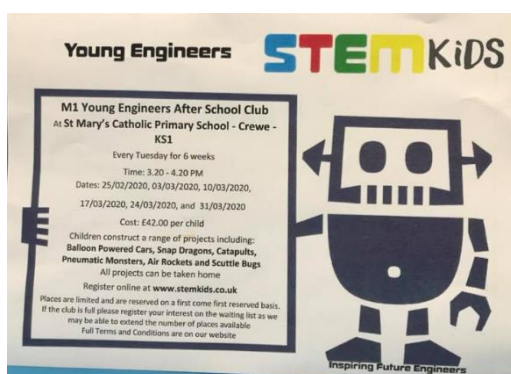
Educational visits are another opportunity for the teachers to plan for additional design and technology learning outside the classroom. At St Mary's Primary School, the children have many opportunities to experience design and technology on educational visits.



The children have visited local museums, food establishments and had visitors into school to share learning and have hands on experiences. In recent years, teachers have linked with local high schools to use their facilities, technology and expertise. At St Mary's Primary School, teachers make use of the extensive grounds and outdoor learning area when planning tasks.



Alongside our curriculum provision for design and technology, we also provide all pupils with the opportunity to participate in DT based after school clubs.



EYFS

The EYFS framework is structured differently to the National Curriculum as it is organised across seven areas of learning rather than subject areas. The most relevant Early Years outcomes for DT are taken from the following areas of learning:

- Physical Development
- Understanding the World
- Expressive Arts and Design

Children will begin to develop their moving and handling skills by learning to use tools, materials and objects effectively, including showing interest in making toys work by using objects, pulleys and knobs. They will begin to practise self-care by learning to understand the need for safety when tackling new challenges and using new equipment. Children will have the opportunity to explore their environment both in and outside the classroom, by observing and experimenting with mixing colours and textures, shaping and assembling new materials and using their imagination to help give a purpose to the constructions they may create. The Early Years Framework is where a child begins to gain a wider experience of the world around them.



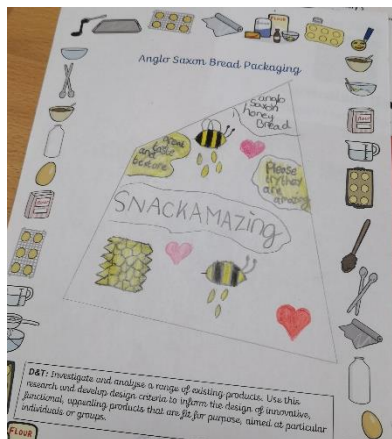


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IMPACT

Within design and technology, we strive to prepare pupil's to take part in the development of tomorrow's rapidly changing world. We aim to encourage children to become creative problem-solvers, both as individuals and as part of a team. Through the study of design and technology, pupils combine practical skills with an understanding of aesthetic, social and environmental issues, as well as of functions and industrial practices. This allows them to reflect on and evaluate present and past design and technology, its uses and its impact. Our design and technology curriculum is high quality, well thought out and is planned to demonstrate progression. We focus on progression of knowledge and skills and discrete vocabulary progression also form part of the units of work.



We measure the impact of our curriculum through the following methods:

- Assessing pupil's understanding of topic linked vocabulary before and after the unit is taught.
- Summative assessment of pupil discussions about their learning.
- Images and videos of the pupil's practical learning.
- Interviewing the pupils about their learning (pupil voice).
- Display





St Mary's
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GEOGRAPHY SUBJECT STATEMENT

CURRICULUM AIMS

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"The Christian life is a call to a deeper communion with God and with one another, and this finds particular expression in our schools, which are rightly recognised as being families themselves, where no one is a stranger and where everyone, whatever his or her background or academic ability, is welcomed, treasured, supported and helped to become the person whom God calls them to be."

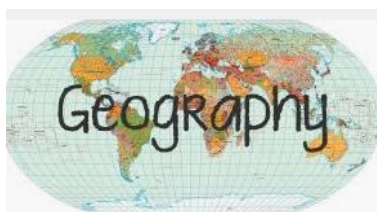
Bishop Malcolm MacMahon.

We aim to provide a Catholic Christian education based on the life and teaching of Jesus Christ, in which the values of the Gospel underpin all aspects of school life;

To provide a friendly, nurturing environment in which the dignity of each person as a child of God is recognised and developed; and to promote the full potential of each child through a curriculum which develops spiritual, academic, creative, social and emotional growth;

To provide a curriculum which is enriching and challenging, where pupils experience the opportunity to learn in a wide range of contexts.

INTENT



'Geography is a subject which holds the key to our future.'

Michael Palin

At St Mary's, our aim is to fulfil the requirements of the National Curriculum for Geography; providing a broad, balanced and differentiated curriculum; ensuring the progressive development of geographical concepts, knowledge and skills; and for the children to develop a love for geography.

In addition, we aim to inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

(The 2014 Primary National Curriculum in England)

Geography teaching at St Mary's has a wide application to everyday life, teaching the pupils to enjoy learning about the world and to have a better understanding of how people live in different locations. Our curriculum is designed to develop knowledge and skills that are progressive, as well as transferable, throughout their time at St Mary's Catholic Primary School.

The aims of teaching geography in our school are:

- to inspire pupils' curiosity to discover more about the world
- to enable pupils to know about the location of the world's continents, countries, cities, seas and oceans.
- to develop in our pupils the skills of interpreting a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- to help our pupils understand how the human and physical features of a place shapes a location and can change over time
- to provide opportunities to study mathematics across the curriculum through geography lessons



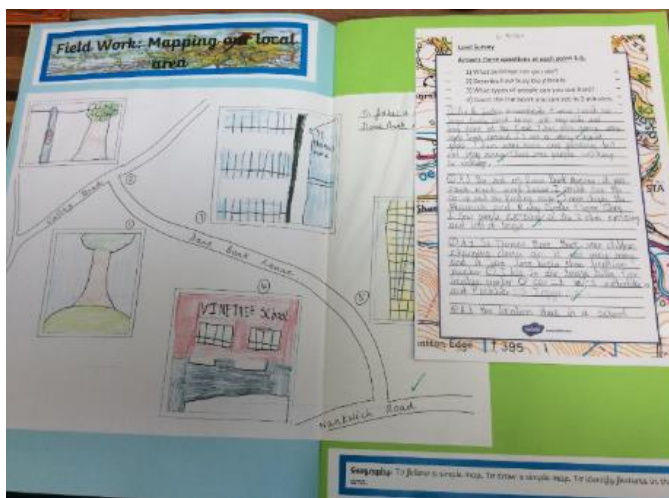
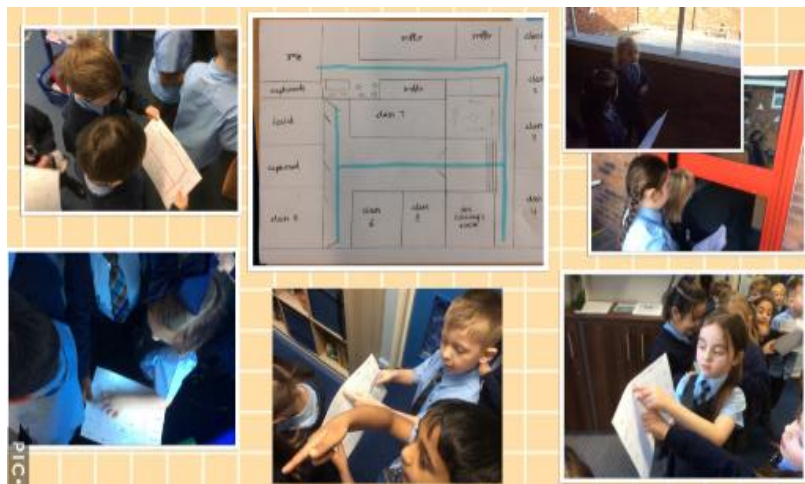
IMPLEMENTATION

To ensure high standards of teaching and learning in geography, we implement a curriculum that is progressive throughout the whole school. Geography is taught well focusing on knowledge and skills stated in the National Curriculum. At St Mary's, we ensure that geography is given a strong presence in the curriculum, as we feel this is important in enabling our children to gain 'real-life' experiences.

The geography curriculum at St Mary's is based upon the 2014 Primary National Curriculum in England, which provides a broad framework and outlines the knowledge and skills and taught in each Key Stage. Teachers plan lessons for their class using our online tracking system, Classroom Monitor, which ensures knowledge and skills are progressively taught across the school. Teachers use this document to plan their geography lessons to ensure that they align to their class's interests and what they want and need to learn. Teachers have also been provided with a Progressive document that ensures the curriculum is covered and the skills/knowledge taught build up sequentially from year group to year group.

When teaching geography, the teachers consider the interests of their pupils to ensure their learning is engaging, broad and balanced.

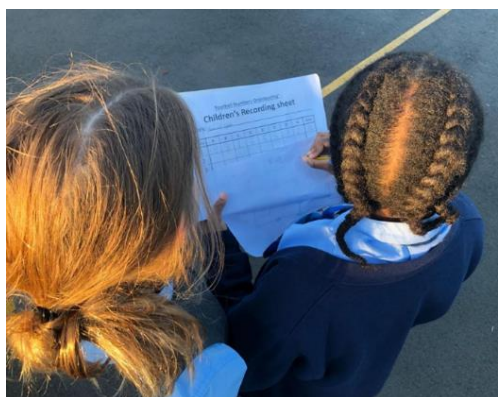
Geography teaching focuses on enabling children to think as geographers. A variety of teaching approaches and assessments are used based on the teacher's judgement.



Geography provides excellent opportunities to enhance the learning of more-able pupils through the investigations, analysing sources and writing extending pieces.

Fieldwork

At St Mary's we provide a variety of opportunities for geography learning inside and outside the classroom. Fieldwork involves pupils studying geography outside the classroom – observing, questioning, planning, collecting, recording, evaluating, representing, analysing, concluding, communicating, reflecting and responding. Fieldwork is first-hand experience of actual situations. For example, Nursery will complete a 'Wellie Wednesday Walk around the school grounds, Year 1 will walk around the school and draw simple maps whereas Year 5 will follow a simple map and create an accurate map of an area. Key Stage 2 also use Ordnance Survey Maps within other areas of the curriculum such as Maths and Physical Education.



Educational visits are another great opportunity for our staff to plan for additional geography learning outside the classroom. At St Mary's, the children have a number of opportunities to experience geography beyond the classroom. The children have explored the local area including orienteering within the school grounds and conducting river studies in our forest area, Shady Hollow and using map reading skills during residential trips.



EYFS

The EYFS framework is structured differently to the National Curriculum as it is organised across seven areas of learning rather than subject areas. Children will learn through first-hand experiences to explore, observe, problem solve, predict, think critically, make decisions and talk about the creatures, people, plants and objects in their natural environment. Children will explore the strand 'Understanding of the World' through different exciting concepts such as walks around the school, school trips, living things. The Early Years Framework is where a child begins to gain a wider experience of the world around them.



INCLUSION

All children receive Quality First Teaching. Any children with identified SEND or in receipt of pupil premium funding may have work additional to and different from their peers in order to access the curriculum dependent upon their needs. In addition, our school offers a vibrant, demanding and varied curriculum, providing all our pupils with a range of opportunities in order for them to reach their full potential, enjoy and achieve regardless of their starting points.

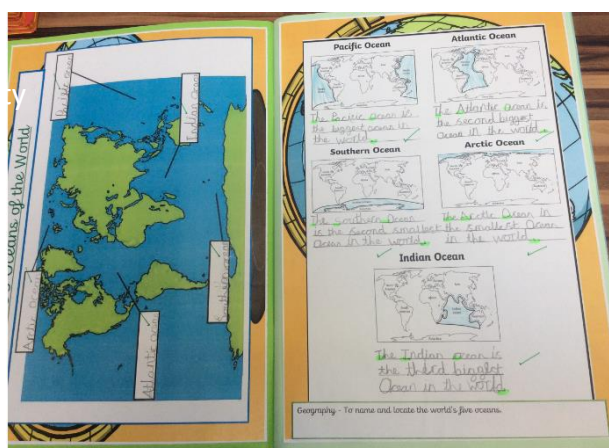
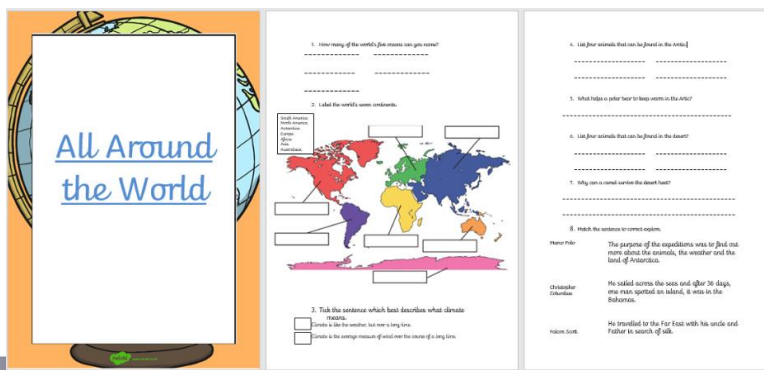
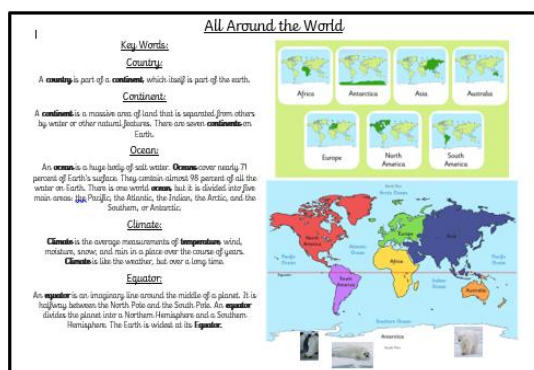
IMPACT

Within geography, we strive to create a supportive and collaborative ethos for learning by providing investigative and enquiry based learning opportunities. Emphasis is placed on investigative learning opportunities to help children gain a coherent knowledge of understanding of each unit of work covered throughout the school.

Our geography curriculum is high quality, well thought out and is planned to demonstrate progression. We focus on progression of knowledge and skills and discreet vocabulary progression also form part of the units of work. Pupils will deepen their understanding of the interaction between physical and human processes and how this affects landscapes and environments.

We measure the impact of our curriculum through the following methods:

- Assessing children's understanding of topic linked vocabulary before and after the unit is taught.
- Summative assessment of pupil discussions about their learning.
- Images and videos of the children's practical learning.
- Interviewing the pupils about their learning (pupil voice).
- Staff meetings where pupil's books are scrutinised and there is the opportunity for a dialogue between teachers to understand continuity and progression
- Annual reporting of standards across the curriculum.
- Marking of written work in books
- Displays





St Mary's
Catholic Primary School and Nursery

HISTORY SUBJECT STATEMENT

CURRICULUM AIMS

At St Mary's we shape our curriculum so that all pupils are provided with high quality teaching and learning, with Jesus Christ at the centre of all we do. We aim to teach pupils how to grow into positive, responsible citizens, who can work and co-operate with others while developing the knowledge and skills to achieve their true potential.

"The Christian life is a call to a deeper communion with God and with one another, and this finds particular expression in our schools, which are rightly recognised as being families themselves, where no one is a stranger and where everyone, whatever his or her background or academic ability, is welcomed, treasured, supported and helped to become the person whom God calls them to be."

Bishop Malcolm MacMahon.

We aim to provide a Catholic Christian education based on the life and teaching of Jesus Christ, in which the values of the Gospel underpin all aspects of school life;

To provide a friendly, nurturing environment in which the dignity of each person as a child of God is recognised and developed; and to promote the full potential of each child through a curriculum which develops spiritual, academic, creative, social and emotional growth;

To provide a curriculum which is enriching and challenging, where pupils experience the opportunity to learn in a wide range of contexts.

INTENT



'The more you know about the past, the better prepared you are for the future.'

Theodore Roosevelt

At St Mary's, history education should be fully inclusive to every child.

Our aims are to fulfil the requirements of the National Curriculum for history; providing a broad, balanced and differentiated curriculum; ensuring the progressive development of historical concepts, knowledge and skills; and for the children to develop a love for history. Furthermore, we aim to inspire in pupils a curiosity and fascination about history that will remain with them for the rest of their lives. A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world.

History teaching at St Mary's has a wide application to everyday life, teaching the children to enjoy learning about the past and to have a better understanding of the society in which they live.

The aims of teaching history in our school are:

- to inspire pupils' curiosity to discover more about the past and to develop an understanding that enables them to enjoy all that history has to offer;
- to enable children to know about significant events in British history and to appreciate how things have changed over time;
- to develop a sense of chronology;
- to know and understand how the British system of democratic government has developed and, in so doing, to contribute to a child's citizenship education;
- to understand how Britain is part of a wider European culture and to study some aspects of European history;
- to have some knowledge and understanding of historical development in the wider world;
- to help children understand society and their place within it, so that they develop a sense of their cultural heritage;
- to develop in children the skills of enquiry, investigation, analysis, evaluation, debate, interpretation, problem solving and presentation.

IMPLEMENTATION

To ensure high standards of teaching and learning in history, we implement a curriculum that is progressive throughout the whole school. History is taught focusing on knowledge and skills stated in the National Curriculum.

The history curriculum at St Mary's is based upon the 2014 Primary National Curriculum in England, which provides a broad framework and outlines the knowledge and skills and taught in each Key Stage. Teachers plan lessons for their class using our progression of knowledge and skills document.

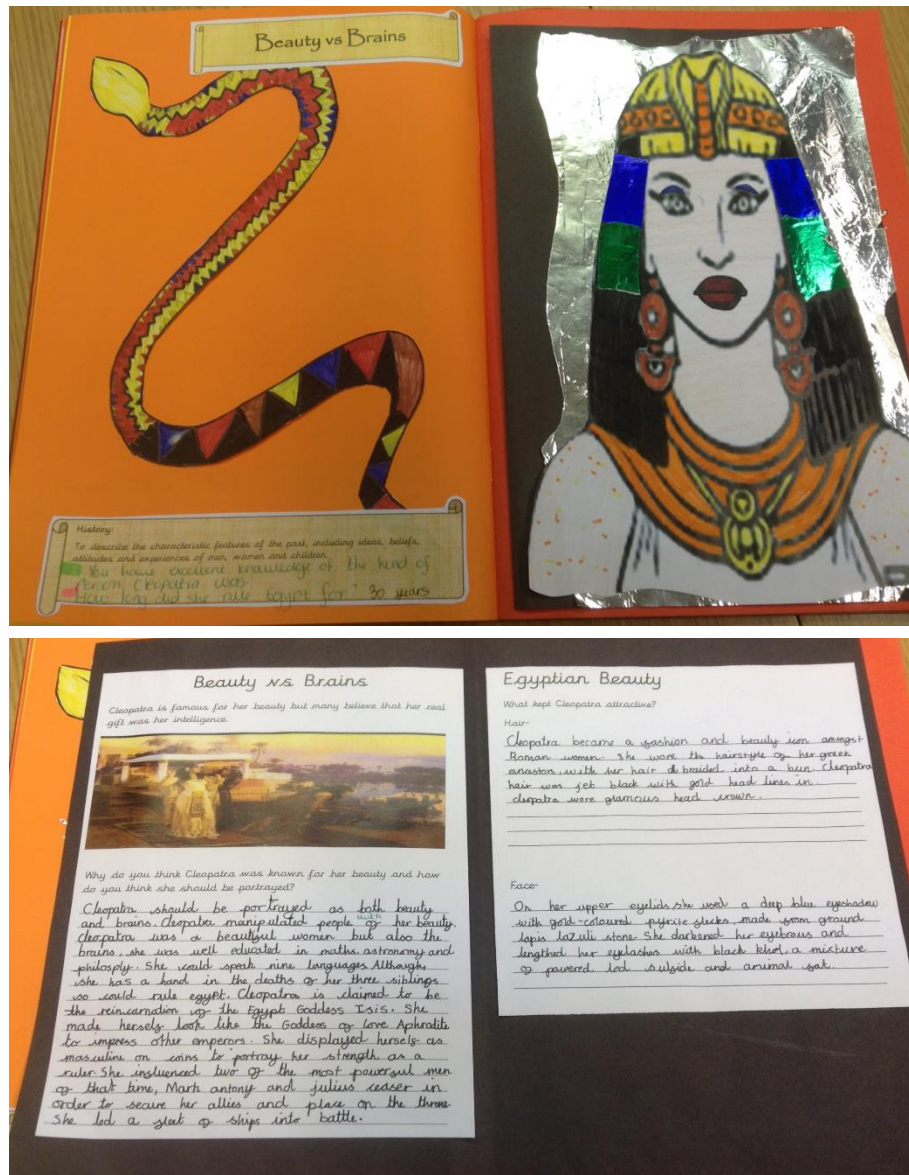
Year 4 Knowledge and Skills Tracker 2019/20

Autumn 1 Invaders and Settlers (Anglo Saxons)	Autumn 2 Invaders and Settlers (Anglo Saxons)	Spring 1 Invaders and Settlers (Vikings)	Spring 2 Invaders and Settlers (Vikings)	Summer 1	Summer 2
History Knowledge	History Knowledge	History Knowledge	History Knowledge	History Knowledge	History Knowledge
*To know who the Anglo-Saxons were and where they came from. *To know when, where and why the Scots and Anglo Saxons invaded Britain. *To understand how the Anglo-Saxons ruled Britain. *To know and appreciate different aspects of Anglo-Saxon art and culture.	*To understand the differences between Anglo-Saxon villages and ours today. *To know who Alfred the Great was and why he was so great *To know about the shift in beliefs of Anglo-Saxons to Christianity.	*To understand when the Vikings and Anglo-Saxons eras were, in comparison to other significant periods of British History. *To know who the Vikings were and where they came from. *To know when, where and why the Vikings invaded Britain. *To know about Viking Travel. *To know about significant Viking Raids (Lindisfarne).	*To understand the difference between Anglo-Saxon/Viking Law/Justice compared to now. *To know about the death of Edward the Confessor and how this impacted on our Country.		

History Skills	History Skills
*choose appropriate sources to answer questions *discuss historical changes in Britain; what caused them and the impact on life in Britain. *identify and describe changes between specific periods of history.	*Give simple reasons as to why key events happened in history. *Discuss historical changes in Britain; what caused them and the impact on life in Britain.

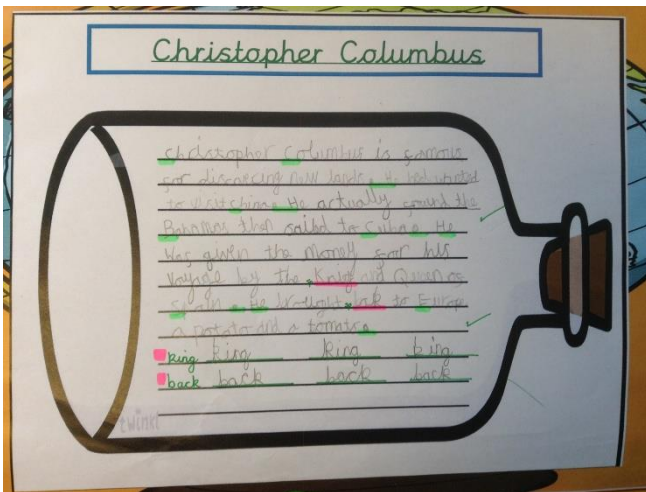
Teachers use this document to plan their history lessons suitable to their class's interests and what they want to learn. The progression document ensures the curriculum is covered and the skills/knowledge taught is progressive from year group to year group.

When teaching history, the teachers should follow the children's interests to ensure their learning is engaging, broad and balanced and provide opportunities for creative links where possible.

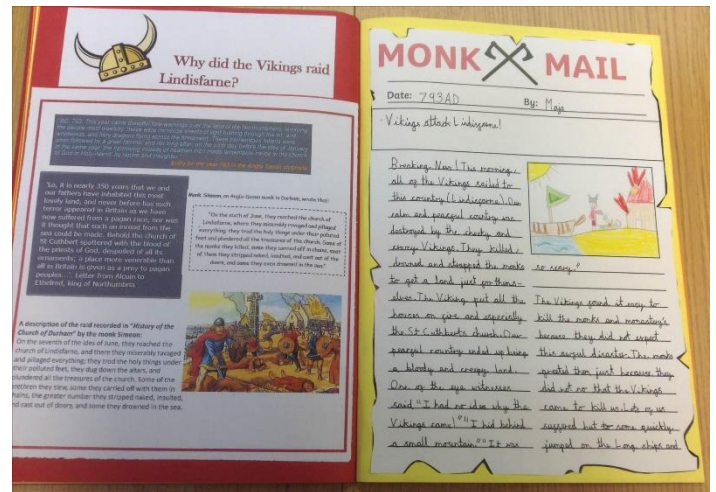


Year 6 – Creative piece based on Ancient Egypt

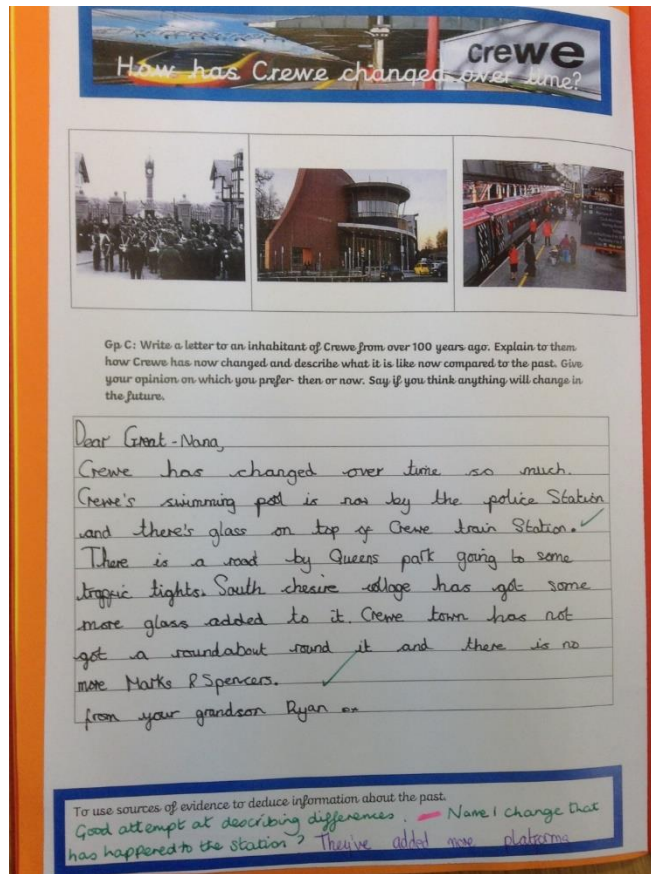
History provides excellent opportunities to enhance the learning of more-able pupils through the investigations, analysing sources and writing extending pieces.



Year 2 – Extended Writing



Year 4 – Using sources



of evidence/extended writing

Year 5 – Comparing sources of evidence

At St Mary's we provide a variety of opportunities for history learning inside and outside the classroom.

Educational visits are another opportunity for the teachers to plan for additional history learning outside the classroom. At St Mary's, the children have many opportunities to experience history on educational visits. The children have explored local museums and had visitors into school to share history learning and have hands on experiences. For example, our Year 3's trip to Chester to study the romans.



EYFS

The EYFS framework is structured differently to the National Curriculum as it is ordered in to 7 different sections rather than specific subject areas. However, it is important to us that what is provided for children in EYFS is the building block for what they go on to learn and the skills they continue to build in the future. Through the 'Understanding the World' part of the EYFS areas of learning, children are given the opportunity to learn about *people and communities* and *the world* they live in. Through '*People and Communities*' they are encouraged to show interest in the lives of people who are familiar to them and to relate things to their own experiences such as: significant events in their lives, special times and events for family and friends, to show interest in other occupations and other ways of life (this is also supported by the everchanging role play areas in our EYFS classrooms e.g. doctors surgeries and space

stations). It is in the EYFS that children really begin to be encouraged to know and talk about the things that make them unique. As the children progress through EYFS, they then begin to focus more on talking about events in the past and in the present as well as thinking about similarities and differences between themselves and others, families, communities and traditions. It is also through *'the world'* strand of the EYFS framework that the children are motivated to comment and ask questions about their familiar world, to talk about why things happen and to develop an understanding of changes over time.



Role play area set up in EYFS to celebrate Chinese New Year and a Chinese Take away. Encouraging children to think about communities and traditions and understanding the



differences and similarities in their own lives.

EYFS children are given the opportunity to explore and discuss changes over time through activities designed by our EYFS teachers to be hands-on, practical experiences.



EYFS Role Play Area – Space Station.

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IMPACT

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Our history curriculum is high quality, well thought out and is planned to demonstrate progression. We focus on progression of knowledge and skills and discreet vocabulary progression also form part of the units of work. We measure the impact of our curriculum through the following methods:

- Assessing children's understanding of topic linked vocabulary before and after the unit is taught.

1. How many of the world's five oceans can you name?
Pacific ✓ Atlantic ✓
Indian ocean ✓ Arctic ocean ✓
Southern ocean

2. Label the world's seven continents.

- North America
- South America
- Europe
- Asia
- Africa
- Australia
- Antarctica

3. Tick the sentence which best describes what climate means.
☒ Climate is like the weather, but over a long time. ✓
☐ Climate is the average measure of wind over the course of a long time.

4. List four animals that can be found in the Arctic?
Polar bears ✓ Penguins ✓
Snow owl ✓ Arctic fox ✓

5. What helps a polar bear to keep warm in the Arctic?
It has a layer of blubber ✓

6. List four animals that can be found in the desert?
Tramula ✓ Camel ✓
Lizard ✓ Scorpion ✓

7. Why can a camel survive the desert heat?
Their hair reflects the sun which helps to keep them cool ✓

8. Match the sentence to correct explorer.

Marco Polo	The purpose of the expeditions was to find out more about the animals, the weather and the land of Antarctica.
Christopher Columbus	He sailed across the seas and after 36 days, one man spotted an island, it was in the Bahamas.
Falcon Scott	He travelled to the Far East with his uncle and Father in search of silk.

Assessment piece – Year 2

1. Fill in the missing information. (3 marks)

Tribe Name	Travelled From	Travelled to
Jutes	Northern Denmark	Kent
Angles	Southern Denmark	Northumbria
Saxons	Germany	East Angles

2. I am Alwin the Anglo-Saxon. I have had a full and long my journey. I can't remember why I moved to England. I need you to remind me of two reasons that I may have had to move England for.
Reason 1: fertile land ✓
Reason 2: no floods ✓

3. Label the village map with the key things that you would expect to see in an Anglo-Saxon village. (2 marks)

(6 marks)

- Grand hall ✓
- forest ✓
- river ✓
- hills ✓
- fences ✓
- fireplace ✓

4a) Name the main type of Anglo-Saxon land use. Agricultural (1 mark) ✓
4b) Which type of land use is Croft most well-known for? Transportation (1 mark) ✓

Fill out the profile details for the famous Anglo-Saxon King in the picture. (4 marks)

Name: King Alfred the Great ✓
I saved Wessex from being attacked by the Vikings ✓
Three of the things that I was most famous for and that made me 'Great' are:
Making books English ✓
Saving Wessex ✓
Converting to Christianity ✓

4. Fill in the missing words in the paragraph below. (5 marks)

The Anglo-Saxons used to believe in the Pagan religion. However, over time many became Christian.
The three main missionaries that helped this happen were, Augustine, Columba and Aidan.

Total Score: 22/22

Anglo-Saxons Assessment
Knowledge Statements:

I know who the Anglo-Saxons were and where they came from.	✓
I know when, where and why the Scots and Anglo-Saxons invaded Britain.	✓
I understand how the Anglo-Saxons ruled Britain.	✓
I understand the difference between Anglo-Saxon land use and land use in Croft today.	✓
I know who Alfred the Great is.	✓
To know about the shift in beliefs of Anglo-Saxons to Christianity.	✓

Assessment Piece – Year 4

AD 410	The Romans Leave Britain.
AD 459	Angles and Saxons invaded England.
AD 597	Pope sent Augustine to spread Christianity.
AD 757	Offa becomes King of Mercia.
AD 793	Attack on Lindisfarne.
AD 871	King Alfred the Great becomes King of Wessex.
AD 876	Guthrum, Viking King, Attacks Wessex.
AD 878	Pence Treaty between King Alfred and King Guthrum.
AD 899	King Alfred Dies.
AD 924	Aethelstan becomes King of Mercia.
AD 927	Aethelstan conquered York.
AD 928	Aethelstan becomes King of England.
AD 937	Battle of Brunanburh.
AD 939	King Aethelstan Dies.
AD 978	Aethelred becomes King.
AD 1002	King Aethelred orders for Danish men to be killed.
AD 1013	Swedish King, Sven, becomes King of England.
AD 1042	Edward the Confessor becomes King of England.
AD 1066	King Edward Dies. Harold II becomes king.
AD 1066	Duke William of Normandy becomes King of England.
AD 1100	End of Viking Age.

The Vikings

Norway Sweden Denmark

Vocabulary

Monastery: A building where people worship and dedicate their time to God.

Missionaries: People sent to promote religions.

Scandinavia: An area made up of the countries Denmark, Norway and Sweden.

Settlement: A place where people come to live.

Invader: Using force to enter or control another country.

Conquer: get something by force.

Pagan: A person who believes in many Gods.

Kingdom: A country, who's ruler is a King/Queen.

Long Ship: A ship used by Vikings for raids.

Dane Law: Area that Vikings Ruled.

Runes: Viking letters of the Alphabet.

Viking Raid: A Surprise Attack.

Knowledge organiser – Lower Key Stage 2

- Summative assessment of pupil discussions about their learning.
- Images and videos of the children's practical learning.
- Interviewing the pupils about their learning (pupil voice).
- Staff meetings where pupil's books are scrutinised and there is the opportunity for a dialogue between teachers to understand continuity and progression
- Annual reporting of standards across the curriculum.
- Marking of written work in books

- Displays

Interactive display – Key Stage 2 Classroom.



St Mary's
Catholic Primary School and Nursery

MATHEMATICS SUBJECT STATEMENT

CURRICULUM AIMS

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To provide a curriculum which is enriching and challenging, where pupils experience the opportunity to learn in a wide range of contexts.

INTENT



At St Mary's we aim to teach children how to make sense of the world around them by developing their ability to calculate, reason and solve problems. We aim to support children with the ability to solve problems in a variety of contexts by delivering a mastery curriculum.

We aim for all children to master the key areas and domains in Mathematics, narrowing the gap between the most and least able learners. The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. However, decisions about when to progress will always be based on the security of pupils' understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly will be challenged to deepen their understanding by being offered rich and sophisticated problems and not accelerate through to new content.

Our aims in the teaching of mathematics are:

- to promote enjoyment of learning through practical activity, exploration and discussion;
- to develop confidence and competence with numbers and the number system;
- to develop the ability to solve problems through decision-making and reasoning in a range of contexts;
- to develop a practical understanding of the ways in which information is gathered and presented; to explore features of shape and space, and developing measuring skills in a range of contexts;
- to help children understand the importance of mathematics in everyday life.
- to become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- to reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.





Power Maths, a mastery approach scheme, is used as the basis for the teaching of mathematics throughout KS1 and KS2. Daily lessons are structured as follows –

Discover and Share – An introductory problem for the lesson demonstrating context. Opportunities to model and time to explore the daily focus.

Think Together – Whole class exploration of the daily focus, involving explicit demonstrating and modelling by the teacher first, then children do it together in partners with teacher checks along the way.

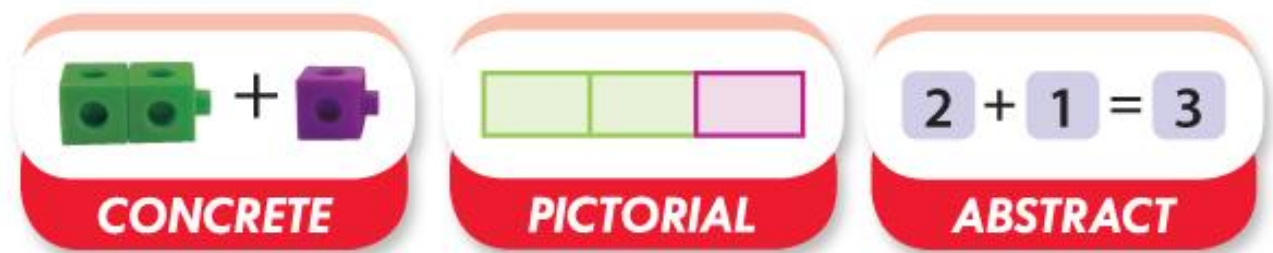
Independent Application – All children answer questions based on the focus. Questions include varied fluency, reasoning and application. Questions promote independent work and independent thinking.

Reflect – An opportunity to reflect on the core focus of the lesson and look for evidence that the pupils have grasped the concept.

During our daily lessons we encourage children to count aloud, practice fluency, problem solving and reasoning skills and ask mathematical questions. We develop their ability to independently select and use appropriate concrete apparatus to support their conceptual understanding and build procedural fluency. They have the opportunity to independently access and use a wide range of resources to support their work. We develop the children's ability to represent problems using visualisation skills, including jottings and pictorial representations. Although mathematics is best taught discretely, it has many cross-curricular links. Teachers need to use opportunities in other subjects to rehearse skills in a context. Mathematics involves developing confidence and competence in number work, geometry, measures and statistics and the using and applying of these skills.

Mathematics is a symbolic, abstract language. To decode this language, symbols need to come alive and speak so clearly to children that it becomes as easy to understand as reading a story. We believe that all students, when introduced to a key new concept, should have the opportunity to build competency in this topic by taking the concrete-pictorial-abstract

approach. The concrete-pictorial-abstract approach is fundamental within the Power Maths scheme.



Concrete – students should have the opportunity to use concrete objects and manipulatives to help them understand what they are doing.

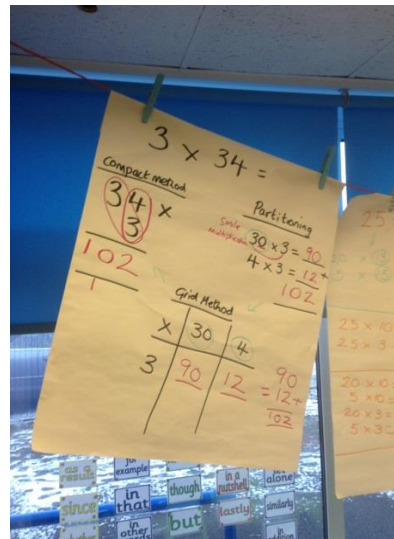
Pictorial – students should then build on this concrete approach by using pictorial representations. These representations can then be used to reason and solve problems.

Abstract – with the foundations firmly laid, students should be able to move to an abstract approach using numbers and key concepts with confidence.

All classrooms have access to manipulatives that can be used in the teaching of mathematics. Some more topic specific resources are located in a central store.



All classrooms have a display area specifically for mathematics. This is called a 'working wall' and will display items that children need to support and develop the unit's learning. For example, key vocabulary, success criteria, models, methods, key questions.



EYFS

The Early Years Foundation Stage Curriculum feeds into the National Curriculum. Use of cross curricular links enables children to use their mathematical learning in a real-life context. Pupils are given plenty of



opportunities within sessions to use and apply the mathematical skills and concepts they have learned. Mathematical concepts are developed through active exploration and their everyday play-based learning. EYFS practitioners provide opportunities for children to manipulate a variety of objects which supports their understanding of quantity and number. Mathematics



in the early years provides children with a solid foundation that will enable them to develop skills as they progress through their schooling and ensures children are ready for

the National Curriculum.

In the Early Years' Foundation Stage there are also specific mathematical areas for children to access in their everyday learning.



INCLUSION

All children receive Quality First Teaching. Any children with identified SEND or in receipt of pupil premium funding may have work additional to and different from their peers in order to access the curriculum dependent upon their needs. In addition, our school offers a vibrant, demanding and varied curriculum, providing all our pupils with a range of opportunities in order for them to reach their full potential, enjoy and achieve regardless of their starting points.

IMPACT

Assessment for Learning is fundamental to raising standards and enabling children to reach their potential. Assessment in mathematics takes place daily using a range of strategies such as marking and feedback of work and verbal discussions with children.

At St Mary's teachers mark in pen. Correct answers are indicated by a ✓ and incorrect answers may be identified and discussed with children where appropriate by using a pink highlighter. Some wrong answers may be part of the process a child goes through to solve a complex problem. Pupils are given time to respond to marking, usually with a teacher during daily practice. All corrected work is re-checked to ensure it is correct. Children may on occasions self/peer assess, which is completed in a different colour to their work, which allows them to have immediate feedback.

Assessment of learning for the units covered is completed half termly through fluency and reasoning assessments created by Power Maths.

Records are kept by staff. Pupils are formally tracked using the Classroom Monitor system. This data is used by the Mathematics Subject Leads, Senior Leadership team and Head teacher to review children against Age Related Expectations based on their Key Stage starting points. Children who are not on track are identified for intervention/target teaching, which is reviewed half termly.





St Mary's
Catholic Primary School and Nursery

MFL SUBJECT STATEMENT (FRENCH)

CURRICULUM AIMS

At St Mary's we shape our curriculum so that all pupils are provided with high quality teaching and learning, with Jesus Christ at the centre of all we do. We aim to teach pupils how to grow into positive, responsible citizens, who can work and co-operate with others while developing the knowledge and skills to achieve their true potential.

"The Christian life is a call to a deeper communion with God and with one another, and this finds particular expression in our schools, which are rightly recognised as being families themselves, where no one is a stranger and where everyone, whatever his or her background or academic ability, is welcomed, treasured, supported and helped to become the person whom God calls them to be."

Bishop Malcolm MacMahon.

We aim to provide a Catholic Christian education based on the life and teaching of Jesus Christ, in which the values of the Gospel underpin all aspects of school life;

To provide a friendly, nurturing environment in which the dignity of each person as a child of God is recognised and developed; and to promote the full potential of each child through a curriculum which develops spiritual, academic, creative, social and emotional growth;

To provide a curriculum which is enriching and challenging, where pupils experience the opportunity to learn in a wide range of contexts.

INTENT

At St Mary's MFL should be fully inclusive to every child.

Our aims are to fulfil the requirements of the National Curriculum for MFL, which should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language.

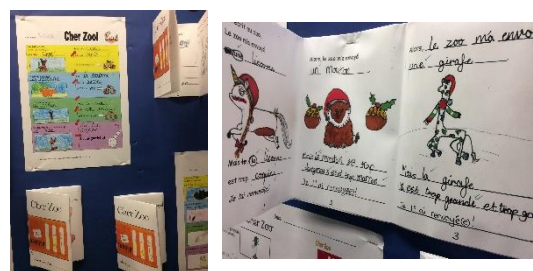


The aims of teaching Modern Foreign Languages in our school are to:

- Understand and respond to spoken and written language from a variety of authentic sources
- Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation intonation



- Write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.



- Discover and develop an appreciation of a range of writing in the language studied.



IMPLEMENTATION

To ensure high standards of teaching and learning in MFL, we implement a curriculum that is progressive throughout Key Stage Two. MFL is taught in discrete lessons covering at least one unit per term.

The MFL curriculum at St Mary's is based upon the 2014 Primary National Curriculum in England, which provides a broad framework and outlines the knowledge and skills taught.

The dedicated MFL teacher plans lessons for classes using our progression of knowledge and skills document. When teaching MFL, the children's interests and real life experiences are considered to ensure their learning is engaging, broad and balanced. Units of work are planned, building upon the pupils' prior knowledge and language acquisition to ensure progression and revisiting of vocabulary and grammar. A variety of teaching approaches are used based on the teacher's judgement and frequent use is made of authentic video clips, not only as an aid to improving their listening and speaking skills, but to also engage children in developing their intercultural understanding.



In MFL, skills in speaking, reading and writing another language are developed through a multi-sensory approach such as rhymes, songs, stories and repetition. From Year 3, children begin to develop their understanding of grammar in another language and make comparisons with their own language.



Every Year a Year 5/6 French drama club runs in the Autumn term and presents a pantomime in French in early December. Pupils from Reception to Year 6, as well as parents, carers and governors are invited to the performances. The key aims are for children to have fun with the language, sing songs, be creative and develop confidence performing to an audience.

Bastille Day (14th July) is celebrated every 2 years in Key Stage 2 with an entire day of French related activities planned for the children to enjoy and deepen their intercultural understanding.



INCLUSION

All children receive Quality First Teaching. Any children with identified SEND or in receipt of pupil premium funding may have work additional to and different from their peers in order to access the curriculum dependent upon their needs. In addition, our school offers a vibrant, demanding and varied curriculum, providing all our pupils with a range of opportunities in order for them to reach their full potential, enjoy and achieve regardless of their starting points.

IMPACT

Our MFL curriculum is high quality, well thought out and is planned to demonstrate progression. We focus on progression of knowledge and skills and discreet vocabulary progression also forms part of the units of work.

We measure the impact of our curriculum through the following methods:

- Observing children speaking and listening in another language
- Marking of written work
- Images and videos of children completing speaking and listening activities
- Interviewing the pupils about their learning (pupil voice)
- Annual reporting to parents
- Learning walks
- Displays



The MFL subject leader continually monitors the impact MFL teaching is having on the children's learning through work scrutinies to ensure the progress of knowledge and skills is being taught.

They will also ensure the knowledge taught is retained by the children and continually revisited and that the learners are able to apply the skills they have been taught to a variety of different settings, showing independence with their learning.



St Mary's
Catholic Primary School and Nursery

MUSIC CURRICULUM SUBJECT STATEMENT

CURRICULUM AIMS

At St Mary's we shape our curriculum so that all pupils are provided with high quality teaching and learning, with Jesus Christ at the centre of all we do. We aim to teach pupils how to grow into positive, responsible citizens, who can work and co-operate with others while developing the knowledge and skills to achieve their true potential.

"The Christian life is a call to a deeper communion with God and with one another, and this finds particular expression in our schools, which are rightly recognised as being families themselves, where no one is a stranger and where everyone, whatever his or her background or academic ability, is welcomed, treasured, supported and helped to become the person whom God calls them to be."

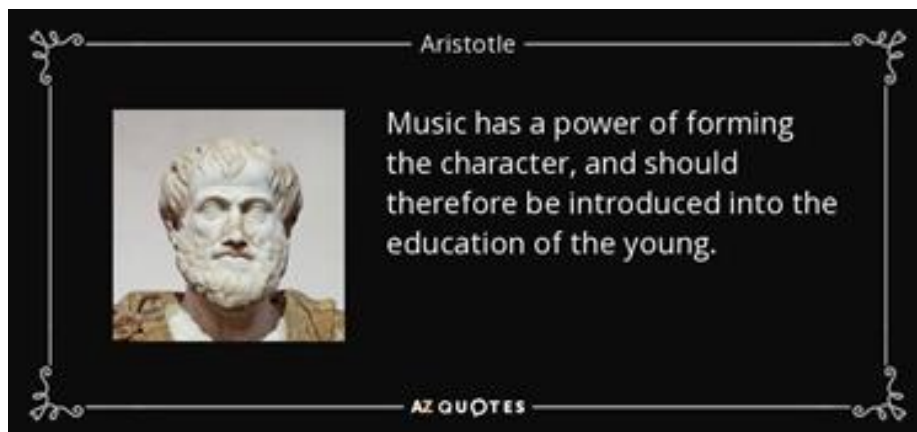
Bishop Malcolm MacMahon.

We aim:

To provide a Catholic Christian education based on the life and teaching of Jesus Christ, in which the values of the Gospel underpin all aspects of school life;

To provide a friendly, nurturing environment in which the dignity of each person as a child of God is recognised and developed; and to promote the full potential of each child through a curriculum which develops spiritual, academic, creative, social and emotional growth;

To provide a curriculum which is enriching and challenging, where pupils experience the opportunity to learn in a wide range of contexts.



INTENT



Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.
(The National Curriculum)

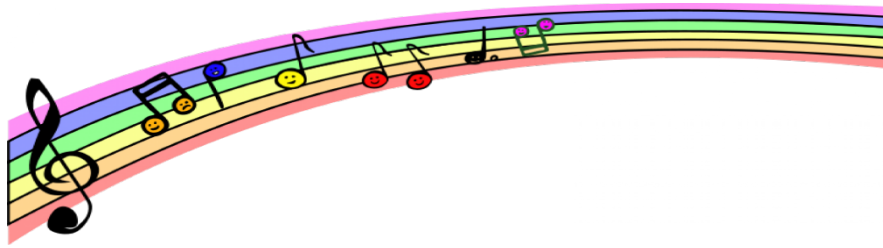
Music is a unique way of communicating, it is a vehicle for personal expression, and it can play an important part in personal and cognitive development. Music at St Mary's aims to reflect the culture and society that we live in, and so the teaching and learning of music enable children to better understand the world they live in.

At St Mary's we recognise that music can be a highly academic and demanding subject but we also aim to make it a creative and enjoyable activity. Furthermore, music also plays an important part in helping children to feel part of a community and so we provide opportunities for all children to create, play, perform and enjoy music both in class and to an audience through assemblies, concerts and key stage performances. Lessons enable children to develop their skills, appreciate a wide variety of musical forms, and begin to make judgements about the quality of music.

Music teaching at St Mary's aims to follow the requirements of the National Curriculum for Music, providing a broad, balanced and differentiated curriculum and ensuring the progressive development of musical concepts, knowledge and skills.

The national curriculum for music aims to ensure that all pupils:

- ♪ perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians,
- ♪ learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence,
- ♪ understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.



IMPLEMENTATION

At St Mary's we ensure that performing is at the heart of all musical activity and learners are given every opportunity to experiment with instruments and voices, and to experience making music with others.

Music teaching at St Mary's delivers the requirements of the National Curriculum and the Foundation Stage curriculum through half-termly topics and teachers plan lessons based on our knowledge and skills ladder and the Classroom Monitor objectives, ensuring that the skills, knowledge and vocabulary taught are progressive and consistent throughout the school.



Our curriculum allows children to develop new music skills and concepts whilst also revisiting and embedding established musical skills and concepts. At St Mary's we recognise that achieving mastery in music means gaining both a deeper understanding of musical skills and concepts whilst also learning something new. However, music is a specialist subject and not all teachers are music specialists. Music at St Mary's is taught by class teachers. We use Charanga as a resource which enables clear coverage of the music curriculum whilst also providing support and CPD for less confident teachers to deliver lessons. All teachers recently received Charanga music CPD.



Teachers choose Charanga units of work which meet their termly objectives and match the need and interests of the children in their class. The units can be followed as a scheme of lessons or used more flexibly as a resource to support their other music teaching.

Each unit of work has an ongoing musical learning focus and a unit specific focus to enable previous musical skills to be embedded. Each unit follows a specific learning sequence, and each lesson builds on the previous one:

- Listening and Appraising- different styles, times, genres

- Musical Activities – the interrelated dimensions of music
- Learning a song
- Playing instruments
- Composition and/or innovation
- Performing what has been learnt so far.

St Mary's is a 'Singing School' and we have a Silver Award from 'Sing Up'.

We believe 'Singing lifts the spirits, heals the heart and feeds the soul' ('Power in the Music', Sing Up 2020). Almost without exception, everyone has the potential to sing competently and enjoy singing across their lifespan. Childhood provides a crucial opportunity to lay the foundations of a positive lifelong singing (and musical) identity.

'Sing Up' is used as one of our main resources for choosing and teaching songs for performance. Each song is carefully chosen to support the children at their stage of learning, to develop their musical abilities and to meet the needs of the National Curriculum.



Each term's musical learning leads to an opportunity for all children to take part in a performance. This includes Christmas services in December, 'Sing Up Day' in March and an end of term performance in summer. As well as these, pupils also take part in class assemblies and other singing events. Pupils

who are confident are also encouraged to perform solo. Parents are invited and welcomed to watch all of these performances whether at school or outside school. The school's musical programme is enhanced by opportunities to see live performances which include theatre and musical concerts performed by professional musicians. We also take part in opportunities provided by our local music Hub, the Love Music Trust, such as courses of vocal tuition, singing events and workshops.

At St Mary's we also offer every child the opportunity to learn two instruments. Year 1 children learn the recorder as part of their music curriculum using Charanga Musical World which can also be accessed at home to allow the children to practise. They each take a school recorder home for the duration of the programme. They are then given the choice to continue to learn the recorder at a lunchtime recorder club.





Year 3 children all learn the guitar through the Wider Opportunities programme provided by the local not-for-profit organisation 'Music for Life'. At the end of the year they can continue to learn the guitar in a small group or individually with a visiting tutor, or may choose to take up a different instrument.

Our peripatetic music teaching is organised by the Music for Life, where lessons are provided weekly for a small set fee paid by the child's parent or carer. Pupils that learn a musical instrument have the opportunity to perform to parents at regular concerts.

Other extra-curricular musical activities are the Key Stage 1 'Sing for Fun' club, 'Playground singing' and the school choir which meets once a week and has the opportunity to perform in school performances, carol concerts and local and national events.



EYFS

The EYFS framework is structured differently to the National Curriculum as it is organised across seven areas of learning rather than subject areas. The Early Years outcomes for Music are taken from the following areas of learning:

Expressive arts and design

This involves supporting children to explore and play with a wide range of media and materials. It involves providing children with opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

ELG 16 Exploring and using media and materials:

- Children sing songs, make music and dance, and experiment with ways of changing them.

ELG 17 Being imaginative:

- They represent their own ideas, thoughts and feelings through music, dance,...

Example of these outcomes in practice are:

- Annual participation in 'Sing Up!'
- Advent celebration.
- An outdoor music area where the children can listen to their favourite music through our Bluetooth speaker.
- Instruments are available during continuous provision.
- Topic-specific songs and rhymes linked to current themes.
- Phase 1 phonics.



- Dough disco.
- Children requesting to listen to their favourites.
- Listening to different classical music.
- Singing as part of routine e.g. tidy up song.
- Pulse and rhythm games.
- In short: Music is part of our everyday.

INCLUSION

All children receive Quality First Teaching. Any children with identified SEND or in receipt of pupil premium funding may have work additional to and different from their peers in order to access the curriculum dependent upon their needs. In addition, our school offers a vibrant, demanding and varied curriculum, providing all our pupils with a range of opportunities in order for them to reach their full potential, enjoy and achieve regardless of their starting points.

IMPACT

Our music curriculum is high quality, well thought out and is planned to demonstrate progression and build on and embed current skills. We focus on progression of knowledge and skills in the different musical components and like in other subjects, discrete teaching of vocabulary also forms part of the units of work.

Assessment is ongoing and built into every lesson. Children are encouraged to reflect and improve on their own performances by using video and audio recordings taken during practice.

If children are achieving the knowledge and skills in lessons, then they are deemed to be making good or better progress.

We measure the impact of our curriculum through the following methods:

- Pupil discussions and interviewing the pupils about their learning (pupil voice).
- Governor monitoring with our subject link governor.
- CPD and staff meetings with opportunities for dialogue between teachers.
- Photo evidence and images of the pupils' practical learning.
- Video analysis through recording of performance in lessons.
- A reflection on standards achieved against the planned outcomes, based on performances.

The impact of our music curriculum is also measured in the popularity of our music extra-curricular clubs and additional peripatetic teaching.



St Mary's
Catholic Primary School and Nursery

PERSONAL SOCIAL AND HEALTH EDUCATION (PHSE) SUBJECT STATEMENT

CURRICULUM AIMS

At St Mary's we shape our curriculum so that all pupils are provided with high quality teaching and learning, with Jesus Christ at the centre of all we do. We aim to teach pupils how to grow into positive, responsible citizens, who can work and co-operate with others while developing the knowledge and skills to achieve their true potential.

"The Christian life is a call to a deeper communion with God and with one another, and this finds particular expression in our schools, which are rightly recognised as being families themselves, where no one is a stranger and where everyone, whatever his or her background or academic ability, is welcomed, treasured, supported and helped to become the person whom God calls them to be."

Bishop Malcolm MacMahon.

We aim to provide a Catholic Christian education based on the life and teaching of Jesus Christ, in which the values of the Gospel underpin all aspects of school life;

To provide a friendly, nurturing environment in which the dignity of each person as a child of God is recognised and developed; and to promote the full potential of each child through a curriculum, which develops spiritual, academic, creative, social and emotional growth;

To provide a curriculum, which is enriching and challenging, where pupils experience the opportunity to learn in a wide range of contexts.

INTENT



Personal, Social and Health Education (PHSE)

At St Mary's we aim to create a happy, purposeful and supportive environment where pupils are enabled to become successful learners, develop their full potential and achieve the highest educational standards they can. We have a passionate commitment to learning and recognition of the uniqueness of individual learners. This is driven by our desire to offer the best possible education for our pupils in



partnership with parents, Governors and the local community. We believe a collaborative culture is fundamental in enabling our pupils to develop personally and emotionally, and as young citizens.

Children grow up in a complex and ever changing world and are exposed to an increasing range of influences. As a school we aim to build on and complement the learning that has already started at home to provide the knowledge, understanding and skills that children need to lead healthy, fulfilling and meaningful lives, both now and in the future. Personal, Social, Health and Economic Education (PSHE) are central to our school's Catholic ethos, supporting children in their development, and underpinning learning in the classroom, school, and in the wider community.



We work with the fire service and the local police to help build children's understanding of the community we live in.



Values are fundamental expressions of what we think and believe. As a school we encourage children to think about personal and social values, to become aware of, and involved in the life and concerns of their community and society, and so develop their capacity to be active and effective future citizens. Personal, Social, Health and Economic (PSHE) education equips children with the knowledge, understanding, skills and strategies required to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices, and in achieving economic wellbeing.

A critical component of PSHE education is providing opportunities for pupils to reflect on and clarify their own values and attitudes, and explore the complex and sometimes conflicting range of values and attitudes they encounter now and will in the future. PSHE education is taught as a planned, developmental programme of learning through which children acquire the knowledge, understanding and skills they need to manage their lives now and in the future.



As part of a whole-school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. Further it can help reduce or remove many of the barriers to learning experienced by pupils, significantly improving their capacity to learn and achieve.



PSHE education also makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety, and to their emotional wellbeing. PSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables pupils to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings.

Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

The aims of teaching PSHE, SMSC and Emotional Wellbeing in our school are the overarching aim for PSHE education is to provide pupils with:

- Accurate and relevant knowledge.
- Opportunities to turn that knowledge into personal understanding.
- Opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities.
- The skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

IMPLEMENTATION



From September 2020 RSE (Relationships and Sex Education) will be compulsory in all Primary schools. (Parents will still have the opportunity to withdraw their child from SE if they wish to do so)

In the absence of a government programme of study we have drawn on guidance from the PSHE Association in revising our Curriculum Framework for PSHE to ensure that it meets the needs of our pupils in today's changing society. The Framework identifies the key concepts and skills that underpin PSHE education and help us to fulfil our statutory responsibility to support children's spiritual, moral, cultural, mental and physical development, and prepare them for the opportunities, responsibilities and experiences of life. PSHE education is integrated into curriculum plans for science, computing, citizenship and physical education; and is taught as a spiral programme based on three core themes to ensure learning in PSHE is revisited, reinforced and extended in age- and stage-appropriate contexts.

PSHE education is integrated into our curriculum plans and is taught through the Twinkl life scheme. It is based on three core themes to ensure learning in PSHE is revisited, reinforced and extended in age- and stage-appropriate contexts.



Core theme 1: Health and Wellbeing in Key Stages 1 and 2, pupils are taught:

- What is meant by a healthy lifestyle?



- How to maintain physical, mental and emotional health and wellbeing
- How to manage risks to physical and emotional health and wellbeing.
- Ways of keeping physically and emotionally safe.
- About managing change, such as puberty, transition and loss.
- How to make informed choices about health and wellbeing and to recognise sources of help with this.
- How to respond in an emergency.
- To identify different influences on health and wellbeing.



Core theme 2: Relationships in Key Stages 1 and 2, pupils are taught:

- How to develop and maintain a variety of healthy relationships within a range of social/cultural contexts.
- How to recognise and manage emotions within a range of relationships.
- How to recognise risky or negative relationships including all forms of bullying and abuse.
- How to respond to risky or negative relationships and ask for help.
- How to respect equality and diversity in relationships.



Core theme 3: Living in the Wider World In Key Stages 1 and 2 pupils focus on 'economic wellbeing and being a responsible citizen' and are taught:

- Learn about respect for the self and others and the importance of responsible behaviours and actions.
- Learn about rights and responsibilities as members of families, other groups and ultimately as citizens.

- Learn about different groups and our Communities.

To respect equality and to be productive member of a diverse community.



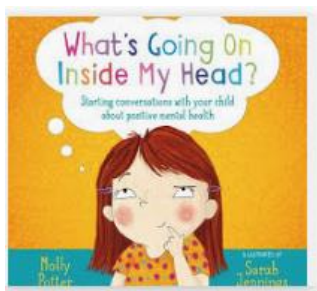
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- Learn about the importance of respecting and protecting the environment.
- About where money comes from, keeping it safe and the importance of managing it effectively.



- How money plays an important part in people's lives
- Know about a basic understanding of enterprise.



At St Mary's we aim to promote positive Mental Health for every member of our school community including, staff, pupils and their families. We pursue this aim using universal, whole school, specialised and targeted approaches to support our vulnerable pupils.



EYFS

The EYFS framework is structured differently to the National Curriculum as it is organised across seven areas of learning rather than subject areas.

The most relevant early years outcomes for PSHE are taken from the following areas of learning:

- Personal, Social and Emotional Development
- Physical Development
- Understanding the World



Children will learn to be confident to try new activities and say why they like some activities more than others. They will be confident to speak in a familiar group, and will talk about their ideas, and will choose the resources they need for their chosen activities. They will say when they do, or don't need help.



Children will learn to play cooperatively, taking turns with others and to take account of one another's ideas about how to organise their activity. They will show sensitivity to others' needs and feelings and form positive relationships with adults and other children.



They will know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe.

They will learn to manage their feelings and behaviour and learn about the consequences of their actions.

Teaching & Learning

As a health promoting school our culture places teaching and learning in the wider context of the schools' approach to:

- Leadership, management and managing change
- Policy development
- Learning and teaching, curriculum planning and resourcing
- School ethos, culture, environment and SMSC development
- Giving children a voice
- Provision of support services for pupils
- Staff continuing professional development (CPD), health and wellbeing
 - Partnerships with parents/carers, local communities, external agencies and volunteers to support pupils' health and wellbeing
- Recording and monitoring impact and outcomes.

During Key Stages 1 and 2 pupils gradually build on the skills, attitudes and values, knowledge and understanding they have started to acquire and develop during the Early Years Foundation Stage. PSHE education offers learning opportunities and experiences, which reflect the increasing independence, and physical and social awareness of our pupils as they move through the primary phase.

Pupils learn skills to develop effective relationships, assume greater personal responsibility and keep themselves safe. It is important to remain flexible as events such as bereavement might require learning to be drawn from Key Stage 2 into Key Stage 1. PSHE education assists pupils to cope with the changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities

INCLUSION

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IMPACT

PSHE education is taught by class teachers who take responsibility for planning, resourcing and delivering the PSHE curriculum. Beyond the planned programme for PSHE education, the curriculum provides children with a variety of experiences that have the potential to promote their personal, social development and economic education. These include:



- An understanding of having a Growth Mind Set



- Circle time, Assemblies of Celebration and worship



- Sports clubs and participating in inter-school and county tournaments & competitions



- Drama, music lessons, choir activities and productions





- Residential visits and day trips



- Maths and Writing workshops with leading practitioners and authors



- Clubs: Recorder, football, badminton, recorder, choir, healthy eating, Times-table rock stars, singing, Minnie Vinnies, Holy Rosary



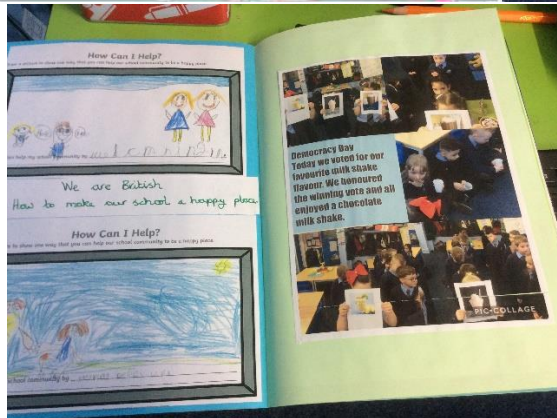
- Annual French production



- Social and fund raising events: fireworks, Easter markets, and coffee mornings



- Theme days/events, for example Remembrance Sunday, World Book Day, Democracy days, One World Week



- Mini enterprise projects



- Charity events: **Just one tree**



- Leadership opportunities, for example Playground Leaders, representatives on our School Council, Eco-school Council, PE & Sports Council, Safeguarding Council & Peer Mentors



Spiritual, Moral, Social & Cultural Development:

PSHE education gives pupils specific opportunities to explore the range of attitudes and values in society, and to consider the kind of society they want to live in. Through exploration and discussion of topical political, spiritual, moral, social and cultural issues they develop skills and attitudes that promote:

- Empathy and a willingness to perceive and understand the interests, beliefs and viewpoints of others.
- A willingness and ability to apply reasoning skills to problems and to value a respect for truth and evidence in forming or holding opinions.
- A willingness and ability to participate in decision-making, to value freedom, to choose between alternatives and to value fairness as a basis for making and judging decisions.

These attributes also contribute to our understanding of British Values.

We measure the impact of our curriculum through the following methods:

In PSHE education there are two broad areas for assessment:

- Children's knowledge and understanding, for example, information on health, understanding of rules, understanding of health and safety procedures, and the meaning of ideas including democracy.

- How well children can use their knowledge and understanding in developing skills and attitudes, for example through participating in discussions, group task and activities, managing conflict, making decisions and promoting positive relationships.

Assessment in PSHE education should be active and participatory, helping children to recognise the progress they are making in developing and taking part, as well as in their knowledge and understanding. Pupils learn to reflect on their experiences, ask questions, make judgements about their strengths and needs, and begin to plan how to make progress and set personal targets.

Teachers assess children's work in PSHE education by making informal judgements as they observe them during lessons and at other times during the school day. Progress in PSHE education should be recorded and reported to parents as part of the child's annual school report.



CURRICULUM AIMS

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To provide a curriculum which is enriching and challenging, where pupils experience the opportunity to learn in a wide range of contexts.

At St Mary's we aim to develop pupils who will be physically active and can flourish in a range of different physical activities. We ensure a unique, child-centred approach to engage and challenge every child following the Real PE scheme. It incorporates physical literacy,

emotional and thinking skills to achieve in PE, Sport and life. The aims of our PE curriculum are to develop pupils who:

- Are willing to practise skills in a range of different activities and situations, alone, in small groups and in teams, and to apply these skills in chosen activities to achieve exceptionally high levels of performance;
- Have and maintain high levels of physical fitness;
- Lead a healthy lifestyle which is achieved by eating sensibly, being aware of the dangers of drugs, smoking and alcohol and exercising regularly;
- Are able to remain physically active for sustained periods of time and have an understanding of the importance of this in promoting long-term health and well-being;
- Take the initiative and become excellent young leaders, organising and officiating, and evaluating what needs to be done to improve, and motivating and instilling excellent sporting attitudes in others;
- Employ imagination and creativity in their techniques, tactics and choreography;
- Are able to improve their own and others' performance;
- Can work independently for extended periods of time without the need for guidance or support;
- Have a keen interest in PE - a willingness to participate eagerly in every lesson, highly positive attitudes and the ability to make informed choices about engaging fully in extracurricular sport;
- Can swim at least 25 metres before the end of Year 6 and know how to remain safe in and around water.



IMPLEMENTATION

As part of the PE planning process, teachers need to plan the following:



A cycle of lessons for each subject, which carefully plans for progression and depth in the different subject areas. A wide range of sports and activities are delivered from EYFS to Year 6 enabling pupils to develop their knowledge and skills in physical education in a variety of different areas. This includes sport specific lessons and lessons based on fundamental skills.



EYFS

Early Years follow Development Matters within the Early Years Foundation Stage Framework to adapt and teach physical education within the classroom environment as well as using the engaging outdoor provision. Activities such as threading, marble



balancing and dough disco are set up to develop the pupils' fine motor skills, which strengthen finger and wrist muscles to support the formation of letters in their writing.



Activities are also set up to develop the pupils' gross motor skills such as large construction building, scooter racing, obstacle courses and ribbon dancing. Pupils can also use the equipment to create child-initiated activities. The EYFS provision allows the children to explore different movements and develop their core skills. The PE specific lessons follow the

foundation Stage Real PE scheme using stories, songs, dances, and games to develop their physical skills as well as multi abilities. These lessons also allow pupils to develop their creativity, expression and imagination. Pupils are encouraged to develop their independent and teamwork skills, self-assessment and attitude towards challenges.



TERM		Year 1	
Autumn 1	REAL PE Unit 1		
Autumn 2	Gymnastics- Key Steps FLOOR ROUTINE		
Spring 1	REAL PE Unit 3		
Spring 2	DANCE		
Summer 1	REAL PE Unit 5		
Summer 2	Outdoor - Striking and Fielding (Skill based)		
TERM		Year 2	
Autumn 1	Gymnastics- FLOOR ROUTINE		
Autumn 2	REAL PE Unit 2		
Spring 1	DANCE		
Spring 2	REAL PE Unit 4		
Summer 1	Outdoor - Striking and Fielding (Revisit skills and application into a game)		
Summer 2	REAL PE Unit 6		
Year 3			
	AUTUMN A	SPRING A	SUMMER A
Outdoor	Golden Mile (athletics)	Striking and fielding games Assess	Athletics Assess
Indoor	REAL PE unit 1	REAL PE unit 3	REAL PE unit 5
	AUTUMN B	SPRING B	SUMMER B
Outdoor	Golden Mile (athletics)	Striking and fielding games	Athletics
Indoor	Gymnastics - Floor Assess	Gymnastics – Apparatus	Dance Assess

Year 1, Year 2 and Year 3 pupils learn how to develop their fundamental skills through the Real PE scheme and continue to develop and apply during sport specific lessons.

Year 4, Year 5 and Year 6 pupils continue to develop fundamentals skills through sport specific and learn how to apply their knowledge and skills in a competitive approach, deepening their understanding of game rules, techniques and tactics.

Year 4			
	AUTUMN A	SPRING A	SUMMER A
Outdoor	Swimming	Striking and fielding games	Athletics
Indoor	Golden mile (Athletics)	Gymnastics - Floor	Dance
	AUTUMN B	SPRING B	SUMMER B
Outdoor	Swimming	Striking and fielding games	Athletics
Indoor	Golden mile (athletics)	Gymnastics – Apparatus	Dance
Year 5			
	AUTUMN A	SPRING A	SUMMER A
Outdoor	Hockey SCHOOL GAMES	Tag Rugby SCHOOL GAMES	Athletics SCHOOL GAMES
Indoor	Gymnastics	Seated Volleyball	
	AUTUMN B	SPRING B	SUMMER B
Outdoor	Ball skills	Netball	Tennis
Indoor	Dance	Fitness	
Year 6			
	AUTUMN A	SPRING A	SUMMER A
Outdoor	Dodgeball – Games SCHOOL GAMES	Basketball - Games SCHOOL GAMES	Rounders - Games SCHOOL GAMES
Indoor	Gymnastics	Bench ball – Games	
	AUTUMN B	SPRING B	SUMMER B
Outdoor	Football – games	Cricket - Games	Athletics
Indoor	Dance	Fitness	

Key Stage 2 classes will compete in numerous School Games level one class v class competitions throughout the year to apply and develop their skills and understanding of team sports. They are encouraged to work together, support each other and demonstrate sportsmanship.



Specialised sports coaches deliver some of our physical education lessons in Summer term with Year 6 and we invite other external sports coaches in to school to work alongside teachers. This ensures pupils are receiving high quality Physical Education in sport specific areas as well as teachers receiving CPD whilst delivering the sessions. Examples include Premier Sport, Create Development and LSC. Staff meetings also provide CPD for assessment, online resources, Real PE fundamental skills, games, warm ups, gymnastics and the

progression of skills in different sports. These are organised and decided through feedback from staff and changes in the curriculum.

Alongside our curriculum provision for P.E we also provide all pupils with the opportunity to participate in different sports clubs weekly. The variety of clubs include sports such as gymnastics, athletics, basketball, running, netball, archery, multi-sports, cricket, badminton, dance, running and unique sports; including mini golf, ultimate Frisbee and nerf wars. Sports coaches, class teachers and external coach provides these clubs. The clubs may also provide preparation for interschool

competitions. Pupils

are consulted regularly about which sports club they would like to be offered throughout the year. We also provide some clubs to encourage

participation of a specific group and/or an

introduction to a new sport in a more familiar and informal way. A lunchtime club supports and develops the skills and physical highlighted inactive children who do not take part in any clubs afterschool or out of school. This may be a fitness class, athletics or multi-skills session.



Speakers and inspirational athletes are welcomed into school to engage the children in new



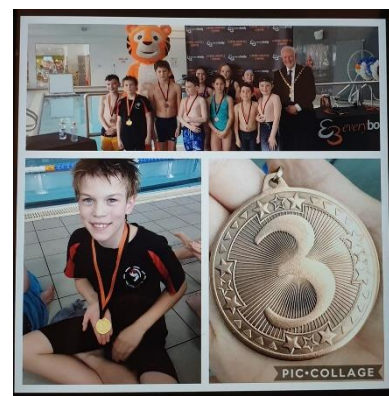
sports and deepen interest and passion.

The children are involved in raising money and gaining new equipment through sponsored activities, promotions and campaigns. The school community takes part in collecting vouchers through different promotions with results in large amounts being raised and ensuring that St Mary's is eligible for new equipment to support effective teaching and learning.



Sporting activities and experiences are organised throughout the year as well as during National School Sports Week to introduce our pupils to the wider community. These include

activities such as rock climbing, Zorb football, maypole dancing, Taekwondo, Dance Fit and agility courses.



St Mary's encourages pupils to apply their skills and knowledge in sports against other schools. Pupils from Year 1 to Year 6 take part in team games against other schools such as gymnastics, football, basketball, hockey, cricket, dodgeball, tag-rugby, swimming, and athletics and cross-country. St Mary's is part of the local School Sport Partnership. This helps to support our pupils to have opportunities for competition. Each year our school compete in



Town Sports, which focuses on athletic skills. St. Mary's compete in category A. The hard working pupils pushing and challenging their personal bests has achieved this.



With help from the partnership, St Mary's can also create leadership opportunities for our pupils such as play leaders to support the younger pupils at school and leading games opportunities for other year groups.

St Mary's provides other experiences such as residential trips, road safety bike riding and interest in jobs to demonstrate the importance of physical education in the wider world,

teamwork and the enjoyment of other activities that are challenging.





Pupils throughout the school learn the importance of others ways to stay healthy as well as staying physical active. St Mary's provide a healthy eating club for pupils to explore, make and taste healthy options and experience new food. Children are encouraged to look after their own personal hygiene beginning in Early Years encouraging independent toileting, using tissues, washing hands, changing clothes and tying shoes laces.



INCLUSION

All children receive Quality First Teaching. Any children with identified SEND or in receipt of pupil premium funding may have work additional to and different from their peers in order to access the curriculum dependent upon their needs. In addition, our school offers a vibrant, demanding and varied curriculum, providing all our pupils with a range of opportunities in order for them to reach their full potential, enjoy and achieve regardless of their starting points. Inclusive competitions are attended throughout the year.

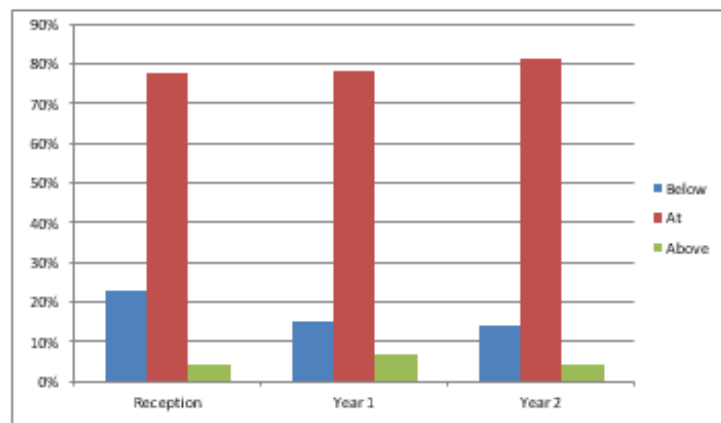


IMPACT

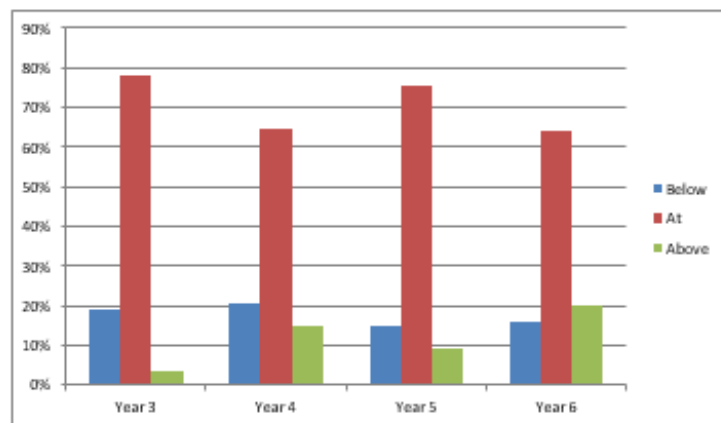
Our PE Curriculum is high quality, well thought out and planned to demonstrate progression. We focus on progression of knowledge and skills in the different physical activity areas and alike other subjects discreet vocabulary progression also forms part of the units of work.

If children are keeping up with the curriculum, they are deemed to be making good or better progress. In addition, we measure the impact of our curriculum through ongoing teacher assessments throughout the lessons and termly assessments recorded on Classroom Monitor. Fundamental skills are also self and peer assessed giving next step challenges to push each child's individual ability.

Early Years and KS1 Average



Lower KS2 and Upper KS2 Average



Pupils maintain their interest and develop skills throughout lessons. Misconceptions are dealt with effectively ensuring each pupil adapts their challenges using their own knowledge through effective questioning and examples. Pupils are given the opportunity to use iPads to record their skills, self-assess and discuss improvements with peers. The school resources and equipment effectively support teaching and learning and staff ensure that the PE subject leader is aware of any extra equipment needed.

Pupils are happy to engage with PE lessons and enjoy challenges. The lessons are cross curricular which many pupils enjoy and can apply different knowledge across the subjects. ***'I like PE because it gets me sweaty. A challenge is something hard, like sit ups! I enjoy the warm up activities the most and I have like learning about the different muscles.'*** Many pupils like that they can get moving and be creative. The pupils have a good understanding of safety within PE. ***'I like being active; it is a change from just sitting! I enjoy using the equipment and I like being taught how to stay safe like in gymnastics. A challenge is***

something hard you need to practise to achieve. I enjoy finding different ways to perform skills and really enjoy gymnastics! I like learning, it is fun and I really like it when we get to work in groups.' Children recognise the importance of being active. ***'I like learning new activities and it makes me feel happy when I exercise!'***

Pupils in Year 4 attend swimming lessons as a class for a term. When pupils reach year 6, they have the opportunity to attend top up swimming lessons to encourage independent swimming of a distance of at least 25 metres.

MEETING NATIONAL CURRICULUM REQUIREMENTS FOR SWIMMING AND WATER SAFETY	
The percentage of pupils in the current year 6 cohort who swim competently, confidently and proficiently over a distance of at least 25 metres? (Only report on their attainment at the end of year 6)	84%
The percentage of pupils in the current year 6 cohort using a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	60%
The percentage of the current year 6 cohort able to perform safe self-rescue in different water-based situations?	77%

The impact of our P.E curriculum is also measured in the uptake of our sports after school clubs and participation in inter school sports competitions. Each year we aim for 85% of pupils to have attended a sports club or competed against another school in a sport. All Key Stage 2 pupils who are not attending out of school or afterschool sports clubs attend a lunchtime club provided for a term. Free afterschool clubs are also available throughout the year to encourage interest. Pupils attending after school clubs such as gymnastics all get an opportunity to attend an interschool competition.



External measures are also used to measure the impact of our P.E curriculum. Each year we apply for the School Games Award. This recognises high quality provision in school with either a bronze, silver or gold award. We regularly achieve the Bronze School Games Award

with aspects of Silver for our high quality physical education and school sport. We are using the Silver Award requirements to influence the PE Impact plan to achieve the next level award.



St Mary's
Catholic Primary School and Nursery

READING SUBJECT STATEMENT

CURRICULUM AIMS

At St Mary's we shape our curriculum so that all pupils are provided with high quality teaching and learning, with Jesus Christ at the centre of all we do. We aim to teach pupils how to grow into positive, responsible citizens, who can work and co-operate with others while developing the knowledge and skills to achieve their true potential.

"The Christian life is a call to a deeper communion with God and with one another, and this finds particular expression in our schools, which are rightly recognised as being families themselves, where no one is a stranger and where everyone, whatever his or her background or academic ability, is welcomed, treasured, supported and helped to become the person whom God calls them to be."

Bishop Malcolm MacMahon.

We aim to provide a Catholic Christian education based on the life and teaching of Jesus Christ, in which the values of the Gospel underpin all aspects of school life;

To provide a friendly, nurturing environment in which the dignity of each person as a child of God is recognised and developed; and to promote the full potential of each child through a curriculum which develops spiritual, academic, creative, social and emotional growth;

To provide a curriculum which is enriching and challenging, where pupils experience the opportunity to learn in a wide range of contexts.

INTENT



At St Mary's we believe that English skills are vital to the education of pupils so they are prepared for their future life.

Our aim is for every child to become a fluent reader. We want children to become fluent readers in order for them to reach age related expectations or make accelerated progress from their starting point. As well as this we want children to develop a love for reading and read for pleasure on a regular basis.



Our curriculum is designed around the needs of the pupils in our school and there are a variety of approaches to enable the pupils to make good progress.

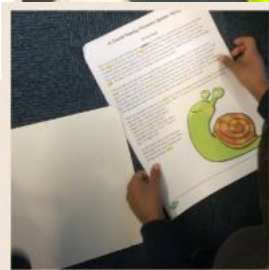
The aims of teaching reading in our school are to develop pupils who:

- show high levels of achievement and exhibit very positive attitudes towards reading;
- rapidly acquire a secure knowledge of letters and sounds and make sustained progress in learning to read fluently;
- read easily and fluently with good understanding across both fiction and non-fiction;
- acquire a wider vocabulary;
- participate in the teaching of phonics knowledge, skills and understanding in a systematic and enjoyable way;
- develop their reading in all subjects to support their acquisition of knowledge;
- develop a love of reading;
- read for pleasure both at home and school on a regular basis;
- through their reading develop culturally, emotionally, intellectually, socially and spiritually;
- develop good comprehension drawing from their linguistic knowledge.



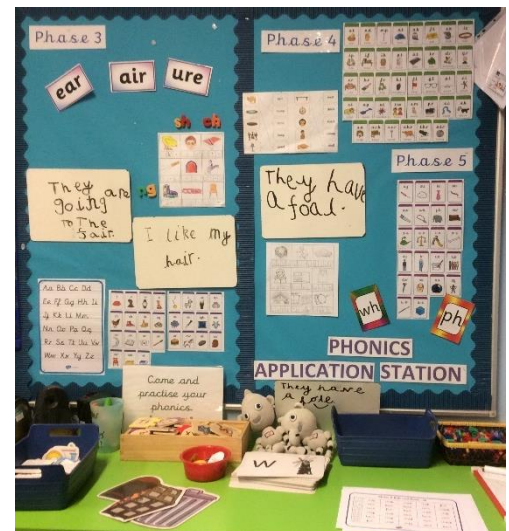
IMPLEMENTATION

St Mary's follows the 'Letters and Sounds' programme for teaching phonics. Phonics is taught in discrete daily lessons and is continually reinforced in English and Guided reading sessions. Phonics activities are practical, engaging and varied to ensure all learners are engaged and making progress



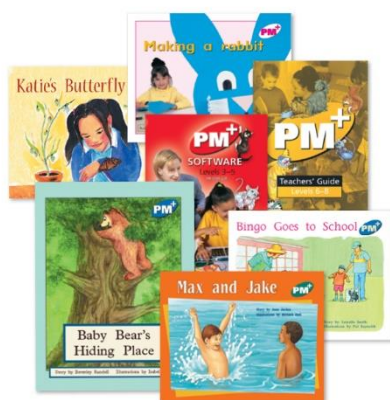
All children have a baseline assessment in phonics and are then grouped accordingly. Children move to different classrooms and learning areas for phonics and all staff including TA's are responsible for a group.

Children's progress is continually reviewed to allow for movement between ability groups, and children move phonics group when it is felt necessary to meet their needs. Children are formally assessed at the end of each term.



When children first become readers they have access to our colour book banded system which starts with pink books right the way through to white books. This is regularly assessed using benchmarking. Once children have completed white books they become a free reader and can access a range of longer and more challenging texts.

The EYFS uses 'Jelly and Bean' reading books which are closely matched to the children's phonic ability. These texts begin with single words then move on to captions and, finally, full sentences.



In Key Stage 1 the children are taught using PM reading books and other quality literature of banded levels. These texts continue to closely match the children's phonic level with the addition of more high frequency and common exception words.

Guided Reading takes place regularly. In the EYFS and KS1 children read to a teacher individually or in pairs at least once per week until they reach a level where they can access

a group read. At this point their word reading skills are well developed and they begin to be taught in guided groups with an increased focus on comprehension and inference skills.

In Key Stage 2 reading takes place in different forms. It may take place as Guided Reading sessions on specific texts pitched to meet the needs of the children or it may take the form of structured whole class shared reading sessions based around a class text. At St. Mary's we also value Shared Reading, using high quality texts at whole class level.

Activities will be differentiated to meet the needs of the class, but everyone will have the opportunity to take part in shared reading of a quality text.

**Eg War Horse
studied in Year 5**



In addition to Quality First Teaching, both individual and small group interventions take place when necessary.

Reading Spines

Each year group throughout the school has a set of Pie Corbett's book spine texts. Time is set aside throughout the week for teachers to share both these books and other quality texts with the children.



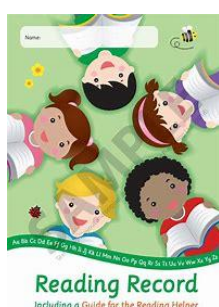
INCLUSION

All children receive Quality First Teaching. Any children with identified SEND or in receipt of pupil premium funding may have work additional to and different from their peers in order to access the curriculum dependent upon their needs. In addition, our school offers a vibrant, demanding and varied curriculum, providing all our pupils with a range of opportunities in

order for them to reach their full potential, enjoy and achieve regardless of their starting points.

IMPACT

Reading in our school is progressive and planned to meet the needs of all children. Assessments are carried out regularly to ensure children are accessing books of the right level and are being challenged in their reading. At the same time, we provide books to ensure that children read for pleasure and learn to love reading. Children can choose from a wide range of books which they are able to take home to share with family. Parents are encouraged to



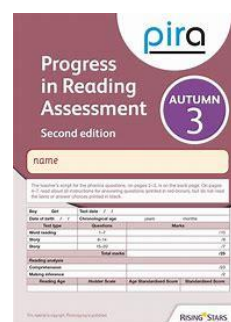
read with their child at least 3 times per week. This is monitored through reading diaries and children are rewarded with Dojos.



Reading drop-in sessions have been held across the school. These sessions have demonstrated to parents a range of strategies they can use when reading with their child and have been an opportunity for any questions to be answered.

If children are keeping up with the curriculum, they are deemed to be making expected or more than expected progress. In addition, we measure the impact of our curriculum through the following methods:

- Phonics assessment;
- Phonics screening results;
- Book band colour – assessed using Benchmarking;
- Reading ages
- Summative assessments each term; PIRA
- End of Key stage SATs results.



The national Phonics screening check is performed in June of Year 1.

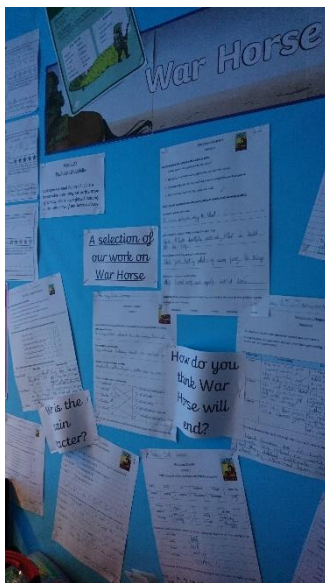
The children who do not meet the required standard for the check in year 1 enter again in year 2 after additional support.

As children enter KS2, provision is made for those children still requiring phonics.

The implementation of systematic, structured daily phonics alongside the increased confidence and training of staff delivering phonics has had a huge impact on our phonics screening results. Our success rate in 2019 was 86%.

CPD: Professional development for staff is always ongoing through staff meetings or Team meetings delivered by members of the English Team or Senior Leadership Team. Outside agencies are also used and brought into school for Reading training.

All staff are regularly updated with any changes and good practice is shared for continued improvement.





St Mary's
Catholic Primary School and Nursery

SCIENCE SUBJECT STATEMENT

CURRICULUM AIMS

At St Mary's we shape our curriculum so that all pupils are provided with high quality teaching and learning, with Jesus Christ at the centre of all we do. We aim to teach pupils how to grow into positive, responsible citizens, who can work and co-operate with others while developing the knowledge and skills to achieve their true potential.

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We aim to provide a Catholic Christian education based on the life and teaching of Jesus Christ, in which the values of the Gospel underpin all aspects of school life;

To provide a friendly, nurturing environment in which the dignity of each person as a child of God is recognised and developed; and to promote the full potential of each child through a curriculum which develops spiritual, academic, creative, social and emotional growth;

To provide a curriculum which is enriching and challenging, where pupils experience the opportunity to learn in a wide range of contexts.

INTENT

At St Mary's, our aims are to fulfil the requirements of the National Curriculum for science; providing a broad, balanced and differentiated curriculum; ensuring the progressive development of knowledge, skills and vocabulary and for the pupils to develop a love of science. Furthermore, we aim to inspire in pupils a curiosity and fascination about the natural and man-made world and a respect for the environment that will remain with them for the rest of their lives. This includes the lessons they complete in their classrooms as well as enrichment experiences they are offered, such as educational and residential visits, visitors and theme days.



St Mary's
Catholic Primary School and Nursery

Principles of Teaching and Learning Science.

At St Mary's we strive for outstanding Science Teaching. We will achieve this outcome through the following principles which will be incorporated into our Science teaching across the school.

1. Our children are naturally curious and this curiosity is encouraged and rewarded through engaging lessons and enthusiastic teachers of Science.
2. The use of a practical – 'hands-on' – approach to Science lessons which allow the children to explore in a tactile and first hand way.
3. The use of advanced scientific vocabulary is developed and encouraged across all ability ranges.
4. The children are active in their science learning, taking control of some of their learning in some areas thus developing a culture of enquiry and decision making and a confidence to ask and answer their own questions.
5. The science curriculum in the school is engaging and stimulating to both teachers and pupils and thus fosters a mutual interest and enthusiasm.
6. The content of the curriculum is clear and the progression of skills across the year groups is explicit and well differentiated to meet the needs of all children.
7. The assessment strategies used by teachers are planned to ensure the continuing development of children's skills and knowledge within science. These are used discretely within lessons.
8. Teachers are secure in their knowledge of the science curriculum and have confidence that the subject is taught well in their classes.
9. There is obvious enjoyment of science from both teachers and pupils.
10. There are many opportunities throughout the year for enriching the children's science learning. These can be in the form of trips, visitors and science projects.

**Our Science principles which
are displayed in every
classroom.**



The aims of teaching science in our school are to:

- Equip pupils to use themselves as starting points for learning about science, and to build on their enthusiasm and natural sense of wonder about the world
 - Develop through practical work the skills of observation, prediction, investigation, interpretation, communication, questioning and hypothesizing, and increased use of precise measurement skills and ICT
 - Encourage and enable pupils to offer their own suggestions, and to be creative in their approach to science, devising their own investigations and taking lines of enquiry in a way that interests them
 - Gain enjoyment from their scientific work
- Enable pupils to develop their skills of co-operation through working with others, and to encourage where possible, ways for children to explore science in forms which are relevant and meaningful to them
 - Teach scientific enquiry through contexts taken from the National Curriculum for science

- Encourage pupils to collect relevant evidence and to question outcomes and to build resilience to persevere as it is likely they will need to repeat results or will encounter unexpected results that do not support their hypothesis
- Encourage pupils to treat the living and non-living environment with respect and sensitivity



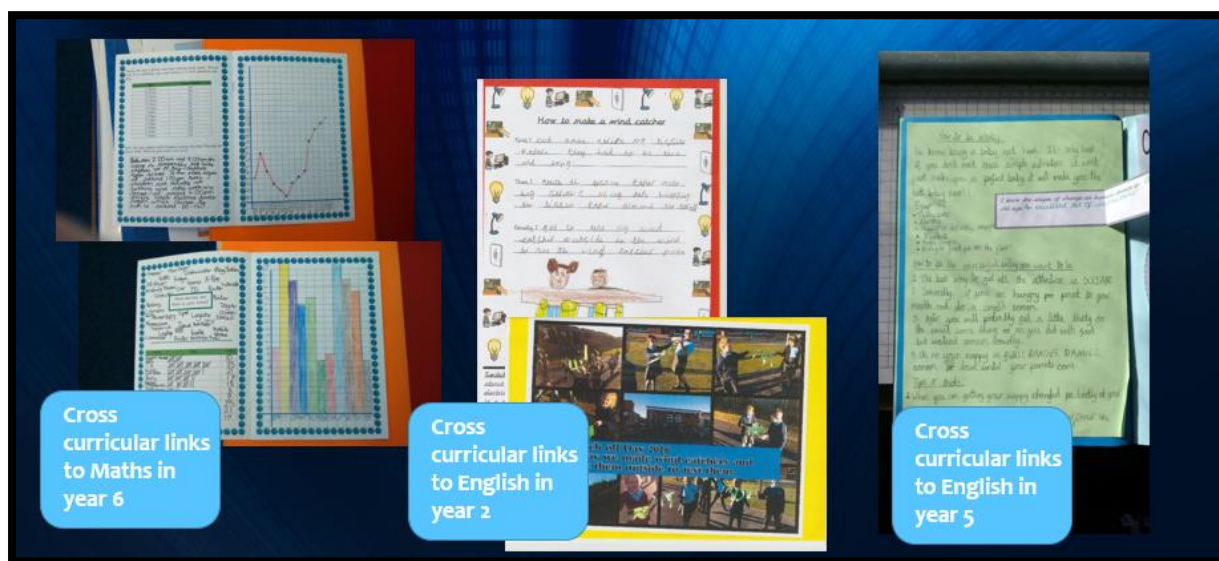
- Stress the need for personal and group safety by the correct usage and storage of resources
- To critically question the world around them
- To enable pupils to appreciate that we do not always know the answers when carrying out scientific enquiry as the world around them is continually changing and developing
- Equip pupils with the language to be able to discuss their learning and confidently explain their scientific understanding

IMPLEMENTATION

At St. Marys we use the scheme Snap Science as the basis for the teaching of science throughout KS1 and KS2.



To ensure high standards of teaching and learning in science, we implement a curriculum that is progressive throughout the whole school. Science is taught in discrete lessons for at least 1 hour 15 minutes in Key Stage One and 2 hours in Key Stage Two. We ensure that teachers have the same expectations during Science lessons that they would have when teaching English or Mathematics and that any mathematical task (such as measuring or drawing graphs) is pitched at an age-appropriate level to ensure sufficient challenge. It is vital that any mathematical or language barriers should not impede a pupil's scientific learning, thus meaning dialogic learning is a central part of our science teaching.



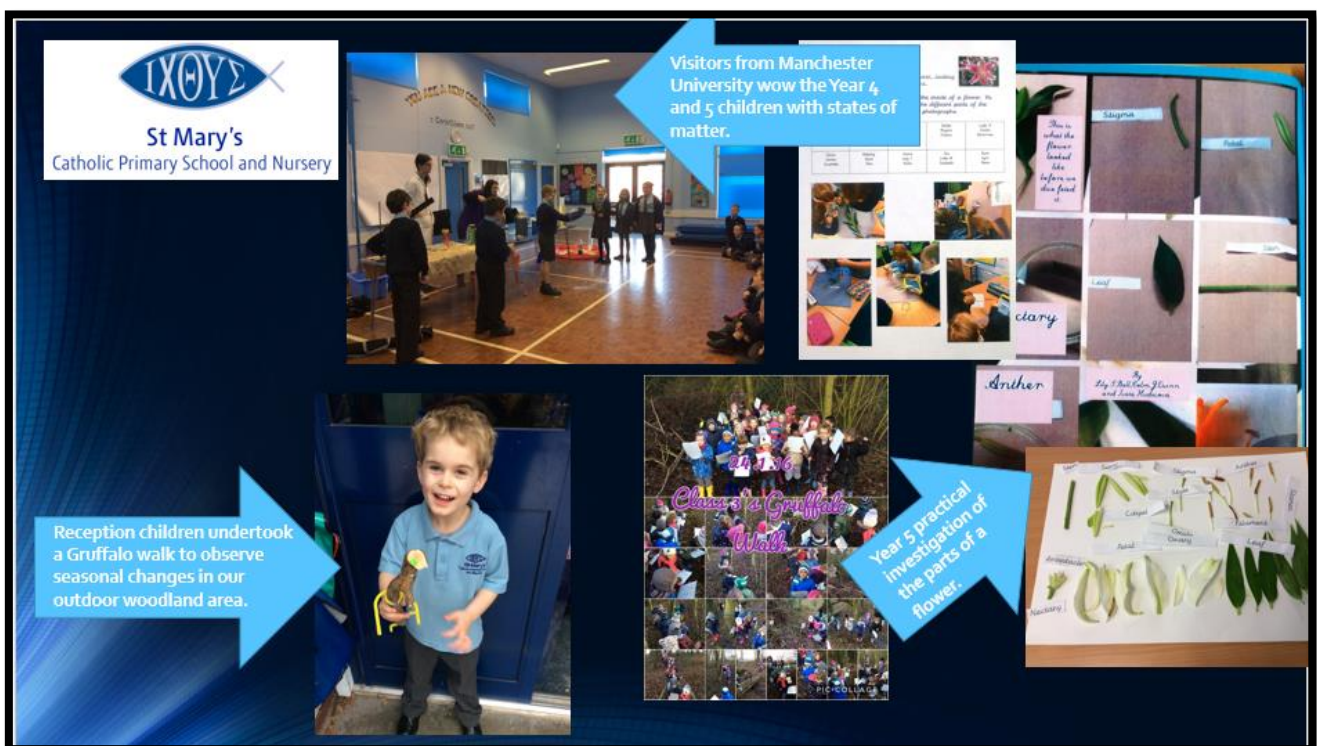
The science curriculum at St Mary's is based upon the 2014 Primary National Curriculum in England, which provides a broad framework and outlines the knowledge and skills taught in each Key Stage. Teachers plan lessons for their class using our online tracking system, Classroom Monitor, which ensures knowledge and skills are progressively taught across the school. Teachers use this document to plan their science lessons to ensure that they align to their class's interests and what they want and need to learn. Teachers have also been provided with a Progressive document that ensures the curriculum is covered and the skills/knowledge taught build up sequentially from year group to year group. Teachers plan lessons for their class using our progression of knowledge and skills document, which incorporates Working Scientifically.



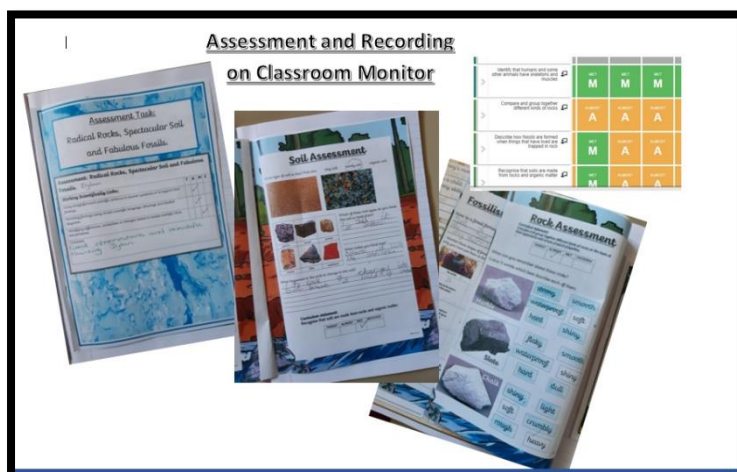
Teaching key subject specific vocabulary is also a key part out science curriculum. The vocabulary children will need for that unit are identified on the school's progression document and this builds upon the vocabulary they have learnt in earlier years. The key vocabulary will be identified and highlighted

Science provides excellent opportunities to enhance the learning of more-able pupils through planning lines of enquiry, asking opened ended problems, analysing results and drawing conclusions based on scientific findings.

At St Mary's, we provide a variety of opportunities for science learning inside and outside the classroom. Learning outside of the classroom, is an essential part to learning science. It is essential pupils observe and immerse themselves in their local environment to apply their learning practically to real-life situations.



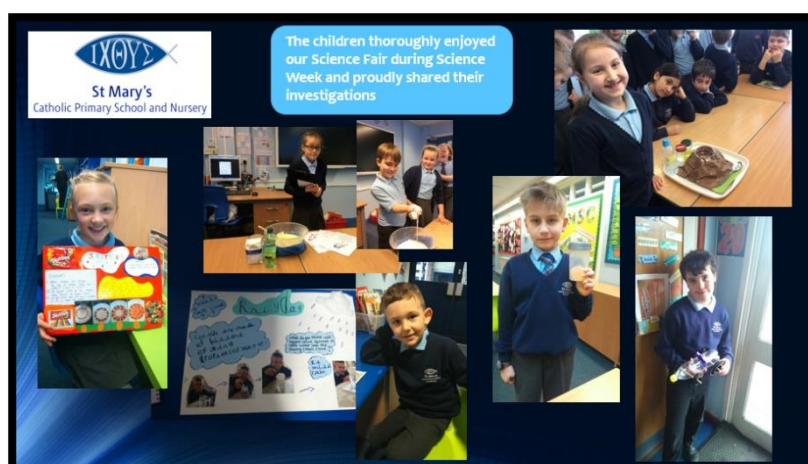
ASSESSMENT



Science assessment is based on teacher's assessment. This is then reported on the school's tracking system, Classroom Monitor and the percentage of children working at, above and below the expected standard are identified. At the end of Key Stage 1 and Key Stage 2 the results are submitted. At the end of a unit, teachers will identify if a pupil is working at the expected standard for that objective. This is shared with the

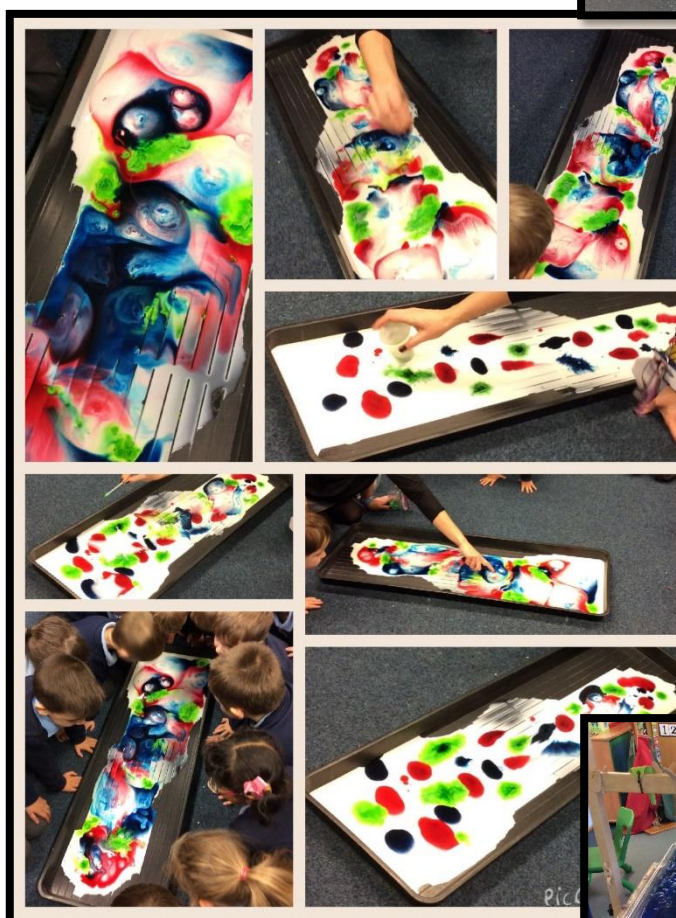
next class teacher as a record of the pupil's progress throughout the year.

We also believe it is important that parents are involved in their children's science learning in an ever-evolving world. We have set engaging practical activities or science challenges for the children to complete with their parents. This encourages them to ask questions about the world and demonstrates how they can think scientifically and investigate using simple everyday objects. This encourages families to engage with scientific activities themselves at home.



EYFS

The EYFS framework is structured differently to the National Curriculum as it is organised across seven areas of learning rather than subject areas. Children will learn through first-hand experiences to explore, observe, problem solve, predict, think critically, make decisions and talk about the creatures, people, plants and objects in their natural environment. Children will explore the strand 'Understanding of the World' through different exciting concepts such as walks around the school, school trips, living things. The Early Years Framework is where a child begins to gain a wider experience of the world around them.



INCLUSION

All children receive Quality First Teaching. Any children with identified SEND or in receipt of pupil premium funding may have work additional to and different from their peers in order to access the curriculum dependent upon their needs. In addition, our school offers a vibrant, demanding and varied curriculum, providing all our pupils with a range of opportunities in order for them to reach their full potential, enjoy and achieve regardless of their starting points.

IMPACT



We have been recognised for our achievements in Science teaching at St Mary's by being awarded the Primary Science Quality Mark. This demonstrates that the standard of science teaching and learning and the enrichment opportunities offered to the pupils is very high. Within science, we strive to create a supportive and collaborative ethos for learning by providing opportunities for pupils to question and investigate, to discover answers for themselves and take their learning in a direction they are interested in.

We measure the impact of our curriculum through the following methods:

- Assessing children's understanding of topic linked vocabulary before and after the unit is taught
- Marking of science work in books
- Using dialogic learning tasks to assess children's understanding
- Summative assessment of pupil discussions about their learning.
- Images and videos of the children's practical learning.
- Displays
- Interviewing the pupils about their learning (pupil voice)
- Staff meetings where pupil's books are scrutinised and there is the opportunity for a dialogue between teachers to consider quality, content and consistency
- Formal reporting of standards at the end of each Key Stage
- Annual reporting of standards to parents



St Mary's
Catholic Primary School and Nursery

The children thoroughly enjoy their Science lessons and are excited and engaged by their Science learning.





Science is good because we make experiments and they help us to learn.

Harry year 2



I really love Science because you get to learn about things in the world and that's cool.

Alex year 4



I like Science lessons because I want to know more about the world and how stuff works.

Sam year 5



Science is good because we make experiments and they help us to learn.

Harry year 2




Science is my best subject because we get to work in groups and find things out for ourselves.

Eden year 3

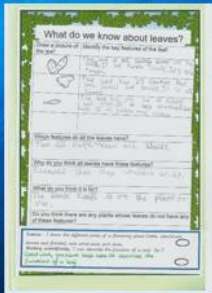


The science subject leader will continually monitor the impact science teaching is having on the pupil's learning through scrutinised books, to ensure the progress of knowledge and skills is being taught. They will also ensure the knowledge taught is retained by the pupils, continually revisited and that the learners are able to apply the skills they have been taught to a variety of different contexts, demonstrating independence with their learning.



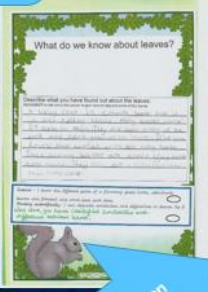
St Mary's
Catholic Primary School and Nursery

Specific evidence of the direct impact of Science co-ordinator's intervention and CPD through book and planning scrutiny and introduction of new Science scheme.




Summary of Strengths	<ul style="list-style-type: none"> Topic overviews are included on the inside front covers of the books. Marking includes an extension question which is responded to by the children. Excellent use of scientific language in children's work. Evidence of practical work reflecting the working science learning outcomes. Presentation in books is neat, well organised and creative. Varied activities are included.
Summary of Limitations	<ul style="list-style-type: none"> Only slight differentiation evident needs to be more explicit between B and C groups. Working scientifically links should be included in all marking boxes. Making use of Snap Science will help with both of the above points.


Recommendations from a recent book scan in Year 3.




Lead to much more practical lessons which are engaging the children



Use of the new scheme means explicit differentiation and access to curriculum for all children.





Continuing Professional development

CPD for staff is always ongoing through staff meetings or Team meetings delivered by members of the Science Team or Senior Leadership Team. All staff are regularly updated with any changes.

St Mary's Catholic Primary School and Nursery

CPD
WATCH THIS SPACE
As soon as I know about the CPD available this year I will let you all know.

Science CPD
Mary Bevington
Tue 17/01, 14:47
Angela Noyce, Gill Ayre, Betty Mayers, Isabelle Cooper, Debbie Conley: +18 more
Sent from my iPhone
I have just received an update on **Science CPD** opportunities. <https://www.kcl.ac.uk/sci/sci/keelecpdprogrammes/>
Keele **Science** Learning Centre / Keele **CPD** Programmes: Below you'll find our upcoming course programme. We offer a quality-assured and innovative **science CPD**...
Let me know if anything is of interest and I will see what I can do.
Mary

School Photographs Y&C		
October	3rd	Performance Appraisals begin this week (Target setting)
	3rd	SLT Focus: EAL
	5th	Pupil Premium provision review
	5th	Team Meeting: Phonics Focus + Review provision for spelling and phonics
	6th	Newsletter articles deadline
	10th	Newsletter
	10th	Formal Writing Observations – please book in time with CW until 21st
	10th	SLT Focus: Pupil Premium- pupil voice
	12th	Science staff meeting – book feedback from scrutiny earlier in term
	17th	Formal Observations continue this week

The Subject leader has held two staff meetings throughout the year to update staff on any curriculum changes and to provide new and exciting ideas for the teaching and assessment of science using the new scheme of work.

Ad-hoc staff CPD is provided by the Science co-ordinator as and when needed in order to ensure that all staff are confident in the expectations of science teaching across

Staff are given the opportunity to attend CPD sessions for science and are advised of these via email.

Mary Bevington
Mon 05/02, 21:37
Hi ladies,
I am aware that you were not here when the Snap **Science** scheme was introduced. I am going to trigger an email for you to change your password access to the site, if we could get together at Wednesday lunchtime (12.30) I can show you the site and explain how to use it. It will make you life a lot easier when planning **Science** I promise 😊
Thank you.
Mary.

Rachel Bond
Tue 07/02, 07:55
Mary Bevington
Index
Thanks Mary!
I've reset my password all good to go!...hopefully 😊
A **meeting** at Wednesday lunch sounds great thank you! Where would you like to meet? Resource room?
Thanks for all your help Mary, let me know if I need to bring anything with you on Wednesday.
Rachael x



St Mary's
Catholic Primary School and Nursery

WRITING SUBJECT STATEMENT

CURRICULUM AIMS

At St Mary's we shape our curriculum so that all pupils are provided with high quality teaching and learning, with Jesus Christ at the centre of all we do. We aim to teach pupils how to grow into positive, responsible citizens, who can work and co-operate with others while developing the knowledge and skills to achieve their true potential.

"The Christian life is a call to a deeper communion with God and with one another, and this finds particular expression in our schools, which are rightly recognised as being families themselves, where no one is a stranger and where everyone, whatever his or her background or academic ability, is welcomed, treasured, supported and helped to become the person whom God calls them to be."

Bishop Malcolm MacMahon.

We aim to provide a Catholic Christian education based on the life and teaching of Jesus Christ, in which the values of the Gospel underpin all aspects of school life;

To provide a friendly, nurturing environment in which the dignity of each person as a child of God is recognised and developed; and to promote the full potential of each child through a curriculum which develops spiritual, academic, creative, social and emotional growth;

To provide a curriculum which is enriching and challenging, where pupils experience the opportunity to learn in a wide range of contexts.

INTENT



At St Mary's we believe that English skills are vital to the education of pupils, so they are prepared for their future life.



A broad and balanced English programme using objectives from the National Curriculum 2014, determines the skills that each year group and Key Stage must cover alongside a range of genres which are studied and promoted. A variety of resources are used to promote a reading and writing culture. Children are given a range of

writing opportunities including the use of paired, group and independent writing tasks. A culture of learning from each other is promoted through use of co-operative learning structures. This is developed across both key stages, so that the children learn to respond appropriately and supportively to each other regardless of gender, age, cultural or ethnic background.

The aims of teaching writing in our school are to develop pupils who:

- show high levels of achievement and exhibit very positive attitudes towards writing.
- use and understand language as speakers, readers and writers.
- are competent, confident and independent in the use of language in their writing.
- have an awareness of different audiences and purposes for writing.
- apply their grammatical knowledge in their writing as stated in the POS 2
- apply their phonetical and spelling knowledge in their writing as stated in the POS 1
- apply the English language in all areas of the curriculum.



EYFS

Writing in EYFS is a Specific area of the curriculum and is closely linked to firm foundations in the Prime areas of Physical Development (Gross and Fine motor) and Communication and Language (Speaking, Listening and Understanding). Children in EYFS will be given the opportunity to run, climb, balance, throw, push, pick, pull and swing their arms to develop gross motor skills. Equally good hand eye coordination is needed to develop precise fine motor skills and children will be given the opportunities to strengthen their hands and fingers so they can grip a pencil.

Mark making is an essential component to early writing and is highly valued at St. Mary's. Through talk and high quality



interactions with adults, children learn that early mark making enables them to learn that marks convey meanings and messages and it is another form of communication. It teaches them how to find a developmental appropriate pencil grip and about the control and level of pressure needed to leave a mark on an object.



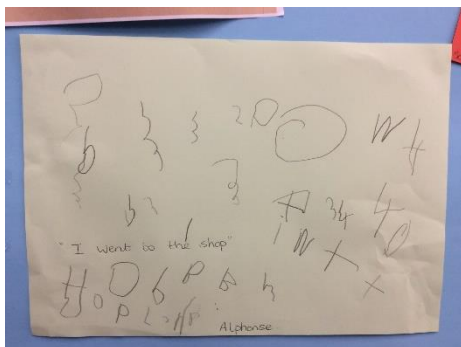
Opportunities for storytelling and the broadening of rich vocabulary are a key feature of our EYFS provision. Sharing good quality texts, encouraging roleplay, engaging in conversations, acting out helicopter stories and talk for writing help children develop oracy, which in turn give children the motivation and imagination to write.

IMPLEMENTATION

St Mary's provides daily English lessons that are progressive and support skill development. The Early Years Foundation Stage Curriculum is followed to ensure continuity and progression from entering Nursery, moving on to Reception Class and then through to the National Curriculum in KS1 & KS2.

The Early Years Foundation Stage Curriculum is divided into prime and specific areas of learning and development. 'Communication & Language' is one of 3 prime areas that are fundamental to supporting their language development. 'Communication & Language' is made up of the following aspects: listening and attention, understanding and speaking. 'Literacy' is one of 4 specific areas which include the development of essential skills and knowledge and is made up of the 2 aspects: reading and writing.

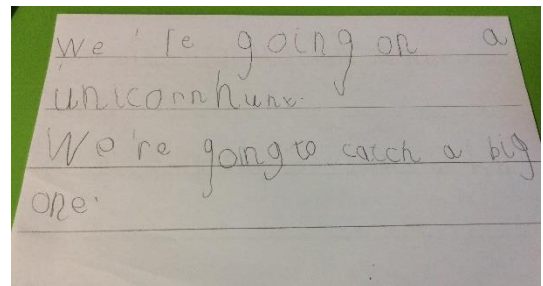
Provision for writing is based on an individual's developmental stage. In Nursery and Reception you will see a variety of activities that develop these key early writing skills: waving ribbon sticks in the air, lifting and manipulating heavy objects, painting with large brushes and rollers, moving to music, moving large wheeled toys, climbing over, under, through equipment, sand and water play, brushing up leaves, digging with spades, dough disco, picking up objects with tweezers, spraying water bottles, threading activities, building with small Lego pieces, painting with fine brushes, using chalk, pens and pencils, fastening buttons and zips. The list is endless!



Early mark making is a feature of both our indoor and outdoor continuous provision. Children are given opportunities to use a whole range of writing tools and equipment on a small and large scale. Large flat cardboard boxes allow writers to make marks when laid out on the floor, chalkboards are available for children to write names on, draw pictures or record the scores from football games, chunky chalk allows children to draw rainbows, family members and friends' names on the tarmac, mini paper

books are a perfect way to create first picture books and tuff spots are full of sand, glitter and shaving foam to allow children to make patterns and learn letter and number shapes.

Once children are developmentally ready to form recognisable letter shapes they will learn how to combine this physical skill with their phonic knowledge and understanding of spoken language to write initial sounds, cvc words, names, labels, short captions and sentences as developmentally appropriate.



Our EYFS learning environments are rich with vocabulary. Children are continuously encouraged to talk about their learning, express their ideas, thoughts and feelings. They are supported in their role play to express themselves orally and to make marks or write applying their phonic skills and knowledge.

Vocabulary mats are given to children to use at home and at school as a learning aid to new theme-based vocabulary. Wherever possible, when introducing new words, staff will use concrete examples- these may be in the form of 'real' objects found within the environment or images in books or from computers. Time is taken to talk about new words when sharing stories or introducing them in conversations. New vocabulary is displayed in the indoor and outdoor environments so children not only get used to saying these words but also recognising them and using them in their writing.



PHONICS AND SPELLING

St Mary's follows the 'Letters and Sounds' programme for teaching phonics. Phonics is taught in discrete daily lessons and is continually reinforced in English and Guided reading sessions. Phonics activities are practical, engaging and varied to ensure all learners are engaged and making progress.

At the end of Reception, children achieving Early Learning Goal in writing will 'write some irregular common words. Some words are spelt correctly and others are phonetically plausible'.

Year 1 is a foundation year for spelling, with children being taught important spelling patterns and exception words as well as how split digraphs work. They will learn both digraphs (sounds made by two letters, such as 'ee' or 'ir') and trigraphs (sounds made by three letters, such as 'igh' and 'tch'). They will look at how the same sounds can be made by different groups of letters, for example: oy and oi (as in 'toy' and 'coin')

Children will also be taught 'common exception words'. These are words commonly found in the English language, but which do not follow the phonic rules that have been taught so far. Examples of these in Year 1 are: 'were', 'once', 'school', 'house'.

In Year 2 a more formal spelling programme is introduced. Children continue to develop their phonological awareness, as well as taking a more in-depth look at rules and patterns within different words.

In Years 3 -6 children follow the Twinkl Spelling Scheme. Discrete spelling lessons are planned including weekly spelling activities and tests where appropriate.



At St Mary's we base our teaching of writing on Pie Corbett's Talk for Writing approach. The aim of the approach is to develop imaginative effective and creative writers. It enables our children to imitate the language they need for a specific genre orally, before reading and analysing it and then writing their own versions. The Talk for Writing approach also enables children to read and write independently for a variety of audiences and purposes within different

subjects. At St Mary's we developed a plan of genres and skills from reception to Year 6, to ensure coverage and progression.

The talk for Writing approach is structured so that the children develop language skills through the stages of **imitation**, **innovation** to then **independent application**, and can be adapted to suit the needs of learners of any stage. In Key Stage 2 our teaching is focused by an initial assessment of our chosen genre, with a **cold** or **have a go task**. Assessment of this piece of writing helps the teacher to work out what teaching is needed for the whole class and different groups and then adapt the plan and model text accordingly.

The imitation stage

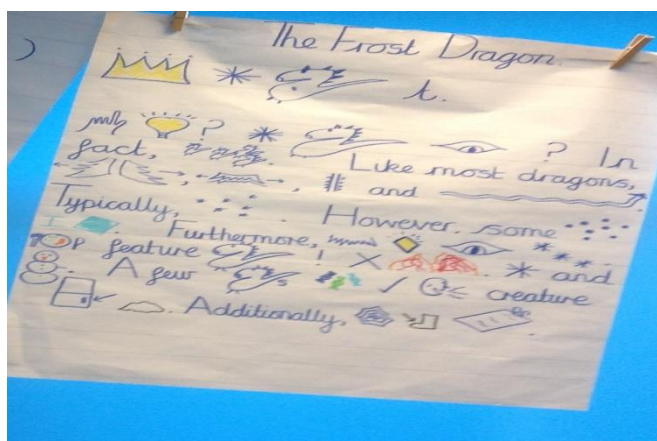


The teaching begins with a creative 'hook' which engages the pupils, with a sense of enjoyment, audience and purpose. The model text is pitched well above the pupils' level and has built into it the underlying, transferable structures and language patterns that students will need when they are

writing. This is learned using a 'text map' and actions to strengthen memory and help students internalise the text. Activities such as drama are used to deepen understanding of the text.



Once the children can recall the model text, they can then read the text and other examples for vocabulary and comprehension. Following on from this, the text can then be analysed for language features and structure, boxing up the text and creating toolkits to secure learning. At this stage short burst writes are used to apply and consolidate the language and grammatical features and the focuses being taught, for example description and persuasion.

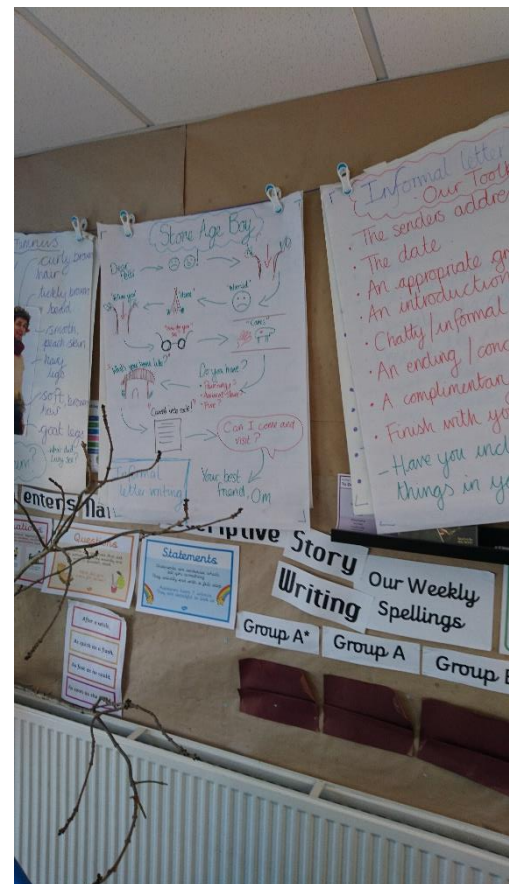
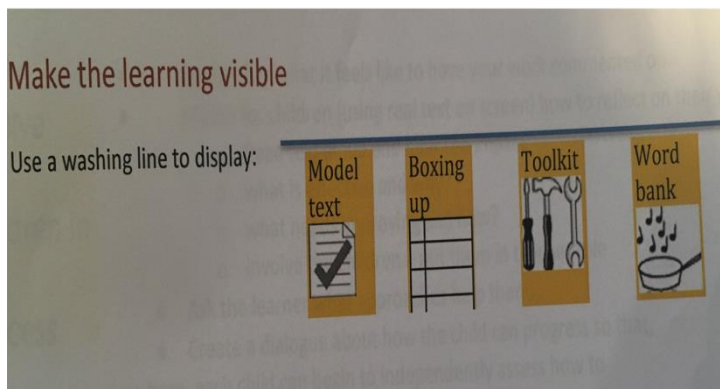


The working wall, which is created throughout this process, becomes an important tool for the children to draw upon for their own writing.



Scaffolds used to support writing

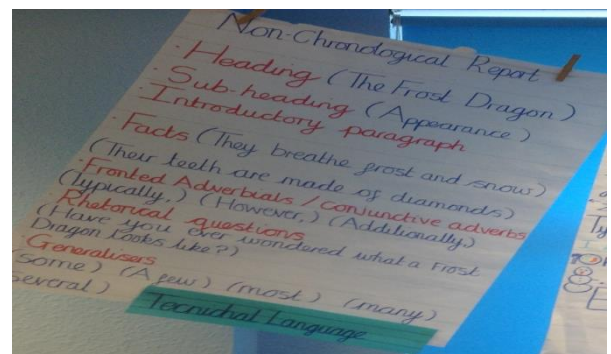
Working Wall



The innovation stage

Once the children are familiar with the model text, then the teacher leads them into creating their own versions. With younger children, this is based on changing the basic map and retelling new versions. Older children use boxed-up planners and the teacher demonstrates how to create simple plans and orally develop ideas prior to writing. Ideas may need to be generated and organised or information researched.

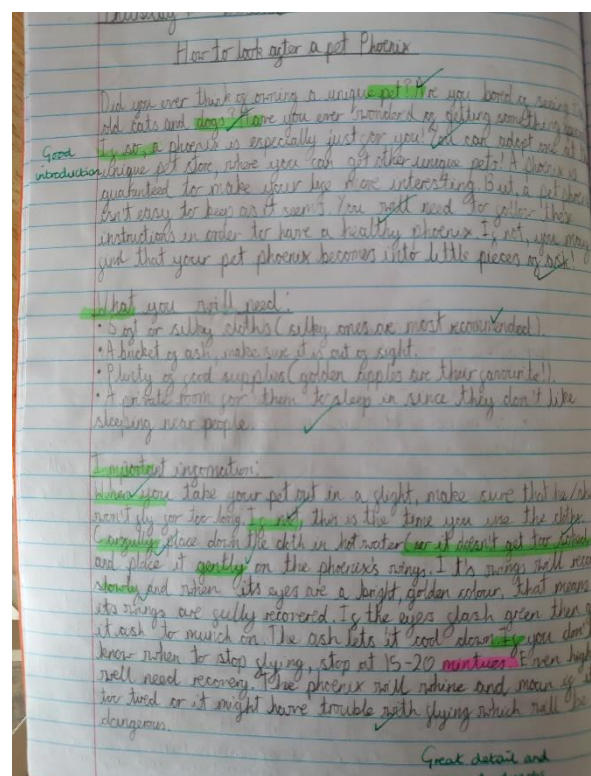
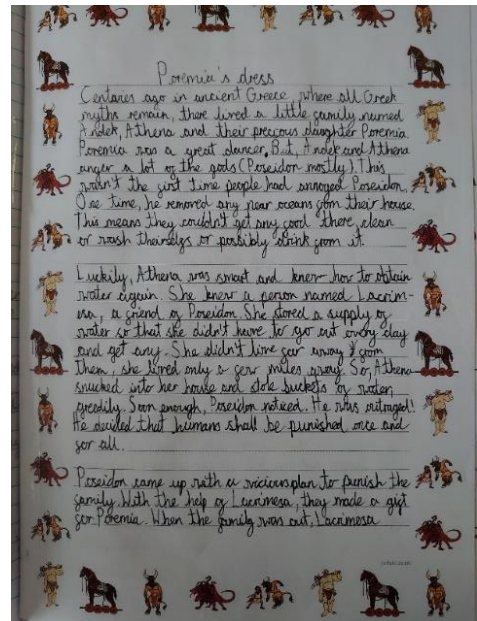
Shared and guided writing is then used to develop writing over several days, so that students are writing texts bit by bit, concentrating on bringing all the elements together, writing effectively and accurately. Feedback is given during the lessons, as well as using some form of visualiser, so that children can be taught how to improve their writing, make it more accurate, until they can increasingly edit in pairs or on their own.

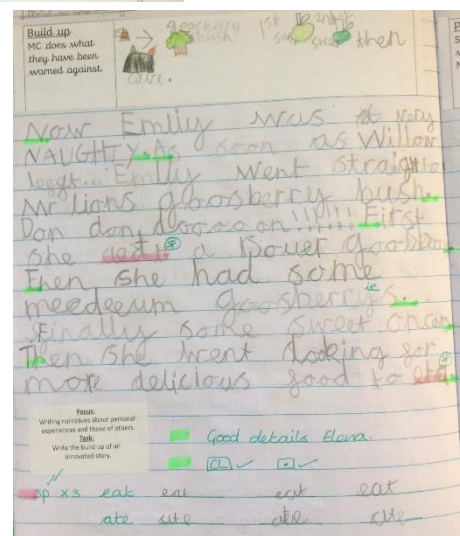
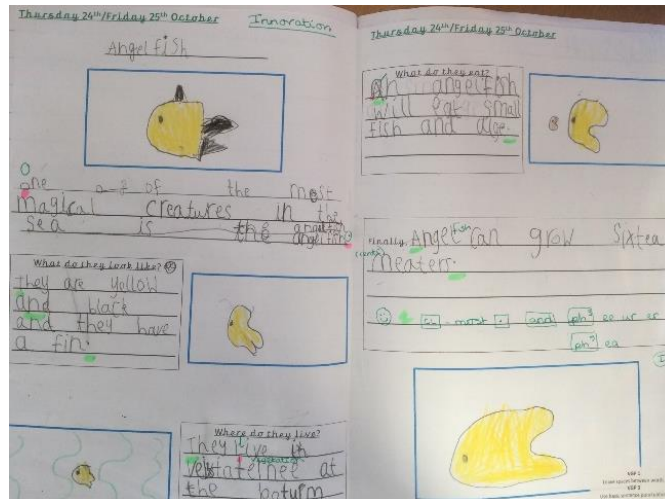


Invention Stage-Independent application – the hot task

Eventually, the children in Key Stage 2 move on to the third phase, which is when they apply independently what has been taught and practised. The children are guided through planning, drafting and revising their work independently. At this point we try to provide a rich starting point, so that their writing is purposeful. Writing may be completed over several days and there may be time for several independent pieces to be written. With non-fiction, children should use what they have been taught across the curriculum or use fantasy themes. The final piece is used as the 'hot' task, which clearly shows progress across the unit.

Final Independent piece of writing -The hot task





Handwriting

At St Mary's, joined up handwriting is taught with a sequential and progressive approach. Handwriting sessions are taught regularly to the children and follow a continuous cursive programme, as provided by the Twinkl handwriting scheme. Children are introduced to pre-cursive letter formation in EYFS. Then, in Year 1 they begin to develop a continuous cursive style. Teachers and support staff are expected to model the handwriting style. The children practise their handwriting within weekly spelling sessions and have separate handwriting booklets. They are expected to apply this continuous cursive script into their daily writing, and as they move through Key stage 2, with increasing legibility, fluency and speed.

INCLUSION

All children receive Quality First Teaching. Any children with identified SEND or in receipt of pupil premium funding may have work additional to and different from their peers in order to access the curriculum dependent upon their needs. In addition, our school offers a vibrant, demanding and varied curriculum, providing all our pupils with a range of opportunities in order for them to reach their full potential, enjoy and achieve regardless of their starting points.

IMPACT

EYFS Impact

Our EYFS curriculum provides a sustained high quality, well planned and progressive curriculum for the unique child.

We ensure our staff have good knowledge of child development to ensure this is tracked clearly and everyone has a good understanding of the progress and attainment of our youngest learners.

Throughout the EYFS staff regularly review pupil progress through pupil progress meetings, internal staff meetings and moderation of children's profiles (both in school, across schools and within Cheshire East). This ensures that all judgments of attainment are accurate and clear.

All children's progress is tracked and attainment is closely monitored. By the end of the EYFS phase (end of Reception), all children will have had a completed Early Years Foundation Stage Profile (EYFSP) outlining their attainment across the phase, in line with the statutory guidelines. From this it is judged whether children are achieving at age related expectations and have achieved a 'good level of development' (GLD).



Assessment

Within the Talk for Writing approach formative assessment is used to focus teaching and learning. Formative assessment at St Mary's combines quality teaching with high expectations, it enables the teacher to know what the children can do and to use that to establish what you need to teach next.

The **cold task** is the first formative assessment in a unit of work in Key Stage 2. This assessment supports the planning for the unit, it assists the teacher in focussing on what the class needs to be successful, as a whole, a group or as individuals. Those identified targets are then focused on throughout the unit and can be assessed at the end of the unit, in the **hot task**. Throughout the unit, in short burst writes and other tasks, formative assessment is used to drive teaching and learning and address any weaknesses. The final **hot task** assessment should inform future planning with common weaknesses identified. Teachers can then compare the **cold** and **hot tasks** to assess progress and achievement.

In Key Stage 1 children do not complete a cold and hot task. The children are given opportunities to write both independently and in guided groups throughout each unit. Their

short burst writing and innovations are used to help inform teacher assessment and the next steps needed.

Writing judgements are formally made onto the Classroom Monitor tracking system at the end of each term. Analysis of the data impacts upon teachers planning so pupils' needs can be addressed. Moderation of teacher assessment is also completed termly in order to ensure that judgements are accurate. Children are formally checked using Classroom Monitor to ensure that they are making at least expected progress if not more. This information is in turn monitored by subject leads and SLT. Children who are not on track are identified for intervention/target teaching.

At the end of KS1 and KS2 teachers use the Teacher Assessment Framework to report Teacher assessment.

Leadership and Management

The subject leads role is to empower colleagues to teach Writing to a high standard and support staff in the following ways:

- By keeping up to date on current issues; disseminating relevant information and providing training for staff members (either directly or through other professionals)
- Leading by example by modelling lessons or styles of teaching
- Having a knowledge of the quality of writing provision across the school and using this to provide a coaching and mentoring role
- Identifying and acting on development needs of staff members
- Monitoring expectations, provision and attainment across the school and providing feedback to develop practice further in order to raise standards

