



St Thomas' Leesfield C of E Primary School

Our Curriculum Offer

'To Be The Best We Can In The Sight Of God'



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Mission Statement

To be the best we can in the sight of God

St Thomas' Leesfield CE Primary School promotes Christian values through the experiences it offers to all children. As an intrinsic part of the community we aim to provide high quality teaching and learning where each and every child matters. We endeavour to create an atmosphere in which excellence and quality are paramount because everyone is encouraged to be the best they can in the sight of God.

Aims

1. (Standards) To ensure that each child achieves their highest standard and makes good progress in all areas of school life.
2. (Teaching and Learning) To provide pupils with high quality teaching in order to meet each child's learning needs by means of a broad, balanced curriculum.
3. (Environment) To provide a secure, well-resourced, high quality learning environment.
4. (Management) To support the work of the school by effective management of finance, curriculum, administration and personnel.
5. (Ethos) To create a happy, inclusive school culture in which to promote our children's spiritual, moral, social and cultural development and in which all children feel valued.
6. (Partnership) To promote a mutually supportive learning partnership with Governors/Parents and to extend children's skills and interests to the wider community.

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 motivational, inclusive curriculum for **every** child. We continue to teach using an inspiring topic-based curriculum inclusive of enriching and varied activities that the school organises to improve the learning experience of our children. St Thomas' Leesfield curriculum also includes high expectations and consideration for personal, social, spiritual, moral and cultural learning, as well as dedicated topics relating to British Values and Relationship & Sexual Health Education. 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 also a topic-based curriculum planned around weekly quality texts to enhance the children's experiences of books. By planning both quality teacher-led 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 Leaders 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, through the 'Word Aware Programme', 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 assessed 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 (Dovestone Learning Development – 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 and 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 (ASK) 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 Thomas' Leesfield, 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 the age-related 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 found within this Curriculum Offer and 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 our children's skills in a range of areas such as: business, arts, sport and local history, as well as the 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 School Development Plan - SDP). Below are some of the ways in which our children enhance their learning and improve their cultural capital through our hidden curriculum and their experiences/opportunities at school.

Commando Joe Secret Missions
Local MP Visits and visits to Council Chambers
Oldham Pledge Characteristics
Mini Business Challenge
Y6 Business Challenge and Dragon's Den
Y5 Careers fair
Individual Research Topic
Extra- Curricular clubs – Lunchtime and after school
Leesfield FUNdraising events eg coffee mornings
Class assemblies/Collective Worship
School Council
Eco Committee
Ethos group
DLP competitions eg Literacy Festival, Hope art competition
History Club
Homework Grid – 9 areas of learning
Linking Project – Mayfield
Park Runs – Alexandra Park & Uppermill
Charity events – Local, National & International (SEED)
Church services and events, such as Experience Harvest

Effective Learning and Teaching

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
Paired work/talking partners
Independent Learning
Whole-class work
Asking and answering questions – Q&A cards
Use of the computers/IT equipment
Fieldwork and visits to places of educational interest
Creative activities
Looking at a range of visual stimulus and responding to musical or recorded material
Debates, role-play and oral presentations
Designing and making things
Participation in athletic or physical activity
Continuous provision is 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. We also glean what helps them learn and what makes it difficult for them to learn. In addition, we 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 Learning results in:

- ✓ Knowing when you have succeeded
- ✓ Feeling you can do more
- ✓ Explaining what you have learned
- ✓ Applying it to other situations
- ✓ Teaching it to someone else
- ✓ Feeling good about yourself.

Effective teaching

When teaching, we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. From Reception to Year 6, each class has a Long Term Plan of topics and this is an overview of what is to be taught to each class for the whole of the academic year. All topics (including Reception/EYFS) follow the National Curriculum expectations and objectives for all area of learning.

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 understanding and are in-line with the age-related expectations for each year group. Children with special or additional needs have their learning set to meet specific targets contained in the children's Person Centred Review

and/or Educational Health Care Plan (EHCP). We have high expectations of all children, and we believe that their learning and output here at St Thomas' Leesfield is of the highest possible standard.

We set academic targets for the children in each school year and we share these targets with children and their parents through their learning, topic books, parent meetings (4P's) and annual reports. As children achieve their targets through their learning, these are constantly assessed and changed at least half-terminally if not more.

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. Each lesson has a clear learning objective/intention and is known throughout our school as the WALT (**We Are Learning To**). In addition to this, each lesson also has a clear and detailed (age-appropriate) success criteria known as WILF (**What I'm Looking For**).

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 opportunities to take part in class activities. Our staff follow the school policy with regards to discipline and classroom management. This is very much a 'Positive Behaviour Management' policy and we always look to encourage and highlight good examples of behaviours and attitudes. We set and agree with children the class code of conduct which is known throughout school (Rec-Y6) as the Always Rules. These are followed by staff and pupils. We expect all children to comply with these rules that are jointly devised (as well as age-appropriate and in child-friendly speak) to promote the best learning opportunities for all. We praise children for their efforts and reward them with an 'Always Badge'. By doing so, we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When children's behaviours fall below our high standards, we follow the guidelines for sanctions as outlined in our 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.

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 there are selections of fiction and non-fiction books in the class reading areas. At St Thomas' Leesfield, we also have a Top Hall Library that has a vast selection of book-banded books to foster an enthusiasm for reading in our children. In addition, we also have 'Topic Suitcases' housed in the individual class reading areas which contain a wide variety of texts linked to the current topic theme. These are changed with each topic and help to engage the children in their learning and encourage them to 'find out more' for themselves. We are also very lucky at our school in that our local library is just down the road on Thomas Street so each class pays a weekly visit there to choose and bring back books of their choice. Each classroom also has informative and eye-catching displays relating to Literacy, Maths and Science. We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and the production of high-quality work by the children. Each class has a plethora of vocabulary displayed to ensure 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. We deploy teaching assistants and other adult helpers as effectively as possible. Sometimes they work with individual children or with small groups. Our adult helpers also assist with the preparation and storage of classroom equipment and resources.

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 on-going observations 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 Special Educational Needs Co-ordinator (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 Thomas' Leesfield Primary school refer to the SEND Offer, SEND Policy and Accessibility policy on our school website.

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 are linked to the assessment procedures (see pages 10-11 of this document).

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' achievements 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 criteria (**WILF** – What I am Looking For...alongside an **ASK** explanation ie **Attitude** e.g. independent or collaborative learning, **Skills** that will developed via the learning activity and the **Knowledge** to be gained e.g. BB statement).
- Marking reflects the learning objectives/set targets for development (WALT _ We Are Learning To).
- 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 per day).**
- 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. Topic and maths 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 topic/maths books as they enter school each morning.
- A marking code will be agreed by all staff and displayed for children to see.
- 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 WALT and WILF or a particular part/phrase/aspect 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:

- Topic books to be backed and decorated in an interesting and eye catching way
- To write first and second name on top of a worksheet
- Try to use a mixture of straight into the book/stuck in work and photograph evidence of learning....limit the stuck in work if possible (message from Eco group)
- Each topic should begin with questions generated by the children and discussions around 'Sticky knowledge'
- Maths and Topic - To copy the date on the top left hand side and then miss a line (Year 1 by summer term) or typed/pre-printed by staff
- WALT, WILF, ASK and date to be visible for every piece of learning. BB number(s) to be visible
- To have spaces between words and sit letters on the line
- 1 digit to a square for written calculations. Miss a line between written sums
- Work in pencil for numeracy and write short date using forward slash e.g. 11/9/20
- 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. Monday 3rd October 2022
- 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. mistae.
- Use a good quality school (blue ink) pen

Marking Codes

Staff comments in green pen

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

*  Stars/House Point in work and/or verbal

 Green highlight - needs FIT (Fix It Time)

 Stars in work and/or verbal

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

 N Your next step (target)

 T Speak to teacher

 S 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 via 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 in topic/maths books
- Home work
- Questioning/ Mini plenaries during lessons
- Oral Discussion
- Presentation
- Metacognition recall activities
- Remember, Remember books
- Practical Projects/activities
- Marking & Feedback
- Knowledge and skills tracking
- Non-negotiables in books to track Reading, Writing, Speaking & Listening 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/objectives (BBs – Basic Busters).

For foundation subjects each topic has 'sticky learning' which consists of 6/9 questions or objectives linked to the National Curriculum. These are categorised as the 'essential' learning for each topic – what the children **MUST** know. The children are given the opportunity to demonstrate their acquisition of the sticky learning at the end of each topic (via their Sticky Learning Mats) to assess the knowledge and skills that they have learnt/retained/remembered.

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 (BBs) which can be found at the front of the children's books. When the children have grasped a non-negotiable (BB) the objective is ticked off to show they have achieved this and also demonstrates progression in the subject.

Sticky Learning is not just referred to during the particular topic weeks or at the end of a topic. We use our 'Remember, Remember' books and displays in each classroom to re-activate prior learning and to improve the retention of skills/knowledge (long-term memory) over time. Sticky Learning is re-visited little and often via various strategies to try to ensure that the knowledge has 'stuck'.

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. As a whole school, each child has their own planner where parents can write comments whenever is needed and staff will respond to these notes either in person (face to face), over the telephone, email or a return note in the planner. It is an excellent form of communication which helps to 'nip things in the bud'. It is especially useful for working parents who may not have the same contact with staff due to work commitments.

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 Assessments 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. Our meetings in the Autumn and Spring Term are called 4Ps – Pupil, Parent, Progress Plan meetings where each child takes an active role in the meeting and are fully involved in the process.

During the Summer Term, we give all parents a written report of their child's progress and achievements during the whole academic 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. From Summer 2021, Year 4 parents will also receive details of how their child achieved with the new Times Tables Test. 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.

In addition to this, parents also have opportunities to visit their child's class and to look through their topic/maths books whilst enjoying the class environment which their child experiences on a daily basis.

Consistency

All Subject Leaders undertake book enquiries/scrutinies 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 assessments via the 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 our 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. They meet with their equivalent year group teachers so that there is a form on standardisation amongst our collective, experienced teaching staff.

Home Learning

We feel that at St Thomas' Leesfield 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 grid is broad and has nine different sections which creates a balanced approach and parent/community partnership will help to develop skills and interests. We also feel that parental support with such learning is of paramount importance. High standards of home learning is always expected.

We provide each child with a HALF-TERM home learning grid which is completed on a weekly basis. 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, practise spellings and times tables DAILY. Teachers may also send home additional work/learning weekly to compliment the Home Learning Grid. Below is an example of a HWG and its spiel.**

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

Class Teacher responsibilities for Home Learning

- To provide an explanation to children about the tasks and what is expected
- To provide an explanation 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 parent meeting, a note in the child's planner or at an open evening/start of new year parent meeting 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 on this online platform.

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, Subject Support and their Roles

Overall Curriculum Lead: Mr J Whittaker

Subject	Lead	Support
English	Mrs F Ragan	Mrs A Mongan
Mathematics	Mr J Whittaker	Miss S Bamber & Mr C Leigh
Science	Miss V Blyden	Miss R Lawton
Religious Education	Mrs F Ragan	Miss V Blyden
Physical Education	Mr C Leigh	Mrs E Schofield
History	Mrs N Wilkinson	Mrs E Gulla
Geography	Mrs H Austin	Miss S Bamber
Art	Miss R Lawton	Mrs E Douglas
Design Technology	Mrs E Schofield	Mrs H Austin
Music	Miss S Bamber	Mrs F Ragan
Computing	Mrs E Gulla	Mr C Leigh
Modern Foreign Language	Mrs F Ragan	Miss A Mongan
PSHE & RSE	Miss V Nutter	Mr J Whittaker
SMSC (including British Values)	Miss V Nutter	Mr J Whittaker

Role of the Subject Leader

St Thomas' Leesfield, 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 and are assisted in this role by their Subject Support colleagues. At times the subject will be a high priority due to the part it plays in the School Development Plan (SDP).

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 is correct following DfE statutory requirements
- 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/Mats) 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, learned and remembered (long-term memory)
- To provide reports for the governing body on progress and standards in their subject if required

- 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 (SDP)
- 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, Senior Leaders and Governors

Role of the Headteacher and Senior Leaders

It is the responsibility of the Headteacher and 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 (SDP and HT Performance Management)
- 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 the school fully complies with all Safeguarding and Health & Safety statutory requirements;
- 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 EYFS Vision

'To Be The Best We Can In The Sight Of God'

Intent

In EYFS at St Thomas Leesfield 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 Thomas Leesfield, we follow the Early Years Statutory Framework for the Early Years Foundation Stage, updated September 2021, 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, 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 Christmas show, receive certificates in assembly, and participate in trips. They enjoy visits from a variety of people linked to their topics. They also 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, 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

All children are baselined upon entry to Reception in line with the Government strategy. This gives teachers clear starting points to plan and teach the children. 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. 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.

- Strengthen links between school and church through our regular celebrations in church and work with Rev Woodall.

Our children experience and learn about Judaism, Hinduism and Islam during their time at St Thomas'. 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

Our children develop a knowledge and understanding of Christianity and other major world religions and value systems found in Britain. Children learn to develop and live as Christian people through Bible teachings and examples of Christ. 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. Our children develop an 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. As such, R.E. is invaluable in our ever changing world and for the ability to succeed in life. Christian values underpin everything we do and 'help us to be the best we can in the sight of God'.

Long Term RE Topic Plans Year 1 to Year 6 (2022/23)

UC – Understanding Christianity

Concepts: God (G) Creation (C) Fall (F) People of God (PG) Incarnation (I) Gospel (G) Salvation (S) Kingdom of God (KG)

Year Group	Christmas Topic	Easter Topic	Topic Three	Topic Four
One	<p>Why Do We Give Gifts At Christmas?</p> <p>UC: Why Does Christmas Matter to Christians (I)</p>	<p>New Life and New Beginnings</p> <p>UC: Why Does Easter Matter to Christians? (S)</p>	<p>God and Creation</p> <p>UC: Who Made the World? (G) (C)</p>	<p>Why Was Jesus Special?</p> <p>UC: (I) (G)</p>
Two	<p>Good News!</p> <p>UC Why Does Christmas Matter to Christians? ((I))</p>	<p>What Do Christians Believe God is Like?</p> <p>UC unit: (G)</p>	<p>Why is the Bible a Special Book?</p> <p>Non-Christian Faith Unit: Islam – Holy Book</p>	<p>Why is the Church a Special Place?</p> <p>Non-Christian Faith Unit: Islam – Places of Worship</p>
Three	<p>God With Us</p> <p>UC: What is the Trinity (I) (G)</p>	<p>Good Friday?</p> <p>(Exploring the sadness and Joy of Easter)</p> <p>UC: Why Do Christians Call the Day Jesus</p>	<p>Which Rules Should We Follow?</p> <p>UC: How Can Following God Bring Freedom</p>	<p>Jesus the Man Who Changed Lives</p> <p>UC: What Kind of World Did Jesus Want?</p>

		Died Good Friday? (S)	and Justice? (F) (PG) (G)	(G) (KG)
Four	Light of the World UC: (I) (S) Non-Christian Faith Unit – Festival of Light Diwali Hinduism	Jesus Son of God (How did Jesus Show His Power?) UC: (I) (G) (S)	Are All Churches the Same? UC: (G) (KG) Non-Christian Faith Unit – Places of Worship Hinduism	God, David and the Psalms UC: (PG)
Five	Christmas Around the World UC: (I)	Who Was Jesus? Who Is Jesus? UC: Was Jesus the Messiah? (I) (S)	People of Faith UC (KG) Non-Christian Faith Unit – Muhammad/ Islam (Five Pillars of faith)	What Do I Think About God? UC: What Does It Mean if God is Holy and Loving? (G)
Six	How Do Christians Prepare for Christmas? (Advent) UC Was Jesus the Messiah? (PG) (G) (KG)	Why is the Exodus Such a Significant Event in Jewish and Christian History? UC: (PG) Non-Christian Faith Unit - Judaism	Life As a Journey UC (PG) (S) Non-Christian Faith Unit – Pilgrimage – Judaism/Islam	Creation and Science Conflicting or Complimentary? UC Unit (C) (F)



Our English Vision

'To Be The Best We Can In The Sight of God'

Intent

At St Thomas' Leesfield, we aim to offer a lifelong passion for reading, writing, speaking and listening where English is at the helm 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 the children to be submerged in a language rich environment.

Our children have access to a broad range of reading material. They are encouraged to read a variety of genres for different purposes. In the classrooms, we have created a reading rich environment to support the curriculum. Our guided reading books encourage children to develop their comprehension skills, whilst our graded reading material develops sight vocabulary and reading fluency. In addition, EYFS and Infants follow a decodable reading scheme which is carried on in KS2 for pupils who continue to require a structured phonic approach. Our Top Hall library consists of a variety of reading material, including decodable books and 'Real Books' which are age related to support pupils' reading levels for home readers. Our local library is in very close proximity to school and all classes access this invaluable resource on a weekly basis to further enhance our children's love of reading with a variety of material both fiction and non-fiction. 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. Children will leave St Thomas' Leesfield reading, writing, speaking and listening with confidence, fluency and understanding using a range of strategies to take responsibility for their own learning.

We understand vocabulary is vital for comprehension and for wider learning and progress. Through a variety of topics, vocabulary will be developed and the importance of suitable and technical words encouraged. We select the vocabulary necessary to access learning and use the Word Aware Programme to develop topic or selected words. These are embedded with quick daily activities to teach the meaning and application of selected words. Due to our effective cross curricular approach, writing in the school is purposeful and motivational. Our children 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 of different genres and purposes through the IPEEL programme. They will take responsibility for their own learning including self-monitoring and correcting. Teachers provide good models for the pupils to deconstruct and learn from.

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 interventions are in place in every class to support these individuals further to ensure that specific year group skills are secure. In EYFS, KS1 and for older children who have not mastered the foundations, a validated, decodable scheme is used to teach the basic mechanics and core principles of reading. These children follow a daily synthetic, systematic phonics programme. In addition, 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 age related texts and suitable resources to support and enhance lessons during whole class reading sessions. 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. Reading workshops for Reception / Year 1 pupils provide parents with the skills needed to support at home. In addition, extra-curricular Reading Club is offered to pupils who require more support in Y2.

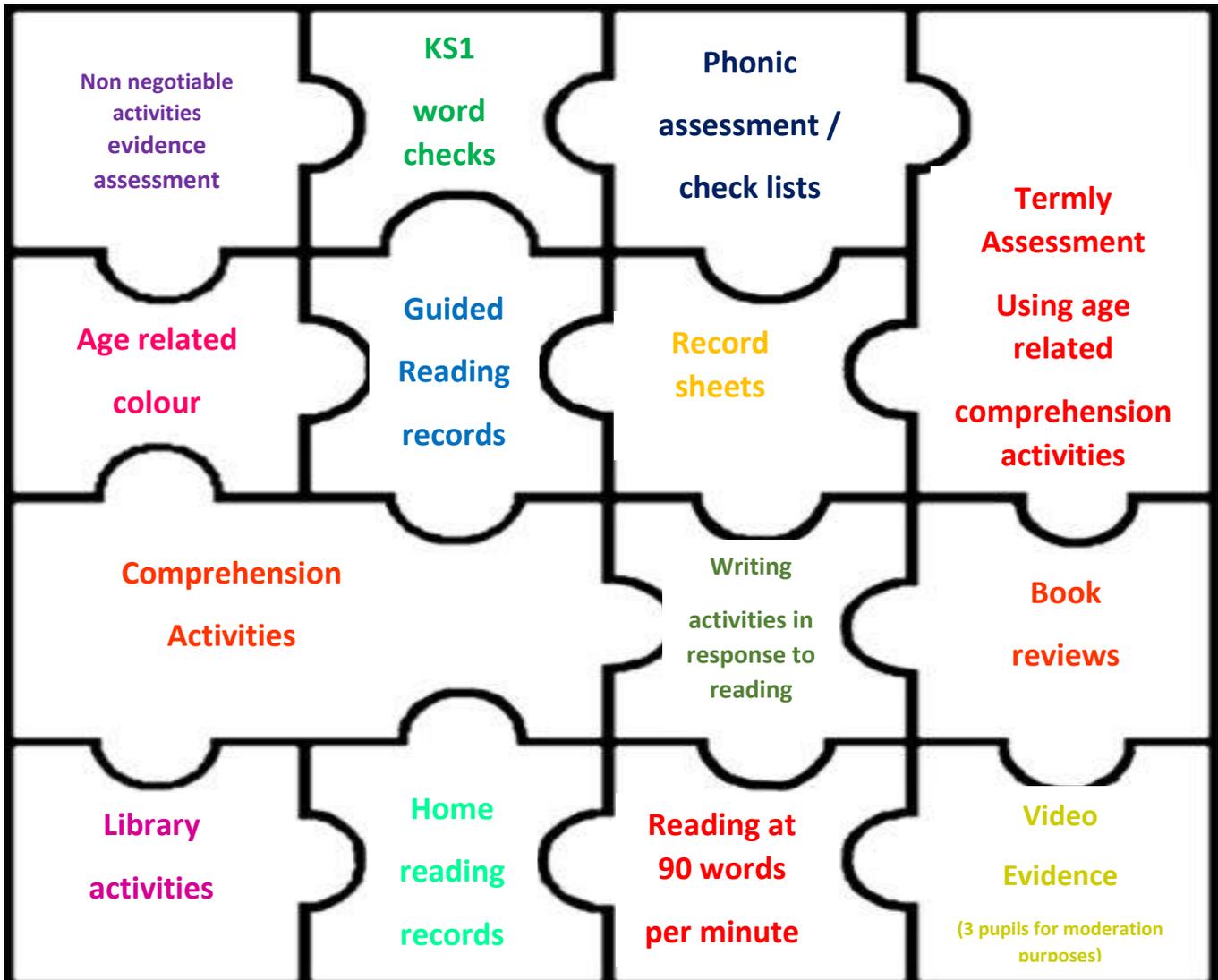
As we believe consistency and well-taught English is the bedrock of a valuable education, at St Thomas' Leesfield we ensure that the teaching of writing is purposeful, robust and shows clear progression for all children. In line with the national curriculum, we ensure that each year group are taught the explicit grammar, punctuation and spelling objectives required for that age groups through our Non-Negotiables (Basic Busters/BBs). 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 BBs/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.

The impact on Reading is evident through the children's attitude and love for books in our weekly Pupil Chat meetings. Our pupils confidently take part in school initiatives, including class assemblies, collective worship, choral speaking, church services etc.

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



YEAR 1 READING EXPECTED BBs/NON-NEGOTIABLES

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.

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

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.

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.

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.

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- BBs/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- BBs/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

EXCEEDING- BBs/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

EXCEEDING- BBs/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 – BBs/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 – BBs/Non-Negotiable Statements

COMPREHENSION	
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

BBs/Non-Negotiable Statements

	COMPOSITION
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.
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.
	TRANSCRIPTION
11.	I can identify known phonemes in unfamiliar words and I can use syllables to divide words into spelling.
12.	I can spell days of the week.
13.	I can spell some common exception words
14.	I can use the spelling rule for adding 's' or 'es' for verbs in the 3 rd person singular.
15.	I can name all the letters of the alphabet in order.
16.	I can use letter names to show alternative spellings of the same phoneme.
17.	I can sit correctly at a table holding a pencil comfortable and correctly.
18.	I can form lower case letters in the correct direction, starting and finishing in the correct place.
19.	I can form capital letters and digits 0 - 9
20.	I understand which letters belong to which handwriting 'families' and to practise these.

YEAR 2 - EXPECTED: WRITING

BBs/Non-Negotiable Statements / Interim teacher assessment framework

	COMPOSITION
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 use full stops / capital letters in <u>most</u> my sentences and question marks when required
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.
	TRANSCRIPTION
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 use my knowledge of alternative phonemes to narrow down the possibilities for accurate spelling.
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

BBs/Non-Negotiable Statements

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.
TRANSCRIPTION	
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

BBs/Non-Negotiable Statements

COMPOSITION	
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.
TRANSCRIPTION	
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 (BBs/Non-Negotiable Statements)

COMPOSITION	
1	I know the audience for and purpose of the writing.

2	I can use the correct features and structures of the text type taught so far.
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 types taught so far.
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 show how and choose grammar and vocabulary can create an impact on the reader.
8	I can use stylistic devices to create effects in writing e.g. simile, metaphor, personification. I can add further organisational and presentational devices to structure text and to guide the reader.
9	I can add well- chosen detail to interest the reader.
10	I can summarise a paragraph or event.
11	I can organise my writing into paragraphs to show different information or events and I can build cohesion between paragraphs by using adverbials.
12	I can use modal verbs or adverbs to indicate degrees of possibility. Use passive verbs to affect the presentation of information in a sentence. I can use the perfect form of verbs to mark relationship of time and cause.
13	I can use relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun.
14	I can use brackets, dashes and commas to indicate parenthesis. I can use hyphens to avoid ambiguity.
15	I can use commas to clarify meaning or avoid ambiguity.
16	I can assess the effectiveness of their own and others' writing.
17	I can suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. I can use expanded noun phrases to convey complicated information more concisely.
18	I can ensure the consistent and correct use of tense throughout a piece of writing.
19	I can ensure correct subject and verb agreement when using singular and plural.
20	I can distinguish between the language of speech and writing; formal, informal and written language.
21	I can proof read for spelling and punctuation errors.
22	I can perform my own compositions using appropriate intonation, volume and movement so that meaning is clear.
	TRANSCRIPTION
23	I can form verbs with prefixes – dis, de, mis, over and re.
24	I can convert nouns or adjectives into verbs by adding a suffix and I understand the rules for adding prefixes and suffixes.
25	I can spell words with silent letters.
26	I can distinguish between homophones and other words which are often confused.
27	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.
28	I can spell the commonly mis-spelt words from the Leesfield Y5 word list.
29	I can use a range of spelling strategies.
30	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 (BBs/Non-Negotiable Targets / Interim assessment)

	COMPOSITION
1	I can use the appropriate form and style for the audience and purpose of the writing.

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

YEAR 1 - KEY ASSESSMENT CRITERIA: WRITING

EXCEEDING- BBs/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- BBs/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

EXCEEDING – BBs/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- BBs/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 – BBs/Non-Negotiable Statements

	COMPOSITION
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

YEAR 6 - KEY ASSESSMENT CRITERIA: WRITING

EXCEEDING –BBs/ Non-Negotiable Statements

Interim Assessment

COMPOSITION	
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.	I can select verb forms for meaning and effect.
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.	I can manage shifts between formality through selecting vocabulary precisely and manipulating grammatical structures.
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.	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 <u>mostly</u> correct.
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

BBs/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

BBs/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

BBs/Non-Negotiable Statements

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

YEAR 4 - EXPECTED: ORACY

BBs/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.

Bbs/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

Bbs/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

EXCEEDING- BBs/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- BBs/Non-Negotiable Statements

1	I can use different style, tone and loudness of speech when speaking to a large audience.
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- BBs/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.
2	I can talk about personal feelings in relation to the way a story starts and ends.
3	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- BBs/Non-Negotiable Statements

1	I can prepare and deliver a talk to the class on an aspect of learning in Science, History or Geography.
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 – BBs/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 – BBs/Non-Negotiable Statements

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

'To Be The Best We Can In The Sight of God'



Intent

St Thomas' Leesfield 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 to calculate 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 Early Learning Goals. 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 (Basic Busters/BBs) for each Year Group. This is driven and sequenced by the White Rose Maths schemes of learning, which ensures children are challenged and supported through a focus on mathematical mastery. We occasionally use other resources, such as Numicon and NRich, to supplement and bolster our children's learning experience.

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, we have embedded the use of 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 that enable our children to improve their attitudes, skills and knowledge (ASK).

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 for each topic. This is so that our children understand that maths is not used in isolation but forms part of everyday life. Problem solving is embedded using resources such as White Rose Maths, which covers all the necessary strands including logic, trial & error, word problems, puzzles and patterns. We aim to teach problem solving through a variety of well-planned lessons that stretch our children and build on their resilience.

The use of mathematical vocabulary is also a high priority. Key vocabulary is displayed in each classroom so that children develop an understanding of essential terminology that underpins their mathematical development. Children are given regular opportunities to engage in purposeful mathematical dialogue and it is essential that they

have opportunities for mathematical discussions at all stages of their learning. mathematical vocabulary learning is a very important part of our children's language development and ultimately their mathematical proficiency.

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 them 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 BBs/NON NEGOTIABLES: MATHS

	NUMBER
1	I can count reliably to 100 and read and write numbers to 100
2	I can count on and back in 1s and 10s from any given number
3	I can count on in 2s and 5s from any given number
4	I know 1/2s & 1/4s or shapes, objects and amounts

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

YEAR 2 – EXPECTED BBs/NON-NEGOTIABLES: MATHS

	NUMBER
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 (\times), 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"> • A two-digit number and ones • A two-digit number and tens • Two two-digit numbers including in tens – using an efficient strategy, explaining methods verbally, in pictures or using apparatus. • Adding three one-digit numbers
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.
MEASUREMENT, GEOMETRY AND STATISTICS	
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"> • number of sides and line symmetry (2D shapes) • number of edges, vertices and faces (3D shapes) • identify 2-D shapes on the surfaces of 3-D shapes • compare and sort 2-D and 3-D shapes and everyday objects
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"> • movement in a straight line • rotation as a turn in terms of right angles for quarter, half and three quarter turns • clockwise and anti-clockwise turns.

YEAR 3 – BBs/EXPECTED NON-NEGOTIABLES: MATHS

NUMBERS AND PLACE VALUE

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">• lengths eg m/cm/mm• mass using kg and g• volume/capacity using l and ml.
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.
STATISTICS	
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.

NUMBER and FRACTIONS	
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.
MEASUREMENT, GEOMETRY and STATISTICS	
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 – BBs/EXPECTED NON-NEGOTIABLES: MATHS

NUMBER

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 12×12 .
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.
	MEASUREMENT, GEOMETRY AND STATISTICS
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	<p>I can identify:</p> <ul style="list-style-type: none"> • angles at a point and one whole turn (total 360o) • angles at a point on a straight line and 2 • a turn (total 180o) • other multiples of 90o
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 BBs/NON-NEGOTIABLES: MATHS

NUMBERS AND PLACE VALUE

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
	NUMBER CALCULATIONS – MULTIPLICATION, DIVISION, ADDITION & SUBTRACTION
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
	FRACTIONS
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 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
	RATIO & PROPORTION
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
	ALGEBRA
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

	MEASUREMENT
33	I can use, read, write, convert and solve problems between standard units of: <ul style="list-style-type: none"> • Length 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"> • Mass 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"> • Volume 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"> • Time 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
	GEOMETRY – PROPERTIES OF SHAPE
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
	STATISTICS
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- BBs/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- BBs/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 18×5 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. $10 + 10 + 10 + 5 + 5 = 3 \times 10 + 2 \times 5 = 4 \times 10$</i>).
8	I can find and compare fractions of amounts (<i>e.g. $1/4$ of 20 =£5 and $1/2$ of £8=4 so a $1/4$ of 20 is greater than $1/2$ of £8</i>).
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- BBs/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- BBs/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 – BBs/Non-Negotiable Statements

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 –BBs/ Non-Negotiable Statements

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



'To Be The Best We Can In The Sight of God'

Intent

At St Thomas' Leesfield, 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 Thomas' Leesfield, 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 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.

Teach the three strands of science – Physics, Biology and Chemistry – in a cohesive, sequenced way from Year 1 to Year 6.

Build on and develop their scientific vocabulary. Through a whole-school approach of Word Aware, the vocabulary is graded on a scale of 'Anchor', 'Goldilocks' and 'Step-up' topic-specific words.

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 Leesfield with embedded knowledge (long-term memory) and skills that they can carry forward in their future learning and employment.



Our History Vision

'To Be The Best We Can In The Sight of God''



Intent

At St Thomas' Leesfield, 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, attitudes, skills and knowledge (ASK); and for the children to study life in the past as well as identify similarities and differences and how things have changed over time.

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

At St Thomas' Leesfield, we aim for a high quality history curriculum which should inspire in pupils a curiosity and fascination about 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 and improving their attitudes, skills and knowledge, 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 learn also 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 and give them real-life experiences that help them to put history into their own unique contexts. Throughout school, each topic gives the children the chance to ask questions about their learning. The children have 6 or 9 'sticky learning' objectives that they will study and learn during the topic and hopefully these will be embedded into long-term memory.

At Leesfield, 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 plight of local people including Annie Kenney and the local suffragette movement. Our children have the huge advantage of a history-rich local environment which we utilise very effectively and this helps our children to really understand the impact of history on the local people and community past and present.

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'. Through a variety of topics, vocabulary will be developed and the importance of suitable and technical words encouraged. We select the vocabulary necessary to access learning and use the Word Aware Programme to develop topic or selected words. These are embedded with quick daily activities to teach the meaning and application of selected words.

Impact

The impact and measure of our history curriculum is to ensure that children at St Thomas' Leesfield 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, therefore encouraging them to undertake new life experiences now and in the future. Projects already completed by the children have led to us achieving Heritage Schools status and we aim to maintain this by increasing the prominence of local history delivered through our topic based curriculum.



Our Geography Vision



Intent

At St Thomas' Leesfield, 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 Thomas' Leesfield, 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 and gaining skills and knowledge (ASK), 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 outlined 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 (Y1-Y6), each topic gives the children the chance to ask questions about their learning. The children have 6 or 9 'sticky learning' objectives linked to their topic that they will explore and learn about throughout the duration of their topic and hopefully these will be embedded into long-term memory.

At St Thomas' Leesfield, 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 Committee objectives/themes, Community Cohesion (with our link school, Westwood), Commando Joe and the Oldham Pledge work. Through our whole school ethos 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 Committee are committed to improving our school and local environment and making an impact in our world not just now but for the future. We use 'Word Aware' as a tool to support children with the vocabulary linked to each topic. Some of these words are what the children already know and they build up to new vocabulary that they will use in their 'sticky learning' and relate back to them on our 'Remember, Remember...' board & sessions.

Impact

The impact and measure of this is to ensure that children at St Thomas' Leesfield are equipped with the necessary attitudes, skills and knowledge (ASK) within our Geography curriculum/topics that will enable them to be ready for 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 Vision

'To Be The Best We Can In The Sight of God'



Intent

Art at St Thomas' Leesfield aim to develop the attitudes, skills and knowledge (ASK) 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 Thomas' Leesfield Primary School, we value and are dedicated to the teaching of Art and Design. 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 for 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

As a school and in accordance with the National Curriculum's 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 with a range of materials
- 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
- Class teachers are responsible for teaching art and design, 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. 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 pieces. We also 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. We use 'Word Aware' as a tool to support children with the vocabulary linked to each topic. Some of these words are what the children already know and they build up to new vocabulary that they will use in their 'sticky learning' and relate back to them on our 'Remember, Remember...' board & sessions.

Impact

Our children enjoy the self-expression that they experience in Art.

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 using our 'sticky learning' process to help them to remember and make further progress building on the skills they have learnt.



Our Design Technology Vision

"To Be The Best We Can In The Sight of God"



Intent

Design Technology at St Thomas' Leesfield aims to develop the attitudes, skills and knowledge (ASK) 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 Thomas' Leesfield Primary School, we value and are dedicated to the teaching of 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 design surrounding us, in buildings, products, technology and food. We see design technology as a means to support learning in a range of ways. We aim to use design technology 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 and problem solving improves science and maths.

Implementation

As a school and in accordance with the National Curriculum's expectations, we aim to ensure that all pupils have opportunities to:

- Produce creative and imaginative work, exploring their ideas and recording their experiences
- Become proficient in manipulating simple tools safely, understanding properties of different materials and how they can be joined as well as basic design techniques
- Evaluate and analyse creative works using the language of craft and design
- Know about designers of a range of products and buildings, 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 learn how to cook
- Build on and develop their subject specific vocabulary. Through a whole-school approach of Word Aware, the vocabulary is graded on a scale of 'Anchor', 'Goldilocks' and 'Step-up' topic-specific words.

Class teachers are responsible for teaching design technology, although there will be times when professional facilitators could be involved in the teaching of the topic. We have worked with the Primary Engineering Project for a number of years to develop the children's expertise. Children working at the 'exceeding' level in design technology are proud to have produced their work and show case their individual talents.

Classes are given design home learning to link with their topics when appropriate and the children always produce high quality pieces. This also gives the opportunity to work with their families to plan and design their pieces. Each class, from Reception to Y5 take part in a 'mini-business challenge' topic week where the children plan, design and make a product to sell to family, friends and the community. All children take part in this enterprise regardless of ability and recent examples include slime in Y2, soaps in Y4 and Christmas decorations in Reception & Y1. Our oldest children take part in the Oldham 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 in our children including presenting to an audience and answering tricky questions under pressure. We also 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.

Impact

Our children enjoy the self-expression that they experience in Design Technology. They are always keen to learn new skills and work hard to perfect those shown to them. Design Technology is often cross-curricular but is also taught in focused topics (to support the importance of the subject) and helps them to express ideas and show their knowledge and understanding in history, geography and science. The children are assessed on their skills using our 'sticky learning' process to help them to remember and make further progress building on the skills they have learnt.



Intent

Our Computing Vision

'To Be The Best We Can In The Sight of God'



At St Thomas' Leesfield, 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 (ASK) to become competent when using computers.

As computers are now such an integral part of the world today, we want 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 the ability to keep themselves safe, especially online, that will equip them for a successful future. During Computing lessons, we use the Word Aware Programme to ensure that all pupils are familiar with relevant subject specific vocabulary.

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 continuous provision and discreet computing lessons.

In Key Stage 1, the children will learn to understand what algorithms are; how they are implemented as programmes 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 programmes. 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 also 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 our exciting topic-based curriculum.

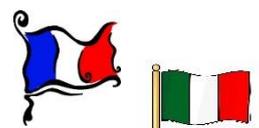
In Key Stage 2 the children will design, write and debug programmes that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. They will use sequence, selection, and repetition in programmes, use logical reasoning to explain how some simple algorithms work and correct errors in algorithms and programmes. 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 programmes, 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. At St Thomas' Leesfield, we are continuously updating our computing equipment to enable all children to have the most up to date technology. We use a variety of programmes to teach our children including Scratch (coding) and Purple Mash.

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 our 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.



Our MFL Vision



Intent

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

It will also enable children to learn about aspects of French / Italian 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 through our 2 weekly topics.

- In KS1 children will celebrate other cultures and sample languages through a topic based curriculum. In KS2 pupils 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 (ASK) throughout their primary experience.
- Our Year 2 class has the added benefit of a bi-lingual (Italian/English) class teacher and therefore these children learn some Italian phrases through the topic on Italy.
- Although MFL is only compulsory from Y3 onwards, we feel that the sooner children are exposed to a different language, the easier they find it to learn. Due to this, our children start to learn a foreign language from Year 1 onwards.

Impact

Our MFL curriculum will enable children to become familiar with cultural aspects of French (as well as Italian in our Year 2 class), 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. We aim to lay the foundation for future language study.



Our Music Vision

'To Be The Best We Can In The Sight of God'



Intent

At St Thomas' Leesfield, 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 Thomas' Leesfield 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 eg Reggae, Hip Hop, 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. Every class has 'Sticky Learning' objectives that match the music curriculum so that the teachers know what to teach in each music topic, ensuring a broad coverage of the curriculum. This year we have also introduced the 'Word Aware Programme' which provides subject specific vocabulary for each music topic. These are vocabulary cards that secure the children's previous knowledge, target new vocabulary for the children to learn during the topic and offer further vocabulary to challenge them.

The children are taught music through topic-based learning (generally one or two weeks) in which the children develop their attitudes, skills and knowledge (ASK) linked to the National Curriculum objectives and also develop their 'sticky learning' to help them remember the skills they have learnt.

Children develop skills in singing, playing a range of untuned percussion instruments, listening and composing, using the inter-related dimensions of music progressively through their time at school. EYFS children develop their love of music through daily 'dough disco', dance and naturally throughout the different areas of the EYFS curriculum.

We have a thriving school choir and the children have many opportunities to perform at our Harvest, Easter and end of year services in church as well as at coffee mornings, cream teas, Lees Christmas Lights switch on (Leesfield FUNdraising events and community projects) as well as entertaining and singing at local care homes.

The children are also given the opportunity to take part in extra-curricular clubs that enhance their musical skills with our partner schools in the Dovestone Learning Partnership (DLP). 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) and we also offer peripatetic brass lessons during the school day on a weekly basis although parents must pay for this addition.

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 school subscribes to a specialist music online programme (Charanga) which enables the children to be engaged in music and all are given the opportunity to develop their attitudes, skills and knowledge through a clear plan of progression to ensure the maximum impact on our children.



Our Physical Education Vision

'To Be The Best We Can In The Sight of God'



Intent

P.E. at St Thomas' Leesfield aims to develop the attitudes, skills and knowledge (ASK) 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 Leesfield, we want all our children to realise their full potential and develop a lifelong interest in participating in physical activity and sport regardless of 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 co-operate 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 and reduce stress and improve overall wellbeing.

Implementation

Our P.E. 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 Reception 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: mastering basic movements to apply to a range of activities (including running, jumping etc.), dance, gymnastics, competitive games (modified where appropriate), strength and endurance (eg circuit training to compare performances with previous ones and demonstrate improvement to achieve their personal better). As well as team games which develop simple tactics for attacking and defending (examples include hockey, cricket, football and netball). We use the word aware programme to promote the use subject specific vocabulary. This is integrated into the sticky learning and is taught verbally throughout lessons and units. As with any other subject, vocabulary is differentiated using the 'anchor' 'goldilocks' and 'step up' word awareness terms.

Our P.E. 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 (inter and intra competitions).

Our P.E. 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 within the larger community. This is celebrated in weekly Achievement assemblies.

Our school takes the curriculum beyond the actual P.E. lessons, offering a range of extra-curricular activities at lunchtime, before and after school. We also provide outdoor learning in the EYFS and KS1 and Commando Joe's RESPECT programme in KS2.

Through the Dovestone Learning Partnership (DLP), we give the children opportunities to participate in inter-school competitions and the offer to participate in a range of sports whilst accessing the Saddleworth 3D pitch on a weekly basis as its geographical location is ideally suited for all our partner schools. We currently offer weekly after school sessions 4-5pm (Autumn Term = football; Spring Term = Multi Skills; 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.

Impact

Our curriculum aims to improve the wellbeing and fitness of all children at St Thomas' Leesfield, 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. Our impact is therefore 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.

		St Thomas' Leesfield Education Long Term Plan						
		R	Y1	Y2	Y3	Y4	Y5	Y6
	Autumn 1	Getting dressed/undressed Dance	Team games	Dance Team games	Gymnastics Team games	Gymnastics Team games	Gymnastics Team games	Dance Team games
	Autumn 2	Team games	Gymnastics Ball skills	Gymnastics Games: Hockey	Dance Games: Hockey	Dance Games: Netball	Dance Games: Netball	Dance Games: Netball
	Spring 1	Dance	Gymnastics Games (linked to topic)	Gymnastics Games: Netball	Dance Team games	Dance Games: Football	Dance OAA	Gymnastics OAA
	Spring 2	Gymnastics	Dance Team games	Circuit training Games: Football	Gymnastics Invasion games	Swimming OAA	Circuit training Games: Tennis	Circuit training Games: Cricket
	Summer 1	Ball skills	Games: Cricket OAA	Team games Athletics	Athletics OAA	Swimming Athletics	Circuit training Games: Attacking and defending	Circuit training Games: Attacking and defending
	Summer 2	Athletics	Games: Football Athletics	Games: Rounders OAA	Dance (linked to topic) Games: Tennis	Swimming Games: Cricket	Athletics Games: Rounders	Athletics Games: Rounders



Our PSHE/RSE/SMSC/British Values Vision



'To Be The Best We Can In The Sight of God'

Intent

At St Thomas' Leesfield, we aim to ensure that Personal, Social & Health Education (PSHE) as well as Social, Moral, Spiritual and Cultural (SMSC) education enables our children to become healthy, independent and responsible members of 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. PSHE/SMSC/British Values 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, our Always Badge (Positive Behaviour Management) system is a clear and positive pathway that underpins the Christian Values of our school. At the beginning of the school year, each year group devises their class rules (which are age-appropriate and are a maximum of ten) and these are based on three core values – Safe, Ready and Respect.

The PSHE/SMSC/British Values curriculum is taught throughout school, during weekly or two-weekly topics each term as part of a broad and balanced curriculum. The Sticky Learning for these topics ensures the national curriculum aims and objectives are met. 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. We also have classes working on the Oldham Pledge (Reception, Y1, Y5 & Y6) which helps to build self-awareness and encourages our children to take an active part in our community through volunteering for example. Every class has 'Sticky Learning' objectives that match the RSE/BV curriculum so that the teachers know what to teach in each topic, ensuring a broad coverage of the curriculum. This year we have also introduced the 'Word Aware Programme' which provides subject specific vocabulary for each topic. This is a focus on key vocabulary which helps to secure the children's previous knowledge (Anchor Words), targets new vocabulary (Goldilocks Words) as well as more advanced words (Step-Up Words) to further challenge them in terms of improving vocabulary knowledge and usage.

The Christian Values are taught during half-termly collective worship/assembly themes on a rolling 3-yearly programme including: Peace, Love, Thankfulness, Perseverance, Humility etc. The Y6 Peer Mentors are extremely valued and the 'Worry Wellies' and 'Suggestion Socks' 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 Wednesday Celebration Assembly is a regular opportunity to reward those who exhibit the good citizenship that St Thomas' Leesfield seeks to encourage. Our other daily collective worship/assemblies are centred on the 18 Christian values which are taught half termly and support our PSHE/SMSC/British Values vision.

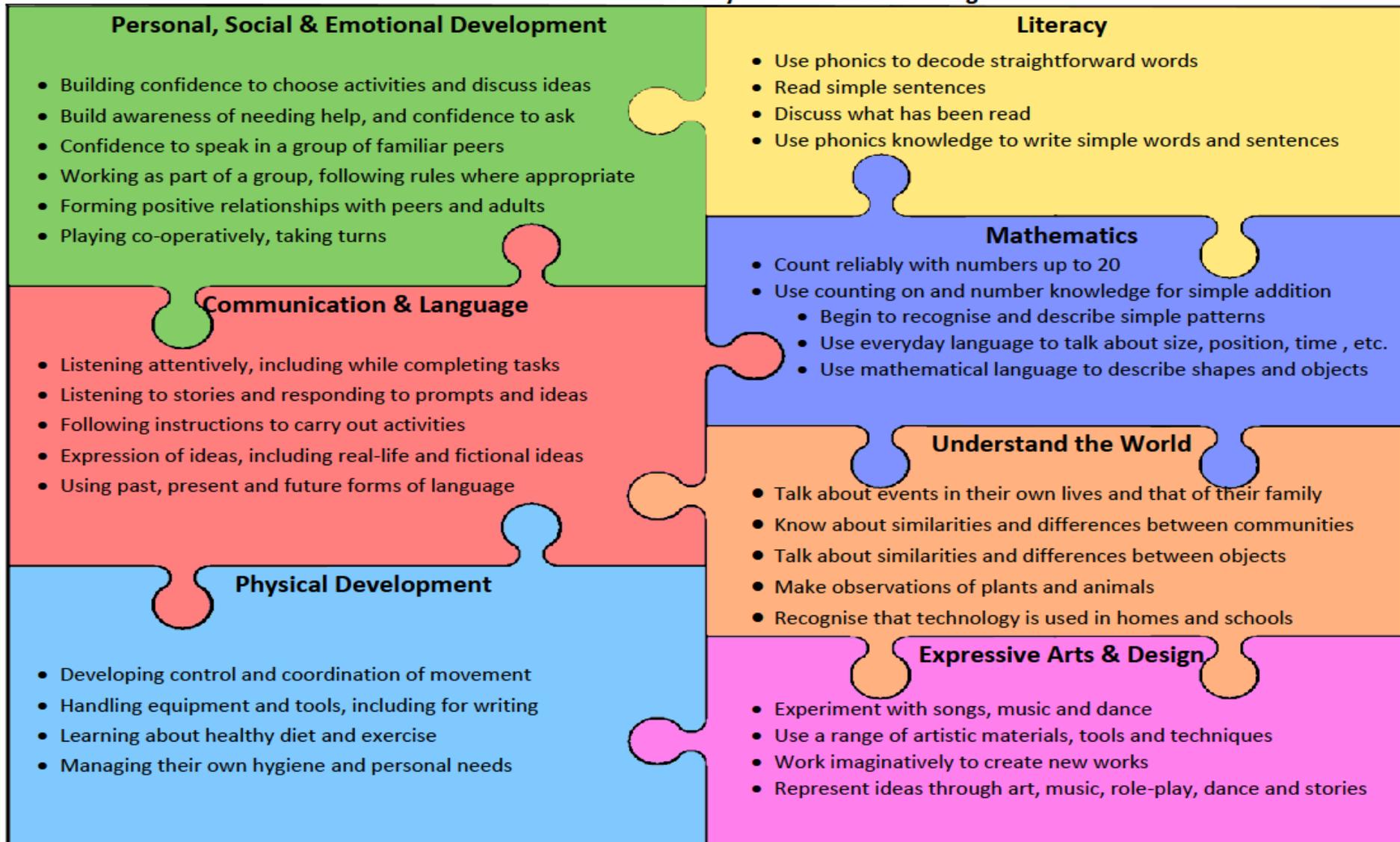
Our school year features many opportunities to explore Personal, Social and Health Education as well as Social, Moral, Spiritual and Cultural themes. These include: work carried out in class for Internet Safety; Childline workshops; Residential visits for Year Six; half-termly assemblies run by the Groundbreakers team; regular School Council/Eco Committee and Ethos 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 nurture groups); the measurement of height and weight for pupils; and pupil eye tests. The charity work we undertake over the school year further explores what PSHE means for our Leesfield children. Our Reflection Areas also help to create a safe

and calming area in which all children are welcomed should they feel the need to take time away from a busy classroom to collect their thoughts.

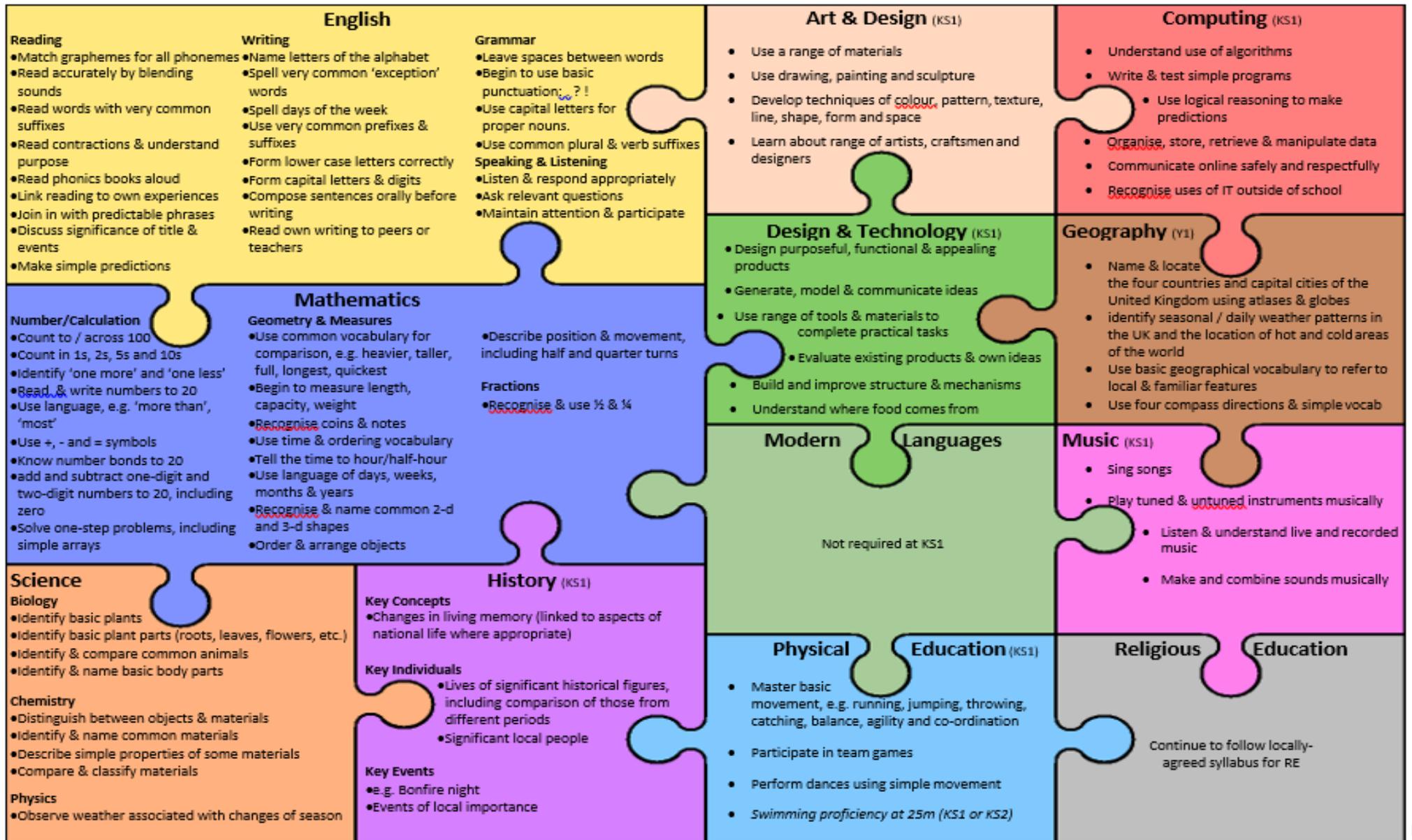
Impact

At St Thomas' Leesfield PSHE/SMSC and British Values provide opportunities 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.

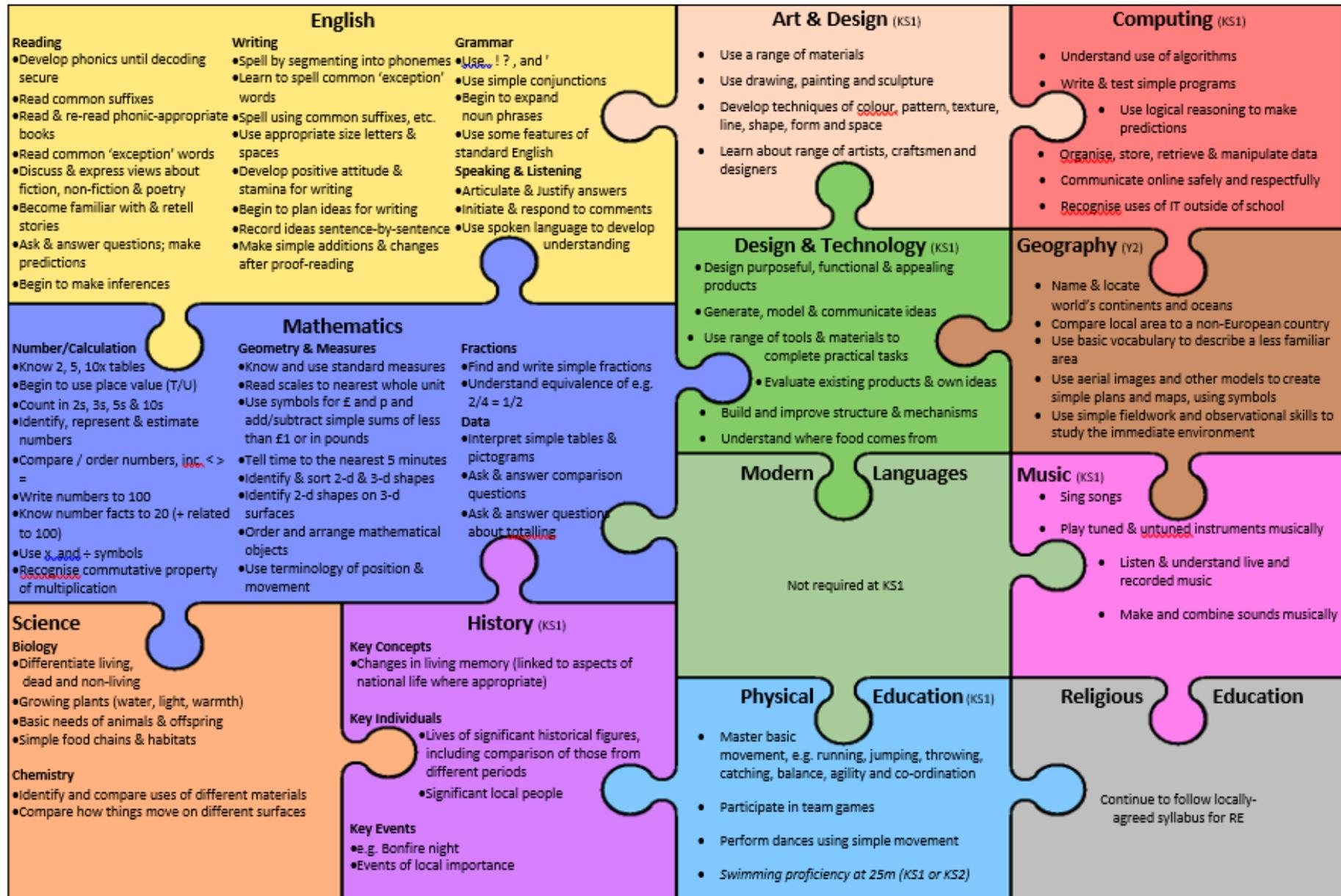
Curriculum Overview for Early Years Foundation Stage



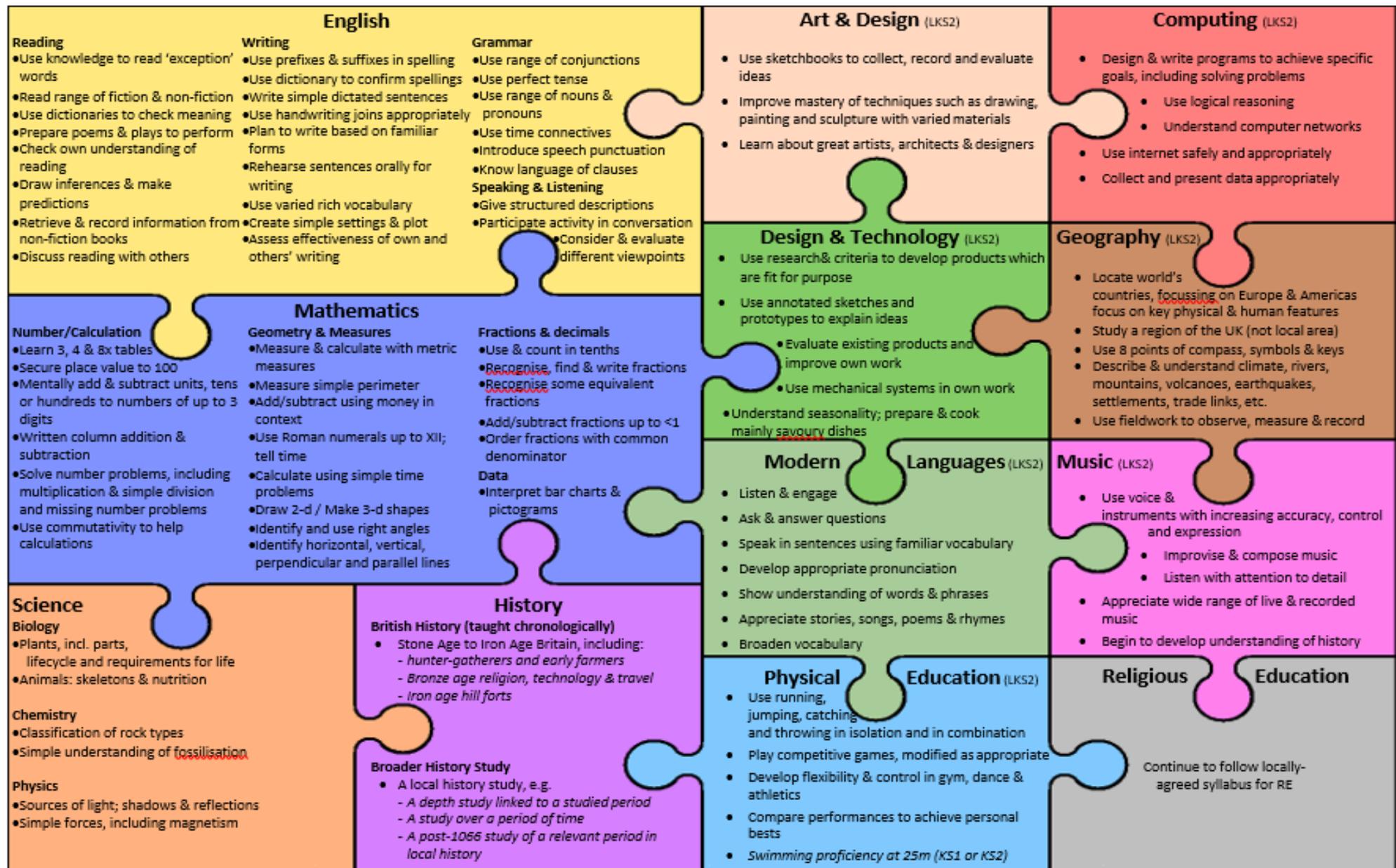
Curriculum Overview for Year 1



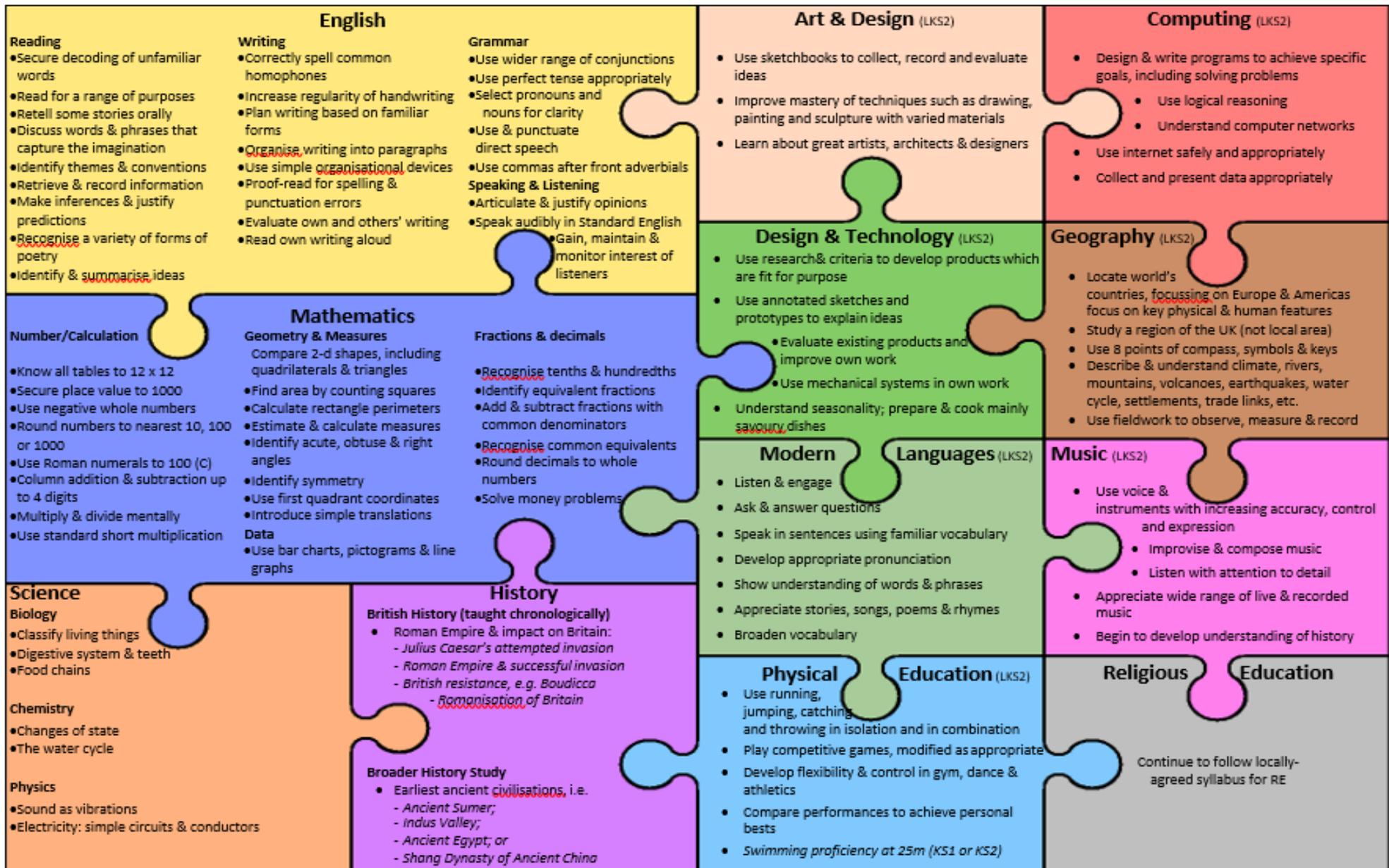
Curriculum Overview for Year 2



Curriculum Overview for Year 3



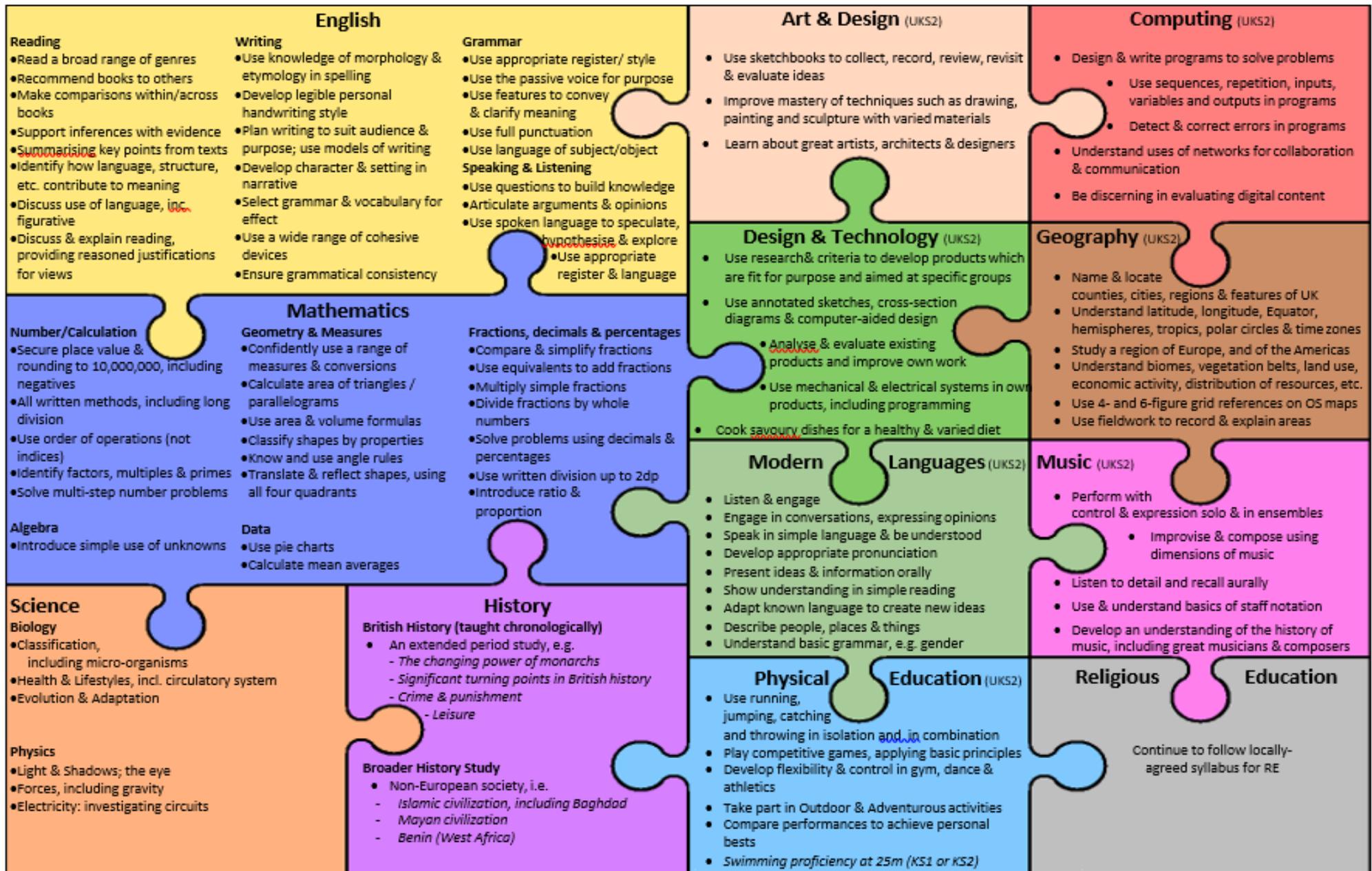
Curriculum Overview for Year 4



Curriculum Overview for Year 5

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

Curriculum Overview for Year 6



RECEPTION LONG TERM TOPIC PLAN YEAR – 2022 / 2023

TERM 1	Sept 5 – 9 OURSELVES Say Hello! Children's Choice	Sept 12 – 16 OURSELVES The Rainbow Fish Friendships/Sharing	Sept 19 – 23 OURSELVES The Colour Monster Feelings	Sept 26 – 30 OURSELVES Funny Bones Incredible Me	Oct 3 – 7 OURSELVES My Five Senses Senses	Oct 10 – 14 OURSELVES Who's in my Family Our Family	Oct 17 – 20 (4 Days) AUTUMN Pumpkin Soup All about Autumn	AUTUMN HALF TERM Oct 21 - 30
	Oct 31 – Nov 4 TOYS Dogger Favourite toys	Nov 7 – 11 TOYS Dogger Favourite toys	Nov 14 – 18 TOYS Old Bear Old and New	Nov 21 – 25 TOYS No-Bot Old-Moving Toys	Nov 28 – Dec 2 TOYS That's not my car New-Moving Toys	Dec 5 – 9 TOYS Harry and the Dinosaurs go to school Dinosaurs - past	Dec 12 – 16 THE SPECIAL GIFT The Christmas Story Christmas	CHRISTMAS HOLIDAYS Dec 17 – Jan 2
TERM 2	Jan 3 – 6 (4 Days) ONCE UPON A TIME Goldilocks and the Three Bears	Jan 9 – 13 ONCE UPON A TIME The Three Little Pigs	Jan 16 – 20 ONCE UPON A TIME The Gingerbread Man	Jan 23 – 27 ONCE UPON A TIME Jack and the Beanstalk	Jan 30 – Feb 3 ONCE UPON A TIME Little Red Riding Hood	Feb 6 – 10 WINTER Elmer in the Snow		SPRING HALF TERM Feb 11 - 18
	Feb 20 – 24 UK EXPLORES The Queen's Hat	Feb 27 – Mar 3 UK EXPLORES Nessie and Hamish the Hairy Haggis	Mar 6 – 10 UK EXPLORES All About Wales Non-Fiction	Mar 13 – 17 UK EXPLORES All About N-Ireland Non-Fiction	Mar 20 – 24 UK EXPLORES We Must Completely go to London	Mar 27 – 31 EASTER The Easter Story	Apr 3 – 5 (3 Days) EASTER The Easter Story	EASTER HOLIDAYS April 6 - 16
TERM 3	Apr 17 – 21 BEASTS AND BUGS The Very Hungry Caterpillar	Apr 24 – 28 BEASTS AND BUGS Spinderella	May 2 – 5 (4 Days) BEASTS AND BUGS Norman and the Slug	May 8 – 12 BEASTS AND BUGS Growing Frogs	May 15 – 19 BEASTS AND BUGS Bumble Bear	May 22 – 26 BEASTS AND BUGS The Bad Tempered Ladybird		SUMMER HALF TERM May 27 – June 11
	June 12 – 16 PEOPLE WHO HELP US At home The Jolly Postman	June 19 – 23 PEOPLE WHO HELP US at School Mr Tick the Teacher	June 26 – 30 PEOPLE WHO HELP US to stay healthy Jim and the Beanstalk	July 3 – 7 PEOPLE WHO HELP US to stay healthy Going to the Hospital, doctors and dentist	July 10 – 14 PEOPLE WHO HELP US to stay safe Paramedics Mountain Rescue Life Guards	July 17 – 21 PEOPLE WHO HELP US to stay safe Fire Fighters and Police Officers		SUMMER HOLIDAYS July 22

YEAR 1 LONG TERM TOPIC PLAN YEAR – 2022 / 2023

TERM 1	Sept 5 – 9 OURSELVES HEY YOU! ART <i>All are Welcome</i>	Sept 12 – 16 OURSELVES HEY YOU! MUSIC <i>Super Duper You</i>	Sept 19 – 23 OURSELVES HEY YOU! RSE <i>What makes me a me</i>	Sept 26 – 30 OURSELVES Incredible Me SCIENCE <i>5 Senses</i>	Oct 3 – 7 OURSELVES Incredible Me SCIENCE <i>Me and my amazing body</i>	Oct 10 – 14 OURSELVES Incredible Me HISTORY <i>Great Women who worked wonders</i>	Oct 17 – 20 (4 Days) JESUS WAS SPECIAL RE <i>God made you Special</i>	AUTUMN HALF TERM Oct 21 - 30
	Oct 31 – Nov 4 TOYS We are on Strike! SMSC (Individual Liberty) <i>The Day the Crayons Quit</i>	Nov 7 – 11 TOYS It's a Toy Story HISTORY <i>Toy Trouble</i>	Nov 14 – 18 TOYS It's a Toy Story HISTORY <i>Lost in the Toy Museum</i>	Nov 21 – 25 TOYS Superheroes in Trouble SCIENCE <i>Traction Man</i>	Nov 28 – Dec 2 TOYS Superheroes in Trouble SCIENCE/ DT <i>Traction Man meets Turbo Dog</i>	Dec 5 – 9 TOYS Superheroes in Trouble DT <i>Traction Man and the Beach Odyssey</i>	Dec 12 – 16 RE The Special Gift <i>The Nativity</i>	CHRISTMAS HOLIDAYS Dec 17 – Jan 2
TERM 2	Jan 3 – 6 (4 Days) Roll Up! PE <i>Ninja Nan</i>	Jan 9 – 13 BEASTS & BUGS Egg-citing Animals SCIENCE <i>The Big Book of Beasts</i>	Jan 16 – 20 BEASTS & BUGS Egg-citing Animals SCIENCE <i>The Tiger who Came for Tea</i>	Jan 23 – 27 BEASTS & BUGS Egg-citing Animals GEOGRAPHY <i>You Can't Take an Elephant on the Bus</i>	Jan 30 – Feb 3 BEASTS & BUGS The Bear Necessities MUSIC <i>We're Going on a Bear Hunt</i>	Feb 6 – 10 BEASTS & BUGS The Bear Necessities DT <i>The Bear and the Piano</i>	SPRING HALF TERM Feb 11 - 18	
	Feb 20 – 24 (3 days) Teamwork makes the dream work SMSC <i>Here we are</i>	Feb 27 – Mar 3 Teamwork makes the dream work RSE <i>We are Family</i>	Mar 6 – 10 SPACE To Infinity & Beyond! SCIENCE <i>The Way Back Home</i>	Mar 13 – 17 SPACE To Infinity & Beyond! HISTORY <i>Man on the Moon</i>	Mar 20 – 24 SPACE To Infinity & Beyond! ART <i>Look Up!</i>	Mar 27 – 31 SPACE To Infinity & Beyond! ART <i>Toys in Space</i>	Apr 3 – 5 (3 Days) EASTER RE <i>The Easter Story</i>	EASTER HOLIDAYS April 6 - 16
TERM 3	Apr 17 – 21 The Big Wide World RSE <i>In every house, on every street</i>	Apr 24 – 28 WORLD EXPLORERS Our Amazing UK GEOG <i>The Big Book of the UK</i>	May 2 – 5 (4 Days) WORLD EXPLORERS Our Amazing UK GEOG <i>The Queen's Handbag</i>	May 8 – 12 WORLD EXPLORERS Let's go on a Safari! GEOG Monkey Mail	May 15 – 19 WORLD EXPLORERS Let's go on a Safari! MUSIC Handa's Surprise	May 22 – 26 WORLD EXPLORERS Oh I do like to be beside the seaside! HISTORY/ DT <i>The Lighthouse Keeper's Lunch</i>	SUMMER HALF TERM May 27 – June 11	
	June 12 – 16 It's Not Fair! SMSC <i>Farmer Duck</i>	June 19 – 23 OUR WONDERFUL EARTH Ready, Steady, Grow! ECO <i>I will not ever never eat a tomato</i>	June 26 – 30 OUR WONDERFUL EARTH Ready, Steady, Grow! SCIENCE <i>The Tiny Seed</i>	July 3 – 7 OUR WONDERFUL EARTH Ready, Steady, Grow! SCIENCE <i>The Big Book of Bloom</i>	July 10 – 14 OUR WONDERFUL EARTH Creation RE <i>Let there be Light</i>	July 17 – 21 OUR WONDERFUL EARTH Creation ART <i>The Dot</i>	SUMMER HOLIDAYS July 22	

YEAR 2 LONG TERM TOPIC PLAN YEAR – 2022 / 2023

TERM 1	Sept 5 – 9 Rule of Law SMSC/British Values	Sept 12 – 16 Castles Music	Sept 19 – 23 Castles History	Sept 26 – 30 Under The Sea Geography	Oct 3 – 7 Under The Sea Science	Oct 10 – 14 Hairy & Scary DT	Oct 17 – 20 (4 Days) Hairy & Scary DT	AUTUMN HALF TERM Oct 21 - 30
	Oct 31 – Nov 4 Fire Art/History	Nov 7 – 11 Fire History	Nov 14 – 18 Piggies with Problems Science	Nov 21 – 25 Piggies with Problems Science	Nov 28 – Dec 2 Special Books RE	Dec 5 – 9 Good News RE/Music	Dec 12 – 16 Good News RE	CHRISTMAS HOLIDAYS Dec 17 – Jan 2
TERM 2	Jan 3 – 6 (4 Days) Chocolate Science	Jan 9 – 13 Chocolate Science	Jan 16 – 20 Shape, Colour & Mood Art	Jan 23 – 27 Shape, Colour & Mood Art	Jan 30 – Feb 3 We Are Britain Geography	Feb 6 – 10 We Are Britain Geography		SPRING HALF TERM Feb 11 - 18
	Feb 20 – 24 Awesome Animals Science	Feb 27 – Mar 3 Awesome Animals Music	Mar 6 – 10 Healthy Me Science	Mar 13 – 17 Healthy Me Science	Mar 20 – 24 Relationships RSE	Mar 27 – 31 What is God Like? RE	Apr 3 – 5 (3 Days) What is God Like? RE	EASTER HOLIDAYS April 6 - 16
TERM 3	Apr 17 – 21 Respect & Tolerance SMSC/British Values	Apr 24 – 28 SATS revision	May 2 – 5 (4 Days) In My Garden Science	May 8 – 12 In My Garden ECO/SMSC/ Environment	May 15 – 19 Eunghoa PE	May 22 – 26 Special Places RE		SUMMER HALF TERM May 27 – June 11
	June 12 – 16 Italy Geography/MFL	June 19 – 23 Italy Geography/MFL	June 26 – 30 Titanic History	July 3 – 7 Titanic History	July 10 – 14 Feelings RSE	July 17 – 21 Feelings RSE		SUMMER HOLIDAYS July 22

YEAR 3 LONG TERM TOPIC PLAN YEAR – 2022 / 2023

TERM 1	Sept 5 – 9 RULES FOR LIVING RE	Sept 12 – 16 RULES FOR LIVING RSE Caring Friendships	Sept 19 – 23 WHERE IN THE WORLD Geography	Sept 26 – 30 WHERE IN THE WORLD Geography	Oct 3 – 7 BIENVENUE 	Oct 10 – 14 CA-VA? 	Oct 17 – 20 (4 Days) RULES FOR LIVING SMSC-BRITISH VALUES Democracy and Liberty	AUTUMN HALF TERM Oct 21 - 30
	Oct 31 – Nov 4 THE AMAZING EGYPTIANS History	Nov 7 – 11 THE AMAZING EGYPTIANS History	Nov 14 – 18 BRILLIANT BUILDINGS Art/ DT	Nov 21 – 25 LET THERE BE LIGHT Science	Nov 28 – Dec 2 LET THERE BE LIGHT Science	Dec 5 – 9 GOD IS WITH US RE	Dec 12 – 16 GOD IS WITH US RE	CHRISTMAS HOLIDAYS Dec 17 – Jan 2
TERM 2	Jan 3 – 6 (4 Days) REDUCE, REUSE, RECYCLE Eco	Jan 9 – 13 REDUCE, REUSE, RECYCLE DT	Jan 16 – 20 ROTTON ROMANS History	Jan 23 – 27 ROTTON ROMANS History/ DT	Jan 30 – Feb 3 MAGNETIC MAGIC Science	Feb 6 – 10 MAGNETIC MAGIC Science	SPRING HALF TERM Feb 11 - 18	
	Feb 20 – 24 QUEEN VICTORIA History	Feb 27 – Mar 3 QUEEN VICTORIA History	Mar 6 – 10 I LIKE TO MOVE IT Science	Mar 13 – 17 I LIKE TO MOVE IT Science/ PE	Mar 20 – 24 THE DRAGON Music	Mar 27 – 31 JESUS THE MAN WHO CHANGED LIVES RE	Apr 3 – 5 (3 Days) GOOD FRIDAY RE	EASTER HOLIDAYS April 6 - 16
TERM 3	Apr 17 – 21 LANDSCAPES Art	Apr 24 – 28 LANDSCAPES Art	May 2 – 5 (4 Days) RIVER DEEP MOUNTAIN HIGH Geography	May 8 – 12 RIVER DEEP MOUNTAIN HIGH Geography	May 15 – 19 LET'S GET ROCKING Science	May 22 – 26 THREE LITTLE BIRDS Music	SUMMER HALF TERM May 27 – June 11	
	June 12 – 16 PRECIOUS PLANTS Science	June 19 – 23 PRECIOUS PLANTS Science	June 26 – 30 LET YOUR SPIRIT FLY Music	July 3 – 7 LIVING IN THE WIDER WORLD RSE	July 10 – 14 SMSC	July 17 – 21 SMSC	SUMMER HOLIDAYS July 22	

YEAR 4 LONG TERM TOPIC PLAN YEAR – 2022 / 2023

TERM 1	Sept 5 – 9 HIST Raiders and Invaders	Sept 12 – 16 DT Raiders and Invaders	Sept 19 – 23 ECO Save the Rainforest	Sept 26 – 30 Art Save the Rainforest	Oct 3 – 7 SCIENCE Are we Human?	Oct 10 – 14 SCIENCE Are we Human?	Oct 17 – 20 (4 Days) SMSC Mutual respect, tolerance & Diversity	AUTUMN HALF TERM Oct 21 – 30
	Oct 31 – Nov 4 RSE Caring Friendships and Families	Nov 7 – 11 RSE Our responsibility	Nov 14 – 18 SCIENCE High Voltage	Nov 21 – 25 SCIENCE High Voltage	Nov 28 – Dec 2 Music Gospel	Dec 5 – 9 RE Light of the world	Dec 12 – 16 RE Light of the world	CHRISTMAS HOLIDAYS Dec 17 – Jan 2
TERM 2	Jan 3 – 6 (4 Days) GEOG Our World (UK)	Jan 9 – 13 GEOG Our World	Jan 16 – 20 SCIENCE Changing States	Jan 23 – 27 HIST Off With Her Head!	Jan 30 – Feb 3 HIST Off With Her Head!	Feb 6 – 10 MFL Bon appétit		SPRING HALF TERM Feb 11 – 18
	Feb 20 – 24 PE Healthy Lifestyles	Feb 27 – Mar 3 RSE Healthy Lifestyles	Mar 6 – 10 MUSIC Listen Up!	Mar 13 – 17 SCIENCE Listen Up!	Mar 20 – 24 MFL Viva la France!	Mar 27 – 31 RE Jesus Son of God	Apr 3 – 5 (3 Days) DT Jesus Son of God	EASTER HOLIDAYS April 6 – 16
TERM 3	Apr 17 – 21 GEOG Show Me The Way Home	Apr 24 – 28 GEOG Show Me The Way Home	May 2 – 5 (4 Days) RE Are all Churches the same?	May 8 – 12 ART Seurat and Pointillism	May 15 – 19 ART Seurat and Pointillism	May 22 – 26 MUSIC/DRAMA The Beatles		SUMMER HALF TERM May 27 – June 11
	June 12 – 16 SCIENCE The Food Chain	June 19 – 23 SCIENCE The Food Chain	June 26 – 30 RE God David and Psalms	July 3 – 7 HIST The British Empire	July 10 – 14 HIST The British Empire	July 17 – 21 SMSC Rule of Law		SUMMER HOLIDAYS July 22

YEAR 5 LONG TERM TOPIC PLAN YEAR – 2022 / 2023

TERM 1	Sept 5 – 9 SPACE THE FINAL FRONTIER SCIENCE	Sept 12 – 16 SPACE THE FINAL FRONTIER SCIENCE	Sept 19 – 23 STARRY NIGHT ART	Sept 26 – 30 STONE, BRONZE & IRON AGE HISTORY	Oct 3 – 7 STONE, BRONZE & IRON AGE HISTORY	Oct 10 – 14 LIVING ON A PRAYER MUSIC	Oct 17 – 20 (4 Days) LIVING IN THE WIDER WORLD RSE	AUTUMN HALF TERM Oct 21 - 30
	Oct 31 – Nov 4 AMAZING AMERICAS GEOGRAPHY	Nov 7 – 11 AMAZING AMERICAS GEOGRAPHY/ MUSIC	Nov 14 – 18 MAY THE FORCE BE WITH YOU SCIENCE	Nov 21 – 25 MAY THE FORCE BE WITH YOU SCIENCE	Nov 28 – Dec 2 VIVE LA FRANCE MFL	Dec 5 – 9 IDEAS ABOUT GOD RE	Dec 12 – 16 CHRISTMAS AROUND THE WORLD RE	CHRISTMAS HOLIDAYS Dec 17 – Jan 2
TERM 2	Jan 3 – 6 (4 Days) RELATIONSHIPS RSE	Jan 9 – 13 APOCOALYTPON (MAYANS) HISTORY	Jan 16 – 20 APOCOALYTPON (MAYANS) HISTORY	Jan 23 – 27 AFRICAN ART ART	Jan 30 – Feb 3 AFRICAN ART DT	Feb 6 – 10 PEOPLE OF FAITH RE		SPRING HALF TERM Feb 11 - 18
	Feb 20 – 24 VICTORIANS/ LOCAL STUDY HISTORY	Feb 27 – Mar 3 VICTORIANS/ LOCAL STUDY HISTORY	Mar 6 – 10 CYCLE OF LIFE (LIFE CYCLES) SCIENCE	Mar 13 – 17 CYCLE OF LIFE (LIFE CYCLES) SCIENCE <i>"British Science Week"</i>	Mar 20 – 24 MAP MANIA GEOGRAPHY	Mar 27 – 31 MAP MANIA GEOGRAPHY	Apr 3 – 5 (3 Days) WHO WAS JESUS? WHO IS JESUS? RE	EASTER HOLIDAYS April 6 - 16
TERM 3	Apr 17 – 21 MAKE ME FEEL MY LOVE MUSIC	Apr 24 – 28 DEMOCRACY SMSC	May 2 – 5 (4 Days) INDIVIDUAL LIBERTY SMSC	May 8 – 12 EVERYTHING IS CHANGING SCIENCE	May 15 – 19 EVERYTHING IS CHANGING SCIENCE	May 22 – 26 CLEAN UP CREW ECO		SUMMER HALF TERM May 27 – June 11
	June 12 – 16 HENRI MATISSE ART	June 19 – 23 LIFE EXPLORERS SCIENCE	June 26 – 30 LIFE EXPLORERS SCIENCE	July 3 – 7 HEALTH & WELLBEING RSE/ DT	July 10 – 14 THE OLYMPICS PE	July 17 – 21 VIVE LA FRANCE MFL		SUMMER HOLIDAYS July 22

YEAR 6 LONG TERM TOPIC PLAN – 2022 / 2023

TERM 1	Sept 5 – 9 Relationships RSE	Sept 12 – 16 What Would a Journey Through Your Body Look Like? SCIENCE	Sept 19 – 23 What Would a Journey Through Your Body Look Like? SCIENCE	Sept 26 – 30 Jazz MUSIC	Oct 3 – 7 Ancient Greece HIST	Oct 10 – 14 Ancient Greece HIST	Oct 17 – 20 (4 Days) Ourselves, growing and changing RSE	AUTUMN HALF TERM Oct 21 – 30
	Oct 31 – Nov 4 World War 1 HIST	Nov 7 – 11 World War 1 / Poppy Appeal SMSC	Nov 14 – 18 Could Spiderman Really Exist? SCIENCE	Nov 21 – 25 Could Spiderman Really Exist? SCIENCE	Nov 28 – Dec 2 South America GEOG	Dec 5 – 9 South America GEOG	Dec 12 – 16 How do Christians Prepare for Christmas? RE	CHRISTMAS HOLIDAYS Dec 17 – Jan 2
TERM 2	Jan 3 – 6 (4 Days) Parlez-vous Francais? MFL	Jan 9 – 13 Robinwood PE	Jan 16 – 20 Extreme Earth GEOG	Jan 23 – 27 Extreme Earth GEOG	Jan 30 – Feb 3 Landscape Art ART	Feb 6 – 10 Landscape Art ART		SPRING HALF TERM Feb 11 – 18
	Feb 20 – 24 Global Citizenship / Perspective ECO	Feb 27 – Mar 3 Planes, Trains & Automobiles HIST	Mar 6 – 10 Planes, Trains & Automobiles HIST	Mar 13 – 17 Could You Be the Next Nintendo Apprentice? SCIENCE	Mar 20 – 24 Could You Be the Next Nintendo Apprentice? SCIENCE	Mar 27 – 31 You've Got a Friend MUSIC	Apr 3 – 5 (3 Days) Linking Christianity and Judaism RE	EASTER HOLIDAYS April 6 – 16
TERM 3	Apr 17 – 21 Have We Always Looked Like This? SCIENCE	Apr 24 – 28 Have We Always Looked Like This? SCIENCE	May 2 – 5 (4 Days) Ooh La La MFL	May 8 – 12 <u>SATs</u>	May 15 – 19 Creation and Science RE	May 22 – 26 How Can You Light Up Your Life? SCIENCE		SUMMER HALF TERM May 27 – June 11
	June 12 – 16 Living in the Wider World RSE	June 19 – 23 Bus. Challenge DT	June 26 – 30 Happy MUSIC	July 3 – 7 The Rule of Law SMSC	July 10 – 14 Mutual Respect, Tolerance and Diversity / S.O.P.H.I.E SMSC	July 17 – 21 Life as a journey RE		SUMMER HOLIDAYS July 22