



# St Agnes C of E Primary School

## Our Curriculum Offer

'Learning together in God's Love'



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## Our Vision and Mission Statement

*'Learning together in God's Love'*

We are an inclusive Christian family, who **'Learn Together In God's Love'** with mutual respect, tolerance and kindness. ***We treat each other as we would like to be treated (Matthew 7v12)*** this allows us to thrive in our education, friendships and journey through life. We are proud to say we are all equal.

Through the range of experiences we offer to all our pupils we encourage an understanding of the meaning and importance of faith and promote all the Christian Values. We particularly focus on Responsibility, Creativity, Forgiveness, Perseverance, Hope, Thankfulness and Friendship. These Christian values form the basis of our vision and are embedded throughout our school life and underpin all our teaching.

St Agnes is a small school that supports our community by providing an education of the highest quality within the context of Christian belief and practice. We work closely with our families to ensure they are fully supported and cared for

We expect everyone at St Agnes C of E Voluntary Aided Primary School to follow 'The Great Expectations' –

Be Safe

Be in the right place at the right time

Do your best

Handle your emotions

Use appropriate language

Cooperate

Respect everyone and everything

Ask the children about 'The Great Expectations,' they will be happy to tell you them!

## Aims and objectives

We believe that children learn best in different ways. At our school we provide a rich and varied learning environment that allows all children to develop their skills and abilities to their full potential.

Through our curriculum we aim to:

- enable children to become confident, resourceful, enquiring and independent learners;
- foster children's self-esteem and help them build positive relationships with other people;
- develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others;
- show respect for all cultures and, in so doing, to promote positive attitudes towards other people;
- enable children to understand their community and help them feel valued as part of this community;
- help children grow into reliable, independent and positive citizens
- Prepare children for the next phase of their educational journey

## Curriculum statement

### Curriculum intent

Our ambitious curriculum centres around the National Curriculum requirements (2014) together with all the planned activities that we organise in order to promote learning, personal growth and development. We have a highly ambitious, inclusive curriculum for **every** child. We continue to teach using a motivational topic-based curriculum inclusive of enriching and varied activities that the school organises to improve the learning experience of our children. St Agnes' curriculum also includes high expectations and consideration for personal, social, spiritual, moral and cultural learning, as well as dedicated topics relating to British Values. We aim to have a pupil led coherent curriculum linked to the National Curriculum to engage every child to 'want' a wealth of learning that will enable them to be successful. E.g. We are developing our pupil-led individual Research Topic (Reception – Y6) which will give every child the opportunity to research and produce work around a chosen topic, which will be facilitated by our staff.

In the EYFS, the 'Development Matters' statements alongside the Early Years curriculum is followed and implemented for all seven areas of learning. The EYFS curriculum is a topic based curriculum planned around weekly quality texts to enhance the children's experiences of books. By planning both quality teacher lead activities and independent learning opportunities through continuous and enhanced provision children have the best opportunities to achieve the Early Learning Goals (ELGs) by the end of the Foundation Stage.

Our curriculum design enables all children to develop significant knowledge and skills (sticky learning) within each year group and build upon their prior learning to give them a broad and balanced curriculum from EYFS to Year 6.

### Curriculum implementation

#### Why that? Why then?

In order to implement our creative curriculum, we have carefully considered how it is delivered and this is via regular, short, subject-based topics over the 38/39 weeks of the school year. Recent pedagogical research (E.D. Hirsch – *What Every Year ... Child Needs to Know*) driven by the Senior Leadership Team and further research from the class teachers / subject leads has helped us to adapt, refine and improve our teaching and assessment of the significant knowledge (Sticky Learning) in every subject area. In addition to this, key vocabulary has been identified for each year group and topic. Greater focus will be placed on children learning this age-appropriate vocabulary so that the Sticky Learning is embedded and progression can be clearly identified.

Training, inset days and staff meetings over several years have helped us to further improve our curriculum. We have continued to update and adapt our teaching to include all the National Curriculum requirements (2014) for Reading, Writing, Maths and Science. We have fully implemented the Non –Negotiable Curriculum in every class from Year 1 to Year 6. The curriculum statements are tracked into 'Emerging', 'Expected' and 'Exceeding' on our in-house Tracking Grids on a termly basis and this data informs the summative assessments to plan next steps for our children to achieve in preparation for summative assessments in Summer term. Reception will follow the Early Learning Goals from each individual child's starting point (DLP baseline assessment) in Reception against the Development Matters Statement and Early Learning Goals.

Each class follows their long term plans that include all the National Curriculum requirements. The Subject Leader has responsibility to ensure the curriculum design of their subject carefully considers what is taught, what do we want the children to learn, why that and why then? These challenging questions for the subject leaders guarantees appropriate coverage, progression and the acquisition of significant knowledge (Sticky Learning). Subject Leaders use a 'proforma' which clearly sets out the significant learning for each topic/subject area for each year group (Y1-Y6). Furthermore, our curriculum is broad and balanced and carefully considers the attitudes, skills and knowledge that the children will learn. The Subject Leaders continue to concentrate on ensuring that the long, medium and short term plans have the coverage and skills needed over a child's seven years with us and that the assessment procedures are robust, therefore, the impact of our curriculum results in improved attainment and progress where our children are 'Learning for Life' and can retain knowledge and skills long term. Governors meet termly regarding the curriculum and always challenge, question and celebrate where needed.

### **Curriculum impact**

At St Agnes our children have a love of learning! We know the positive impact of our Curriculum via our pupil chats and quality learning throughout school. Our individual progress and attainment data illustrates the positive impact that we desire.

We know that our broad and balanced curriculum helps prepare our children for life beyond the school day, we always consider their next steps in order for them to achieve and become well-rounded citizens.

Our assessment of sticky learning and Non Negotiables is robust and enables the children to know and remember important knowledge and skills and to appreciate the links in learning.

Annual Reception-Y6 long term plans are available on request or via our website.

### **Our Local and Hidden Curriculum**

Our local and hidden curriculum is a valued part of the children's learning, to complement and enhance our curriculum package. The examples below reflect the individual nature of our school and community. It recognises our local history, economy and employment and we constantly consider the curriculum in its widest sense. The delivery of the below takes place in and between lessons, in subjects and in extra-curricular activities. This develops pupil's skills in a range of areas such as: business, arts, sport, local history, development of personal characteristics. Our school ethos is to ensure that we are not solely concerned with the pursuit of academic outcomes as the informal curriculum carries as much importance for our children. We appreciate the value of learning taking place in the space between lessons and in our wider school environment (Aim 5 and 6 on SDP).

Commando Joe Secret Missions  
St Agnes History wall  
Local MP Visits and visits to Council Chambers  
Oldham Pledge Characteristics  
Mini Business Challenge  
Y6 Business Challenge  
Y5 Careers fair  
Young Leaders  
Peer mentors and Yr 5 buddies  
Individual Research Topic  
Extra Curricular clubs – Lunchtime and after school  
KLASS Before and After school care  
STARS events  
School Council  
Eco group  
Ethos group

### **Effective learning**

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them.

We offer opportunities for children to learn in different ways. These include:

- investigation and problem solving
- research and finding out
- group work
- pair work
- research
- independent work
- whole-class work
- asking and answering questions
- use of the computer
- fieldwork and visits to places of educational interest
- creative activities
- watching television and responding to musical or tape-recorded material
- debates, role-plays and oral presentations
- designing and making things
- participation in athletic or physical activity
- continuous provision in EYFS and KS1
- Practical activities
- Role play and real life experiences

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn. We also aim to enable the children to be part of the curriculum and give the children the opportunity to develop their knowledge and skills through research based topics.

### **Effective teaching**

When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. In Year 1 to 6 we use a two year cycle plan to guide our teaching. This sets out details what is to be taught to each class. In EYFS we follow a yearly cycle basing our curriculum around the Early Learning Goals.

We base our teaching on our knowledge of the children's level of attainment. Our prime focus is to develop further the knowledge and skills of the children. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children with special educational needs we give due regard to information and targets contained in the children's Person Centred Review. We have high expectations of all children, and we believe that their work here at St Agnes School is of the highest possible standard.

We set academic targets for the children in each academic year and we share these targets with children and their parents through their learning, topic books, parents meetings and annual reports.

We plan our lessons with clear learning objectives. We take these objectives from the National Curriculum. Our plans contain information about the tasks to be set, the resources needed, and the way we assess the children's work. We evaluate lessons when necessary so that we can modify and improve our teaching in the future.

All staff make a special effort to establish good working relationships with all children in the class. We treat the children with kindness and respect. We treat them fairly and give them equal opportunity to take part in class activities.

All our staff follow the school policy with regard to discipline and classroom management. We set and agree with children the class code of conduct and the Great Expectations are followed by staff and pupils. We expect all children to comply with these rules that we jointly devise to promote the best learning opportunities for all. We praise

children for their efforts and, by so doing, we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When children misbehave we follow the guidelines for sanctions as outlined in our school behaviour policy.

We ensure that all tasks and activities that the children do are safe. When we plan to take children out of school, we first inform parents and obtain their permission.

We deploy teaching assistants and other adult helpers as effectively as possible. Sometimes they work with individual children and sometimes they work with small groups. Our adult helpers also assist with the preparation and storage of classroom equipment.

Our classrooms are motivational learning environments. We change displays regularly to ensure that the classroom reflects the learning studied by the children. We ensure that all children have the opportunity to display their best work at some time during the year. All classrooms have a range of dictionaries and fiction and non-fiction books in a reading area, as well as displays relating to literacy and numeracy. We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high-quality work by the children. The children are provided with a language rich environment with reading as a high focus throughout school.

All our teachers value professional development via performance management and training opportunities.

We conduct all our teaching in an atmosphere of trust and respect for all.

#### **How we support Special Educational Needs and Disabilities (SEND) children**

Situations may arise in which individuals need to work at a level above or below that of the rest of their peer group, or may need special assistance to accomplish particular tasks. This will become apparent through teachers' use of an on-going observation and assessment or assessment prior to a child coming to our school. Where children are thought to need additional help, teachers go through a referral procedure consistent with the Code of Practice on the Identification and Assessment of Special Educational Needs. Parents are informed and involved of any decisions made. Children with an Educational Health Care Plans (EHCP) and or Achievement for All (AFA) are supported as instructed by their individual statements. It is for class teachers to decide how to best target their support in liaison with the SENCO.

Our aim for all SEND children is that they are included in the curriculum and taught the year group expectations wherever possible.

For further information about how we teach SEND children at St Agnes Primary school refer to the SEND Offer, SEND Policy and Accessibility policy

## **Marking and Feedback**

In school we will ensure that learners get the maximum benefit from their education through an entitlement to regular feedback from staff to enable them understand their progress and achievement and what they need to do next to improve. The methods used for marking work will to be applied consistently throughout the school, and they will be linked to the policy on assessment, recording, and reporting.

### **Objectives:**

To further the teacher's awareness of the learner's current stage of development, and identify next steps for progress.

To give learners accurate feedback on their progress and achievement.

To promote a positive self-image for learners, in accordance with the school aims and through this encourage them to value and take pride in their work.

To celebrate and reward learners achievement and progress.

To agree and set challenging targets for improvement.

To standardise the marking procedures used throughout the school.

To enable learners to self-evaluate their work and take responsibility.

To provide evidence for assessment, recording, reporting and target setting.

### **Strategies**

Children should be told at the beginning of the activities how the work will be marked and will be given the Learning Objective visually.

Marking reflects the learning objectives or sets targets for development.

Teachers' comments and the marking of work will provide clear and easily understood feedback and encouragement for learners.

**Oral feedback should be used whenever possible and it should be given as the learner is engaged in the learning process rather than later if possible.**

Written comments by teachers should be in 'child speak' language during, (**on the go**) and/or at completion of the task.

All feedback and marking will celebrate and reward success and tell pupils what they need to do next to improve, resulting in clear targets (FIT = Fix It Time) being available for improvement.

There will, whenever possible, be an **opportunity for the child to participate in this process so that there is a shared perspective (FIT built into each school day at least once).**

Learners will be given opportunities to evaluate their own and others work.

There will be consistency of approach through verbal and written marking across the school. All books will be on the school premises throughout the school day and staff are encouraged to 'mark' up to date, daily, throughout each lesson and immediately after school so that each child can access their books as they enter school each morning. Stickers/House points/smiley faces/stars or appropriate drawings/stamps and other tangible rewards should be given to celebrate achievement and progress.

All our children will be aware that the Learning Objective of their learning is highlighted in yellow (Yippee Yellow) then that means ACHIEVED/LIKE THIS!

Green highlighted areas (Growing Green) mean 'Fix It'. The child will then be given an opportunity to correct/alter/develop that highlighted area in their daily FIT (Fix It Time). Reception are the exception to this as they constantly develop and 'fix' learning on the go. Our Reception children are given the opportunity to view and discuss their learning over time in groups, whole class as well as individually.

The child will alter/develop/improve/correct the 'growing green' in green pen.

Additional comments/praise etc from the staff is in green pen.

### **Presentation code:**

To ensure high expectation of the presentation of all work we have a presentation code which all pupils are expected to follow.

Learning Objective and date to be visible for every piece of learning.

To have spaces between words and sit letters on the line.

1 digit to a square for written calculations. Miss a line between written calculations.

Work in pencil for numeracy and write short date using forward slash e.g. 11/5/23.



Use half brackets for numbering/ splitting answers e.g. 1) or a)

In Y6 blue pens will be used for written work regardless of whether a pen licence has been achieved. In Y3-5 pencil will be used until a pen licence has been awarded.

Write long date for literacy work, including the year e.g. Thursday 11th May 2023

Children to amend FIT (Fix It Time) in green pen.

Leave one clear line when starting a new paragraph to make it clear. We do not indent.

Draw one neat line through any mistakes e.g. ~~mista~~.

Use a good quality school (blue ink) pen.

## Marking Codes

### Staff comments in green pen



**Yippee Yellow - Yellow highlight - I like this! Success!**

**Stars in work and/or verbal**



**Children to amend/correct/develop/improve FIT in green pen**



**Your next step (target)**



**Speak to teacher**



**Support given for this work.**

**MRI My Response Is....teacher asking for response from child**

**Positive comments from teachers should support the marking of work to encourage improvement.**

## **Assessment**

### **Summative Assessment**

This is Assessment of Learning. It is used mainly to measure performance and clearly identifies a standard of pupil attainment. It is carried out at the end of a period of learning. Examples:

- End of Topic Sticky learning mats
- Internal tests
- Standardised Assessment Tests (SATS)

### **Formative Assessment**

This is Assessment FOR Learning. It is on-going and provides evidence of and for progression in learning. It supports learning through identifying difficulties, providing feedback and diagnosing future learning priorities. Examples:

- Class learning
- Home work
- Questioning/ Mini plenaries during lessons
- Oral Discussion
- Presentation
- Metacognition recall activities
- Remember, Remember books
- Practical Project
- Marking
- Knowledge and skills tracking
- Non negotiables in books to track Reading, Writing and Maths progress

In Literacy and Maths ongoing pre and post assessment occurs for each unit of work, the children are assessed against the National Curriculum Non Negotiables.

For foundation subjects each topic has 'sticky learning' which consists of 6/9 questions or objectives linked to the National Curriculum. The children are given their sticky learning at the end of each topic to assess the knowledge and skills that they have learnt.

Within school we set targets for progress and achievement for all individual pupils in each academic year these are in the form of the National Curriculum Non-negotiables which can be found at the front of the children's books. When the children have grasped a non-negotiable the objective is ticked off to show they have achieved this and also show progression in the subject.

### **Reporting to parents**

We have a range of strategies that keep parents fully informed of their child's progress in school. We encourage parents to contact the school if they have concerns about any aspect of their child's work.

Each term we offer parents the opportunity to meet their child's teacher. At each meeting we evaluate the children's progress, showing National Curriculum Assessment in Literacy and Numeracy and sticky learning mats for the foundation subjects. These meetings also give parents the chance to look at learning and discuss any concerns. In the Spring term we are trialling the 4 P's (Pupil, parent, progress and plan) in which the children take an active part in the meeting.

During the summer term we give all parents a written report of their child's progress and achievements during the year. In this report we also identify target areas for the next school year. We write individual comments about how a child has progressed and achieved over the past year and give information about progress and achievement for each subject. The written report also enables parental feedback.

In reports for pupils in Year 2 and Year 6 we also provide details of the achievement in the national tests. In the report for Year 1 we provide the details of the Phonics Screening check that the children take in the Summer Term of Year 1. We offer parents of pupils in Reception the opportunity to discuss the results of the Foundation Stage Profile with their child's teacher.

Each of our teachers gives parents a half-termly Curriculum Information Sheet that identifies the main areas of study for that particular class. This update offers parents an opportunity to support any elements of the work during the coming half term.

### **Consistency**

All subject leaders undertake book enquiries and conduct pupil chats within their subject area. English and Maths subject leaders use the national exemplification materials to make judgements about the standards of the children's work. Other subject leaders check assessment via Sticky Learning. All our teachers discuss these criteria, so that they have a common understanding of the expectations in each subject. By doing this we ensure that we make consistent judgements about standards in the school.

Our subject leaders also attend DLP network meetings and moderation to discuss children's work to ensure that the children are working at the correct National Standards.

## Home Learning

We feel that at St Agnes School home learning should develop the whole child.

Home learning does not always need to be work sheet based as 'work at home' can come in many guises.

Our home learning is broad and balanced and parent/community partnership will help to develop skills and interests.

We provide each child with a HALF TERMLY home learning grid. All nine areas should be fulfilled each week of the year with children completing at **least one activity per area per week and all activities should be completed by the end of the half term. However we also expect children to read, practice spellings and times tables DAILY. Teachers may also send home additional work weekly to compliment the home learning grid.**

Parents and children should tick off/highlight what you have done and have it signed weekly by a parent/adult.

The home learning grid will be changed half termly. Enjoy your home learning and thank you parents for your support. Please see the attached grid as an example of home learning.

This Home learning grid is 'The Homework' and it is vitally important to ensure that each child is a well-rounded, independent and individual learner. However, there may be other more formal homework too.

## Year 5 Home Learning Grid

<p><b><u>PHYSICAL ACTIVITY</u></b></p> <ul style="list-style-type: none"> <li>• Go swimming</li> <li>• Play in the park</li> <li>• Join and train at a sports club</li> <li>• Bike ride</li> <li>• Training for fitness</li> <li>• Play football or any other sport</li> <li>• Dance classes</li> <li>• Horse riding, dog walking etc.</li> <li>• Attend an after school physical activity club</li> <li>• Other: _____</li> </ul>	<p><b><u>READING / LITERACY</u></b></p> <ul style="list-style-type: none"> <li>• Read your school book- <b>write in planner</b></li> <li>• Daily read a book from home/library</li> <li>• Read magazines and newspapers/comics</li> <li>• Learn your spellings – use the words in context/definitions – (Wednesday test).</li> <li>• Write a short piece of writing related to our topic.</li> <li>• Read aloud to family/friends to improve fluency- <b>get them to ask you questions.</b></li> </ul>	<p><b><u>MATHS WORK</u></b></p> <ul style="list-style-type: none"> <li>• Revise standard methods for addition and subtraction.</li> <li>• Revise standard methods for multiplication and division.</li> <li>• Learn and practise your times tables up to x12; randomly and out of order too- use TT Rockstars.</li> <li>• Work on Numeracy targets Non Negotiables (NNs)- follow the teaching and learning newsletter to what we have been learning.</li> </ul>
<p><b><u>REFLECTION AND RELAXATION</u></b></p> <ul style="list-style-type: none"> <li>• Have quiet time on your own to reflect</li> <li>• Say your prayers</li> <li>• Spiritual time</li> <li>• Think about your personal target and how to achieve it</li> <li>• Think about our current Value – <b>Wisdom</b></li> </ul>	<p><b><u>TEACH YOUR PARENTS...</u></b></p> <ul style="list-style-type: none"> <li>• Something you have been learning about this week- <b>Talk about it</b></li> <li>• Talk about your school day, what have you enjoyed?</li> <li>• Discuss our topic, can you create something with your parents to bring into school as evidence of this?</li> </ul>	<p><b><u>HOUSEWORK</u></b></p> <ul style="list-style-type: none"> <li>• Keep your bedroom clean and tidy</li> <li>• Help with the dishes</li> <li>• Help with tea and/or lay/clear the table</li> <li>• Do a couple of household chores</li> <li>• Empty the bins/put out the recycling bins for collection</li> <li>• Pack your book bag for the next day.</li> </ul>
<p><b><u>MUSIC AND ARTS</u></b></p> <ul style="list-style-type: none"> <li>• Play/practise an instrument</li> <li>• Draw or paint</li> <li>• Drama/dance</li> <li>• Visit a gallery/museum</li> <li>• Practise a language</li> <li>• Listen to music - various genres.</li> </ul>	<p><b><u>LEISURE AND MEDIA</u></b></p> <p>(depends on family rules)</p> <ul style="list-style-type: none"> <li>• Television</li> <li>• Computer for leisure</li> <li>• Listen to music</li> <li>• Visit school website – in particular the Topic areas for Y5 and photo gallery</li> </ul>	<p><b><u>FAMILY TIME</u></b></p> <ul style="list-style-type: none"> <li>• Find time to talk</li> <li>• Time to do things together</li> <li>• Play games/do an activity</li> <li>• Go and visit friends/relatives</li> <li>• Eat meals together</li> <li>• Share news of the day</li> <li>• Talk about newspaper articles/TV news/Newsround</li> </ul>

### **Class Teacher responsibilities for home learning**

- To provide an explanation to children about the tasks and what is expected
- To provide an explanation of home learning tasks and procedure of giving out and handing in home learning to parents. In addition give guidance of how they might assist their child. This may be done by a note with the work, at a parents meeting or at an open evening if possible.
- To ensure that home learning is set consistently across classes in the cohort.
- To set home learning that takes equal and racial opportunities into account.
- To ensure all home learning is purposeful and links directly to the curriculum being taught, linking basic Literacy and Numeracy skills through topic work.
- To set tasks that cater for different learning styles.
- To set tasks that are varied, exciting, challenging and stimulating throughout the whole of the year.
- To reward and praise children who regularly complete home learning tasks.
- To mark home learning when necessary and give feedback to pupils.
- To use Purple Mash to set homework periodically, and to respond when appropriate through this website.

There will be a half termly incentive/treat for children who complete and hand in their home learning on time each week, throughout that term.

### **Parent responsibilities for home learning**

- To support the school by ensuring that their child attempts the home learning.
- To provide a suitable, quiet place for their child to carry out their home learning.
- To encourage and praise their child when they have completed their home learning.
- To become actively involved and support their child with home learning activities.
- To make it clear that they value home learning and they support the school by explaining how it can help learning.
- To ensure their child is safe when using the internet at all times.

## **Subject Leaders**

- Overall subject leader - Miss S Butterworth
- English – Mrs J Crickett
- Mathematics – Mr K Taylor
- Science – Mrs S Ritchie
- Religious Education – Miss S Butterworth
- Physical Education – Miss S Butterworth
- History – Mr K Taylor
- Geography – Mrs C Pook
- Art and Design Technology – Mrs Butterworth
- Music – Mrs C Pook
- Computing – Mr K Taylor
- Modern Foreign Languages – Mrs S Ritchie
- Personal, Social, Health and Relationship Education – Mrs J Crickett

### **Role of the Subject Leader**

St Agnes subject leaders provide professional leadership and management for a subject to secure high quality teaching and learning, effective use of resources and improve standards/achievement for all pupils.

Subject leaders manage the subject all of the time on a monitoring basis. At times the subject will be a high priority due to the part it plays in the School Development plan.

The subject leader will be supported by the Headteacher.

The role of the subject leader is to:

- Support, guide and motivate colleagues
- To advise or find support for teachers on planning, teaching and organisation
- To share good practice
- To monitor and evaluate the quality of teaching and learning
- To ensure the curriculum coverage throughout school
- To identify 'sticky learning'
- Identify '**Sticky Learning**' main objectives for each year group to ensure progression, monitoring and assessment purposes (6 or 9 grid proforma) linked to National Curriculum guidance/statutory requirements.
- To analyse data (assessments, Sticky Learning objectives) to inform areas for improvement.
- To monitor planning.
- To ensure evidence of children's work in their subject, and evaluate standards.
- To ensure that the subject has enough time allocated to it (topic-based curriculum – yellow time).
- To ensure progression in what is taught and learned.
- To provide reports for the governing body on progress and standards in their subject.
- To lead and direct the subject.
- To organise staff training for staff and via staff meetings.
- To attend training courses to keep up to date and feedback to staff.
- To attend network and liaison meetings with other schools.
- To keep abreast of current pedagogy and read widely on your subject to keep the National picture at the forefront to improve learning.
- To work with staff on the development of policy and schemes of work.
- To ensure the equality of opportunity for all children.
- To communicate effectively with staff and parents.
- To identify the needs of their subject and prioritise them in the context of whole school decision making, to ensure a broad and balanced curriculum.
- To produce Action Plans of work across the year and to evaluate their effectiveness at the end of the academic year (3-6 points).
- To ensure compliance with Health & Safety Guidelines.
- To relate policies to the mission statement/aims of the school.
- To contribute to the School Development Plan.
- To manage/provide budget recommendations in their subject area.
- To audit and order and evaluate the use of resources.
- To keep the Headteacher up to date and involved on the status of the subject in school.

### **Role of the Headteacher**

It is the responsibility of the Senior leaders to:

- Support subject leaders to implement the curriculum offer.
- Keep a termly overview on children's' progress using School tracking system
- Set targets for the school to achieve
- Support and challenge class teachers to ensure the curriculum offer is of high quality and fully embedded

## **Role of the Governors**

Our governors challenge, support, monitor and review the school Curriculum offer via active committee involvement. In particular they:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are best used to support successful teaching and learning;
- monitor teaching strategies in the light of health and safety regulations;
- monitor how effective the curriculum is in terms of raising pupil attainment;
- ensure that staff development and performance management policies promote good quality teaching;
- monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. These include reports from subject leaders and the Headteacher report to governors as well as a review of the in-service training sessions attended by our staff.





## Our Early Years Foundation Stage Vision



*'Learning together in God's Love'*

### **Intent**

In EYFS at St Agnes Primary School, the curriculum is designed to recognise children's prior learning from previous settings and their experiences at home, provide first hand learning experiences, whilst allowing the children to build resilience, ambition and integrity. Every child is recognised as a unique individual and we celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. We provide enhancement opportunities to engage learning and believe that our first experiences of school should be happy and positive, enabling us to develop a lifelong love of learning.

Community involvement is an essential part of our curriculum as we celebrate local traditions, learning new skills to enable the children to take an active role in events throughout the year.

Throughout their time in EYFS, the children develop a sense of belonging to our school community, ready to transition to year 1 the following academic year. They have the confidence and skills to make decisions and self-evaluate, make connections and become lifelong learners.

We intend:

- To work in partnership with parents and carers to encourage independent, happy learners who thrive in school and reach their full potential from their various starting points.
- To understand and follow children's interests and provide opportunities throughout our EYFS curriculum to support learning, consolidate and deepen knowledge and ensure children meet their next steps.
- To use both the indoor and outdoor environment to support learning through continuous provision and focused work.
- To prepare children to reach the Early Learning goals at the end of the Foundation Stage and ensure children make at least good progress from their starting points.
- To support transition into KS1.

### **Implementation**

Throughout EYFS at St Agnes, we follow the Early Years Statutory Framework for the Early Years Foundation Stage, updated March 2017, by the DfE. This framework specifies the requirement for learning and development in the Early Years and provides prime and specific areas of learning we must cover in our curriculum.

We have a curriculum that is child-centred and that is based upon wow experiences and topics and books that engage the children. We encourage active learning to ensure the children are motivated and interested. We take time to get to know children's interests and their likes to support learning. All areas of the EYFS curriculum are followed and planned for to ensure there is a broad, balanced and progressive learning environment and curriculum.

The children will learn new skills, acquire new knowledge and demonstrate understanding through the seven areas of the EYFS curriculum:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

These 7 areas are used to plan children's learning and activities. Planning for this curriculum is designed to be flexible so that a child's unique interests are supported. During each week, the children will work with an adult to complete at least one 1:1 reading session, five phonics sessions and a range of child initiated and adult led tasks through both the indoor and outdoor

provision. A vital aspect in the development of essential knowledge and skills is the use of continuous provision. This means that children are using and developing taught skills throughout the year on a daily basis. Continuous provision practise and principles begin in EYFS and support children to develop key life skills such as independence, innovation, creativity, enquiry, analysis and problem solving. During the school day, children will have an opportunity to work independently, work collaboratively with their friends and with members of staff.

Daily guided activities are also planned to cover different areas of the EYFS curriculum and allow children to develop their next steps in learning. Through observation and discussion, areas of need and next steps are identified for all children to ensure good progress is made. There are also a range of stimulating and engaging activities which the children can access independently and a variety of opportunities for child-initiated play. In planning and guiding children's activities we reflect on the different ways that children learn and reflect these in our practise. Staff in the EYFS make regular observations of the children's learning to ensure their next steps are met. These are collected in each child's learning journey. We regularly assess where the children are, using 'Development Matters' and then ensure our planning, adult interaction and learning environment; including continuous provision, support children to reach their next steps. We will include interventions for groups or individuals if and when necessary.

Children in EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside. Our outdoor areas are used all year round and in most weather conditions. We ensure activities support the Characteristics of Effective Learning to ensure learning takes place. These are:

- Playing and Exploring – children investigate and experience things, and have a go;
- Active Learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements;
- Creating and Thinking Critically – children have and develop their own ideas, make links between ideas and develop strategies for doing things.

We have a dedicated time focusing on health and self-care where we explore meditation, yoga and relaxation techniques. We share a range of healthy snacks and learn about the importance of a healthy balanced lifestyle to maintain our own wellbeing. All of children perform in a Nativity, receive certificates in assembly, and participate in trips. They enjoy visits from a variety of people linked to their topics, such as the nurse, farmers, vets. They plant bulbs and seeds, watch them grow and eat their produce such as strawberries.

We keep parents informed and we meet regularly with them to ensure children's transition into school and through the EYFS is happy and allows them to reach their potential with the support needed. This includes transition days, nursery or home visits, parent workshops, reports and parent consultations as well as more frequent informal communication to suit individual families. We also support the transition into Key Stage 1 for both child and parents. We prepare children for Year 1 with visits to their new class, meeting the teacher and ensuring the environments are similar at the end of EYFS and the start of Year 1. Parents have the opportunity to meet with new teacher and visit their child's new learning environment. They also complete 'moving on' activities with their child throughout the summer term. These aim to support the transition for all.

### **Impact**

We strive to ensure that our children's progress across the EYFS curriculum is good from their varied starting points. We also strive for children to reach the Early Learning Goals at the end of Reception and to be at least in line with National Expectations. We have exceeded this in the past few years. Evidence in children's learning journeys support all areas of the EYFS curriculum. The impact of our curriculum is measured by assessment procedures which allow us to measure outcomes against all schools nationally. We measure the percentage of pupils achieving age related expectations throughout the academic year, put supportive interventions in place if and when needed. Class teachers use observations to make formative assessments which inform future planning and ensure that all children build on their current knowledge and skills at a good pace. Summative assessment compares children attainment to age related expectations using month bands in Development Matters. This is to ensure rates of progress are at least good for all children, including vulnerable groups such as those with SEND, disadvantaged or summer born children. Our assessment judgements have been moderated both in school and externally with local schools and the Dovestone Learning Partnership. We also partake in local authority moderation which has validated our school judgements.

The impact of our curriculum will also be measured by how effectively it helps our pupils develop into well rounded individuals who embody our values and carry with them the knowledge, skills and attitudes which will make them lifelong learners and valuable future citizens. We endeavour for pupils to be Key Stage 1 ready and have our school values embedded by the time they leave reception, preparing them for the future.



# Our English Vision

*'Learning together in God's Love'*



## **Intent**

At St Agnes, we aim to offer a lifelong passion for reading, writing, speaking and listening where English is at the helm of our topic-based curriculum. By offering a broad and balanced topic-based curriculum, Speaking, Listening, Reading and Writing are integrated in a creative and inspiring programme, which enables all our children to be submerged in a language rich environment. Our children are encouraged to read a variety of genres; they have access to a range of reading materials in their language rich classrooms where we have created a reading rich environment. Due to the high quality resources on offer and the motivational learning environments, our children will become capable writers by being given exciting, inspiring and original materials linked through a topic-based curriculum that supports their learning but also challenges them. This encouragement will enable them to become confident, capable and enthusiastic writers. They will reflect on their own and others writing through their growing green comments and fix-it time and have an understanding that writing has real purpose through programmes such as IPEELL. They will take responsibility for their own learning including self-monitoring and correcting. We intend that our pupils will be both independent and reflective readers who can read fluently and for meaning. The children will use a variety of reading skills to enable them to access all other areas of learning.

## **Implementation**

Reading is explicitly taught every day throughout school and each group of children have time with the teacher, in a Guided Reading session. Vulnerable groups are highlighted and our high quality teaching assistants and volunteers are used to support these groups further to aid progression and ensure that specific year group skills are secure. In EYFS and KS1 Guided Reading is planned in to the day so that as well as Phonics and 1:1 reading, children are given Guided Reading sessions with the class teacher weekly. We provide appropriate book banded texts and suitable resources to support and enhance lessons. With a structured timetable of learning tasks being rotated throughout the week, children are not only learning comprehension skills but also independence, a love of wider reading and exposure to rich vocabulary, which is an essential element in all sessions for all learners. As we believe consistency and well-taught English is the bedrock of a valuable education, at St Agnes we ensure that the teaching of writing is purposeful, robust and shows clear progression for all children via our topic based curriculum. In line with the national curriculum, we ensure that each year group are taught the explicit grammar, punctuation and spelling objectives required for that age groups through our Non-Negotiables. As well as teaching the objectives, teachers are able to embed the skills throughout the year in cross-curricular writing opportunities and ensure that most children are achieving the objectives at the expected level and that some children can achieve at a greater depth standard by the use of challenging learning objectives and success criteria. In this sense, assessment of writing is also more fluid as teachers can assess against these age-appropriate NNs/learning objectives. All year groups use the same format for assessing writing which have been produced in line with the end of Key Stage assessment frameworks as published by the Department for Education. All children have the opportunity to write using a variety of genres including poetry, narrative, plays as well as non-fiction types; these are carefully planned into topics so that children are able to practise specific skills and to write in a manner that helps them to make connections with their wider learning and which helps to support them in their later lives and further education.

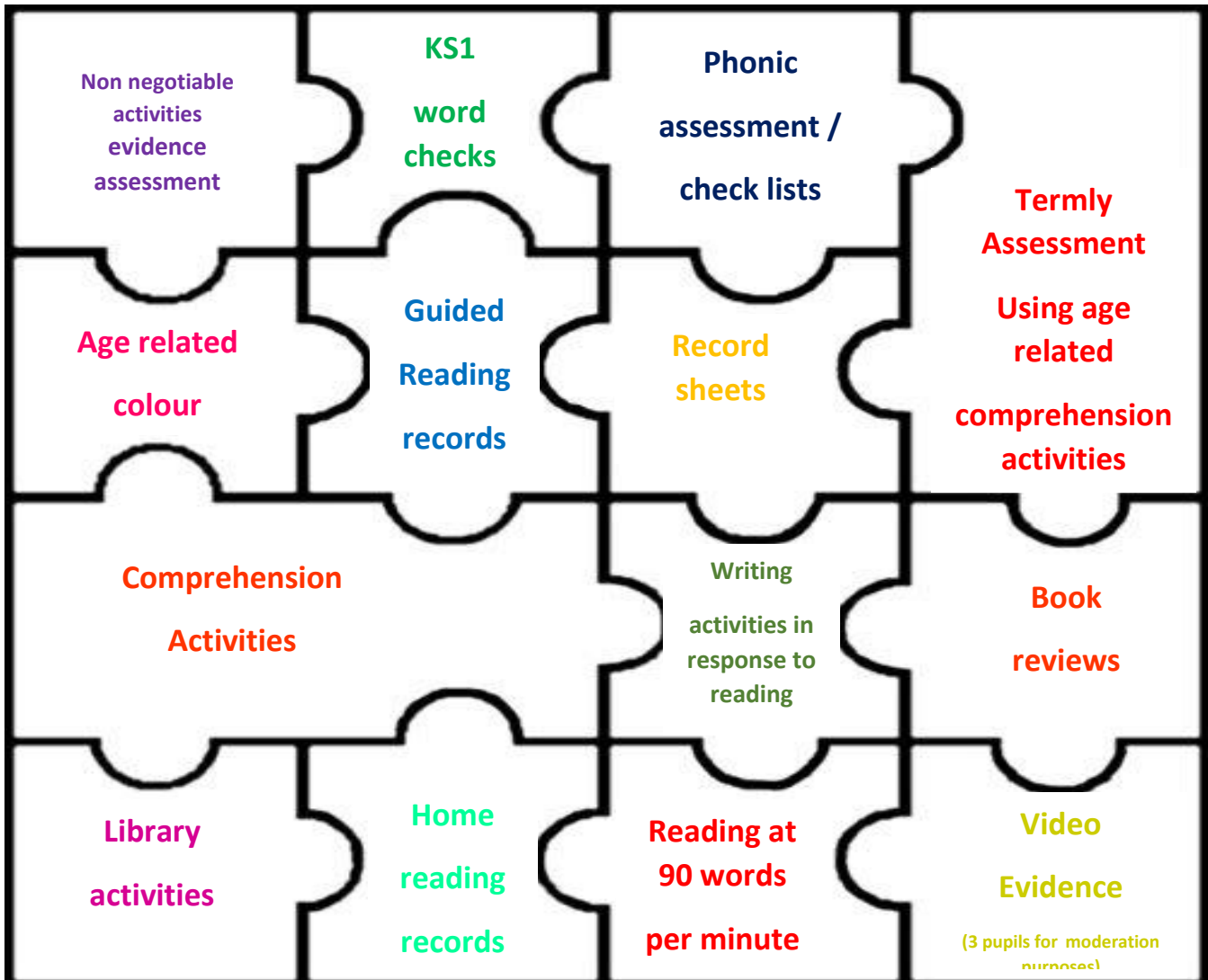
## **Impact**

The impact on our children is clear: progress, sustained learning and transferrable skills. With the implementation of the writing journey being well established and taught thoroughly throughout school, children are becoming more confident writers and by the time they are in upper Key Stage 2, most genres of writing are familiar to them and the teaching can focus on creativity, writer's craft, sustained writing and manipulation of grammar and punctuation skills. As all aspects of English are an integral part of the curriculum, cross-curricular writing standards have also improved and skills taught in the English lesson are transferred into other subjects; this shows consolidation of skills and a deeper understanding of how and when to use specific grammar, punctuation and grammar objectives. We know that we have equipped children to move on from us to further their education and know that their creativity, passion for English and high aspirations travel with them and continue to grow and develop as they do.

Children will leave St Agnes reading, writing, speaking and listening with confidence, fluency and understanding using a range of strategies to take responsibility for their own learning. Through a variety of topics, vocabulary will be stretched and the importance of suitable and technical vocabulary encouraged.

ST AGNES C OF E PRIMARY SCHOOL EVIDENCE FOR READING ASSESSMENT

We need the full range of evidence to build up a reading profile and back up our judgements.



**YEAR 1 READING EXPECTED NON-NEGOTIABLES**

PUPIL \_\_\_\_\_

TERM \_\_\_\_\_

**Use a range of strategies, decoding of text.**

**(Word Reading)**

1. I can read phonetically by sounding out and I can read some tricky words without help.
2. I can blend sounds in unfamiliar words and recognise rhyming words/word patterns in texts.
3. I can match all 40 graphemes to their phonemes.
4. I can divide words into syllables.
5. I can read compound words.
6. I can read words with contractions.
7. I can read and add words that end in 's,ing, ed, est.
8. I can read words that start with un-
9. I can read words of more than 1 syllable.
10. I can re-read if it doesn't make sense and correct.
11. I can learn some poems / rhymes by heart.
12. I can read with pace and some expression, using full stops and ? marks.

**COMPREHENSION - LITERAL**

**Understand, describe, select or retrieve events or ideas from text.**

13. I can say what I like / don't like about a text.
14. I can retell key stories orally using narrative writing.
15. I can talk about the main characters.

**COMPREHENSION**

**Deduce, infer, interpret information from texts.**

16. I can use and link what I already know to understand text.
17. I can make inferences from the text / illustrations etc.
18. I can make predictions.
19. I can explain what I think about the text.

**Identify, comment on structure, organisation, including grammatical & presentational features.**

20. I know the difference between fiction & non-fiction and the features on non-fiction texts eg fonts, labels, titles.

## YEAR 2 READING EXPECTED Non Negotiable Statements

### Use a range of strategies, decoding of text. (Word reading)

#### EXPECTED

1. I can sound out most unfamiliar words accurately, without undue hesitation.
2. I can read accurately and fluently without overt sounding out and blending (90 words per minute).
3. I can read most words of 2 or more syllables.
4. I can read most common exception words (tricky words).
5. I can read most words with common suffixes.
6. I can read most books accurately, showing fluency & confidence.
7. I can recite poems by heart with appropriate intonation.
8. I can use commas, ? marks, ! marks, speech marks and I can recognise contractions.

#### COMPREHENSION

##### Understand, describe, select or retrieve events or ideas from text.

9. I can talk about and give an opinion on a range of texts including commentating on characters, setting etc.
10. I can answer questions.
11. I can read for meaning and check that the text makes sense and I can re-read and correct.
12. I can give/explain the meaning of words in context.
13. I can retrieve and record information / identify key details from fiction and non-fiction.
14. I can summarise main ideas from more than one paragraph.

15. I can explain what has happened so far.
16. I can read with good expression and intonation, demonstrating my understanding.

##### Deduce, infer, interpret information from texts.

17. I can make predictions based on what I have read.

18. I can draw simple inference about illustrations, events, characters' actions etc. and I can use the clues.

##### Explain & comment on writers' use of language.

(grammatical & literary features at word & sentence level)

19 I can find recurring language in stories and poems.

20. I can talk about

interesting / special words used by the writer and I am starting to know that writers want to tell the reader something

**YEAR 3 READING EXPECTED – NON-NEGOTIABLES**

PUPIL \_\_\_\_\_

TERM \_\_\_\_\_

**Use a range of strategies, decoding of text.(Word reading)**

1. I can apply knowledge of root words – suffixes / prefixes to read aloud and to understand the meaning of unfamiliar words.
2. I can read further exception words, noting unusual correspondences between spelling and sounds.
3. I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.
4. I can read aloud & independently, with fluency, understanding and expression.
5. I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.

**COMPREHENSION**

**Understand, describe, select or retrieve events or ideas from text.**

6. I can read a range of fiction, plays, poetry, non-fiction.
7. I can identify the main points of a text.
8. I can discuss the texts that I read and I can pick out some simple points and I can use quotations or evidence from a text.

**Deduce, infer, interpret information from texts.**

9. I can ask questions to get a better understanding of a text.
10. I can predict what might happen based on details I have.
11. I can infer about characters' feelings, thoughts and actions.

**Identify, comment on structure, organisation, including grammatical & presentational features.**

12. I can explain how non-fiction books are structured in different ways and use them effectively.
13. I can use non-fiction texts to retrieve info.
14. I can explain how structure and presentation contribute to the meaning of texts.
15. I can explain some of the different types of fiction books.

**Explain & comment on writers' use of language.**

**(grammatical & literary features at word & sentence level)**

16. I can use a dictionary to check meaning of words.
17. I can pick out some basic ways that a writer uses language and words.
18. I know how commas are used to give more meaning.
19. I can recognise – plurals  
pronouns  
collective nouns  
and adverbs.

**Comment on writers' purposes and viewpoints. Overall effect on the reader.**

20. I can pick out the main purpose of some texts.

**YEAR 4 READING EXPECTED – NON-NEGOTIABLES**

PUPIL \_\_\_\_\_

TERM \_\_\_\_\_

**Use a range of strategies, decoding of text. (Word reading.**

1. I can apply knowledge of root words, prefixes & suffixes to read aloud and understand meaning of unfamiliar words.
2. I can read further exception words, noting the unusual correspondence between spelling and sound.
3. I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.

**COMPREHENSION**

**Understand, describe, select or retrieve events or ideas from text.**

4. I can identify simple themes/pick out some simple points in texts and use quotations or evidence from a text, which sometimes back up my ideas.
5. I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.
6. I can retrieve information from non-fiction texts.
7. I can skim / scan to locate information.

**COMPREHENSION**

**Deduce, infer, interpret information from texts.**

8. I can ask relevant questions to improve my understanding & re explain information.
9. I can infer meaning of a text and begin to justify them with evidence from the text (Characters feelings, thoughts, motives etc.)
10. I can predict what might happen from details stated & from information I have deduced.
11. I can build on others' ideas & opinions about a text in discussion.
12. I can make connections with prior knowledge and experience.

**Identify, comment on structure, organisation, including grammatical & presentational features.**

13. I know which books to choose for specific purposes.
14. I can identify some of the literacy conventions in different texts.
15. I can identify some text type organisational features, for example, narrative, explanation and persuasion.
16. I can explain why text types are organised in a certain way

**Explain & comment on writers' use of language / viewpoint  
(grammatical & literary features at word & sentence level)**

17. I can use a dictionary to check meaning of unfamiliar words.
18. I can discuss and record words & phrases that writers use to engage & impact the reader.
19. I can explain the meaning of words in context.
20. I can identify where a writer has used precise word choices for effect to impact on the reader.



## YEAR 5 READING EXPECTED – NON NEGOTIABLES

### Use a range of strategies, decoding of text. (Word reading)

1. I can apply knowledge of root words, prefixes & suffixes to read aloud
2. I can read further exception words, noting the unusual correspondence between spelling and sound.
3. I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.
4. I can re-read and read ahead to check for meaning.

### COMPREHENSION

#### Understanding and selecting information;

#### Quotation use.

5. I am familiar with and can talk about a wide range of books and texts – myths, legends, traditional stories etc.
6. I can identify significant ideas, events, characters and discuss their significance.
7. I can recite different poems by heart.
8. I can prepare poems and plays to read aloud & perform, showing understanding through intonation, tone, volume and action.

### COMPREHENSION

#### Infer, deduce and interpret from texts

9. I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions.
10. I can justify inferences with evidence from the text.
11. I can make predictions from what has been read.
12. I can summarise the main ideas drawn from a text.
13. I can express a personal point of view about a text, giving reasons.
14. I can make connections between other similar texts, prior knowledge and experience.
15. I can compare different versions of texts and talk about their differences and similarities.

#### Structure and organisation of a text

16. I can read non-fiction texts and identify the purpose, structure and grammatical features, evaluating how effective they are.
17. I can identify how language, structure and presentation contribute to the meaning of a text.
18. I can use knowledge of structure of text type to find key information.
19. I can use text marking to identify key information in a text.

#### Use of language – word & sentence level

20. I can use meaning-seeking strategies to explore the meaning of words in context.
21. I can use meaning –seeking strategies to explore the meaning of idiomatic and figurative language.
22. I can identify and comment on writer's use of language for effect for example, precisely chosen adjectives, similes and personification.
23. I can identify grammatical features used by writer –rhetorical questions, varied sentence lengths, varied sentence starters, empty words –to impact on the reader.

#### Writers' purposes and viewpoint – overall effect on the reader

24. I can listen to and build on others' ideas and opinions about a text.
25. I can present an oral overview or summary of a text.
26. I can present the author's viewpoint of a text.
27. I can listen to others' personal point of view.
28. I can explain a personal point of view and give reasons.
29. I know the difference between fact and opinion.

#### Social, cultural and historical links

30. I can identify the effect of the context on a text. for example, historical or other cultures.

**YEAR 6 READING EXPECTED– NON NEGOTIABLES**

**Use a range of strategies, decoding of text. (Word reading)**

1. I can apply knowledge of root words to read aloud and to understand the meaning of unfamiliar words.
2. I can apply knowledge of prefixes & suffixes to read aloud and to understand meaning of unfamiliar words.
3. I use my combined knowledge of phoneme & word derivations to pronounce words correctly e.g. arachnophobia
4. I attempt the pronunciation of unfamiliar words drawing on my prior knowledge of similar looking words
5. I can read fluently, using punctuation to inform meaning

**COMPREHENSION - Understanding and selecting information; Quotation use.**

6. I am familiar with and can talk about a wide range of books and texts – myths, legends, traditional stories etc.
7. I can read non-fiction texts to help with my learning
8. I read accurately and check that I understand.
9. I can identify the key points in a text
10. I can recommend books to others and give reasons for my recommendations
11. I can identify themes in texts
12. I can recite a range of poetry by heart for example, narrative verse, sonnet.
13. I can prepare poems & plays to, read aloud & to perform showing understanding
14. I can identify and comment on writer's choice of vocabulary giving examples and explanation
15. I can show awareness of the writer's craft by commenting on use of language, grammatical features and structure of texts
16. I can raise queries about texts
17. I can make connections between other similar texts, prior knowledge and experience and explain links
18. I can compare different versions of texts and explain the difference and similarities
19. I can listen to others' ideas and opinions about a text
20. Build on others' ideas and opinion about a text in discussions
21. I can explain and comment on explicit and implicit points of view
22. I can summarise key information from different parts of a text

**Infer, deduce and interpret from texts**

23. I can find information using skimming to establish the main idea
24. I can use scanning to find specific information
25. I can text mark to make research efficient and fast
26. I can organise information or evidence appropriately

**Structure and organisation of a text**

27. I can read books that are structured in different ways.
28. I can recognise texts that contain features from more than one text type
29. I can evaluate how effectively texts are structured & presented
30. I can identify & discuss the conventions in different text types

**Use of language – word & sentence level**

31. I can make simple comments on the effect of writers' choices of language/words
32. I can make simple comments on the effect of punctuation used
33. I can identify and explain how writers use grammatical features for effect. Eg use of short sentences to build tension

**Writers' purposes and viewpoint – overall effect on the reader**

34. I can present a personal point of view based on what has been read
35. I can present a counter-argument in response to others' point of view
36. I can justify my point of view.
37. I can refer to the text to support opinion
38. I can make comments about writers' viewpoints and the overall effect on the reader
39. I can distinguish between fact and opinion

**Social, cultural and historical links**

40. I can make some comments on the time or setting of the texts

**YEAR 1 - KEY ASSESSMENT CRITERIA: READING**

**EXCEEDING- Non-Negotiable Statements**

1	I can identify the punctuation and say why it is being used.					
2	I can talk about favourite authors or genre of books.					
3	I can respond independently to a text.					
4	I am happy to read aloud in front of others.					
5	I can read punctuation with expression.					
6	I can read a number of signs and labels in the environment drawing from phonic knowledge when doing so.					
7	I can correct mistakes when reading.					
8	I can re-read a passage if unhappy with own comprehension.					
9	I have a growing awareness of how non-fiction texts are organised.					
10	I can use illustrations as an important feature in aiding reading.					

10 exceeding statements in Year 1

**YEAR 2 - KEY ASSESSMENT CRITERIA: READING**

**EXCEEDING- Non-Negotiable Statements**

1	I can enhance meaning through expressions and intonation.					
2	I can identify and comment on main characters in stories and the way they relate to one another.					
3	I can self-correct, look backwards and forwards in the text and search for meaning.					
4	I can make inferences on the basis of what is said and done.					
5	I can show understanding of the main points of the text and re-tell the story.					
6	I can make sensible predictions about what is likely to happen in the story and to different characters.					
7	I know how suspense and humour is built up in a story, including the development of the plot.					
8	I can recognise similarities in the plot or characters within different stories.					
9	I can extract information from non-fiction texts, appropriately using contents, index, chapter, headings and glossary.					
10	I can read poetry using intonation and expression and handle humour appropriately when needed.					

10 exceeding statements in Year 2

**YEAR 3 - KEY ASSESSMENT CRITERIA: READING**

**EXCEEDING- Non-Negotiable Statements**

1	I skim materials and note down different views and arguments.					
2	I can pause appropriately in response to punctuation and/or meaning.					
	I can justify predictions by referring to the story.					
4	I can begin to find meaning beyond the literal, e.g. the way impressions of people are conveyed through choice of detail and language.					
5	I can read ahead to determine direction and meaning in a story.					
6	I can investigate what is known about the historical setting and events and their importance to the story.					
7	I can deduce from the evidence in the text what characters are like.					
8	I can explore figurative language and the way it conveys meaning succinctly.					
9	I can identify the way a writer sets out to persuade.					
10	I can explore the relationship between a poet and the subject of a poem.					

10 exceeding statements in Year 3

**YEAR 4 - KEY ASSESSMENT CRITERIA: READING**

**EXCEEDING- Non-Negotiable Statements**

1	I can locate and use information from a range of sources, both fiction and non-fiction.					
2	I can compare fictional accounts in historical novels with the factual account.					
3	I can appreciate the bias in persuasive writing, including articles and advertisements.					
4	I can talk widely about different authors, giving some information about their backgrounds and the type of literature they produce.					
5	I can use inference and deduction to work out the characteristics of different people from a story.					
6	I can compare the language in older texts with modern Standard English (spelling, punctuation and vocabulary).					
7	I can skim, scan and organise non-fiction information under different headings.					
8	I can refer to text to support prediction and opinions.					
9	I can recognise complex sentences.					
10	I can show awareness of the listener through the use of pauses, giving emphasis and keeping an appropriate pace so as to entertain and maintain interest.					

10 exceeding statements in Year 4

**YEAR 5 - KEY ASSESSMENT CRITERIA: READING**

**EXCEEDING – Non-Negotiable Statements**

1.	I can express opinions about a text, using evidence from the text, giving reasons and explanations. Point, evidence, and explanation (PEE).							
2.	I can adapt own opinion in the light of further reading or others' ideas.							
3.	I can identify formal and informal language.							
4.	I know the features of different narrative text types, e.g. adventure, fantasy, myths.							
5.	I can compare texts by the same writer.							
6.	I can compare texts by different writers on the same topic.							
7.	I can summarise key information from different texts.							
8.	I can empathise with different character's point of view.							
9.	I can infer meaning using evidence from the text and wider reading and personal experience.							
10.	I can explain how a writer's use of language and grammatical features, including punctuation marks, have been used to create effects and impact on the reader.							
11.	I know how the way a text is organised supports the purpose of writing.							
12.	I can use scanning and text marking to find and identify key information.							

12 Non-Negotiable EXCEEDING statements - READING

**YEAR 6 - KEY ASSESSMENT CRITERIA: READING**

**EXCEEDING – Non-Negotiable Statements**

<b>COMPREHENSION</b>						
1.	I can explain and comment on the structural devices used to organise a text.					
2.	I can read several texts on the same topic to find and compare information.					
3.	I can explain the main purpose of a text and summarise it succinctly.					
4.	I can draw inferences from subtle clues across a complete text.					
5.	I use recognise the impact of the social, historical, cultural on the themes in the text and comment on the development of themes in longer texts.					
6.	I can compare, contrast and evaluate the styles of different writers with evidence and explanation.					
7.	I can prepare poems and plays to read aloud to perform, using body language, tone, pitch and volume to engage the audience.					
8.	I can summarise longer texts precisely, identifying the key information.					
9.	I can compare and contrast the language used in two different texts and identify plus evaluate the grammatical features/techniques to create mood, atmosphere, key messages, attitudes.					
10.	I can identify how writers manipulate grammatical features for effect.					
11.	I can analyse why writers make specific vocabulary choices.					
12.	I can give a personal response to a range of literature and non-fiction texts, stating preferences and justifying them.					
13.	I can explain how and why a text has impact on a reader.					
14.	I can identify how characters change during the events of a longer novel.					
15.	I can explain the key features, themes and characters across a text.					
16.	I can compare and contrast characters, themes and structure in texts by the same and different authors.					
17.	I can explain the author’s viewpoint in a text and present an alternative viewpoint.					
18.	I can explain an opinion, referring to the text to justify it: Point, Evidence and Explain (PEE).					
19.	I can present a counter-argument in response to others’ point of view using evidence from the text and explanation (PEE).					
20.	I can use a combination of skimming, scanning and text marking to find and collate information and re-present collated information.					

**20 Non-Negotiable EXCEEDING statements - READING**



**YEAR 1 - EXPECTED: WRITING**

**Non-Negotiable Statements**

<b>COMPOSITION</b>						
1.	I can compose a sentence orally before writing it.					
2.	I can sequence sentences in chronological order to recount an event, experience.					
3.	I can sequence sentences to form short narratives.					
4.	I can re-read what I have written to check it makes sense and discuss what I have written with the teacher.					
5.	I leave spaces between words.					
6.	I know how the prefix 'un' can be added to words to change meaning.					
7.	I can use suffixes - s, es, est, ed and, ing within my writing.					
8.	I can begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.					
9.	I can use a capital letter for names of people, places, days of the week, and the personal pronoun 'I'.					
10.	I can use 'and' to join sentences together.					
11.	Write from memory simple sentences dictated by the teacher.					
<b>TRANSCRIPTION</b>						
12.	I can identify known phonemes in unfamiliar words and I can use syllables to divide words into spelling.					
13.	I can spell days of the week.					
14.	I can spell some common exception words					
15.	I can use the spelling rule for adding 's' or 'es' for verbs in the 3 <sup>rd</sup> person singular.					
16.	I can name all the letters of the alphabet in order.					
17.	I can use letter names to show alternative spellings of the same phoneme.					
18.	I can sit correctly at a table holding a pencil comfortable and correctly.					
19.	I can form lower case letters in the correct direction, starting and finishing in the correct place.					
20.	I can form capital letters and digits 0 - 9					
21.	I understand which letters belong to which handwriting 'families' and to practise these.					

## YEAR 2 - EXPECTED: WRITING

### Non-Negotiable Statements / Interim teacher assessment framework

<b>COMPOSITION</b>						
1	I can write for different purposes, including narrative about personal experiences and those of others, both real and fictional events.					
2	I can write different kinds of sentences – statements, commands, questions, exclamations.					
3	I can write about real event, recording these simply and clearly.					
4	I am able to orally rehearse structured sentences or sequences of sentences.					
5	I can evaluate my own writing independently, with friends and with an adult. I can proof-read to check for errors in spelling, grammar and punctuation.					
6	I can use expanded noun phrases to describe and specify.					
7	I can correctly use full stops, capital letters, question marks, exclamation marks and commas in a list in most of my writing.					
8	I can use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.					
9	I can use some subordination (using when, if, that, or because) and co-ordination (using or, and, or but).					
10	Use present and past tenses <u>mostly</u> correctly and consistently.					
<b>TRANSCRIPTION</b>						
11	I can spell some words with contracted forms, using apostrophes to show where letters are missing. I can use apostrophes to mark singular possession in nouns.					
12	I can segment spoken words into phonemes and record these as graphemes, spelling many correctly.					
13	I can spell words with alternative spellings including a few common homophones.					
14	I can make phonetically plausible attempts at words I don't know.					
15	I can write from memory simple sentences dictated by the teacher that include spellings and words taught so far.					
16	I can spell <u>many</u> common exception words.					
17	I can spell some suffixes – ed, ing, ly, fully, ful etc.					
18	I can form lower- case letters of the correct size relative to one another.					
19	I use capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.					
20	I use spacing between words that reflects the size of the letters.					

## YEAR 3 - EXPECTED: WRITING

**Non-Negotiable Statements**

<b>COMPOSITION</b>					
1	I can discuss models of writing, noting its structure, grammatical features and use of vocabulary etc.				
2	I can compose sentences using a wider range of structures linked to grammar objectives. I can use and punctuate direct speech.				
3	I can write a narrative with a clear structure, setting, characters and plot				
4	I can write non-narrative using simple organisational devices such as heading and sub-headings				
5	I can suggest improvements to my own writing and that of others. I can proof read and make improvements to grammar, vocabulary and punctuation.				
6	I am starting to use paragraphs.				
7	I use a range of sentences with more than one clause by using a range of conjunctions e.g. when, if, because, although. I can use fronted adverbials and commas afterwards.				
8	I use the present perfect form of verbs to mark the relationship between time and cause. I can use conjunctions, adverbs and prepositions to express time and cause.				
9	I can read aloud own writing to the class with tone, volume and intonation.				
10	I can use nouns / pronouns for clarity and cohesion.				
<b>TRANSCRIPTION</b>					
11	I can spell words with additional prefixes and suffixes and understand how to add them to root words.				
12	I recognise and spell homophones.				
13	I can use the first two or three letters of a word to check its spelling in a dictionary.				
14	I can spell words correctly that are in a family eg solve, solution, solver. I can identify root in longer words.				
15	I can spell the commonly misspelt words from the St Agnes Knolls Lane Year 3/4 word list.				
16	I can make analogies from a word already known to apply to an unfamiliar word.				
17	I can write from memory simple sentences dictated by the teacher, including taught words and punctuation.				
18	I can use possessive apostrophes accurately in words with regular and irregular plurals.				
19	I use the diagonal and horizontal strokes that are needed to join letters. I understand which letters should be left unjoined.				
20	I can increase the legibility, consistency and quality of handwriting.				

**YEAR 4 - EXPECTED: WRITING**

**Non-Negotiable Statements**

<b>COMPOSITION</b>					
1	I can compose sentences using a range of sentence structures, linked to grammatical structures.				
2	I can orally rehearse a sentence or a sequence of sentences.				
3	I can write in paragraphs and begin to open paragraphs with topic sentences.				
4	I can write a narrative with a clear structure, setting and plot.				
5	I can improve <u>my own writing and that of others</u> by changing grammar, punctuation and spelling to improve consistency.				
6	I use a range of sentences which have more than one clause.				
7	I can use appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition.				
8	I can use direct speech in my writing and punctuate it correctly.				
9	I can use fronted adverbials, e.g Later that day, I went shopping. I can use commas after the reporting clause and after fronted adverbials.				
10	I can use expanded noun phrases with modifying adjectives e.g. The strict teacher with curly hair.				
11	I can use prepositional phrases e.g. All through the night.				
12	I can use apostrophes after plural possession.				
13	I can use the present perfect form of the verbs.				
<b>TRANSCRIPTION</b>					
14	I can spell words with prefixes and suffixes and can add them to root words.				
15	I can recognise and spell homophones.				
16	I can use the first two or three letters of a word to check a spelling in a dictionary.				
17	I can spell the commonly mis-spelt words from the St Agnes Knolls Lane Year 3/4 word list.				
18	I can use the diagonal and horizontal strokes that are needed to join letters.				
19	I understand which letters should be left unjoined.				
20	My handwriting is legible and consistent, down strokes of letters are parallel and equidistant, lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.				

**YEAR 5 - EXPECTED: WRITING (Non-Negotiable Statements)**

	<b>COMPOSITION</b>					
1	I know the audience for and purpose of the writing.					
2	I can use the correct features and structures of the text type.					
3	I can start sentences in different ways and use sentence starters to highlight the main ideas.					
4	I can use grammatical features and vocabulary appropriate for the text type.					
5	I can develop characters through action and dialogue.					
6	I can establish a viewpoint as the writer through commenting on characters and events.					
7	I can choose grammar and vocabulary to create an impact on the reader.					
8	I can use stylistic devices to create effects in writing e.g. simile, metaphor, personification.					
9	I can use expanded noun phrases to convey complicated information more concisely.					
10	I can add further organisational and presentational devices to structure text and to guide the reader.					
11	I can add well- chosen detail to interest the reader.					
12	I can summarise a paragraph or event.					
13	I can organise my writing into paragraphs to show different information or events					
14	I can build cohesion between paragraphs by using adverbials.					
15	I can use passive verbs to affect the presentation of information in a sentence.					
16	I can use the perfect form of verbs to mark relationship of time and cause.					
17	I can use modal verbs or adverbs to indicate degrees of possibility.					
18	I can use relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun.					
19	I can use brackets, dashes and commas to indicate parenthesis. I can use hyphens to avoid ambiguity.					
20	I can use commas to clarify meaning or avoid ambiguity.					
21	I can assess the effectiveness of my own and others' writing.					
22	I can suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.					
23	I can ensure the consistent and correct use of tense throughout a piece of writing.					
24	I can ensure correct subject and verb agreement when using singular and plural.					
25	I can distinguish between the language of speech and writing; formal, informal and written language.					
26	I can proof read for spelling and punctuation errors.					
27	I can perform my own compositions using appropriate intonation, volume and movement so that meaning is clear.					
	<b>TRANSCRIPTION</b>					
28	I can form verbs with prefixes - dis, de, mis, over and re.					
29	I can convert nouns or adjectives into verbs by adding a suffix and I understand the rules for adding prefixes and suffixes.					
30	I can spell words with silent letters.					
31	I can distinguish between homophones and other words which are often confused.					

32	I can use the first 3 or 4 letters of a word to check spelling, meaning or both in a dictionary and I can use a thesaurus.					
33	I can spell many of the common exception words (Year 5&6)					
34	I can use a range of spelling strategies.					
35	I can choose the style of handwriting to use when given a choice or that is best suited for a specific task. E.g. quick notes, letters.					

**YEAR 6 - EXPECTED: WRITING (Non-Negotiable Targets / Interim assessment)**

	<b>COMPOSITION</b>					
1	I can use the appropriate form and style for the audience and purpose of the writing.					
2	I can plan my writing and develop my initial ideas					

3	I can use the correct grammatical structures and features of the text and choose the appropriate vocabulary to change and enhance meaning (Mostly correct).				
4	I can select the appropriate degree of formality for the purpose of the writing.				
5	I can use a range of cohesive devices, including sentence starters to create specific effects - adverbials, conjunctions, ing, ed.				
6	I can use modal verbs and adverbs mostly appropriately.				
7	I use the passive voice to present information with a different emphasis.				
8	I use commas to mark phrases or clauses and I can use a wide range of clause structures, varying their position within the sentences.				
9	I can make some correct use of semi- colon, colons, dashes.				
10	I can use a hyphen to avoid ambiguity.				
11	I can sustain and develop ideas logically in narrative and non-narrative writing.				
12	I can create atmosphere and use character, dialogue and action to advance events in fiction writing.				
13	I can summarise a text or event in writing				
14	I can write paragraphs which clearly signal a change in subject, time, place, event.				
15	I can use organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining.				
16	I can assess the effectiveness of my own writing (self-assess) and others' writing (peer assess).				
17	I can proof- read and suggest changes to vocabulary, spelling grammar and punctuation to enhance effect and clarify meaning				
18	I can use adverbs, preposition phrases and ellipsis effectively to add detail, qualification and precision.				
19	I can ensure the consistent and correct use of tense throughout a piece of writing.				
20	I can distinguish and ensure correct subject and verb agreement when using singular and plural.				
21	I can use inverted commas to punctuate speech				
22	I can use developed expanded noun phrases to add detail to sentences.				
23	I can distinguish between the language of speech and writing and choose the appropriate register.				
24	I can use commas for clarity.				
25	I can use punctuation for parenthesis mostly correctly.				
26	I can perform my own compositions, using appropriate intonation, volume and movement so that the meaning is clear.				
	<b>TRANSCRIPTION -</b>				
27	I can convert verbs into nouns by adding a suffix.				
28	I can distinguish between homophones and other words which are often confused.				
29	I can spell most words correctly. (Year 5 & 6)				
30	I understand that the spelling of some words needs to be learnt specifically.				
31	I can use any dictionary.				
32	I can use a thesaurus.				
33	I use a range of spelling strategies.				
34	I can choose the style of handwriting to use when given a choice e.g. decide whether or not to join specific letters.				
35	I can maintain legibility, fluency and speed in handwriting.				

**YEAR 1 - KEY ASSESSMENT CRITERIA: WRITING**

**EXCEEDING- Non-Negotiable Statements**

1	I can write short stories about something personal to me.					
2	I can sequence a short story or series of events related to learning in Science, History and Geography.					
3	I can make sure my writing makes sense to the reader without additional explanation.					
4	I am confident in changing the way sentences start.					
5	I make sentences longer and use words other than 'and' and 'then' to join ideas together.					
6	I can use new vocabulary for the first time in stories of explanations and I am excited about experimenting with new vocabulary.					
7	I know which letters sit below the line (descenders) and which are tall letters (ascenders).					
8	I can consistently use lower case and capital letters.					
9	I can sound out spelling when I am not sure and come up with phonetically plausible attempts at spelling unfamiliar words.					
10	I can spell almost all words in the Year 1 & 2 list accurately.					

10 exceeding statements in Year 1

**YEAR 2 - KEY ASSESSMENT CRITERIA: WRITING**



**EXCEEDING- Non-Negotiable Statements**

**Including Interim statements**

1	I can write effectively and coherently for different purposes, drawing on reading to inform vocabulary and grammar.					
2	I can make simple additions, revisions and proof-reading corrections to my own writing.					
	I can add suffixes to spell most words correctly. E.g. _ment, _ness, _full, _less, _ly*					
4	I can use diagonal and horizontal strokes needed to join some letters.					
5	I can apply some features of Year 3 grammar and punctuation.					
6	I can keep my writing interesting throughout and not be tempted to look at quick ways to finish it. My stories have interesting endings that have been carefully thought about.					
7	I can use a full range of punctuation <u>mostly</u> correctly.					
8	I can spell <u>most</u> common exception words.					
9	I can use specific nouns when needed, e.g. 'terrier' instead of 'dog'					
10	I can take time to describe characters and events within stories rather than move from one event to another.					

10 exceeding statements in Year 2

**YEAR 3 - KEY ASSESSMENT CRITERIA: WRITING**

**EXCEEDING - Non-Negotiable Statements**

1	I can use adjective and adverbs with confidence and attempt to think of different ones to use in different situations.					
2	I can give careful thought to the planning of writing and re-read it as a matter of course.					
3	I can ensure that descriptions have just enough detail to help the reader gain a better understanding about the way the story is unfolding.					
4	I can use words that have not been used before when describing events, characters and feelings.					
5	I can use powerful verbs to show character or add impact.					
6	I can vary sentences, adding phrases to make the meaning more precise.					
7	I can include descriptions of events and characters in a variety of styles and can sometimes contain humour.					
8	I can describe characters and include feelings and emotions when needed.					
9	I can choose the most appropriate style of writing to suit the needs of the situations, e.g. poems, lists, letters and reports.					
10	I can check punctuation and use speech marks and apostrophes accurately					

10 exceeding statements in Year 3

**YEAR 4 - KEY ASSESSMENT CRITERIA: WRITING**

**EXCEEDING- Non-Negotiable Statements**

1	I can prepare to carry out a little research to find words that are specific to the event being written about.					
2	I can check to see if there are any sentences that can be re-organised so as to give my writing a greater impact.					
3	I can consciously use short sentences to speed up action sequences.					
4	I can use dialogue and reactions from other characters to make my character interesting.					
5	I can recognise when a simile may generate more impact than a metaphor, and vice versa.					
6	I can recognise when it is reasonable to allow direct speech to tell the reader more about an individual's personality.					
7	I can recognise that a combination of good adjectives, similes and metaphors may help create a powerful image of the characters I am writing about.					
8	I know how to re-order sentences so that they create maximum effect.					
9	I can vary choice of pronouns correctly to refer to the first, second and third person, both singular and plural.					
10	I can use commas or ellipses in order to create greater clarity and effect in my writing.					

10 exceeding statements in Year 4

**YEAR 5 - KEY ASSESSMENT CRITERIA: WRITING**

**EXCEEDING – Non-Negotiable Statements**

<b>COMPOSITION</b>						
1.	I can use paragraphs to structure the plot in narrative writing, showing changes in time, place and events.					
2.	I can use changes in time and place to guide the reader through the text.					
3.	I can use paragraphs to organise information logically and shape a non-fiction text effectively.					
4.	I can sustain and develop ideas within a paragraph, introducing it with a topic sentence.					
5.	I can close text with reference to its opening.					
6.	I can re-order sentence to create impact on the reader.					
7.	I can use expanded noun phrases to add well thought out detail to writing.					
8.	I can use punctuation to clarify meaning of sentences – commas to mark phrase and clauses.					
9.	I can use reported and direct speech effectively in my writing.					
10.	I can follow the rules of direct speech using punctuation accurately.					

10 Non-Negotiable EXCEEDING statements

**EXCEEDING – Non-Negotiable Statements**

**Interim Assessment**

<b>COMPOSITION</b>						
1.	I can choose the appropriate style and form for the purpose and audience of the writing. I can use techniques to engage the reader, for example, personal comments, opening hook, flashback.					
2.	<b>I can select verb forms for meaning and effect.</b>					
3.	I can write paragraphs with a clear focus with different structures and lengths. I can link ideas within and between paragraphs with a range of cohesive devices, for example, connecting adverbs/adverbials, use of pronouns.					
4.	<b>I can manage shifts between formality through selecting vocabulary precisely and manipulating grammatical structures.</b>					
5.	I use different sentence structures/types and length to suit the purpose and audience of the writing and for a specific effect on the reader.					
6.	<b>I can use a full range of punctuation taught at KS2. I can control complex sentences, manipulating the clauses to achieve specific effects and use colon and semi-colon mostly correct.</b>					
7.	I can make precise and specific word choices according to the text type and audience.					
8.	I can summarise longer texts precisely, identifying the key information.					
9.	I can use the passive voice confidently, for example, to create suspense or in science investigation or historical or geographical record.					
10.	I can use subjunctive in the most formal writing to express a wish or a suggestion for the future.					

**10 Non-Negotiable EXCEEDING statements**

**YEAR 1 – EXPECTED: ORACY**

**Non-Negotiable Statements**

1	I can speak clearly and confidently in front of the class.					
2	I can retell a well-known story, remembering the main characters.					
3	I can prepare to use new words when communicating.					
4	I can hold attention well when collaborating with others.					
5	I will not stray away from the main topic when engaged in collaborative talk.					
6	I can prepare to ask relevant questions to extend understanding and knowledge.					
7	I can initiate conversation in collaborative situations.					
8	I can listen carefully to what others are saying in a group.					
9	I can respond appropriately to what others say in group talk.					
10	I can happily join in with role play.					

**YEAR 2 - EXPECTED: ORACY**

**Non-Negotiable Statements**

1	I can ask questions to gain information and clarify meaning.					
2	I can express myself using complete sentences when required.					
3	I can take turns when talking in pairs or in small groups.					
4	I can offer appropriate comments in paired or small group discussion.					
5	I can begin to be aware that formal and informal situations require a different role and language.					
6	I can retell a familiar story using narrative language and linking words and phrases.					
7	I can hold the attention of listeners by adapting the way I talk.					
8	I can begin to understand how to speak for different purposes and audiences.					
9	I can perform a simple poem from memory.					
10	I can make more specific vocabulary choices, for example – technical language.					

**YEAR 3 - EXPECTED: ORACY**

**Non-Negotiable Statements**

<b>ORACY</b>					
<b>1</b>	<b>I can sequence and communicate ideas in an organised and logical way, using complete sentences as required</b>				
<b>2</b>	<b>I can vary the amount of detail and vocabulary used dependant on the purpose and audience</b>				
<b>3</b>	<b>I can join in in paired and group discussions</b>				
<b>4</b>	<b>I can understand the main points in a discussion</b>				
<b>5</b>	<b>I can show some awareness of how and when Standard English is used</b>				
<b>6</b>	<b>I can retell a story using narrative language and added relevant detail</b>				
<b>7</b>	<b>I can show I have listened carefully by making relevant comments</b>				
<b>8</b>	<b>I can formally present ideas to an audience</b>				
<b>9</b>	<b>I can recognise that meaning can be expressed in different ways, dependent on the context</b>				
<b>10</b>	<b>I can perform poems from memory, adapting expression and tone as appropriate</b>				

**YEAR 4 - EXPECTED: ORACY**

**Non-Negotiable Statements**



1	I can ask questions to clarify or develop understanding.					
2	I can sequence, develop and communicate ideas in an organised, logical way in complete sentences as required.					
3	I can show understanding of the main points and significant details in a discussion.					
4	I can increasingly adapt what is said to meet the needs of the audience/listener.					
5	I can vary the use and choice of vocabulary dependent of on the audience and purpose.					
6	I can show understanding of how and why language choices vary in different contexts.					
7	I can present writing to an audience, using appropriate intonation and controlling the tone and volume so that the meaning is clear.					
8	I can justify answers with evidence.					
9	I can understand when the context requires the use of Standard English.					
10	I can perform poems or plays from memory, conveying ideas about characters and situations by adapting expression and tone.					

**YEAR 5 - EXPECTED: ORACY**

**Non-Negotiable Statements**

1.	I can engage the interest of the listener by varying their expression and vocabulary.					
2.	I can explain the effect of using different languages for different purposes.					
3.	I can develop and express ideas and opinions with relevant detail and justify points of view.					
4.	I am able to show understanding of the main points, significant details and implied meanings in a discussion.					
5.	I can listen carefully in discussions, make contributions and ask questions that are responsive to others' ideas and views.					
6.	I can adapt spoken language to the audience, purpose and context eg use standard English in formal situations.					
7.	I can begin to use hypothetical language to consider more than one possible outcome or solution.					
8.	I can perform my own compositions, using appropriate intonation and volume so that meaning is clear.					
9.	I can perform poems or plays from memory, making careful choices about how they convey ideas about characters and situations by adapting expression and tone.					
10.	I can understand and begin to select the appropriate register according to the context.					

**YEAR 6 - EXPECTED: ORACY**

**Non-Negotiable Statements**

1	I can talk confidently and fluently in a range of situations using formal and Standard English as appropriate					
2	I can ask questions to develop ideas and make contributions that take account of others' view					
3	I can explain ideas and opinions giving reasons and evidence					
4	I can take an active part in discussions, taking different roles					
5	I can listen to and consider the views of others and make contributions to discussions, evaluating others' ideas and responding to them					
6	I can sustain and argue a point of view in a debate, using formal language of persuasion					
7	I can express possibilities using hypothetical and speculative language in science and when discussing reading					
8	I can engage listeners through choice of vocabulary and register according to the context					
9	I can perform own compositions, using appropriate intonation, volume and expression so that literal and implied meaning is made clear					
10	I can perform poems or plays from memory, making deliberate choices about how they convey ideas about characters, context and atmosphere					

**YEAR 1 - KEY ASSESSMENT : ORACY**

**EXCEEDING- Non-Negotiable Statements**

1	I can justify answers, arguments and opinions when challenged.					
2	I can give well-structured descriptions, explanations and narrative for different purposes.					
	I can express personal feelings when involved in discussions.					
4	I can participate keenly in discussions and debates.					
5	I can retell a known story, remembering detail and adding own point of view.					
6	I can change events, usually endings, in a familiar story when asked to do so.					
7	I can consider the views of everyone in a collaborative talk situation.					
8	I can use appropriate language to ensure the listener knows when something happened.					
9	I can understand consequences of what is said to others.					
10	I can summarise the outcome of collaborative talk.					

10 exceeding statements in Year 1

**YEAR 2 - KEY ASSESSMENT CRITERIA: ORACY**

**EXCEEDING- Non-Negotiable Statements**

1	I can use different style, tone and loudness of speech when speaking to a large audience.					
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2	I can help the discussion to go well by listening and responding to others' ideas.					
3	I can draw up a set of questions about a group of artefacts that is shared and discussed with the class.					
4	I can explain the main things learnt from a presentation by someone.					
5	I can draw hypothesis in science.					
6	I can talk about personal feelings when reflecting on a story.					
7	I can organise persuasive language with a clear view as to who it is pitched at.					
8	I know when to vary my voice and language to express feelings at a key moment.					
9	I can ensure instructions follow one another in sequence.					
10	I can decide how to present a poem dramatically using all member of the group.					

10 exceeding statements in Year 2

**YEAR 3 - KEY ASSESSMENT CRITERIA: ORACY**

**EXCEEDING- Non-Negotiable Statements**

1	I can speak with good diction so that those at the rear of the audience can hear clearly what is said.					
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2	I can talk about personal feelings in relation to the way a story starts and ends.					
	I can ensure that persuasive talk provokes a strong response.					
4	I can listen to others responsibly in discussion and link ideas clearly to what others have said, even when views are different.					
5	I can make use of what is learnt from a discussion, presentation or broadcast.					
6	I can ensure the language and structure used when giving instructions are appropriate to the task.					
7	I can give instructions with clear diction so that everything can be heard and understood.					
8	I can adapt instructions to suit different audiences, e.g. adults or younger children.					
9	I am happy to attempt different role/ responsibilities according to what is needed.					
10	I am happy to take a different view point to influence feelings about a character and situation.					

10 exceeding statements in Year 3

**YEAR 4 - KEY ASSESSMENT CRITERIA: ORACY**

**EXCEEDING- Non-Negotiable Statements**

1	I can prepare and deliver a talk to the class on an aspect of learning in Science, History or Geography.					
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2	I can present a strong argument in a formal debate on an issue, using the language and procedures of debating.					
	I can propose and discuss possible explanations and questions (e.g.re phenomena in Science, History or Geography) as a basis for planning an investigation with roles, activities and resources.					
4	I can develop a group presentation that reports recent learning to the class, with vocabulary and grammar appropriate to the subject.					
5	I can listen to a debate with an open mind, recall the main arguments and decide, for clear reasons, which one was most convincing.					
6	I can comment on the language used in the arguments presented in the debate.					
7	I can take roles to argue opposing views on an issue, and then discuss ways of dealing constructively with disagreement.					
8	I can reflect on and evaluate dramatic presentations and those of others.					
9	I can explain the advantages and disadvantages of the formal rules of debating.					
10	I can show good understanding of what has been said and introduce new ideas that are valid.					

10 exceeding statements in Year 4

**YEAR 5 - KEY ASSESSMENT CRITERIA: ORACY**

**EXCEEDING – Non-Negotiable Statements**

1.	I can organise and shape talk, making connections between ideas and drawing on different points of view.					

2.	I can use Standard English appropriately.					
3.	I can use persuasive language and techniques to influence the listener.					
4.	I can show understanding of how and why language choices vary in their own and others' talk in different contexts.					
5.	I can sustain listening to different sources, retaining or noting key information.					
6.	I can speak in extended turns to express ideas and opinions, with some relevant detail.					
7.	I can vary vocabulary, grammar, and non-verbal features to suit audience, purpose and context.					
8.	I can listen to others in discussion and link own ideas clearly to others' views.					

**8 Non-Negotiable EXCEEDING statements**

**YEAR 6 - KEY ASSESSMENT CRITERIA: ORACY**

**EXCEEDING – Non-Negotiable Statements**

1.	I can adapt spoken language confidently according to the demands of the context.					



2.	I can understand that there are different registers and levels of formality within Standard English and that this is dependent on the context.					
3.	I can make considered choices about the register and vocabulary to engage the audience, according to the context.					
4.	I can ask pertinent questions to develop and extend ideas.					
5.	I can articulate ideas and opinions, using evidence and explanation to support.					
6.	I can participate in discussions, listen attentively and respond to others' point of view, drawing on evidence and explaining.					
7.	I can adopt group roles and responsibilities independently, drawing ideas together and promoting effective discussion.					
8.	I can debate an issue, structuring a logical argument using formal discursive language and responding to the opposite point of view.					
9.	I can explore complex ideas and feelings in a range of ways, both succinct and extended.					
10.	I can maintain the organisation of talk to guide the listener.					
11.	I can perform my own compositions, using appropriate intonation, volume and expression to engage the audience.					
12.	I can perform poems or plays from memory, making deliberate choices about how they convey ideas about characters, contexts and atmosphere to engage a specific audience.					

**12 Non-Negotiable EXCEEDING statements**



**Our Mathematics Vision**

*'Learning together in God's Love'*



### **Intent**

St Agnes CE (VA) Primary School recognises that mathematics helps children to make sense of the world in which they live. It is used to make sense of and communicate information and ideas.

Our Mathematics curriculum is inclusive for all children and provides opportunities for each and every child to have a sense of the size of a number and where it fits into the number system. Skills learnt will be used to tackle a wide range of practical and real-life problems. To achieve this aim the children are guided through a carefully structured series of learning experiences, which enables them to develop mathematical knowledge, vocabulary, understanding and problem solving.

They will know by heart number facts such as number bonds, multiplication tables, double and halves and to use what they know by heart to figure out answers mentally. The children will also be able to calculate accurately and efficiently, both mentally and with pencil and paper, drawing on a range of calculation strategies as well as make sense of number problems, including non-routine problems, and recognise shape, space and measure as part of their daily lives.

### **Implementation**

Our Mathematics curriculum is based on the National Curriculum Programmes of Study and the Early Years Foundation Stage (EYFS). We can help our children acquire proficiency by giving a sharp focus to the relevant aspects of the programmes of study for mathematics based on the Non-Negotiables for each Year Group. We use aspects of Numicon and White Rose maths resources to teach our children and differentiate our curriculum to enable every child to access Mathematics and make progress.

Each class has a daily lesson that includes whole-class or group teaching as well as independent learning. During these sessions, children experience a wide range of activities and teaching methods. The lessons have a focus on developing skills and problem solving. The learning of times tables is a non-negotiable and children work towards knowing all of the multiplication and division facts by the end of Year 4. To improve our children's skills and ability, use TT Rockstars which is an online platform that children can use in and out of school. This fun, fast-paced, modern resource has really helped our children consolidate and practise their skills and knowledge to aid long-term memory.

Teaching assistants are actively involved with the teaching and learning process and work closely with class teachers to implement effective learning strategies with individuals or small groups. They also lead a range of intervention activities. Cross-curricular links with mathematics are encouraged across the school in all year groups. The teaching strategies used involve high-quality direct teaching, which is interactive and lively – with a variety of teaching styles used. Learning objectives and success criteria are clearly stated and shared with the class.

Our children are actively involved in their own learning and self-assess and peer-assess to further improve and increase levels of understanding.

Certain skills such as mental calculation, problem solving and investigating are given high priority and this is encouraged by asking open and closed questions with system and purpose to further develop the children's skills.

Each class (Y1-Y6) teach a topic-based maths lesson on a weekly basis. This is so that our children understand that maths is not used in isolation but forms part of everyday life. Problem solving is also taught on a weekly basis covering all the necessary strands including logic, trial & error, word problem and puzzles. We aim to teach problem solving through a variety of well-planned lessons that stretch our children and build on their resilience.

### **Impact**

The impact of our Mathematics curriculum is for the children to be mathematically proficient and also to develop an enjoyment of mathematics and a sense of achievement. Each and every child should achieve mathematical skills to give them the confidence to apply these in their everyday life. We aim for every child to have a quick recall of facts and procedures. Children will have a flexibility and fluidity which will help serve the in future life experiences and they will learn to make links in their learning. These skills will enable the children to move between different concepts and representations of mathematics and recognise relationships and make connections.

### **YEAR 1 – EXPECTED NON NEGOTIABLES: MATHS**

	<b>NUMBER</b>					
<b>1</b>	<b>read and write numbers from 1 to 20 in numerals and words.</b>					
<b>2</b>	<b>I can count reliably to 100 and read and write numbers to 100 in numerals</b>					

3	I can count on and back in 1s and 10s from any given number						
4	I can count on in 2s and 5s from any given number						
5	I know 1/2s or shapes, objects and amounts						
6	I know 1/4s of shapes, objects and amounts.						
7	I can say the number that is 1 more or less to 100						
8	I can recall all pairs of addition and subtraction bonds to 20						
9	I can add and subtract 1 digit and 2 digit numbers to 20 including 0						
10	I know the signs +, - and =						
11	I can identify numbers using the number line and use the language of: equal to, more than, less than (fewer), most and least						
12	I can solve a 1 step problem involving an addition using concrete objects, pictorial representations and arrays						
13	I can solve a 1 step problem involving subtraction using concrete objects, pictorial representations and arrays						
14	I can solve a 1 step problem involving a multiplication using concrete objects, pictorial representations and arrays						
15	I can solve a 1 step problem involving division using concrete objects, pictorial representations and arrays						
	<b>MEASUREMENT AND GEOMETRY</b>						
16	I can recognise all coins £2, £1, 50p, 20p, 10p, 5p, 2p and 1p						
17	I can recognise and name the 2D shapes circle, triangle, square and rectangle (oblong)						
18	I can recognise and name the 3D shapes cuboids (including a cube), sphere and pyramids						
19	I can name the days of the week, months of the year and sequence events in chronological order using language including: before, after, today, yesterday etc.						
20	I can measure, record and recognise standard units for: <ul style="list-style-type: none"> <li>• Lengths and heights</li> <li>• Mass/weight</li> <li>• Capacity/volume</li> <li>• Time (hours, minutes, seconds)</li> </ul>						
21	I can tell the time to O clock and half past the hour and draw the hands on a clock.						
22	I can describe position, direction and movement, including whole, half, quarter and three-quarter turns.						

**YEAR 2 – EXPECTED NON-NEGOTIABLES: MATHS**

	<b>NUMBER</b>						
1	I can read and write numbers to at least 100 in numerals and words.						
2	I can recall and use number bonds to 10 and 20 fluently, and derive and recognise other relationships.						
3	I can count forwards and backwards in steps of 2, 3 and 5, from zero. To read scales in divisions of ones, twos, fives and tens.						

4	I can partition any two-digit numbers into different combinations of tens and ones, explaining my thinking verbally, in pictures or using apparatus.					
5	I can compare and order numbers from 0 to 100 using < > and = sign.					
6	I can identify, represent and estimate numbers using different representations eg. number line.					
7	I identify fractions $\frac{1}{3}$ , $\frac{1}{4}$ , $\frac{1}{2}$ , $\frac{2}{4}$ (recognising that $\frac{2}{4}$ is equivalent) and $\frac{3}{4}$ of a length, shape, set of objects or quantity as well as writing them as simple fractions.					
8	I can recall and use multiplication facts for the 2, 5 and 10x tables and calculate mathematical statements using multiplication (x), division ( $\div$ ) and equals (=) signs.					
9	I can recall and use division facts for the 2, 5 and 10x tables, including recognising odd and even.					
10	I can add and subtract numbers using concrete objects, pictorial representations and mentally: <ul style="list-style-type: none"> <li>• A two-digit number and ones</li> <li>• A two-digit number and tens</li> <li>• Two two-digit numbers including in tens – using an efficient strategy, explaining methods verbally, in pictures or using apparatus.</li> <li>• Adding three one-digit numbers</li> </ul>					
11	I can show that addition and multiplication of two numbers can be done in any order (commutative) and subtraction and division from one number to another cannot.					
12	I can understand the inverse operation for addition/subtraction.					
13	I can solve problems with addition and subtraction using place value, number facts, concrete objects and pictorial representations.					
14	I can solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts including problems in contexts.					
<b>MEASUREMENT, GEOMETRY AND STATISTICS</b>						
15	I can choose and use appropriate standard units to estimate and measure: length, height, temperature, capacity, mass.					
16	I can read the time on a clock to the nearest 15 minutes.					
17	I can recognise and use the symbols £ and p when solving problems involving addition and subtraction of money including giving change and combine amounts to make a particular value as well as use different coins to make the same amount.					
18	I can identify and describe 2-D and 3-D shapes and the following properties: <ul style="list-style-type: none"> <li>• number of sides and line symmetry (2D shapes)</li> <li>• number of edges, vertices and faces (3D shapes)</li> <li>• identify 2-D shapes on the surfaces of 3-D shapes</li> <li>• compare and sort 2-D and 3-D shapes and everyday objects</li> </ul>					
19	I can interpret and construct pictograms, tally charts, block diagrams and simple tables as well as ask and answer simple questions by counting and totalling the number of objects in each category and sorting the categories by quantity.					
20	I can order and arrange a combination of mathematical objects in patterns and sequences and also use mathematical vocabulary to describe position, direction and movement by: <ul style="list-style-type: none"> <li>• movement in a straight line</li> <li>• rotation as a turn in terms of right angles for quarter, half and three quarter turns</li> <li>• clockwise and anti-clockwise turns.</li> </ul>					

**YEAR 3 – EXPECTED NON-NEGOTIABLES: MATHS**

<b>NUMBERS AND PLACE VALUE</b>						
1	I can compare and order numbers up to 1000 and read and write numbers up to 1000 in numerals and in words.					
2	I can count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number.					

3	I can recognise the place value of each digit in a 3 digit number (hundreds, tens and ones).						
4	I can identify, represent and estimate numbers using different representations.						
5	I can solve number problems using one and two step operations including missing number problems, using number facts, place value, and more complex addition and subtraction.						
6	I can add and subtract numbers mentally including: a three-digit number and ones a three-digit number and tens a three-digit number and hundreds.						
7	I can add and subtract numbers with up to three digits, using formal written methods.						
8	I can derive and recall multiplication and division facts for the 3, 4 and 8 x tables.						
9	I can write and calculate mathematical statements for multiplication and division; including 2-digit number with a 1-digit (from multiplication tables they know 2, 3, 4, 5, 8 and 10) as well as solve missing numbers, positive integer scaling and correspondence problems.						

### FRACTIONS

10	I can count up and down in tenths and recognise that tenths arise from dividing an object into 10 equal parts and in dividing one digit numbers or quantities by 10.						
11	I can understand unit and non-unit fractions as numbers on the number line, and deduce relations between them, such as size and equivalence						
12	I can recognise, write and find the fractional value of a given set of objects.						
13	I can add and subtract fractions with a common denominator and solve problems using unit and non-unit fractions.						

### MEASUREMENT

14	I can measure and compare, add and subtract: <ul style="list-style-type: none"> <li>lengths eg m/cm/mm</li> <li>mass using kg and g</li> <li>volume/capacity using l and ml.</li> </ul>						
15	I can measure the perimeter of simple 2-D shapes.						
16	I can add and subtract amounts of money to give change, using both £ and p in practical contexts..						
17	I can tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks.						
18	I can estimate, read, record and compare time with increasing accuracy to the nearest minute.						
19	I can record and compare time in seconds, minutes and hours accurately; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight.						
20	I can know the number of seconds in a minute and the number of days in each month, year and leap year and compare durations of events for example to calculate the time taken by particular events or tasks.						

### GEOMETRY

21	I can draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them.						
22	I can recognise angles as a property of shape or a description of a turn; identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle.						

23	I can identify horizontal and vertical lines and pairs of perpendicular and parallel lines.						
<b>STATISTICS</b>							
24	I can interpret and present data using bar charts, pictograms and tables.						
25	I can solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.						

**YEAR 4 – EXPECTED NON NEGOTIABLES: MATHS**

<b>NUMBER and FRACTIONS</b>							
1	I can recall all multiplication facts to 12x12 and multiples of 25 and 1000 and use them to multiply and divide mentally up to three numbers together.						
2	I can recognise and use factor pairs and commutativity in mental calculations.						
3	I can order and compare numbers beyond 1000 and find 1000 more or less than a given number.						
4	I can identify, represent and estimate numbers using different representations.						
5	I can estimate and use inverse operations to check answers to a calculation.						

6	I can round any number to the nearest 10, 100 or 1000 and decimals with 1 decimal place to the nearest whole number knowing the place value of each digit (thousands, hundreds, tens and ones).					
7	I can count backwards through zero to include negative numbers.					
8	I can compare numbers with the same number of decimal places up to 2 decimal places.					
9	I can recognise and write decimal equivalents of any number of tenths or hundredths in particular $\frac{1}{4}$ , $\frac{1}{2}$ and $\frac{3}{4}$ .					
10	I can add and subtract numbers with up to 4 digits using formal written method of column addition.					
11	I can divide a 1 or 2 digit number by 10 or 100 identifying the value of the digits in the answer as units, tenths and hundredths.					
12	I can multiply 2 and 3 digit numbers by a 1 digit number using formal written layout.					
13	I can solve addition and subtraction 2-step problems deciding which operations to use and why.					
14	I can solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.					
15	I can solve number and practical problems that involve multiples, negative numbers, 4-digit numbers and rounding.					
16	I can solve simple measures and money problems involving fractions and decimals to 2 decimal places.					
17	I know Roman Numerals up to and including 100.					
18	I can recognise, read and write equivalent fractions.					
19	I can count up and down in hundredths; recognise and write decimal equivalents of any number of tenths or hundredths.					
20	I can add and subtract fractions with the same denominator.					
21	I can solve problems involving increasingly harder fractions to calculate quantities including non-unit fractions where the answer is a whole number.					
22	I can find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths.					
<b>MEASUREMENT, GEOMETRY and STATISTICS</b>						
23	I can convert between different units of measure [for example, kilometre to metre; hour to minute].					
24	I can solve problems involving estimating, comparing and calculating measures including money in pounds and pence.					
25	I can measure and calculate the perimeter and area of a rectilinear figure in centimetres and metres.					
26	I can read, write and convert between analogue and digital, 12 and 24 hour clocks.					
27	I can identify lines of symmetry in 2-D shapes presented in different orientations.					
28	I can complete a simple symmetric figure with respect to a specific line of symmetry.					
29	I can compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.					
30	I can compare and order angles up to 2 right angles by size and I know that angles are measured in degrees and I can identify acute and obtuse angles.					
31	I can describe positions on a 2-D grid as coordinates in the first quadrant.					
32	I can describe movements between positions as translations of a given unit to the left/right and up/down.					
33	I can plot specified points and draw sides to complete a given polygon.					
34	I can solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.					
35	I can interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.					

**YEAR 5 – EXPECTED NON NEGOTIABLES: MATHS**

	<b>NUMBER</b>					
1	I can read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit.					
2	I can count forwards in steps of power 10 for any given number up to 1,000,000.					
3	I can count backwards in steps of power 10 for any given number up to 1,000,000.					
4	I can interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.					
5	I can read Roman numerals to 1000 (M) and recognise years written in Roman numerals.					



6	I can add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction).					
7	I can add and subtract numbers mentally with increasingly large numbers.					
8	I can use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.					
9	I can identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.					
10	I know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers and know the prime numbers to 100.					
11	I can recognise and use thousandths and relate them to tenths, hundreds and decimals.					
12	I can identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.					
13	I can recognise mixed number and improper fractions and convert them from one to the other.					
14	I can read and write decimal numbers as fractions, for example, $0.47 = \frac{47}{100}$					
15	I can recognise the percent symbol (%) and understand per cent relates to number of parts per hundred.					
16	I can write percentages as a fraction with denominator hundred, and as a decimal fraction.					
17	I can compare fractions whose denominators are all multiples of the same number.					
18	I can add and subtract fractions whose denominators are all multiples of the same number.					
19	I can multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.					
20	I can multiply and divide numbers mentally drawing upon known facts up to $12 \times 12$ .					
21	I can round any number to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000.					
22	I can round decimals to 2dp to the nearest whole number and to 1 decimal place.					
23	I can read, write, order and compare numbers with up to three decimal places.					
24	I can recognise and use square numbers and the notation for squared.					
25	I can recognise cube numbers and the notation for cubed.					
26	I can multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.					
27	I can multiply number up to 4-digit by a 1 or 2-digit number using formal written methods, including long multiplication for 2-digit numbers.					
28	I can divide numbers up to 4-digits by 1-digit numbers.					
29	I can solve problems involving multiplication where large numbers are used by decomposing them into factors.					
30	I can solve problems involving division where large numbers are used by decomposing them into factors.					
31	I can solve addition multi-step problems in contexts, deciding which operations and methods to use and why; solve problems involving 3 decimal places and problems which require knowledge of percentages and decimal equivalents.					
32	I can solve subtraction multi-step problems in contexts, deciding which operations and methods to use and why; solve problems involving 3 decimal places and problems which require knowledge of percentages and decimal equivalents.					
33	I can solve problems involving negative numbers and factors of 10 to 1 000 000.					
34	I can solve problems involving multiplication and division using knowledge of multiples, factors, squares and cubes.					
	<b>MEASUREMENT, GEOMETRY AND STATISTICS</b>					
35	I know angles are measured in degrees and can estimate and compare acute; obtuse and reflex angles.					

36	I can draw angles and measure them in degrees.					
37	I can identify: <ul style="list-style-type: none"> <li>angles at a point and one whole turn (total 360o)</li> <li>angles at a point on a straight line and 2</li> <li>a turn (total 180o)</li> <li>other multiples of 90o</li> </ul>					
38	I can use the properties of rectangles to deduce related facts and find missing lengths and angles.					
39	I can distinguish between regular and irregular polygons based on reasoning about equal sides and angles.					
40	I can convert between different units of metric measures.					
41	I can understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.					
42	I can estimate volume and capacity.					
43	I can measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.					
44	I can calculate and compare the area of squares and rectangles including using standard units and estimate the area of irregular shapes.					
45	I can solve comparison, sum and difference problems using information presented in a line graph.					
46	I can complete, read and interpret information in tables, including timetables.					
47	I can solve problems involving converting between units of time.					
48	I can use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.					
49	I can identify 3-D shapes, including cubes and other cuboids, from 2-D representations.					
50	I can identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.					

**YEAR 6 – EXPECTED NON-NEGOTIABLES: MATHS**

	<b>NUMBERS AND PLACE VALUE</b>					
1	I can read, write, order and compare numbers up to 10 000 000 and determine the value of each digit					
2	I can use negative numbers in context, and calculate intervals across zero					
3	I can round any number to a required degree of accuracy					
4	I can solve number and practical problems that involve all of the above – comparing numbers, negative numbers and rounding					
5	I can identify common factors, common multiples and prime numbers					

6	I can identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places						
	<b>NUMBER CALCULATIONS – MULTIPLICATION, DIVISION, ADDITION &amp; SUBTRACTION</b>						
7	I can solve problems involving the relative sizes of two quantities where the missing values can be found by using integer multiplication and division facts						
8	I can multiply 1-digit numbers with up to two decimal places by whole numbers						
9	I can perform mental calculations, including with mixed operations and large numbers as well as manipulating expressions using commutative and distributive properties						
10	I can multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication						
11	I can divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division and short division, and interpret remainders as whole number remainders, fractions, by rounding or has up to two decimal places, as appropriate for the context						
12	I can use knowledge of order of operations to carry out calculations involving all four operations						
13	I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why including formal written methods						
14	I can solve problems involving addition, subtraction, multiplication and division						
15	I can use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy						
	<b>FRACTIONS</b>						
16	I can use common factors to simplify fractions; use common multiples to express fractions in the same denomination						
17	I can compare and order fractions, including fractions $> 1$						
18	I can add fractions with different denominations and mixed numbers, using the concept of equivalent fractions						
19	I can subtract fractions with different denominations and mixed numbers, using the concept of equivalent fractions						
20	I can multiply simple pairs of proper fractions, writing the answer in its simplest form						
21	I can divide proper fractions by whole numbers ( $1/8$ divided by 2 = $1/16$ )						
22	I can associate a fraction with division and calculate decimal fraction equivalents (for example 0.375 or $3/8$ )						
23	I can I can solve problems involving the calculation of percentages, such as 20% of 440 and the use of percentages for comparisons						
24	I can recall and use equivalences between simple fractions, decimals and percentages, including in different contexts						
	<b>RATIO &amp; PROPORTION</b>						
25	I can solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts						
26	I can solve problems involving similar shapes where the scale factor is known or can be found						
27	I can solve problems involving unequal sharing and grouping using knowledge of fractions and multiples						
	<b>ALGEBRA</b>						
28	I can use simple formula and substitute values to solve problems eg perimeter of a rectangle or area of a triangle						
29	I can generate and describe linear number sequences						
30	I can express missing number problems algebraically						
31	I can find pairs of numbers that satisfy number sentences involving two unknowns						
32	I can enumerate possibilities of combinations of two variables						

	<b>MEASUREMENT</b>					
33	I can use, read, write, convert and solve problems between standard units of: <ul style="list-style-type: none"> <li>Length</li> </ul> From smaller unit of measure to larger and visa versa using decimal notation up to 3 decimals					
34	I can use, read, write, convert and solve problems between standard units of: <ul style="list-style-type: none"> <li>Mass</li> </ul> From smaller unit of measure to larger and visa versa using decimal notation up to 3 decimals					
35	I can use, read, write, convert and solve problems between standard units of: <ul style="list-style-type: none"> <li>Volume</li> </ul> From smaller unit of measure to larger and visa versa using decimal notation up to 3 decimals					
36	I can use, read, write, convert and solve problems between standard units of: <ul style="list-style-type: none"> <li>Time</li> </ul> From smaller unit of measure to larger and visa versa using decimal notation up to 3 decimals					
37	I can convert between miles and kilometres					
	<b>GEOMETRY – PROPERTIES OF SHAPE</b>					
38	I can recognise, describe and build simple 3D shapes including making nets					
39	I can draw 2-D shapes using given dimensions and angles					
40	I can compare and classify geometric shapes based on their properties and sizes					
41	I can find unknown angles, using mathematical reasoning, in any triangle, quadrilateral and regular polygons					
42	I can illustrate and name parts of circles, including radius, diameter and circumference and know that the radius is half the diameter					
43	I can calculate the area of a parallelogram and triangles					
44	I can recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.					
45	I can calculate, estimate and compare volume of cubes and cuboids using standard units					
46	I can describe positions on the full coordinate grid (all four quadrants)					
47	I can draw and translate simple shapes on the coordinate plane, and reflect them in the axes					
	<b>STATISTICS</b>					
48	I can interpret and construct pie charts and use these to solve problems					
49	I can interpret and construct line graphs and use these to solve problems					
50	I can calculate and interpret the mean as an average					

### **YEAR 1 - KEY ASSESSMENT CRITERIA: MATHS**

#### **EXCEEDING- Non-Negotiable Statements**

1	I can count reliably well beyond 100.					
2	I can write numbers to 20 as words.					
3	I can say the number that is 10 more or 10 less than any given number to 100.					

4	I know the signs (+) (-) (=) (<) (>)					
5	I can apply knowledge of number to solve a one-step problem involving addition, subtraction, simple multiplication and division.					
6	I can add and subtract 1-digit and 2-digit numbers to 50, including zero.					
7	I can reason about numbers and say how and why I know.					
8	I can find different ways to make amounts using coins.					
9	I can use knowledge of time to know when key periods of the day happen eg lunch time, home time etc.					
10	I can relate counting in 2s, 5s and 10s to the times tables.					

10 exceeding statements in Year 1

**YEAR 2 - KEY ASSESSMENT CRITERIA: MATHS**

**EXCEEDING- Non-Negotiable Statements**

**Including Interim statements.**

1	I can reason about addition ( <i>e.g. pupil can reason that the sum of 3 numbers will always be odd</i> ).					
2	I can use multiplication and division facts for 2,5,10 and make deductions outside known multiplication facts ( <i>e.g. a pupil knows that multiples of 5 have 1 digit of 0 or 5 and uses this to reason that 18 x 5 cannot be 92 as it is not a multiple of 5</i> ).					

3	I can work out mental calculations where regrouping is required <i>(e.g. 52 – 27, 91 – 73).</i>						
4	I can use reasoning about numbers and relationships to solve more complex problems and explain my thinking. (including more complex missing number problems).						
5	I can work our remainders given known facts. <i>(e.g. 15 divided by 5 =3 with 0 remainder, 16 divided by 5 will have a remainder of 1).</i>						
6	I can solve unfamiliar word problems that involve more than one step <i>(e.g. which has the most biscuits, 4 packets with 5 in each pack or 3 packets with 10 in each pack).</i>						
7	I can recognise the relationship between addition & subtraction and can write addition statements as simplified multiplication statements <i>( e.g. 10 + 10 + 10 + 5 + 5 = 3 x 10 + 2 x 5= 4 x 10).</i>						
8	I can find and compare fractions of amounts (e.g. 1 / 4 of 20 =£5 and ½ of £8=4 so a ¼ of 20 is greater than ½ of £8).						
9	I can read the time on the clock to the nearest 5 minutes. I can read scales in divisions of ones, twos, fives and tens in a practical situation where not all numbers are given on the scale.						
10	I can describe similarities and differences of shape properties <i>( e.g. find 2 different 2D shape that only have 1 line of symmetry, that a cube and cuboid have the same number of edges, faces and vertices but can describe what is different about them).</i>						

10 exceeding statements in Year 2

**YEAR 3 - KEY ASSESSMENT CRITERIA: MATHS**

**EXCEEDING- Non-Negotiable Statements**

1	I can recognise the value of each digit in a 4-digit number and the value of a tenth.					
2	I know all multiplication facts up to 10 x 10 and I am able to instantaneously answer questions such as, how many 7s in 42?					
	I can add and subtract numbers with any number of digits using formal written methods.					
4	I can begin to have an understanding about negative numbers recognising they are smaller than zero.					
5	I can multiply and divide any 2-digit number by a single digit number and have an understanding of remainder.					
6	I can find fractional values (from $\frac{1}{2}$ to $\frac{1}{10}$ ) of amounts up to 1000.					
7	I can use knowledge of number to solve problems related to money, time and measure.					
8	I know that the total internal angles of a triangle measure 180 degrees and can measure each.					
9	I can relate knowledge of time to problems related to timetables.					
10	I can measure, compare, add and subtract more complex problems using common metric measures set out in Kg, gms, Kl, litres and metres etc.					

10 exceeding statements in Year 3

**YEAR 4 - KEY ASSESSMENT CRITERIA: MATHS**

**EXCEEDING- Non-Negotiable Statements**

1	I can use tenths, hundredths and thousandths when comparing values and solving addition and subtraction problems.					
2	I can round any number to 100, 000 to the nearest 10, 100, 1,000 or 10, 000.					
	I can relate tenths and hundredths to fractional values.					
4	I am able to rapidly recall answers when multiplying and dividing a whole or decimal number by 10.					
5	I can solve multi-step problems involving more than one of the operations.					
6	I can work out simple percentage values of whole numbers as is related to on-going learning in Science, History and Geography.					
7	I can compare and add fractions whose denominators are all multiples of the same number.					
8	I can use a 24-hour timetable to find out times for a journey between various places.					
9	I can use knowledge of perimeter to work out perimeter of large areas around school using metres and centimetres.					
10	I can collect own data on a given project and present information in graphical formats of their choosing.					

10 exceeding statements in Year 4

**YEAR 5 - KEY ASSESSMENT CRITERIA: MATHS**

**EXCEEDING – Non-Negotiable Statements**

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1.	I have a concept of numbers well beyond 1,000 000 and their relative association to distances to planets; historical data and geographical aspects.					
2.	I can divide whole numbers (up to 4 digits) by 2-digit numbers, using preferred method.					
3.	I can use rounding/as a strategy for quickly assessing what approximate answers ought to be before calculating.					
4.	I can link working across zero for positive and negative numbers to work time between BC and AD in history.					
5.	I use recognise the symbols for square root and work out square roots up to 100.					
6.	I can calculate number problems algebraically, e.g. $2x - 3 = 5$ .					
7.	I can use knowledge of measurement to create plans of areas around school, such as classroom, field, outside play area.					
8.	I can relate imperial measures still used regularly in our society to their metric equivalents, e.g. miles to Km and lbs to Kg.					
9.	I can use a range of timetables to work out journey times on a fictional journey around the world, e.g. 'How long would it take to reach the rainforest in the Amazon?'					
10.	I can collect own data on a personal project and present information in formats of their choosing, charts, graphs, tables.					

**10 Non-Negotiable EXCEEDING statements**

**YEAR 6 - KEY ASSESSMENT CRITERIA: MATHS**

**EXCEEDING – Non-Negotiable Statements**

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1.	I can compare, order and convert between fractions, decimals and percentages in contexts related to science, history and geography.					
2.	I can move beyond squared and cubed numbers to calculate problems such as $X \times 10^n$ where 'n' is positive.					
3.	I can use =, $\neq$ , $</>$ , $\leq$ , $\geq$ correctly.					
4.	I can multiply all integers (using efficient written methods) including mixed numbers and negative numbers.					
5.	I use recognise an arithmetic progression and find the nth term.					
6.	I can use formula for measuring the area of shape, such as a cuboid or triangle to work out the area of an irregular shape in the school environment.					
7.	I can use four operations with mass, time, money and other measures, including with decimal quantities.					
8.	I can create a scaled model of an historical or geographical structure showing an acceptable degree of accuracy using known measurements.					
9.	I can calculate costs and time involved to visit a destination in another part of the world relating to on-going learning in history and geography.					
10.	I can collect data on a personal project and present information in formats of their choosing, charts, graphs and tables and answer specific questions related to their research.					

10 Non-Negotiable EXCEEDING statements



## Our Science Vision

*'Learning together in God's Love'*



**Intent**

At St Agnes Primary School we understand the need for all pupils to develop their Scientific ability as an essential component of all subjects and as a subject in its own right. We believe that a good understanding of scientific knowledge and conceptual understanding helps to support pupils' work across the curriculum.

At St Agnes Primary School our vision is to give all children an inclusive Science curriculum which enables them to confidently explore and discover the world around them, in order to develop a deeper understanding of the world in which we live. The exciting, practical, hands on experiences which we give to them will encourage curiosity and questioning. In addition, promoting the experience of exploring and investigating scientific phenomena, in a range of contexts, will ensure a continually evolving knowledge and bank of core skills which will equip them for an ever-changing world as well as the knowledge and understanding to succeed in life.

### **Implementation**

Our Science curriculum is inclusive and ensures that all pupils of all abilities can access and develop the range of skills needed to be successful scientists. By teaching science in short, intense one or two week topic blocks, and by focusing on the key knowledge and skills outlined in our 'Sticky Learning', we aim to:

- Prepare our children for life in an increasingly scientific and technological world today and in the future.
- Help our children acquire a growing understanding of the nature, processes and methods of scientific ideas.
- Help develop and extend our children's scientific concept of their world.
- Build on our children's natural curiosity and developing a scientific approach to problems.
- Encouraging open-mindedness, self-assessment, perseverance and developing the skills of investigations – including: observing, measuring, predicting, hypothesising, experimenting, communicating, interpreting, explaining and evaluating.
- Develop the use of scientific language (subject-specific vocabulary to enrich pupils' knowledge and understanding), recording and techniques.
- Develop the use of computing in investigating and recording.
- Make links between science and other subjects and considering this in everyday living.
- In EYFS the children learn Scientific skills through the Understanding of the World – the topic based curriculum allows the children play based focused and independent opportunities to develop their skills, knowledge and attitudes towards science.
- Throughout the rest of school (Yr 1 – 6), each topic gives the children the chance to ask questions about their learning. The children have 6 or 9 'sticky learning' objectives including key vocabulary that they will study and learn during the topic and hopefully these will be embedded into long term memory.
- Teach the three strands of science – Physics, Biology and Chemistry – in a cohesive, sequenced way from Year 1 to Year 6.
- Opportunities for cross-curricular links are always used e.g. measurements and recording are linked in mathematic lessons as well as reading and writing opportunities across the curriculum including science.

### **Impact**

The impact and measure of this is to ensure children not only acquire the appropriate age-related knowledge, skills and understanding linked to the science curriculum, but also skills which equip them to progress from their starting points, and within their everyday lives. We want the children to leave St Agnes with embedded knowledge (long-term memory) and skills that they can carry forward in their future learning and employment.



## **Our History Vision**

*'Learning together in God's Love'*



**Intent** At St Agnes we shape our history curriculum to ensure it is 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 that

encompasses the British Values throughout; ensuring the progressive development of historical concepts, knowledge, skills and attitudes; and for the children to study life in the past as well as identify similarities and differences and changes over time.

We believe that high quality history lessons encourage critical thinking, enhance the ability to weigh evidence and generate arguments, develop chronological understanding and develop their sense of perspective.

At St Agnes, we aim for a high quality history curriculum which should inspire in pupils a curiosity and fascination about the Britain's past and that of the wider world. Our teaching equips pupils with knowledge about the history of Britain and how it has influenced and been influenced by the wider world; know and understand about significant aspects of the history of the wider world such as ancient civilisations and empires; changes in living memory and beyond living memory; learn about the lives of significant people of the past; understand the methods of historical enquiry and be able to ask and answer questions. We want children to enjoy and love learning about history by gaining this knowledge and skills, not just through experiences in the classroom, but also with the use of fieldwork, particularly our local history-rich environment, well-planned and exciting educational visits together with inspiring visitors to school.

**Implementation** In ensuring high standards of teaching and learning in history, we implement a curriculum that is progressive throughout the whole school. History is taught as part of a weekly or two weekly topic, focusing on knowledge and skills stated in the National Curriculum. We teach our children using a variety of resources to enable them to develop an understanding of the history, give them skills to question and explore and enjoy their topics.

Children in EYFS also learn through a topic based curriculum that focuses on developing their knowledge and understanding of the people from the past and present (Early Learning Goal). We ensure children are curious, engaged and given focused and independent activities that enhance their experience of their lives and help them to reflect on and learn from the recent past. We also give the children opportunities to explore their past and the past of their families, giving them the opportunities to link real-life experiences to their own unique contexts, compare and contrast characters from stories including major figures from the past.

Throughout school each topic gives the children the chance to ask questions about their learning. The children have 6 or 9 'sticky learning' objectives including key vocabulary that they will study and learn during the topic and hopefully these will be embedded into long term memory.

At St Agnes, we ensure that history has the same importance given to it as the core subjects, as we feel this is important in enabling all children to gain 'real-life' experiences. For example, exploring local history and the history of St Agnes – which can be seen in our history display.

We give the children opportunities to explore their past and the past of their families and give them real life experiences like our Grandparents day in key stage 1 in which the children learnt about the toys their grandparents played with.

Our topics are engaging and exciting providing the opportunity for children to enjoy their learning and research their interests further. Furthermore they foster awe and wonder and actively motivate the children to ask 'why'. Our topic homework's engage children and enable them to link their art and design skills to their history learning – Year 3 and 4 enjoyed the research project and created some wonderful Stonehenge models.

### **Impact**

The impact and measure of our history curriculum is to ensure that children at St Agnes are equipped with historical skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world.

We want the children to have thoroughly enjoyed learning about history and to ignite a passion for the past to positively influence the future.



## **Our Geography Vision**

*'Learning together in God's Love'*



## **Intent**

At St Agnes we shape our geography curriculum to ensure it is fully inclusive to every child. Our aims are 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, skills and attitudes; and for the children to develop a love for geography.

At St Agnes, we have a high quality geography curriculum which inspires in pupils a curiosity and fascination about the world and its people. Our teaching equips pupils with knowledge about places and people; resources in the environment; physical and human processes; formation and use of landscapes. We also want children to develop geographical skills: collecting and analysing data; using maps, globes, aerial photographs and digital mapping to name and identify countries, continents and oceans; and communicating information in a variety of ways. We want children to enjoy and love learning about geography by improving attitudes, gaining knowledge and skills, not just through experiences in the classroom, but also with the opportunity for real-life fieldwork using the local environment as well as motivational educational visits to further enhance learning.

## **Implementation**

In ensuring high standards of teaching and learning in geography, we implement a curriculum that is progressive throughout the whole school. Geography is taught as part of a weekly or two weekly topic, focusing on the required knowledge and skills stated in the National Curriculum including the Earth's key physical and human processes. We teach our children using a variety of resources to enable them to develop an understanding of the world around us, give them skills to question and explore and enjoy their topics.

Children in EYFS learn through a topic based curriculum that focuses on developing their knowledge and understanding of the world (Early Learning Goal). We ensure children are curious, engaged and given focused and independent activities that enhance their experience of the world from their unique perspectives.

Throughout the rest of school (Yr 1 – 6), each topic gives the children the chance to ask questions about their learning. The children have 6 or 9 'sticky learning' objectives including key vocabulary that they will study and learn during the topic and hopefully these will be embedded into long term memory.

At St Agnes, we ensure that geography has the same importance given to it as the core subjects, as we feel this is crucial in enabling all children to gain 'real-life' experiences and to make sense of the world and its diverse places and people.

Through our hidden curriculum the children develop skills to help them care about our world and hopefully work to make it a sustainable place to live. This can be seen in evidence from School Council initiatives, eco club, Community Cohesion (with our link school Horton Mill), Commando Joe and the Oldham Pledge work. Through our Great Expectations and Christian Values, we teach children to care about our world and learn how to work with each other to make it a better place to live. Our Eco club are committed to improving our school and local environment and making an impact in our world not just now but for the future.

## **Impact**

The impact and measure of this is to ensure that children at St Agnes are equipped with necessary attitudes, geographical skills and knowledge within our geography curriculum that will enable them to be ready for the further in-depth, focused learning at Key Stage 3 and for life as an adult in the wider world.

We want the children to have thoroughly enjoyed learning about geography, therefore encouraging them to undertake new life experiences now and in the future.



## **Our Art and Design Technology vision**

*'Learning together in God's Love'*



## **INTENT**

Art and Design technology at St Agnes aims to develop the knowledge, skills and attitudes necessary for creative learning. Creativity is an important aspect of the children's curriculum enabling them to develop their own style and passion for learning. At St Agnes Primary School, we value and are dedicated to the teaching of Art and Design Technology. We see this as a fundamental part of school life. We are committed to providing an 'Arts Rich Curriculum' which is full of practical activities to engage all of our children. We believe that by developing this, we can contribute to the appreciation of art and design surrounding us. We see art and design as a means to support

learning in a range of ways. We aim to use art and design to stimulate imagination and inventiveness, celebrate culture and diversity and offer a rich platform from which children can learn about a range of perspectives. The skills that are developed in these subjects can be transferred across the curriculum and thus aid learning for example development of fine motor skills will improve handwriting.

### **IMPLEMENTATION**

In ensuring high standards of teaching and learning in art and design technology, we implement a curriculum that is progressive throughout the whole school. Art and design technology is taught as part of a weekly or two weekly topic, focusing on the required knowledge and skills stated in the National Curriculum. As a school and in accordance with the EYFS and National Curriculum expectations, we aim to ensure that all pupils:

- Produce creative work, exploring their ideas and recording their experiences
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques
- Evaluate and analyse creative works using the language of art, craft and design
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms
- Plan, design, build, critique, test and evaluate their own products.
- Use technology and computing effectively to participate successfully in an ever increasing technological world.
- To understand the principles of nutrition and experiment with different cooking skills.

Class teachers are responsible for teaching art and design technology, although there will be times when professional artists/facilitators will be involved in the teaching of the topic. We have worked with 'The Fairy God Mum' to produce high quality pieces of permanent Art and Design which can be seen throughout school and in our outdoor learning environment. Children working at the 'exceeding' level in art and design technology are proud to have produced the art work and show case their individual talents. All classes are given creative art and design home learning to link with their topics and the children always produce high quality pieces. This also gives the opportunity to work with their families to plan and design their work.

The Year 5 and 6 children take part in the Year 6 Business Challenge to plan, purchase materials (using a loan, maximum £100) and make a product with all profits going to their chosen charity. The children take part in a 'Trade Day' at our local Tesco Extra and compete with other Y6 businesses. They are judged by 'mystery shoppers' on the quality and durability of their product, presentation of their stall, sales technique and profit margins. This amazing opportunity encourages the children to develop business skills and an understanding of quality assurance during a real-life experience. There is also a 'Dragon's Den' element to the competition which also helps to hone essential skills of our children.

We take every opportunity to develop links with outside agencies and experts, through links with our Dovestone Learning Partnership (DLP) in order to enrich our Art and Design provision.

Throughout the year the children create a range of art or design work that is sold at our Winter and Summer fairs and this helps to give the children a purpose for their creations and creates strong links with the community.

### **IMPACT**

Our children enjoy the self-expression that they experience in both Art and Design Technology.

They are always keen to learn new skills and work hard to perfect those shown to them. The children's art is often cross-curricular art but is also taught in focused topics (to support the importance of the subject) and helps them to express feelings and emotions in art, as well as show their knowledge and understanding in history, geography and science. The children are assessed on their skills, knowledge, attitudes and understanding of key vocabulary using our 'sticky learning' process to help them to remember make further progress building on the skills they have learnt.



C of E Primary School

## **Our Computing Vision**

*'Learning together in God's Love'*



### **Intent**

At St Agnes we shape our computing curriculum to ensure it is fully inclusive to every child. We want all of our children to be able to achieve their full potential and Computing is a significant part of our children's daily life. We believe that children

should be at the forefront of this new technology, developing their attitudes, skills and knowledge to become competent with using computers.

As computers are now such an integral part of the world today we want all our children to be exposed to a wealth of learning opportunities and transferrable skills explicitly within the Computing curriculum and across other curriculum subjects. It is our intent to ensure that all children keep up with these changes and developments but also through the study of Computing, children will be able to develop a wide range of fundamental skills, knowledge, understanding and ability to keep themselves safe, especially online, that will equip them for a successful future.

### **Implementation**

All our children take part in a variety of Computing lessons, in Early Years the children are exposed to the understanding of internet safety as they explore the world around them and how technology is an everyday part of their learning and understanding of the world. The children have the opportunity to develop their computer skills through developing their fine motor skills so that they can use a range of tools competently, safely and confidently.

In Key Stage 1 the children will learn to understand what algorithms are; how they are implemented as programs on digital devices; and that programmes execute by following precise and unambiguous instructions. They will be taught to create and debug simple programmes and use logical reasoning to predict the behaviour of simple programs. They will be shown how to use a range of technology purposefully to create, organise, store, manipulate and retrieve digital content as well as recognise common uses of information technology beyond school. They will be taught to use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online platforms. Each of these skills will be taught through exciting half termly units.

In Key Stage 2 the children will design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. They will use sequence, selection, and repetition in programs, use logical reasoning to explain how some simple algorithms work and correct errors in algorithms and programs. Children will be taught to understand computer networks, including the internet, and the opportunities they offer for communication and collaboration. They will use search technologies effectively, learn to appreciate how results are selected and ranked, and be discerning in evaluating digital content. Children will be taught to select, use and combine a variety of software (including internet services) on a range of digital devices to create a range of programs, systems and content that accomplish given goals. They will use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

The children have 6 or 9 'sticky learning' objectives including key vocabulary that they will study and learn during the topic and hopefully these will be embedded into long term memory.

At St Agnes we are continuously updating our computing equipment to enable all children to have the most up to date technology. We are very lucky to have 64 laptops and 32 I pads to enable the children to develop high quality computer skills. We use a variety of programmes to teach our children including Scratch (coding) and ESPRESSO.

### **Impact**

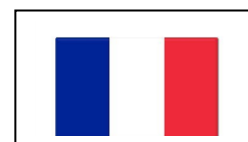
Computing is changing the lives of everyone. Through teaching Computing, we equip children to participate in a rapidly changing world where work and leisure activities are increasingly transformed by technology. This is not solely the skills and knowledge to use technology effectively and for their own benefit, but more importantly – safely. It is important that children understand the consequences of using the internet and how to keep themselves safe in this digital world. Computing skills are a major factor in enabling children to be confident, creative and independent learners, our curriculum will ensure that all children are ready for the next part of their education.



C of E Primary School

## **Our Modern Foreign Languages Vision**

*'Learning together in God's Love'*



### **Intent**

MFL at St Agnes aims to develop cultural diversity and language acquisition skills which will prepare children for life in an ever changing, multi-cultural world. Learning foreign language skills will enable children to not only enhance their prospects in Britain but also on a global scale.

At St Agnes we want all our children to realise their full potential and develop lifelong skills in French which will provide them with an open-minded and adventurous outlook towards other cultures. MFL at St Agnes is inclusive for all children and we ensure every child gets the chance to take part in engaging, fun and differentiated learning.

It will enable children to learn about aspects of French culture, and provide them with heightened self-confidence as they converse in another language. We aim to instil a range of values such as acceptance, to talk about similarities and differences between cultures, to talk about tolerance of diversity in other cultures and to challenge misconceptions of others.

### **Implementation**

Our MFL curriculum is inclusive and ensures that pupils of all abilities access the range of activities we offer, we are able to offer a comprehensive language scheme delivered by two fluent French practitioners.

- Children will learn French (Years 3 – 6) through a topic focused, broad and balanced curriculum. They will learn to understand and respond to both spoken and written French in a variety of real-life situations bringing learning to life. Children will demonstrate their knowledge skills and passion for French through sticky learning assessments as they showcase their talents.
- Children will speak French with increasing confidence and fluency around a range of inspiring topics that will give children a real insight to French culture.
- Our MFL programme of study will teach children French language skills in a variety of fun and creative ways encompassing the arts wherever possible. Each class follows a progressive, well structured scheme of work (based on the National Curriculum requirements) to ensure continuity and a solid basis to increase the children's attitude, skills and knowledge throughout their learning experience.
- For each topic the children have 6 or 9 'sticky learning' objectives including key vocabulary that they will study and learn during the topic and hopefully these will be embedded into long term memory.
- Our extra-curricular Languages club takes the curriculum beyond MFL lessons, offering children an opportunity to further their knowledge of other cultures and to develop additional language learning skills through learning a variety of European languages.

### **Impact**

Our MFL curriculum will enable children to become familiar with cultural aspects of French, as well as developing language speaking skills which will broaden children's minds and prepare them for life in an ever changing, multi-cultural society. Children will gain knowledge of other cultures and will also recognise the importance of speaking a language other than English.



## **Our Music vision**

*'Learning together in God's Love'*



### **INTENT**

At St Agnes music education is based on the concept that music is an essential part of life and integral in the development of the whole child. The quality of life is improved by physical, emotional, social and cognitive growth experiences through a meaningful, sequential study in music.

We believe music education engages learners in developing self-esteem, self-discipline, cooperation, creativity, and self-motivation necessary for success. At St Agnes Primary School music plays an important role in increasing our children's emotional well-being and confidence. We aim to provide a sense of enjoyment and a positive attitude that inspires pupils to develop a love of music (using different genres e.g Reggae, Classical, Gospel), sing, play instruments, musical composition and



learn musical notation. We want children to develop a passion for music through fun, enjoyment and an appreciation of existing musical pieces through singing, composition plus using and experimenting with a variety of musical instruments.

### **IMPLEMENTATION**

Music is used to unite our school and children come together daily to sing and explore different styles of music, through celebration and praise in our daily collective worship.

The children are taught music through two week topic based learning in which the children develop their skills, attitudes, knowledge and key vocabulary linked to the National Curriculum objectives and develop their 'sticky learning' to help them remember the skills they have learnt.

Each class has a term of specialist teaching from Oldham Music service in which Mrs Huckfield, a skilled musician, teaches the children a range of knowledge and skills linked to the National Curriculum. The children love her enthusiasm and skills that promote high standards and aspiration. She also works closely with the rest of the staff to improve their musical knowledge and raise standards throughout school. Through our teaching of music any exceeding child is sign posted to extra-curricular music lessons. Every class uses Charanga (an online music platform) to provide children with an exciting and varied music curriculum. Children develop skills in singing, playing a range of instruments and composing. Every child from Year 1 upwards learns to play the recorder or Glockenspiel so that they can develop confidence with an instrument, learn to read notes from a stave and perform tunes and melodies. EYFS children develop their love of music through daily 'dough disco' and 'flipper flapper' learning to link music and rhythm to writing and fine motor skills development.

We have a thriving school choir and the children have the opportunities to perform at half termly Eucharist services, annual Nativities, St Agnes' Talent show, an end of year performance and singing at Ashbourne House (our local care-home).

The children are also given the opportunity to take part in extra-curricular clubs that enhance their musical skills. Handbells is an age old tradition at St Agnes and the children are taught skills and teamwork which enables them to perform. The Dovestone Learning Partnership also offers the children the opportunity to take part in extra-curricular clubs to enhance their musical skills. So far these have comprise of Opera performances (Carmen) and a Brass Band all made up of keen children from our ten schools.

Through our teaching of music any exceeding child is sign-posted to outside extra-curricular music lessons (usually Oldham Music Centre).

### **IMPACT**

Music is an integral part of our school life and we aim to give the children the skills and appreciation to enable them to access any form of music as they continue their educational journey. We will embed the importance of study and practice to enable musical skills and passion to be developed.

Our topic based curriculum enables children to learn about the subject of music and instruments and then to ensure music and other area of the curriculum and skills are embedded through our 'sticky learning' and hidden curriculum. Our specialist music teacher enables the children to be engaged in their music and all children are given the opportunity to develop their skills.



## **Our Physical Education Vision**

*'Learning together in God's Love'*



### **Intent**

PE at St Agnes aims to develop the knowledge, skills and attitudes necessary for mental, emotional, social and physical wellbeing in our children now and for their future. Physical fitness is a vital part of leading a healthier lifestyle. It teaches self-discipline and that to be successful you must work hard, show resilience and have the determination to believe that anything can be achieved.

At St Agnes we want all our children to realise their full potential and develop a lifelong interest in participating in physical activity and sport, whatever their ability. It is our intent to teach children life skills that will positively impact on their future. We aim to deliver high-quality teaching and learning opportunities that inspire all children to succeed in physical activities. We want to teach children how to cooperate and collaborate with others, as part of a team, understanding fairness and equity of play to embed life-long values. We want our children to understand that regular participation in sport and physical activity will promote good health, instil self-discipline, develop skills, improve self-confidence, promote resilience, self-awareness, passion, empathy, excellence, commitment teamwork, reduce stress and improve overall wellbeing.

## **Implementation**

Our PE curriculum is inclusive and ensures that all pupils of all abilities access the range of activities we offer. The children will be physically active for sustained periods of time in order to encourage them to lead healthy, active lives.

Each class undertakes two P.E. sessions per week from Yr 1 to Y6. The sessions are based on the National Curriculum but are carefully and strategically planned for progression through a wide variety of activities including dance, gymnastics, invasion games, strength and endurance (eg circuit training) as well as traditional sports including hockey, tennis and netball. EYFS take part in one structure PE session per week and daily outdoor learning and physical activity through play based, continuous provision.

Our PE programme incorporates a variety of sports to ensure all children develop the confidence, tolerance and the appreciation of their own and others' strengths and weaknesses.

Our children will develop their fundamental movement skills (agility, balance, and co-ordination) and take part in competitive sports and activities within school and against other schools.

Our PE curriculum ensures that all children will develop physical health and fitness. It will also help the children learn to contribute to much wider areas of learning in terms of developing the whole child, and develop their physical, social, creative, personal and cognitive skills. Children who show exceeding skills in different types of sport are sign posted to after school clubs and teams to continue to develop their learning. This is celebrated in weekly celebration assemblies.


Our school takes the curriculum beyond the PE lessons, offering a range of extra-curricular activities at lunchtime and after school. We also provide outdoor learning in KS1 and Commando Joes RESPECT programme in KS2.

Through the Dovestone Learning Partnership we give the children opportunities to participate in inter-school competitions and the opportunity for participation of a range of sports and access the Saddleworth 3D pitch on a weekly basis. We currently offer weekly after school sessions 4-5pm (Autumn Term = football; Spring Term = Kwik Cricket; Summer Term = Rounders). Through our collaboration with our DLP schools, there are also opportunities for the pupils to take on leadership roles for UKS2 children where they can build character traits and embed our values of co-operation, trust, teamwork and respect in a fun and motivational environment. There are also opportunities for the pupils to take on leadership roles for UKS2 children in which they can build character traits and embed our values of co-operation, trust, teamwork and respect.


## **Impact**

Our curriculum aims to improve the wellbeing and fitness of all children at St Agnes, not only through the sporting skills taught, but through the underpinning values and disciplines PE promotes. Within our lessons, children are taught about self-discipline and that to be successful you need to take ownership and responsibility of their own health and fitness.

Through a variety of taster sessions i.e. Karate, archery, Robinwood and extra-curricular activities we prepare the children for Secondary education. At St Agnes we aim to motivate children to utilise these underpinning skills in an independent and effective way in order to live happy and healthy lives now and in the future.

		<b>St Agnes Physical Education Long Term Plan</b>			
		<b>Class 1</b>	<b>Class 2</b>	<b>Class 3</b>	<b>Class 4</b>
<b>Cycle 1</b>	<b>Autumn 1</b>	Dance	Gymnastics Invasion games: throwing skills	Swimming Games: Netball	Athletics: Circuit Training Games: Netball
	<b>Autumn 2</b>	Gymnastics	Dance Invasion games: kicking skills	Swimming Gymnastics	Athletics: Circuit Training Games: Benchball

	<b>Spring 1</b>	Ball skills (throwing and catching)	Gymnastics Racket games	Swimming Dance	Gymnastics Games: Football
	<b>Spring 2</b>	Ball Skills (kicking and moving)	Dance Racket games	Gymnastics Striking and fielding: Rounders	Gymnastics Striking and fielding: Cricket
	<b>Summer 1</b>	Athletics	Athletics Net games	Dance Games: Hockey	Dance: Zumba Games: Hockey
	<b>Summer 2</b>	Team games	Athletics Striking and fielding games	Athletics Striking and Fielding: Cricket	Dance: Zumba Striking and fielding: Rounders

		<b>St Agnes Physical Education Long Term Plan</b>			
		<b>Class 1</b>	<b>Class 2</b>	<b>Class 3</b>	<b>Class 4</b>
<b>Cycle 2</b>	<b>Autumn 1</b>	Dance	Dance Team Games: Ball skills	Games: Netball Gymnastics	Gymnastics: Yoga Swimming
	<b>Autumn 2</b>	Gymnastics	Gymnastics Games: Ball skills	Games: Football Dance	Dance: Aerobics Swimming

	<b>Spring 1</b>	Ball skills (throwing and catching)	Dance Games: Football	Games: Basketball Football	Athletics
	<b>Spring 2</b>	Ball Skills (kicking and moving)	Athletics Cheerleading	Gymnastics Games: Basketball	Dance: Cheerleading Striking and Fielding: Cricket
	<b>Summer 1</b>	Athletics	Dance Racket games	Athletics Games: Tag Rugby	Dance: Cheerleading Games: Tag Rugby
	<b>Summer 2</b>	Team games	Gymnastics Athletics	Dance Striking and Fielding: Rounders	Gymnastics Striking and fielding: Rounders



## Our Religious Education Vision

‘Learning together in God’s Love’



### **Intent**

At St Agnes Primary School, the aim of Religious Education is to help all children to acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain; to appreciate the way that religious beliefs shape life and our behaviour, develop the ability to make reasoned and informed judgements about religious and moral issues and enhance their spiritual, moral, social and cultural development.

### **Implementation**

Religious Education is inclusive for all children taught throughout the school (EYFS to Year 6) following the Manchester Diocese Syllabus, enhanced by the Understanding Christianity Curriculum and reflects the overall aims, values, and philosophy of the school. At St Agnes, Christianity plays an important role in the children’s learning as we are a Church of England school. Religious Education links in with all other curriculum areas, particularly PSHCE and British Values, in promoting the spiritual, moral, social, and cultural development of our children.

We encourage our pupils to ask questions about the world and to reflect on their own beliefs, values and experiences. Our Ethos is developed around the 18 Christian values and underpins everything we do in our school.

Our Religious Education Curriculum is high quality, well thought out and is cohesively sequenced and planned to demonstrate progression. Through our whole school ethos and the teaching of RE we aim to:

- Demonstrate high quality learning for RE against the planned outcomes (Sticky Learning).
- Provide a celebration of learning for each topic which demonstrates progression across the school.
- Embed a Class Reflection Book, to develop the children's thoughts and feelings around the R.E. topics and Christian values/themes.
- Evidence Pupil Voice/Pupil discussions about their learning through Pupils Chats (Headteacher as well as Subject Leaders).
- Plan and organise a range of visiting vicars and clergy to develop the children's understanding of Christianity.
- Plan and organise visits to other religious places such as local Mosques (Westwood).
- Enable our Year 3 and 4 children to take part in the Linking Project to work with a different Oldham primary school (Horton Mill) to develop links and friendships with children from another culture and religion.
- Teach weekly RE lessons giving the children time to reflect, discuss and question each topic.
- Ensure that each class is taught discreet 1 week topics linked to festivals and special events in the Christian calendar, in which the children have the opportunity to fully immerse in their learning and embed the teaching and key vocabulary through 'Sticky Learning' objectives (see Subject Leaders Long Term Plans).

We value the religious background of all members of the school community and hope that this will encourage individuals to share their own experiences with others freely. All religions and their communities are treated with respect and sensitivity and we value the links, which are, and can be made between home, school, and a faith community. We promote teaching in Religious Education that stresses open enquiry and first-hand experiences wherever possible for both staff and children.

#### **Impact**

The children at St Agnes enjoying learning lots about other religions and why people choose, or choose not to follow a religion. Through their R.E. learning and our ethos, the children are able to make links between their own lives and those of others in their community and in the wider world. R.E. acts as a hub, therefore, between social aspects of learning, science and geography. Our children develop understanding of other people's cultures and ways of life, which they are then able to communicate to the wider community.

R.E. offers our children the means by which to understand how other people choose to live and to understand why they choose to live in that way. As such, R.E. is invaluable in our ever changing world. As such, R.E. is invaluable in our ever changing world and for long-term memory and the ability to succeed in life.

**RE LONG TERM PLANNING**

**EYFS Long Term Planning**

**Autumn Term Theme – Me, Others and the World Around Me**

<i>I am special</i>	<i>Harvest</i>	<i>Special People (Values)</i>	<i>Christmas</i>
We are unique children of God God as loving Father Feelings and Emotions My gifts and talents Understanding Christianity God Why is God so Important?	Giving thanks for food and God's many gifts to us Story of Creation and exploring the wonders of our amazing world	People who love us and help us People we trust Significant role models Exploring Christian values through the actions of others Understanding Christianity Incarnation What makes People unique?	Theme: Births and Birthdays Nativity Story  Festivals of Light - Inc. Non-Christian Faith  Understanding Christianity Incarnation Why do Christians Perform Nativity Plays?

**Spring Term Theme – Jesus**

<i>Stories Jesus Heard</i>	<i>Stories Jesus Told</i>	<i>Easter</i>	
The Bible Key Old Testament Stories Inc: Daniel, Jonah, Joseph, Moses	Parables Inc: The Sower, The Lost Sheep, The Good Samaritan, The Great Feast, The Wise and Foolish Builders	Theme : Love Palm Sunday Good Friday Easter Sunday Emotions Understanding Christianity Salvation Why do Christians have a cross at Easter?	

**Summer Term Theme – Special places, times and objects**

<i>Friendship</i>	<i>Special places</i>	<i>Prayer</i>	<i>Special Times</i>
Qualities of friendship Jesus is our friend Friends of Jesus Understanding Christianity Salvation How can we help others?	My special places The Church including a visit Christian Artefacts  Non-Christian Faith places of Worship	What is prayer? How do we pray? Why do people pray?  Prayer in other faiths	Baptism Weddings Family celebrations  Links with Non-Christian Faith celebrations

**Class 2 RE Long Term Planning**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle 1	The Bible (6hrs)  Harvest (3hrs)	Joseph (3 hrs)  Christmas Gifts (4 hrs) Understanding Christianity Incarnation What does Christmas matter?	The Church (5 hrs)	Easter new life (5 hrs) Understanding Christianity Salvation What does Easter matter?	Islam special books (4 hrs)  Non - Christian Baptism (5 hrs)	Islam Places of Worship (4 hrs)  Peace (3 hrs)
Cycle 2	Jesus was special (6 hrs) Understanding Christianity The Gospel What is the good news that Jesus brings?	My world Jesus world (3 hrs)  Christmas Good News Bringers (4 hrs)	God and Creation (5 hrs) Understanding Christianity God and Creation What do Christians believe God is like? Who made the world?	Multi - Cultural Christianity (3 hrs)  Easter Symbols (5 hrs)	Jesus Friend to everyone (6 hrs)	Saints and Followers ( 4 hrs)

### Class 3 RE Long Term Planning

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<b>Cycle 1</b>	Rules for living (6hrs)	Christmas - God with us (4hrs) <i>Understanding Christianity Incarnation The Trinity?</i>  Christmas - Light <i>Non-Christian</i> faith (6hrs)	The Church (6hrs)	What matters most? (4hrs)  Easter - Joy, Sadness, Joy (5hrs) <i>Understanding Christianity Salvation Why do Christians call it Good Friday?</i>	Sacred Places <i>Non-Christian</i> (6hrs)	Proverbs (4hrs)  Expressing Christian Faith through Art (4hrs))
<b>Cycle 2</b>	The Old Testament (6hrs) <i>Understanding Christianity Creation What do Christians learn from</i>	God, David and The Psalms (6hrs) <i>Understanding Christianity People of God What makes People unique?</i>  Prayer (4hrs)	Jesus the Man who changed lives (6hrs) <i>Understanding Christianity Gospel What kind of world did Jesus want?</i>	Exploring Easter around the world (4hrs)  Easter - Betrayal and Trust (5hrs) <i>Understanding Christianity Kingdom of God What was the impact of Pentecost?</i>	Rules for Living <i>Non-Christian</i> (6hrs)	Jesus the Son of God <i>Non-Christian</i> (7hrs)  Change the World (3hrs)

### Class 4 RE Long term planning

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<b>Cycle 1</b>	Life as a journey (6hrs) <i>Understanding Christianity Gospel What would Jesus do?</i>	<i>Understanding Christianity God What does it mean if God is Holy and Loving?</i>  Christmas - Christmas around the world (4hrs)	<i>Understanding Christianity Creation / Fall Creation and Science: Conflicting or Complimentary?</i>  Lent (4hrs)	Exploring through story Loss, Death and Hope (5hrs)  Easter - Who was Jesus (4hrs) <i>Understanding Christianity Incarnation Was Jesus the Messiah?</i>	The Bible (6hrs)	Sacred Books <i>Non-Christian</i> (5hrs)  People of Faith (6hrs)
<b>Cycle 2</b>	Jesus - Teacher (6hrs) <i>Understanding Christianity Kingdom of God What kind of King is Jesus?</i>	Why do Christians sing in worship? (4hrs)  Christmas - Advent (4hrs)	Passover <i>Non-Christian</i> (6hrs)	Holy Week (4hrs)  Easter - Victory (5hrs) <i>Understanding Christianity Salvation How did Jesus save humans? Why is the Resurrection important?</i>	Eucharist (4hrs)  The Lord's Prayer (4hrs)	Daniel (6hrs)  Change the World (4hrs) <i>Understanding Christianity People of God How can following God bring freedom and Justice?</i>



# Our Personal, Social, Health and Relationships (PSHRE) Vision



*'Learning together in God's Love'*

## **Intent**

At St Agnes we aim to ensure that personal, social, health and relationships education (PSHRE) enables our children to become healthy, independent and responsible members of a society. To help them understand and tackle many of the moral, social and cultural issues that are part of growing up. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

All our children are encouraged to be effective and successful learners, make and sustain friendships and deal with and resolve conflicts effectively and fairly. They will be able to solve problems and manage their emotions by having a calm and optimistic state of mind. They will have the resilience and perseverance to recover from set-backs and carry on with the challenges they may face. The children will work and play fairly and co-operatively. They will politely stand up for their rights and the rights of others. They will value and understand differences and show respect for everyone and everything. PSHRE and citizenship are planned programmes of learning opportunities and experiences that help children grow and develop as individuals and as members of the community.

## **Implementation**

In order for children to recognise the importance of these attributes, the seven values of the school are displayed throughout the environment as our Great Expectations. Children are reminded daily of the qualities needed in order to achieve the expected behaviour.

The PSHRE curriculum is taught throughout school, during weekly or two weekly topics each term as part of a broad and balanced curriculum. The children have 6 or 9 'sticky learning' objectives including key vocabulary that they will study and learn during the topic and hopefully these will be embedded into long term memory. The curriculum has been developed using the new Sex, Relationships Education objectives 2020 and PSHRE objectives. We use the PSHRE associated curriculum map to help staff to plan creative lessons that cater for our children's needs. The curriculum map ensures all objectives for SRE and PSHRE are taught from year 1 to Year 6.

The Commando Joe programme of RESPECT (Resilience, excellence, self-awareness, passion, empathy, communication and teamwork) enables all Key Stage 2 children to work together to develop these essential life skills in a fun, motivational and modern weekly sessions.

In EYFS the children have daily PSHRE opportunities to develop their knowledge, skills and attitudes, this is embedded through the topic based curriculum, continuous provision and indoor and outdoor focused learning.

The Christian Values are taught during half termly assembly themes which the school council deliver and promote. The use of Kindness Elves throughout school ensure kindness is valued and the 'Worry Wellies' in each class ensure children are listened to and problems are shared and dealt with. Classroom sessions will vary in form and content, but will all share the underlying principle of creating an open and honest class dialogue within a caring and respectful environment.

Learning will be constantly nurtured and reinforced by our high expectations. Our Thursday Celebration Assembly is a regular opportunity to reward those who exhibit the good citizenship that St Agnes seeks to encourage. Our other daily assemblies are centred on the 18 Christian values which are taught half termly and support our PSHRE vision.

Our school year features many opportunities to explore Personal, Social and Health Education. These include: work carried out in class for Internet Safety Day; Kinder Kids week; Residential visits for Year Six; half-termly assemblies run by the Groundbreakers team; regular School Council meetings; the nasal flu vaccinations for Reception Class up to Year Four; Girls and Boys Talk for Year Six; our various sporting teams and clubs (including a lunchtime Leaders); the measurement of height and weight for pupils; and pupil eye tests. The charity work we undertake over the school year further explores what PSHRE means for St Agnes Primary. Our Calm Corner has also helped create a safe and reflecting area in which all children are welcomed should they feel the need to take time away from a busy classroom to collect their thoughts.

## **Impact**

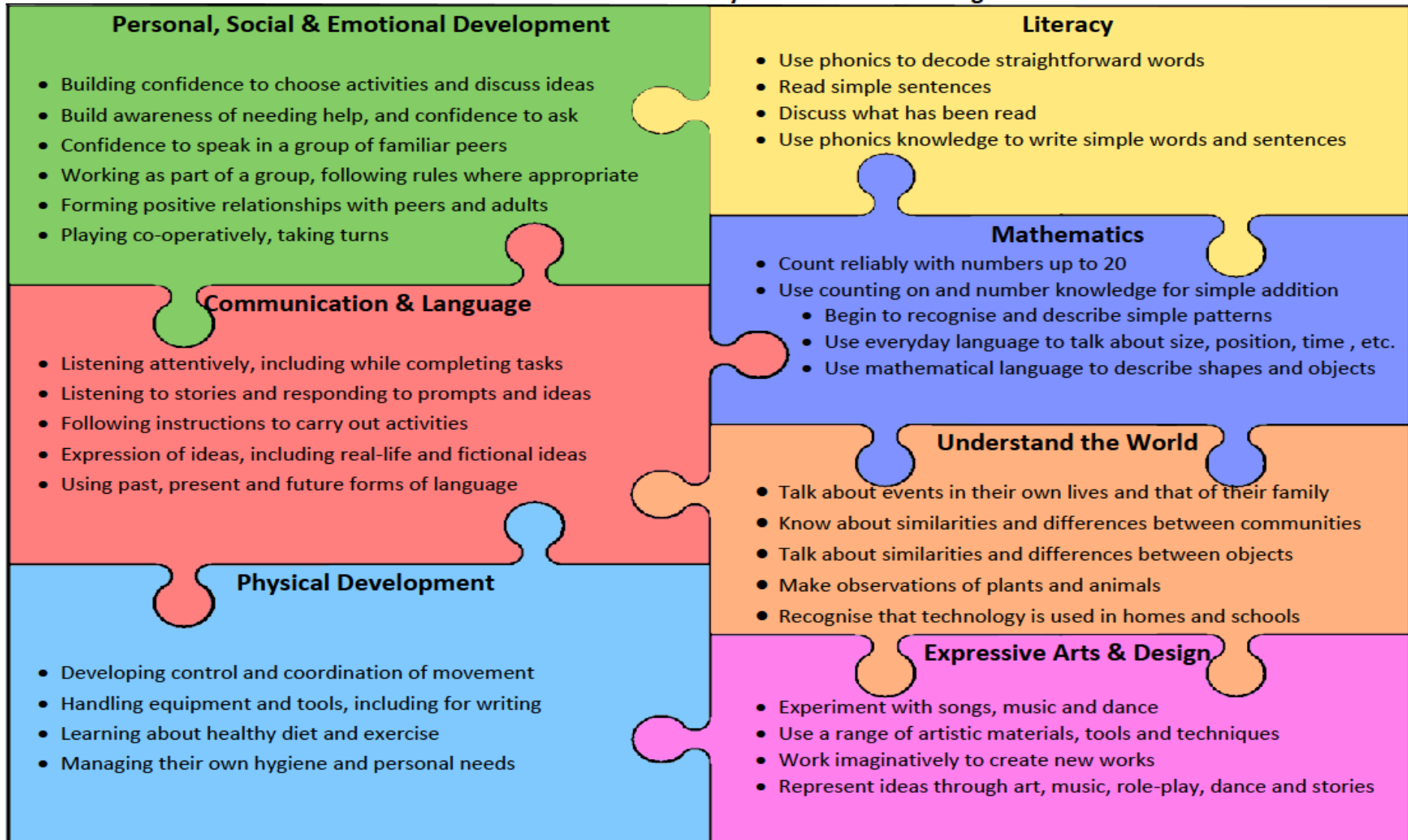
At St Agnes PSHRE provides an opportunity to develop cross curricular links with many other aspects of learning, and encourages children to learn and think for themselves. The needs of all children are met by differentiating their work, to enable them to be included in all learning. The use of success criteria ensures that children understand exactly what it is they need to do to progress their own learning. We providing a rich and vibrant curriculum that excites children and encourages them to be dedicated to their learning and our school. Our children learn to keep thinking and exploring which will continue to guide them through later life experiences.



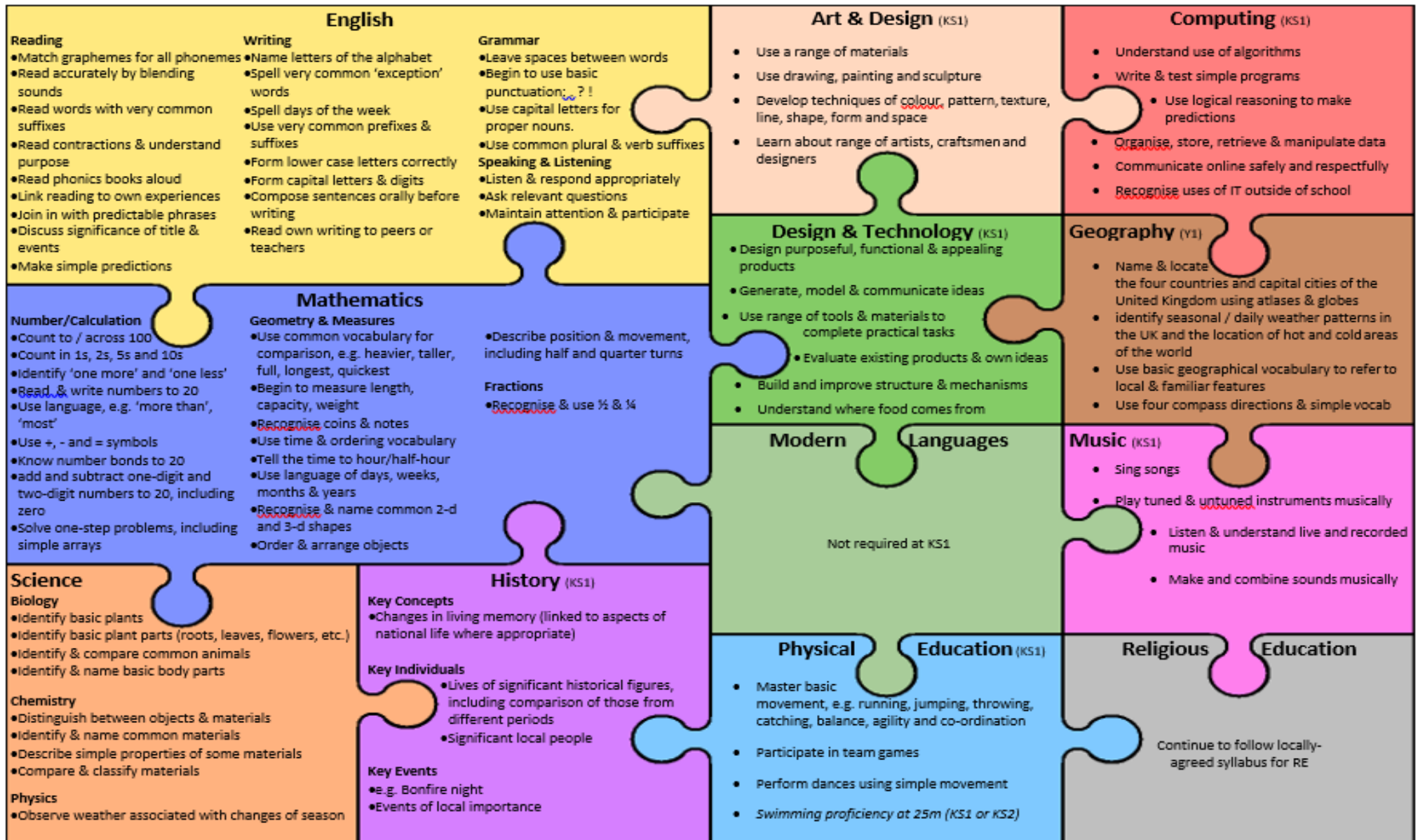
## Appendix 1 – Long term PSHE and RSHE overview

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM
Year 6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

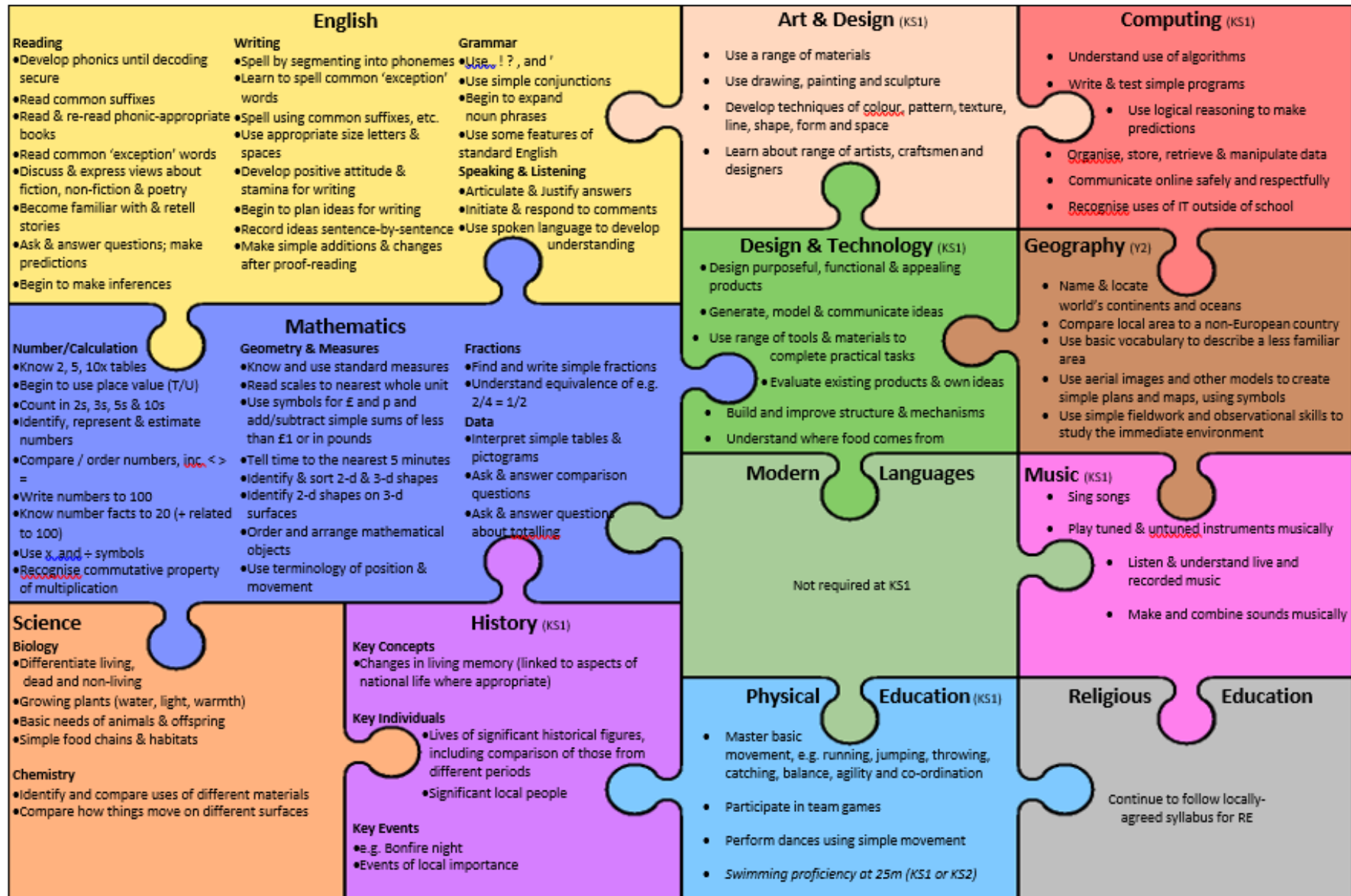
## Curriculum Overview for Early Years Foundation Stage



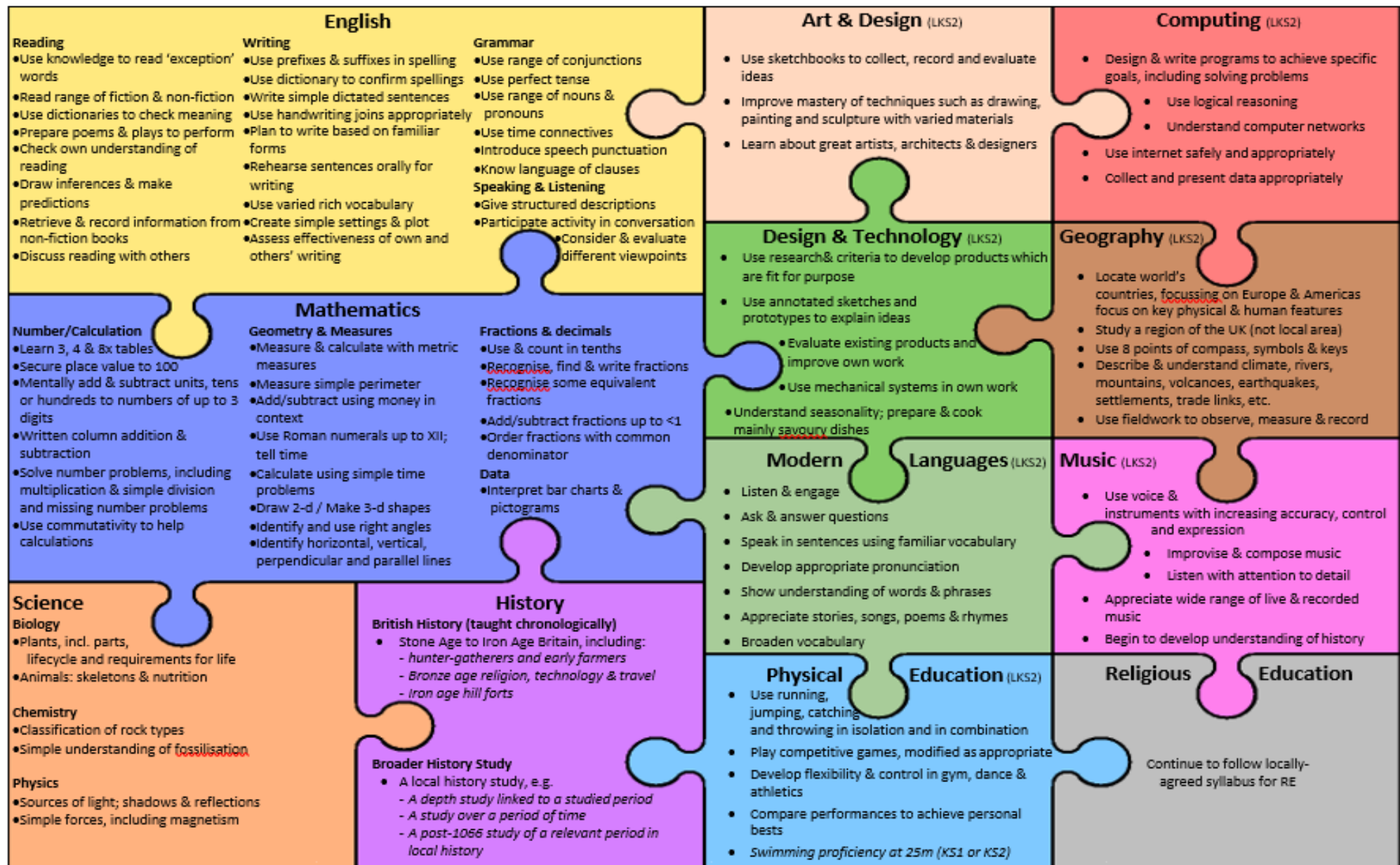
## Curriculum Overview for Year 1



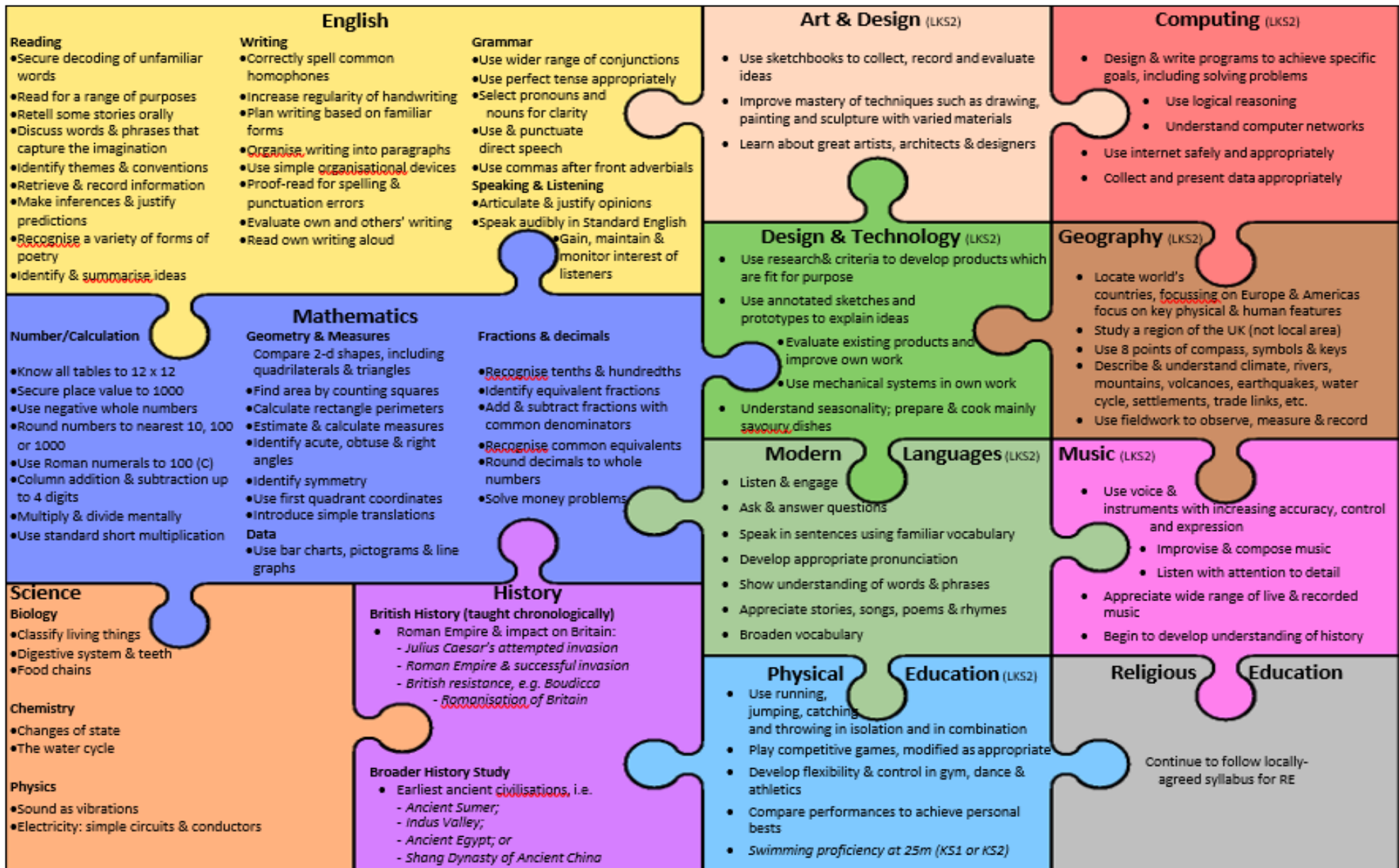
## Curriculum Overview for Year 2



## Curriculum Overview for Year 3



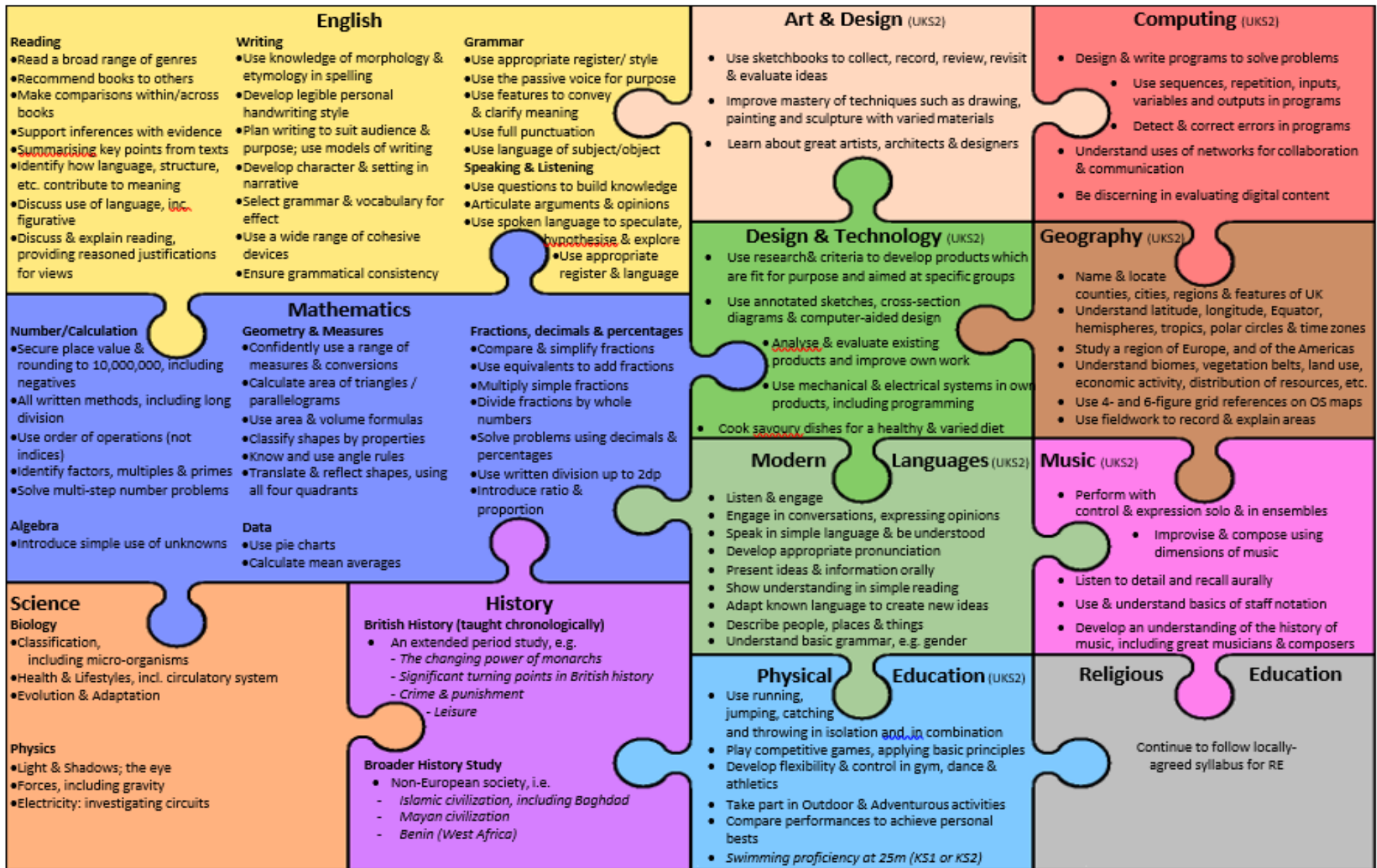
## Curriculum Overview for Year 4



## Curriculum Overview for Year 5

<p style="text-align: center;"><b>English</b></p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Apply knowledge of morphology &amp; etymology when reading new words</li> <li>Reading &amp; discuss a broad range of genres &amp; texts</li> <li>Identifying &amp; discussing themes</li> <li>Make recommendations to others</li> <li>Learn poetry by heart</li> <li>Draw inference &amp; make predictions</li> <li>Discuss authors' use of language</li> <li>Retrieve &amp; present information from non-fiction texts.</li> <li>Formal presentations &amp; debates</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Secure spelling, <i>inc</i>, homophones, prefixes, silent letters, etc.</li> <li>Use a thesaurus</li> <li>Legible, fluent handwriting</li> <li>Plan writing to suit audience &amp; purpose</li> <li>Develop character, setting and atmosphere in narrative</li> <li>Use organisational &amp; presentational features</li> <li>Use consistent appropriate tense</li> <li>Proof-reading</li> <li>Perform own compositions</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Use expanded noun phrases</li> <li>Use modal &amp; passive verbs</li> <li>Use relative clauses</li> <li>Use commas for clause</li> <li>Use brackets, dashes &amp; commas for parenthesis</li> </ul> <p><b>Speaking &amp; Listening</b></p> <ul style="list-style-type: none"> <li>Give well-structured explanations</li> <li>Command of Standard English <ul style="list-style-type: none"> <li>Consider &amp; evaluate different viewpoints</li> <li>Use appropriate register</li> </ul> </li> </ul>	<p style="text-align: center;"><b>Art &amp; Design (UKS2)</b></p> <ul style="list-style-type: none"> <li>Use sketchbooks to collect, record, review, revisit &amp; evaluate ideas</li> <li>Improve mastery of techniques such as drawing, painting and sculpture with varied materials</li> <li>Learn about great artists, architects &amp; designers</li> </ul>	<p style="text-align: center;"><b>Computing (UKS2)</b></p> <ul style="list-style-type: none"> <li>Design &amp; write programs to solve problems <ul style="list-style-type: none"> <li>Use sequences, repetition, inputs, variables and outputs in programs</li> <li>Detect &amp; correct errors in programs</li> </ul> </li> <li>Understand uses of networks for collaboration &amp; communication</li> <li>Be discerning in evaluating digital content</li> </ul>	
<p style="text-align: center;"><b>Mathematics</b></p> <p><b>Number/Calculation</b></p> <ul style="list-style-type: none"> <li>Secure place value to 1,000,000</li> <li>Use negative whole numbers in context</li> <li>Use Roman numerals to 1000 (M)</li> <li>Use standard written methods for all four operations</li> <li>Confidently add &amp; subtract mentally</li> <li>Use vocabulary of prime, factor &amp; multiple</li> <li>Multiply &amp; divide by powers of ten</li> <li>Use square and cube numbers</li> </ul> <p><b>Geometry &amp; Measures</b></p> <ul style="list-style-type: none"> <li>Convert between different units</li> <li>Calculate perimeter of composite shapes &amp; area of rectangles</li> <li>Estimate volume &amp; capacity</li> <li>Identify 3-d shapes</li> <li>Measure &amp; identify angles</li> <li>Understand regular polygons</li> <li>Reflect &amp; translate shapes</li> </ul> <p><b>Data</b></p> <ul style="list-style-type: none"> <li>Interpret tables &amp; line graphs</li> <li>Solve questions about line graphs</li> </ul> <p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>Compare &amp; order fractions</li> <li>Add &amp; subtract fractions with common denominators, with mixed numbers</li> <li>Multiply fractions by units</li> <li>Write decimals as fractions</li> <li>Order &amp; round decimal numbers</li> <li>Link percentages to fractions &amp; decimals</li> </ul>	<p style="text-align: center;"><b>Design &amp; Technology (UKS2)</b></p> <ul style="list-style-type: none"> <li>Use research &amp; criteria to develop products which are fit for purpose and aimed at specific groups</li> <li>Use annotated sketches, cross-section diagrams &amp; computer-aided design <ul style="list-style-type: none"> <li>Analyse &amp; evaluate existing products and improve own work</li> <li>Use mechanical &amp; electrical systems in own products, including programming</li> </ul> </li> <li>Cook <i>savoury</i> dishes for a healthy &amp; varied diet</li> </ul>	<p style="text-align: center;"><b>Geography (UKS2)</b></p> <ul style="list-style-type: none"> <li>Name &amp; locate counties, cities, regions &amp; features of UK</li> <li>Understand latitude, longitude, Equator, hemispheres, tropics, polar circles &amp; time zones</li> <li>Study a region of Europe, and of the Americas</li> <li>Understand biomes, vegetation belts, land use, economic activity, distribution of resources, etc.</li> <li>Use 4- and 6-figure grid references on OS maps</li> <li>Use fieldwork to record &amp; explain areas</li> </ul>	
<p style="text-align: center;"><b>Science</b></p> <p><b>Biology</b></p> <ul style="list-style-type: none"> <li>Life cycles of plants &amp; animals (<i>inc</i>, mammal, insect, bird, amphibian)</li> <li>Describe changes as humans develop &amp; mature</li> </ul> <p><b>Chemistry</b></p> <ul style="list-style-type: none"> <li>Classify materials according to a variety of properties</li> <li>Understand mixtures &amp; solutions</li> <li>Know about reversible changes; identify irreversible</li> </ul> <p><b>Physics</b></p> <ul style="list-style-type: none"> <li>Understand location and interaction of Sun, Earth &amp; Moon</li> <li>Introduce gravity, resistance &amp; mechanical forces</li> </ul>	<p style="text-align: center;"><b>History</b></p> <p><b>British History (taught chronologically)</b></p> <ul style="list-style-type: none"> <li>Anglo-Saxons &amp; Vikings, including: <ul style="list-style-type: none"> <li>Roman withdrawal from Britain; Scots invasion</li> <li>Invasions, settlements &amp; kingdoms</li> <li>Viking invasions; <i>Danegald</i></li> <li>Edward the Confessor</li> </ul> </li> </ul> <p><b>Broader History Study</b></p> <ul style="list-style-type: none"> <li>Ancient Greece, i.e. <ul style="list-style-type: none"> <li>A study of Greek life and achievements and their influence on the western world</li> </ul> </li> </ul>	<p style="text-align: center;"><b>Modern Languages (UKS2)</b></p> <ul style="list-style-type: none"> <li>Listen &amp; engage</li> <li>Engage in conversations, expressing opinions</li> <li>Speak in simple language &amp; be understood</li> <li>Develop appropriate pronunciation</li> <li>Present ideas &amp; information orally</li> <li>Show understanding in simple reading</li> <li>Adapt known language to create new ideas</li> <li>Describe people, places &amp; things</li> <li>Understand basic grammar, e.g. gender</li> </ul>	<p style="text-align: center;"><b>Music (UKS2)</b></p> <ul style="list-style-type: none"> <li>Perform with control &amp; expression solo &amp; in ensembles <ul style="list-style-type: none"> <li>Improvise &amp; compose using dimensions of music</li> </ul> </li> <li>Listen to detail and recall aurally</li> <li>Use &amp; understand basics of staff notation</li> <li>Develop an understanding of the history of music, including great musicians &amp; composers</li> </ul>
		<p style="text-align: center;"><b>Physical Education (UKS2)</b></p> <ul style="list-style-type: none"> <li>Use running, jumping, catching and throwing in isolation and in combination</li> <li>Play competitive games, applying basic principles</li> <li>Develop flexibility &amp; control in gym, dance &amp; athletics</li> <li>Take part in Outdoor &amp; Adventurous activities</li> <li>Compare performances to achieve personal bests</li> <li>Swimming proficiency at 25m (KS1 or KS2)</li> </ul>	<p style="text-align: center;"><b>Religious Education</b></p> <p>Continue to follow locally-agreed syllabus for RE</p>

## Curriculum Overview for Year 6





## EYFS Long Term Plan and Topic books

Topics	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
<b>Autumn 1 - Ourselves</b>	Settling children in – My Family	Funnybones	Me and my body – <b>information text</b>	Listening week – The Gruffalo	Looking week – The Gruffalo	Faces week – It's okay to be different	Feelings- The Colour Monster	Healthy week – Olivers Vegetables
<b>Autumn 2 - Toys</b>	Goldilocks and the Three Bears	The Three Little pigs	The Three Billy Goats Gruff	The Gingerbread Man	Pinocchio	The Dinosaur who pooped Christmas	The Christmas Story	The Christmas story
<b>Spring 1 – People who help us</b>	People who help us at home - Jolly Postman	People who help us at school – Mr Tick the Teacher	People who help us stay healthy – Jim and the Beanstalk	People who help us stay safe – Firefighters <b>Information text</b>	People who help us stay – Cops and Robbers <b>Information text</b>	People who help us have food – The Runaway Pea		
<b>Spring 2 - Fantasy</b>	Nessie the Loch Ness Monster	Room on the broom	Pirates Love underpants	A to Z of superheroes	Supertato	Holy Week - EASTER		
<b>Summer 1 - Minibeasts</b>	Meet the Minibeasts	Bumblebear	Norman the snail	Hungry Caterpillar	Superworm	Spinderella		
<b>Summer 2 - Countries</b>	Uk – Queens handbag	UK – Queens Hat	Spain – Paddington goes to Spain	Africa – Handas Surprise	Africa – The Ugly Five	Brazil – Sloths don't run		

## Class 2 LONG TERM TOPIC PLAN – 2021 / 2022 ST. AGNES PRIMARY CYCLE 1

<b>TERM 1</b>		Sept 6 – 10 <b>My Memory Box History</b>	Sept 13 - 17 <b>My Memory Box History</b>	Sept 20 - 24 Hedgehogs and Hedgerows Science	Sept 27 – Oct 1 Hedgehogs and Hedgerows Science	Oct 4 - 8 <b>Splendid Skies Geography</b>	Oct 11 - 15 <b>Pinecone, pebbles and patterns Art &amp; ICT Painting</b>	Oct 18 - 22 <b>RE Harvest/ God</b>	<b>AUTUMN HALF TERM</b> Oct 28 – Nov 1
	Nov 1 - 5 Whatever Next! Science	Nov 8-12 Whatever Next! Science	Nov 15 - 19 <b>Leading Lady History</b>	Nov 22 - 26 <b>North America South America Geography</b>	Nov 29 - Dec3 <b>Health PSHRE</b>	Dec 6 - 10 <b>Christmas Celebrations DT</b>	Dec 13 - 17 <b>Christmas Celebrations RE</b>		<b>CHRISTMAS HOLS</b> Dec 21 – Jan 5
<b>TERM 2</b>	Jan 5- 7 <b>The Great Outdoors Geography</b>	Jan 10 - 14 <b>The Great Outdoors Seasons Science</b>	Jan 17 - 21  <b>Van Gogh Art</b>	Jan 24 – 28  Piggies with problems Science	Jan 31 - 4  Piggies with problems Science	Feb 7 - 11  <b>Relationships PSHRE</b>	Feb 14 - 18  <b>In my Home ECO</b>		<b>SPRING HALF TERM</b> Feb 17 - 21
	Feb 28 – 4 Mar <b>It's not fair! PSHE</b>	Mar 7 - 11 <b>Land Ahoy! Geography</b>	Mar 14 - 18 <b>Easter Salvation RE</b>	Mar 21 - 25 <b>Coding/ Scratch ICT</b>	Mar 28 – 1 Apr <b>The Circus is in town! + music</b>	Apr 4 – Apr 8 Amazing me! Science			<b>EASTER HOLS</b> April 6 - 14
<b>TERM 3</b>	Apr 20– 22 (3 days) Will it Grow? Science	Apr 25 – 29 Will it Grow? Science	May 3 – 6 <b>Space Explorers History</b>	May 9- 13 <b>Space Explorers History</b>	May 16 - 20  <b>We have lift off! DT</b>	May 23 – 26  <b>We have lift off! DT</b>			<b>SUMMER HALF TERM</b> May 25 – June 5
	June 13 - 17 <b>RESEARCH WEEK (ICT)</b>	June 20 - 24 <b>RE GOSPEL PEACE</b>	June 27 – Jul1 <b>Exploring the seas (Columbus) History</b>	Jul 4-8 <b>Exploring the seas (Columbus) History</b>	July 11 – 15 <b>Sail away! DT (making boats)</b>	July 18 - 22 <b>Living in the Wider World PSHRE</b>			<b>SUMMER HOLIDAYS</b> July 20

## Class 2 LONG TERM TOPIC PLAN – 2022 / 2023 ST. AGNES PRIMARY CYCLE 2

<b>TERM 1</b>	Sept 5-9 <b>Carnival of colour Art</b>	Sept 12-16 Penguins, pelicans and polar bears Science	Sept 19- 23 Penguins, pelicans and polar bears Science	Sept 26 - 30 <b>Scott of the Antarctic History</b>	Oct 3 – 7 <b>Scott of the Antarctic History</b>	Oct 10 - 14 Inside the freezer Geography	Oct 17-20 <b>PSHE health and wellbeing</b>		<b>AUTUMN HALF TERM Oct 28 – Nov 1</b>
	Oct 31 – Nov 4 <b>Remember, Remember History guy fawkes</b>	Nov 7 - 11 <b>Fire! Fire! History Great Fire</b>	Nov 14 - 18 <b>Burn the houses down DT &amp; Great Fire</b>	Nov 21 - 25 Melting and moulding Science	Nov 28 – Dec 2 ICT Program Toys	Dec 5 - 9 Four Nations Geography	Dec 12 - 16 <b>Christmas Art/RE GOSPEL RE</b>		<b>CHRISTMAS HOLS Dec 21 – Jan 5</b>
<b>TERM 2</b>	Jan 3- 6 My Pet Dragon Science categorizing	Jan 9 - 13 Dragon Dinners Science Herb/carn	Jan 16 - 20 <b>Animal skeletons Computer Art</b>	Jan 23 – 27 <b>Relationships PSHE</b>	Jan 30 – Feb 3 <b>RE Creation</b>	Feb 6 - 10 <b>Move it! Athletics PE</b>		<b>SPRING HALF TERM Feb 17 - 21</b>	
	Feb 20 - 24 <b>Wheels, Rails and Wings History Amelia Earhart</b>	Feb 27 –Mar 3 <b>Wheels, Rails and Wings History (messages/diarie s)</b>	Mar 6 - 10 Fabulous Food chains Science	Mar 13 - 17 Fabulous Food chains Science	Mar 20 - 24 Moving pictures (write a story to support) DT	Mar 27 – 31 <b>RE – Easter Salvation</b>	April 3 – 5 <b>RE – Easter Salvation</b>		<b>EASTER HOLS April 6 - 14</b>
<b>TERM 3</b>	Apr 17 - 21 Ready, Steady Grow! Science	Apr 24 – 28 Seasons science	May 2– 5 Seasons science	May 8-12 <b>Food Glorious Food DT</b>	May 15 - 19 <b>RE - GOD</b>	May 22 – 26  ICT- Using the internet		<b>SUMMER HALF TERM May 25 – June 5</b>	
	June 12 -16 <b>ICT -RESEARCH WEEK</b>	June 19 - 23 <b>Zoo Time! MUSIC</b>	June 26 - 30 Beside the seaside, beside the sea Geography	Jul 3 - 7 Beside the seaside, beside the sea Geography	July 10 - 14 Puppets -Punch and Judy DT	July 17 - 21 <b>Wider World Dear Greenpeace PSHE</b>		<b>SUMMER HOLIDAYS July 20</b>	

**Class 3 LONG TERM TOPIC PLAN CYCLE 1 – 2021 / 2022**

TERM 1	Sept 4 - 6 (3 days) NN Busting!	Sept 9 – 13 <u>RE / SMSC</u> Rules for Living	Sept 16 - 20 <u>HIS</u> Smashing Stone and Ingenious Iron Age	Sept 23 - 27 <u>HIS</u> Smashing Stone and Ingenious Iron Age	Sept 30 – Oct 4 <u>SCI</u> Radical Rocks	Oct 7 - 11 <u>SCI</u> Radical Rocks	Oct 14 - 18 <u>MUS</u> Environment	Oct 21 - 25 <u>SMSC</u> Health and Wellbeing	<b>AUTUMN HALF TERM</b> Oct 28 – Nov 1
	Nov 4 - 8 <u>GEO</u> Countries & Cities in UK	Nov 11 - 15 <u>GEO</u> Countries & Cities in UK	Nov 18 - 22 <u>SCI</u> Fatal Forces & Miraculous Magnets	Nov 25 - 29 <u>SCI</u> Fatal Forces & Miraculous Magnets	Dec 2 - 6 <u>DT / ECO</u> Perfect Packaging	Dec 9 - 13 <u>DT / ART</u> Cards / Calendars	Dec 16 - 19 (4 days) <u>RE</u> God with Us		<b>CHRISTMAS HOLS</b> Dec 20 – Jan 3
TERM 2	Jan 6- 10 <u>COM</u> Coding	Jan 13 - 17 <u>HIS</u> Terrible Titanic	Jan 20 - 24 <u>HIS / DT</u> Terrible Titanic	Jan 27 – 31 <u>GEO</u> Pole to Pole	Feb 3 - 7 <u>SCI</u> Frightening Light	Feb 10 - 14 <u>SCI</u> Frightening Light			<b>SPRING HALF TERM</b> Feb 17 - 21
	Feb 24 - 28 <u>MFL</u> Bienvenue	Mar 2 - 6 <u>ART</u> Pop Art	Mar 9 - 13 <u>SCI</u> Funnybones	Mar 16 - 20 <u>SCI</u> Funnybones	Mar 23 - 27 <u>SMSC</u> Relationships	Mar 30 – Apr 3 <u>RE</u> Easter Sadness & Joy			<b>EASTER HOLS</b> April 6 - 17
TERM 3	Apr 20 – 24 <u>HIS</u> Exotic Egyptians	Apr 27 – May 1 <u>HIS</u> Exotic Egyptians	May 4 – 7 (4 days) <u>MUS / MFL</u> Singing French	May 11 - 15 <u>ART</u> Modern Marvel: LS Lowry	May 18 - 22 <u>RE</u> Proverbs				<b>SUMMER HALF TERM</b> May 25 – June 5
	June 8 - 12 <u>Research Week</u>	June 15 - 19 <u>COM</u> Coding	June 22 - 26 <u>HIS</u> 150 <sup>th</sup> Anniversary <u>SCI</u> Vicious Veg	Jun 29 – July 3 <u>SCI</u> Vicious Veg	July 6 - 10 <u>MUS</u> Poetry	July 13 - 17 <u>PE</u> Fantastic Football	July 20 – 23 (4 days) <u>SMSC</u> Living in the Wider World		<b>SUMMER HOLIDAYS</b> July 24

**CLASS 3 LONG TERM TOPIC PLAN CYCLE 2 – 2022 / 2023**

TERM 1	Sept 5 - 9 <b>RE / SMSC</b> Change the World	Sept 12 – 16 <b>GEO</b> Lavish London <small>Contrasting UK Localities</small>	Sept 19 - 23 <b>GEO</b> Lavish London <small>Contrasting UK Localities</small>	Sept 26 - 30 <b>SCI</b> Disgusting Digestion	Oct 3 – Oct 7 <b>SCI</b> Disgusting Digestion	Oct 10 - 14 <b>SMSC</b> Health and Wellbeing	Oct 17 - 20 <b>MUS</b> Class Orchestra		<b>AUTUMN HALF TERM</b> Oct 28 – Nov 1
	Oct 31 – Nov 4 <b>GEO</b> Power of the Earth	Nov 7 - 11 <b>GEO</b> Power of the Earth	Nov 14 - 18 <b>SCI</b> Mad as Matter	Nov 21 - 25 <b>SCI</b> Mad as Matter	Nov 28 – Dec 2 <b>DT / ECO</b> Recycling Rubbish	Dec 5 - 9 <b>DT / ART</b> Cards / Calendars	Dec 12 - 16 <small>(4 days)</small> <b>RE</b> Christmas Light		<b>CHRISTMAS HOLS</b> Dec 20 – Jan 3
TERM 2	Jan 3 - 6 <b>HIS</b> Rotten Romans	Jan 9 - 13 <b>HIS</b> Rotten Romans	Jan 16 - 20 <b>DT</b> 3D Modelling Materials	Jan 23 – 27 <b>SCI</b> Sounds Dreadful	Jan 30 – Feb 3 <b>SCI</b> Sounds Dreadful	Feb 6 - 10 <b>MUS / COM</b> Painting with Sound			<b>SPRING HALF TERM</b> Feb 17 - 21
	Feb 20 - 24 <b>MFL</b> Vive la France	Feb 27 – Mar 3 <b>ART</b> Georgia O’Keffe	Mar 6 - 10 <b>SCI</b> Angry Animal Habitats	Mar 13 - 17 <b>SCI</b> Angry Animal Habitats	Mar 20 - 24 <b>SMSC</b> Relationships	Mar 27 – 31 <b>RE</b> Easter, Betrayal and Trust	Apr 3 – 5 <b>RE</b> Easter, Betrayal and Trust		<b>EASTER HOLS</b> April 6 - 17
TERM 3	Apr 17 - 21 <b>HIS</b> Massive Mills (Local Study)	Apr 24 – 28 <b>HIS</b> Massive Mills (Local Study)	May 2 - 5 <small>(4 days)</small> <b>MUS</b> Dragon Scales	May 8 - 12 <b>ART</b> Impressionism: Claude Monet	May 15 - 19 <b>RE</b> Prayer	July 17 - 21 <b>COM</b> Coding			<b>SUMMER HALF TERM</b> May 25 – June 5
	June 12 - 16 <b>Research Week</b>	June 19 - 23 <b>MFL</b> French Food	June 26 - 30 <b>SCI</b> Shocking Electricity	Jul 3 – 7 <b>SCI</b> Shocking Electricity	July 10 - 14 <b>PE</b> Nippy Netball	July 20 – 23 <small>(4 days)</small> <b>SMSC</b> Living in the Wider World			<b>SUMMER HOLIDAYS</b> July 24

**CLASS 4 LONG TERM TOPIC PLAN– 2021 / 2022 ST. AGNES PRIMARY CYCLE 1**

TERM 1	Sept 6-10 A l'école MFL	Sept 13-17 Gospel Music Music	Sept 20-24 Properties of Materials Chemistry	Sept 27 –Oct 1 Raging Rivers Geography	Oct 4-8 Shakespeare's Macbeth Drama	Oct 11 - 15 Shakespeare's Macbeth Drama	Oct 18 - 22 Careers Week		AUTUMN HALF TERM Oct 28 – Nov 1
	Nov 1 - 5 WW2 (local) History	Nov 8 - 12 WW2 (local) History	Nov 15 - 19 Animals including Humans Biology	Nov 22 - 26 Animals including Humans Biology	Nov 29 – Dec 3 Twisted Fairy Tales DT	Dec 6-10 Twisted Fairy Tales DT	Dec 13-17 Christmas – Advent RE		CHRISTMAS HOLS Dec 21 – Jan 5
TERM 2	Jan 5- 7 Business Challenge	Jan 10 - 14 Yr6 Robinwood Yr5 Music	Jan 17-21 Eastern European Study Geography	Jan 24-28 Eastern European Study Geography	Jan 31 – Feb 4 Living Things and their Habitats Biology	Feb 7- 11 Living Things and their Habitats Biology	Feb 14 – 18 Health and Wellbeing PSHE		SPRING HALF TERM Feb 17 - 21
	Feb 28 – Mar 4 Georgia O'Keeffe Art	Mar 7 - 11 Georgia O'Keeffe Art	Mar 14 - 18 The Mayans History	Mar 21 - 25 The Mayans History	Mar 28 – Apr 1 Relationships PSHE	Apr 4 - 8 Passover RE			EASTER HOLS April 6 - 14
TERM 3	Apr 20 – 22 (3 days) On Mange! MFL	Apr 25 – 29 Prominent Scientists Science	May 3 – 6 (4days) Portraits  Art	May 9-13 Change the World RE	May 16 - 20 Yr6 SATS	May 23 – 27 Living in the Wider World PSHE			SUMMER HALF TERM May 25 – June 5
	June 13-17 Independent Research Project	June 20-24 Business Challenge DT	June 27-Jul 1 Business Challenge DT	July 4 - 8 Animals including Humans Biology	July 11-15 Coding ICT	July 18-22 PE Leavers Week			SUMMER HOLIDAYS July 20

**CLASS 4 LONG TERM TOPIC PLAN– 2022 / 2023 ST. AGNES PRIMARY CYCLE 2**

TERM 1	Sept 5-9 French (Clothes) MFL	Sept 12-16 Fantastic Beasts DT	Sept 19-23 Fantastic Beasts DT	Sept 26 – 30 Evolution and Inheritance Science	Oct 3 - 7 The Americas Geography	Oct 10 - 14 100 Great Black Britons History	Oct 17 - 20 Health and Wellbeing PSHE (4 days)		AUTUMN HALF TERM Oct 28 – Nov 1
	Oct 31-Nov 4 Raiders and Invaders History	Nov 7- 11 Raiders and Invaders History	Nov 14- 18 Forces Science	Nov 21 - 25 Forces Science	Nov 28- Dec 2 Dickensian Drama (A Christmas Carol)	Dec 5 - 9 Dickensian Drama (A Christmas Carol)	Dec 12-16 Christmas Around the World RE/ART		CHRISTMAS HOLS Dec 21 – Jan 5
TERM 2	Jan 3- 6 Business Challenge (4 days)	Jan 9 - 13 Yr6 Robinwood Yr 5 Music ABBA	Jan 16 - 20 Electricity and Light Science	Jan 23 – 27 Electricity and Light Science	Jan 30- Feb 3 Trade and Economics Geography	Feb 6 - 10 GBBO Maths/DT Topic			SPRING HALF TERM Feb 17 - 21
	Feb 20 - 24 Ancient Greece History	Feb 27-Mar 3 Ancient Greece History	Mar 6 - 10 Space Science	Mar 13 - 17 Space Science	Mar 20 - 24 Peter Thorpe ART	Mar 22 – 31 Relationships PSHE	Apr 3-5 Easter Loss, Death and Hope RE (3 days)		EASTER HOLS April 6 - 14
TERM 3	Apr 17 – 21 Living in the Wider World PSHE	Apr 24 – 28 People of Faith RE	May 2 –5 I like to Code it! Code it! Computing (4 days)	May 8-12 SATs WEEK	May 15 - 19 Street Art and Activism ART	May 22 – 26 Street Art and Activism ART			SUMMER HALF TERM May 25 – June 5
	June 12 - 16 Independent Research Project	June 19- 23 Business Challenge DT	June 26 - 30 Business Challenge DT	July 3 – 7 Our Changing Planet Geography	July 10 – 14 MFL Au Revoir	July 17 - 21 Leavers week Yr 5 Athletics PE			SUMMER HOLIDAYS July 20