

**St Andrew's CE Primary School
Curriculum Policy
September 2021
Review Date September 2022**

Ethos Statement (from the Instrument of Governance)

“Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish and diocesan level. The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith, and promotes the Christian and moral values of love, honesty, forgiveness and respect through the experience it offers to all its pupils.”

Mission Statement

“To strive for respect, enjoyment and excellence.”



<p>Context – Why have we designed our curriculum this way?</p>	<ul style="list-style-type: none"> All through school 4-11 Number on role 220 (Sept 2021) SEN with EHCP 1% SEN with support 13% 56% EAL Ever 6 FSM 40% Deprivation 0.27 - Lowest 20% deprived 	<ul style="list-style-type: none"> ACORN data set shows that 84% of our pupils fall into urban adversity or financially stretched 33% of all households in Salford live in the lowest 10% of the most deprived in Europe. Parts of Eccles fall within this 33%. Covid has significantly impacted on our vulnerable pupils who have/had social worker involvement more than any other pupil group. Y2, Y3 had 44 isolation days on top of national lockdowns. 					
<p>Vision (Intent)</p>	<p>Our broad curriculum reflects our local context by addressing typical knowledge and skills gaps (including Cultural Capital) and is accessible for all of our groups of children. It is planned so that knowledge and skills are taught sequentially and cumulatively, building on previous knowledge and addressing gaps, with clear end points.</p> <p>Respect and responsibility Aspirations</p> <p>Valuing our Christian ethos and diversity</p> <p>Bringing learning to life Love of language – with focus on vocabulary, EAL support and development, reading and writing Resilience</p> <p>Emotional Wellbeing</p>						
<p>Curriculum Design (Implementation)</p>	<p>It is delivered through quality first teaching for all groups of children. It addresses gaps and enables pupils to understand and apply key concepts thus enabling children to embed them to their long term memory. Teachers utilise a range of assessments to check pupils' understanding in order to inform their teaching. Our lessons focus on the following principles:</p> <table border="1" data-bbox="943 376 1187 1906"> <tr> <td data-bbox="943 1509 1187 1906"> <p>Language – developed a language rich curriculum which builds throughout a theme the vocabulary and meaning within a knowledge area.</p> </td> <td data-bbox="943 1111 1187 1509"> <p>Experience – an engaging curriculum which provides a balanced and coherent sequence of lessons which develops knowledge and skills incrementally.</p> </td> <td data-bbox="943 757 1187 1111"> <p>Memory – knowledge and skills are taught in blocks to enhance experience, within which lessons build on previous learning to revisit and recall new knowledge.</p> </td> <td data-bbox="943 376 1187 757"> <p>Personal Development – Our curriculum looks for opportunities to celebrate our diversity, develop resilience and emotional wellbeing</p> </td> <td data-bbox="943 47 1187 376"> <p>Application – learning is embedded through revisiting skills and knowledge through independent application following distance from learning.</p> </td> </tr> </table>		<p>Language – developed a language rich curriculum which builds throughout a theme the vocabulary and meaning within a knowledge area.</p>	<p>Experience – an engaging curriculum which provides a balanced and coherent sequence of lessons which develops knowledge and skills incrementally.</p>	<p>Memory – knowledge and skills are taught in blocks to enhance experience, within which lessons build on previous learning to revisit and recall new knowledge.</p>	<p>Personal Development – Our curriculum looks for opportunities to celebrate our diversity, develop resilience and emotional wellbeing</p>	<p>Application – learning is embedded through revisiting skills and knowledge through independent application following distance from learning.</p>
<p>Language – developed a language rich curriculum which builds throughout a theme the vocabulary and meaning within a knowledge area.</p>	<p>Experience – an engaging curriculum which provides a balanced and coherent sequence of lessons which develops knowledge and skills incrementally.</p>	<p>Memory – knowledge and skills are taught in blocks to enhance experience, within which lessons build on previous learning to revisit and recall new knowledge.</p>	<p>Personal Development – Our curriculum looks for opportunities to celebrate our diversity, develop resilience and emotional wellbeing</p>	<p>Application – learning is embedded through revisiting skills and knowledge through independent application following distance from learning.</p>			
<p>Outcomes (Impact)</p>	<p>All pupils groups make good progress in that they know more, remember more and are able to do more. They are learning what is intended.</p> <table border="1" data-bbox="1225 47 1337 1906"> <tr> <td data-bbox="1225 1509 1337 1906"> <p>High level of challenge and support within all subject areas</p> </td> <td data-bbox="1225 1111 1337 1509"> <p>Utilising pre and post teaching to support learning in all subjects</p> </td> <td data-bbox="1225 47 1337 1111"> <p>Effective balance of testing and teacher assessment (quiz, application, work and moderation)</p> <p>Children can talk with enthusiasm and engagement about their learning using key vocabulary and subject knowledge.</p> </td> </tr> </table>		<p>High level of challenge and support within all subject areas</p>	<p>Utilising pre and post teaching to support learning in all subjects</p>	<p>Effective balance of testing and teacher assessment (quiz, application, work and moderation)</p> <p>Children can talk with enthusiasm and engagement about their learning using key vocabulary and subject knowledge.</p>		
<p>High level of challenge and support within all subject areas</p>	<p>Utilising pre and post teaching to support learning in all subjects</p>	<p>Effective balance of testing and teacher assessment (quiz, application, work and moderation)</p> <p>Children can talk with enthusiasm and engagement about their learning using key vocabulary and subject knowledge.</p>					

1. Curriculum aims

Our curriculum aims to:

- › Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- › Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- › Support pupils' spiritual, moral, social and cultural development
- › Promote and celebrate British Values
- › Support pupils' physical development and responsibility for their own health, and enable them to be active
- › Promote a positive attitude towards learning
- › Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- › Equip pupils with the knowledge and cultural capital they need to succeed in life
- › Promote the learning and development of our youngest children and ensure they are ready for Key Stage 1

2. Legislation and guidance

This policy reflects the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework.

3. Roles and responsibilities

3.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- › A robust framework is in place for setting curriculum priorities and aspirational targets
- › Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- › Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- › The school implements the relevant statutory assessment arrangements
- › It participates actively in decision-making about the breadth and balance of the curriculum
- › It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

3.2 Head Teacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- › All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- › The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- › Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- › They manage requests to withdraw children from curriculum subjects, where appropriate
- › The school's procedures for assessment meet all legal requirements
- › The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- › The governing board is advised on whole-school targets in order to make informed decisions
- › Proper provision is in place for pupils with different abilities and needs, including children with SEN

3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

Deputy Head Teacher – Responsibility For Reading

- Leading by example, providing inspiration and motivation, and embodying for the pupils, staff, governors and parents the vision and purpose
- Lead Reading (including Read, Write, Inc) from Nursery to Y6, helping to promote a love of reading with children, families and staff
- Be a role model for Subject Leadership in terms of ambition, high expectations, keeping up to date with research, etc. and dedication to improving standards of the teaching and learning of reading
- Track and analyse pupil performance data, paying particular attention to disadvantaged groups such as those eligible for the pupil premium, with special educational needs, or who speak English as an additional language
- Alongside subject leaders, plan and implement interventions for those pupils who are not progressing

Working with the staff and pupils:-

- To create and implement the strategic plan and annual school improvement plans, underpinned by sound financial planning, management and organisation to secure whole school improvement;
- To ensure that policies and practices take account of national, local and school data and inspection and research findings;
- To monitor, evaluate and review the effects of policies, priorities and performance of the school in practice, and take appropriate action;

Teaching and Learning

- Be the exemplar of high quality teaching and learning in the school.

In partnership with the Headteacher, assist in:

- Creating and maintaining an environment and code of conduct that promotes and secures good teaching, effective learning and high standards of achievement, good behaviour and discipline and which enables teachers to meet the standards set out in the professional development framework.

- Determining, organising, implementing and monitoring the curriculum and its assessment.
- Ensuring that improvements in literacy, numeracy, science and information and communication technology are priority targets for all pupils, including those with special educational needs.
- Ensuring that pupils develop study skills in order to learn more effectively and with increasing independence.
- Monitoring and evaluating the quality of teaching and standards of learning and achievement of all pupils at the school.
- Determining and implementing policies which promote:
 - Spiritual, moral, social and cultural development of children within a Christian context.
 - Self-discipline and regard for authority and the law;
 - Good conduct and behaviour;
 - Positive strategies and programmes for pupils' support and clear guidance on exclusions and other disciplinary matters;

Leading and Managing Staff

- Act as a model of professional conduct and presentation, demonstrating high personal standards of expertise and commitment.

In partnership with the Head Teacher, assist in:

- Maximising the contribution of staff to improve the quality of education provided and the standards achieved and ensure that constructive working relationships are formed between staff and pupils.
- Planning, allocating, supporting and evaluating work undertaken by groups, teams and individuals.
- Motivating and enabling all staff in the school to carry out their respective roles to the highest standards, through high quality continuing professional development based on assessment of needs and systematic monitoring and evaluation.
- Efficient and effective deployment of staff and resources

Assistant Head Teacher – Responsibility for Curriculum

- Leading by example, providing inspiration and motivation, and embodying for the pupils, staff, governors and parents the vision and purpose
- Lead Maths (including online learning for Maths) from Nursery to Y6, helping to promote a love of Maths with children, families and staff
- Be a role model for Subject Leadership in terms of ambition, high expectations, keeping up to date with research, etc. and dedication to improving standards of the teaching and learning of Maths

Leadership

Under the direction of the headteacher or deputy headteacher:

- Communicate the school's curriculum vision compellingly and support the headteacher's strategic leadership
- Lead by example, focusing on providing excellent education for all pupils
- Build positive relationships with members of the school community
- Keep up to date with developments in education

Modelling best practice for teachers

- Demonstrate excellent performance against parts one and two of the teachers' standards: teaching and personal and professional conduct
- Implement strategies and initiatives to share best practice with others in the school, developing confidence and skills in others

Systems and processes

Under the direction of the headteacher or deputy headteacher:

- Support strategic, curriculum-led financial planning to ensure effective use of budgets and resources
- Support distribution of leadership throughout the school

Assessment

- Alongside the head teacher, lead on the whole-school assessment strategy (FFT), ensuring it is rigorous, well-evidenced and is easy to communicate to pupils and parents
- Track and analyse pupil performance data, paying particular attention to disadvantaged groups such as those eligible for the pupil premium, with special educational needs, or who speak English as an additional language
- Alongside subject leaders, plan and implement interventions for those pupils who are not progressing
- Keep up to date with accepted best practice in the field of assessment, and advising others about this
- Providing training and support for teachers and support staff on administering the assessment system effectively

Subject Leadership

Subject leaders should have:

- A clear rationale for the curriculum, including the purpose and the key ideas
- Details of the subject offer that supports a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning
- Information about how the subject enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Information about how the subject is planned, delivered and assessed in each phase and Key Stage, including EYFS (and how the subject is working to the standards set out in the EYFS framework). This includes what will be taught in each year group, the expected end points for each topic, and how teachers assess progress within each year group
- A statement on the school's overall effectiveness in teaching the subject, and how the subject performs in each area of Ofsted's key judgements

Monitoring

An evaluation of the intent, implementation, and impact of lessons

A data summary, including:

- Percentage of pupils achieving their targets
- Percentage of pupils exceeding their targets
- Percentage of pupils not meeting their targets

- Progress for each class or year group
 - Progress and achievement of different groups of pupils, including disadvantaged pupils and any groups of pupils identified as vulnerable
 - A plan to implement interventions for those pupils who are not progressing
- Action plans relating to the current areas of focus in the subject and how these relate to the School Development Plan (SDP)
 - Any continuing professional development (CPD) that staff have done during the year in the subject area
 - A budget, as well as an overview of the previous year's expenditure and, if possible, the impact the spending had on increasing standards
 - Evidence of collaborative working with the Governing Board
 - Any subject-specific risk assessments
 - Information on any areas of the subject that are delivered by members of staff who are not teachers
 - Planned and sequential cultural capital offer
 - How the subject supports pupils' spiritual, moral, social and cultural development
 - How the subject promotes and celebrates British Values

4. Organisation and planning

Context

In order to maintain and improve progress of all pupils including vulnerable pupils, disadvantaged pupils, PHAPs, Boys, etc, our curriculum has been redesigned to reflect the needs of our community.

- Ever 6 FSM 58%
- SEN with EHCP 2%
- SEN with support 12%
- EAL 56%
- Deprivation 0.28
- St Andrews serves the lowest 20% deprived areas in the country. ACORN data indicates that 83% of our pupils fall in the lowest 2 categories of 'Financially Stretched' or 'Urban Adversity'

Intent

- Respect and Responsibility
- Bringing Learning To Life
- Aspirations
- Love of Language

- Emotional Well-Being
- Resilience
- Valuing our Christian Ethos and Diversity

Implementation

Quality First Teaching:

- Language – a language rich curriculum which sequences and builds vocabulary and meaning within a knowledge area
- Experience – an engaging curriculum which provides a balanced and coherent sequence of lessons which develops knowledge and skills incrementally
- Memory – knowledge and skills are taught in blocks to support and enhance experiences, within which lessons build on previous learning to revisit, recall and embed new knowledge and language
- Personal Development – looks for opportunities to celebrate our diversity, develop resilience and emotional wellbeing
- Application – learning is embedded through revisiting skills and knowledge through independent application following distance from learning

Impact

We expect the following outcomes:

- High levels of challenge and support within all subject areas
- Utilisation of pre and post teaching to support learning in all subjects
- Effective balance of formative and summative assessment including quizzes, application, moderation
- Children talk with enthusiasm and engagement about their learning using key vocabulary and subject knowledge

5. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- School Visits
- Meeting with School Council
- Liaising with subject leaders in Standards and Welfare Committee, full Governing Board Meetings

Curriculum leaders monitor the way their subject is taught throughout the school by:

- Data scrutiny
- Book Looks
- Learning Walks

- Pupils Conferences
- Questionnaires

6. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- › More able pupils
- › Pupils with low prior attainment
- › Pupils from disadvantaged backgrounds
- › Pupils with SEN
- › Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report

6.1 The Equality Act

Children

We do not discriminate against, harass or victimise a pupil or potential pupil:

- In relation to admissions
- In the way we provide education for pupils
- In the way we provide pupils access to any benefit, facility or service
- By excluding a pupil or subjecting them to any other detriment

Parents

In some circumstances, a school is regarded as a 'service provider' under part 3 of the Act, so we have a duty to make accommodations for the parents of pupils if those parents had a disability. For example, if a parent is deaf, the school would have a duty to provide a sign language interpreter for parents' evenings, so the deaf parent can participate as fully as parents who aren't deaf.

6.2 SEND regulations 2014

Reasonable adjustments

The Equality Act and SEN regulations require St Andrews to make 'reasonable adjustments.' For example, staff may have to change the way we do something or even make changes to the physical environment to make sure a person with a disability can benefit equally from your services as someone without that disability.

7. Other Policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- SEN policy and information report
- Equality information and objectives
- Relationships and Sex Education

Subject Leader Curriculum Appendices

- EYFS
- Reading
- Writing
- Maths
- Science
- Computing
- RE
- History
- Geography
- PE
- French
- Art
- DT
- PSHE
- Music

EYFS

Our work in EYFS is the foundation for learning in all areas of the curriculum. It is highly valued and celebrated. Teaching and learning in EYFS reflects the wider school vision, approach to curriculum design and focus on outcomes.

EYFS Intent

Our intent is our curriculum, our plan and what we are going to teach. It is a balance between child initiated and adult led. It is a hybrid educational approach which brings together the best methodologies with carefully planned continuous provision and an enabling environment (both indoors and outdoors) that evolves to meet the needs of our cohort.



Our long term plan focuses on 'Development Matters' and is the essential introduction to a wider curriculum. EYFS staff meet with subject leaders as part of planning and monitoring to ensure that our children make the best start to their learning journeys as readers, writers, scientists, historians, artists etc.



EYFS Implementation

Our pedagogy is what we do, how we teach and how we present our curriculum. It is what we do in the 'every day', making the most of learning in the moment, to ensure that children make progress. We use communication friendly resources in an enabling environment. We set challenges to create invitations and interactions within play.

EYFS Impact

We constantly assess teaching and learning, ensuring that we make a difference through observations, formative and summative assessments, next steps discussions and building on children's interests. The children make good progress from their starting points.

Reading

• Teaching and Learning/Rationale

To develop children as readers we aim to instil a love of reading from an early age. As well as being able to decode texts, we want children to develop a life-long love of reading and of all forms of literature. To this end there are a number of initiatives to encourage pupils to read and enjoy books, poetry and drama. These include:

- DEAR (Drop Everything And Read) time in class or assembly in each week – all members of class including staff to read their own books for 20 minutes (it is essential that children see staff as engaged readers)
- Children listen to a class novel at the end of most days
- Access to a wealth of books via the school library
- Reading assemblies
- Termly author visits
- Termly library visits
- Whole school reading displays
- Year 6 take part in a yearly Shakespeare festival
- Use of classic texts in lessons
- Reading champion trophy awarded each month

Children are introduced to multi-sensory phonics in Nursery via the **Letters and Sounds** programme, then moved onto **Read Write Inc** as soon as they are ready, usually by the summer term of their first year in Nursery. This is the main phonics programme used at St Andrew's to teach early reading skills and it is followed with fidelity. Lessons take place five days a week and last an hour each. Children are introduced to all 44 of the main sounds in English in isolation and in words. They are assessed weekly by staff and once every 8 weeks by the Read Write Inc leader. These assessments are used to stream the children so that they are working in small groups with others of similar ability. Children continue to access Read Write Inc until they are fluent readers who can recognize all the main sounds in their reading. Therefore a small number of pupils in Key Stage 2 will still use Read Write Inc.

Guided Reading is introduced in the summer term in Reception and takes place every day in Key Stage 1, as well as for struggling readers in Key Stage 2. Lessons last half an hour. Children are grouped by ability according to teacher assessments carried out each term. They read a range of fiction and non-fiction texts, usually completing a written activity at the end of each one. As children's reading skills develop this will take the form of a comprehension, but for less confident readers it will be a sequencing or cloze procedure activity.

Reciprocal Reading is introduced in Key Stage 1 to those children who have completed the Read Write Inc programme of work. It then replaces Guided Reading in Key Stage 2. It teaches the following specific reading skills: **summarising; predicting; enquiring; clarifying; extending; reviewing**. Each fortnight children are introduced to a different high quality text which might be an extract from a fiction or non-fiction book, a poem or a song. They pick out and work out the meanings of unfamiliar words (**clarifying**), before **summarising** what the text is about, **predicting** what could happen next, **extending** the text by thinking of alternative scenarios, answering a range of literal and inference questions (**enquiring**) and **reviewing** the text. Lessons take place four times a week and last half an hour each. The texts used should be beyond the reading ability of the majority of the class. The clarifying activity is particularly important as this should be used to develop children's vocabulary (see below). In Reciprocal Reading, children should be introduced to a rich and varied vocabulary which they can then apply through speaking and writing.

• Examples

Knowledge and skills are taught on an ongoing process in every year group. An example of these from Year 3 would be:

KEY CONCEPTS	KEY SKILLS
<p>WORD READING</p> <ul style="list-style-type: none"> • Read aloud and understand the meaning of new words from the application of their growing knowledge of roots words, prefixes and suffixes (English Appendix 1) 	<p>WORD READING</p> <ul style="list-style-type: none"> • Read further exception words noting their unusual correspondences between spelling and sound and where they occur in the word

<p>COMPREHENSION</p> <ul style="list-style-type: none"> • Read for a range of purposes • Check that text makes sense to them, discussing their understanding and explaining the meanings of words from the context • Ask questions to improve their understanding of the text • Summarise the main ideas • Draw inferences e.g. inferring a character's feelings, thoughts, motives from their actions, using evidence • Make implied prediction 	<p>COMPREHENSION</p> <ul style="list-style-type: none"> • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction, reference and text books • Read books that are structured in different ways • Use dictionaries to check the meaning of words • Retell stories orally (including fairy stories, myths and legends) • Identify themes and conventions in a wide range of stories • Prepare poems and play scripts to read aloud and perform showing intonation, tone, volume, action • Discuss words and phrases that capture the reader's interest • Identify main ideas from more than one paragraph • Identify how language, structure, presentation contribute to meaning • Retrieve and record information from non-fiction <p>Participate in discussions about books that they read and have been read to them,</p>
---	---

• Cultural Capital

Cultural Capital Offer			
	Autumn	Spring	Summer
Whole School	<ul style="list-style-type: none"> • Library Visits • Author visit • Remembrance events • Working with a range of charities – Comic Relief, Children In Need, sport Relief, Mustard Seed, NHS, Age UK • Visits to St Andrews Church • French Celebration Days: 1 November – All Saints' Day, 20th March 22 French Language Day, 14th July 22 Bastille Day 	<ul style="list-style-type: none"> • Enterprise Week • RHS Bridgewater • World Book Day • Sports Week • PE Week 21st March 	<ul style="list-style-type: none"> • Sports Day • Careers Week/Aspirations
N	Library Visits Welly Walks		Teddy Bears Picnic Hatching Butterflies Mosque visit Worsley Woods
R			Farm visit
Y1		Art Gallery Quays visit	Chester Zoo Historic Tour of Eccles
Y2		Lowry Workshops	Chester Zoo
Y3	Music Lessons STEM classes	Visit Synagogue Lowry Workshops	Music Lessons
Y4	Hindu Temple visit	Ordsall Hall Visit	The Beach/Forest
Y5	Lledr Hall Residential	Coding	Shakespeare Tatton History trip
Y6	Lledr Hall Residential	Coding	Shakespeare Festival

• SMSC & British Values

Texts chosen should develop children's spiritual, moral, social and cultural development as well as promoting British values. They should also incorporate BAME authors and others from a range of backgrounds.

Our reading curriculum provides many further opportunities to promote pupils' spiritual, moral, social and cultural development and British values.

Spiritual

Our children are encouraged to understand and engage with their feelings and values through the use of the texts read. Through discussion, they are shown how we can develop empathy for characters and can reflect on their own life and lives of others using a range of non-fiction texts including diaries, letters, biographies and

autobiographies. There are many opportunities to extract meaning beyond literal ideas through the use of challenging texts in Reciprocal Reading lessons.

Moral

Through the use of a wide range of fiction and non-fiction texts including poetry and songs, our children can explore the motives and behaviours of both real and fictitious characters. They engage in discussions about their thoughts and opinions on the texts read.

Social

Reading lessons promote cooperation and teamwork by being able to work in pairs and groups, contributing to discussions, listening to others and learning how to debate. Our pupils are often exposed to real issues through their reading about the world outside school. They explore current influences on spoken language and consider the vocabulary and grammar of Standard English and varying dialects.

Cultural

Our reading curriculum uses texts set in a range of settings and cultures. Because of this, our children are encouraged to empathise with the feelings and experiences of others who may have completely different life experiences to them. Furthermore, our pupils can explore the similarities and differences within these settings. We also use texts that represent our strong literary heritage.

British Values

The Law and Democracy

Reading at all levels provides opportunities for discussions which focus on both democracy and the rule of law. Texts can be chosen for their opportunities to allow students to explore the issue of rule of law and equally they can be chosen to refer to issues around democracy. Children are introduced to a range of texts which can be analysed for persuasive language and jargon. Television, social media including blogs and radio reports can be analysed to show how language are used to manipulate the reader, viewer or listener. This will support children in developing a critical analysis all forms of media and to build resilience.

Individual liberty

Children can explore individual liberty through a study of texts, audio and video. Reading gives numerous opportunities to explore individual liberty as a concept and as part of British values. Texts used provide opportunities to refer to individual liberty as part of making right or wrong choices.

Rule of Law

Texts can be chosen which will give children a chance to explore the rule of law. This may be through studying written, audio or visual materials in which individuals choose to behave within or outside the law or it may be about the impact of laws. Class or one to one discussions can give the opportunity to explore the rule of law within the UK, for instance, as part of Parliament Week.

Democracy

The process of facilitating classroom debates can be used to link to democracy as they should allow all opinions to be heard in a respectful way. This will reinforce the concept of democracy. Use of a wide range of texts present opportunities to discuss topics which relate to democracy.

Tolerance and mutual respect

In reading there are frequently opportunities to discuss tolerance and mutual respect through discussions and the choice of materials which are studied, for example during Black History Month. Good working relationships in the classroom are based on mutual respect and tolerance.

- Inclusion

At St Andrew's it is important that all children have access to and experience of the curriculum year group content they are in. To ensure that SEND children make expected progress in reading, year group teachers meet

with the Headteacher, SENDCO and support staff at different points throughout the year to determine whether personalised targets and outcomes within the learning stage of the child is being met.

All children are formatively assessed throughout teaching to determine whether they require pre or post teaching as a supplement to the lesson. Regular phonics assessments every eight weeks track pupil progress and highlight those pupils who need support. These are then targeted by teachers and teaching assistants for regular tutoring sessions each week. Struggling readers in Key Stage 2 are also targeted for weekly Guided Reading sessions in order to develop their comprehension skills.

- Planning

Staff teaching Read Write Inc follow exemplar daily plans. These should be followed with fidelity in order to accelerate progress. Staff in Key Stage 2 submit half termly plans for Reciprocal Reading to the reading leader.

- Resources

School Library/Class Library

School Library Service

Guided Reading Sets

Home Reading Sets

Full set of Read Write Inc resources including reading books, sound charts, sound cards, word cards, planning guides and access to online resources (<https://www.oxfordowl.co.uk/>)

Accelerated Reader <https://ukhosted53.renlearn.co.uk/1894601/>

MyON <https://www.myon.co.uk/login/>

- Learning Environment

All classes have a reading corner which should be welcoming, vibrant and stocked with high quality books and magazines which are regularly checked and updated by the class teacher.

- Monitoring

Monitoring is carried out every half-term by the reading leader. This involves lesson observations, work scrutiny including checking of reading records, pupil and staff questionnaires and termly monitoring of data. Use of and achievement in Accelerated Reader and MyON are monitored weekly.

- Assessment

Reading is assessed at the end of term via NFER tests in Key Stage 1 and Key Stage 2, except Year 1 who use the Pira assessments. Accelerated Reader is also used to track pupils' attainment, progress and set appropriate targets and 'difficulty' level of books.

- Remote Learning

During remote learning pupils should continue to access and use Accelerated Reader, MyON and, if applicable, Read Write Inc online. This is monitored by class teachers and the reading leader.

Writing

- Teaching and Learning/Rationale

To develop our children as writers we:

- treat children as writers, from the earliest stage, who have ideas that they will want to communicate, building on writing skills they have acquired and their knowledge of print from their environment.
- provide experiences where the children can acquire confidence and a positive attitude to writing.
- develop and sustain writing skills by providing opportunities for children to write for a range of purposes and audiences.
- use a range of strategies including guided writing and shared writing sessions to model writing skills, teaching children how to compose, edit and improve their writing.
- teach children to become critical readers of their own writing by using self-evaluation and checking their work independently for meaning, accuracy and intended impact on the reader.
- teach grammar, punctuation, spelling and handwriting in the context of children's own writing, as well as through discrete lessons.
- teach children to develop their ability to organise and present imaginative and/or factual writing and poetry in different ways.
- teach strategies for spelling to enable children to become confident and competent spellers.

- Planning

St Andrew's has developed its own curriculum taken directly from the National Curriculum. This sets out the genres and learning objectives in relation to spelling, punctuation and grammar, which each year group should cover. It also identifies the 'essential' knowledge, skills and understanding which have to be well embedded for pupils to make progress. This knowledge and key skills are planned in order to be sequential and cumulative, so that children get the opportunity to learn, independently apply, embed and master them.

Class teachers then allocate genres, skills etc to a termly plan, utilising opportunities to write cross curricularly as much as possible.

	BASELINE	AUTUMN	SPRING	SUMMER
Nursery	Distinguishes between the different marks they make Enjoys drawing and writing on paper, on screen and on different textures	Makes up stories, play scenarios, and drawings in response to experiences Imitates adults' writing with emergent writing Attempts to write their own name and words emergently	Sometimes gives meaning to their drawings and paintings Ascribes meanings to signs, symbols and words in the environment	Shows interest in letters on a keyboard, Emergent mark making with some letter shapes Write initial, and more, letters of their name
Reception	Attempt to write their name in a way that they or others can recognise. Discuss the marks they make, e.g. "this is a car".	Uses some print and letter knowledge in early writing. For example: writing a pretend shopping list that starts at the top of the page;	Form all letters of the alphabet. Write VC/CVC words that can be read by themselves or others. Spell words by	Write recognisable letters, most of which are correctly formed; Spell words by identifying sounds in them and representing the

	<p>Enjoys drawing freely.</p> <p>Hear and says the first sound in a word when you say the word</p>	<p>write 'm' for mummy</p> <p>Hear and says the first sound in a word when you say the word and be able to sign the letter</p> <p>Write their name with correct formation.</p> <p>Begins to form more set 1 letters recognisably.</p> <p>Segment CVC words orally.</p> <p>Write the initial and middle sounds for a CVC word.</p>	<p>identifying the sounds and then writing the sound with letter/s.</p>	<p>sounds with a letter or letters;</p> <p>Write simple phrases and sentences that can be read by others.</p> <p>Attempts to use some common irregular words within their writing.</p> <p>Re-read what they have written to check that it makes sense.</p> <p>Form all letters correctly, with clear ascenders and descenders.</p> <p>Write short sentences with words with known letter-sound correspondences using finger spaces and attempting to use a full stop.</p> <p>Starts to build more stamina and attempts to write more than one sentence</p>
Year 1	<p>Attempts to use some common irregular words within their writing.</p> <p>Re-read what they have written to check that it makes sense.</p> <p>Form all letters correctly, with clear ascenders and descenders.</p> <p>Write short sentences with words with known letter-sound correspondences using finger spaces and attempting to</p>	<p>Plan sentences before writing by counting out words and using punctuation mimes.</p> <p>HOLD A SENTENCE</p> <p>Repeat a sentence orally several times. Read the sentence as it is modelled to them by an adult.</p> <p>Write out sentence independently.</p> <p>BUILD A SENTENCE</p> <p>Plan a sentence</p>	<p>As AUTUMN and:</p> <p>COMPOSITION</p> <p>Use Read Write Inc resources as prompts to write an extended piece of work, checking writing after each sentence.</p> <p>Extend sentences by using AND as a connective.</p>	<p>As SPRING and:</p> <p>Write questions and exclamations using correct punctuation.</p>

	use a full stop. Starts to build more stamina and attempts to write more than one sentence	from a brief starting point e.g. <i>The sky was dark; I was feeling ill; The cat ran past.</i> Extend the sentence using own ideas for vocabulary. Attempt own spellings by applying phonics. Use a wordbank for irregular words.	
--	---	---	--

The process by which this writing is taught is based on the 3 Is (Immersion, Imitation, Invention) 'Books as Hooks' and incorporates some Pie Corbett strategies such as learning texts or parts of a text by heart and story mapping. Speaking, listening, drama and poetry are also key elements; if a child cannot say a sentence, they can't write it. Digital literacy is also included in the children's learning experience whenever possible. Grammar, Spelling and punctuation are taught within and alongside writing techniques demonstrating what children have learned with opportunities to write with distance from learning.



St Andrew's Curriculum Design 2020-21 Year 1

	Autumn		Spring		Summer	
Half term	Autumn 1 (7 weeks)	Autumn 2 (8 weeks)	Spring 1 (6 weeks)	Spring 2 (6 weeks)	Summer 1 (5 weeks)	Summer 2 (7 weeks)
Theme	Animals and Ourselves	Keeping Healthy	Clothing and Costumes	Buildings	Eccles vs the World	The Natural World
Subjects Fixed	Animals Including Humans (6 lessons)	Animals Including Humans (6 lessons)	Everyday Materials (6 lessons)	Everyday Materials (6 lessons)	Seasonal Changes (6 lessons)	Plants (6 lessons)
Subjects Flexible	Online Safety (4 lessons)	Grouping & Sorting Weeks (2 lessons) Pictograms (3 lessons)	Lego Builders (3 lessons) Maze Explorers (3 lessons)	Animated Story Books (5 lessons)	Coding (6 lessons)	Spreadsheets (3 lessons) Technology Outside School (2 lessons)
	Personal History (3 lessons)	Geographical Vocabulary (1 lesson)	History of Nursing (4 lessons)	Great Fire of London (4 lessons)	Celebration of Eccles (3 lessons)	First Aeroplane (3 lessons)
	Printing and Drawings (4)	Cooking and Nutrition (4)	Climate Consequences	Van Gogh	Eccles/Contrasting	Mapping (Local Area)



St Andrew's Curriculum Design 2020-21 Year 1

			Christianity Stories about Jesus (7 lessons)	The Bible Celebrations (7 lessons)	Places of Worship (7 lessons)	Places of Worship (7 lessons)
PSHE (Circle Time every week)	Relationships (Ourselves and Others)	Relationships (People Who Care for Us)	Health and Wellbeing (Medicine, Keeping Healthy)	Living in the Wider World (Money, Needs and Wants)	Health and Wellbeing (Keeping Safe)	Living in the Wider World (Caring for Others)
English / Writing	Sentence Construction Capital Letters and Full Stops	Sentence Construction Capital Letters and Full Stops Letter Rhyming Sentences Poetry	Sentence Construction Capital Letters and Full Stops Instructions Traditional Tale Extended Narrative	Invitation Descriptive Sentences Questions/ question marks	Extended Narrative Letter Poetry Conjunctions Exclamation Marks	Instructions Traditional Tale Directions Conjunctions Sentence types
Texts	Ninja Nan	Oi Cat!	Handa's Surprise	You Must Bring A Hat	Big Bad Owl	Little Red Riding Hood

	Autumn		Spring		Summer	
Half term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Invasion	Stargazers	All about me	Anglo Saxons	Where in the world?	Allotment
Subjects Fixed	Stories (6 weeks)	Earth & Space (6 weeks)	Changes of materials (6 weeks)	Properties of materials (6 weeks)	Living things and their habitats (6 weeks)	Animals and humans (6 weeks)
Subjects Flexible	Coding crash course - Coding and computational thinking (6 weeks)	Coding - Coding and computational thinking (6 weeks)	Online Safety - Internet and email (3 weeks) Databases - databases and graphing (4 weeks)	Spreadsheets (6 weeks)	Game creator - Art & Design (5 weeks) Modelling - Art & Design (4 weeks)	Concept Maps - Writing and presenting (4 weeks)
	Vikings <small>(Links to Roman in Colchester - Roman spelling and writing; Viking longship; Vikings to see how Viking boats for Pirates)</small>	Northern/Southern hemispheres - Climate zones - global warming <small>(Links to Earth in Colchester - global climate zones)</small>	Maps/field work - Identifying local area - Record data <small>(Links to French - describing feelings)</small>	Anglo Saxons <small>(Links to Vikings - their religion and beliefs. What do they believe and how have they been impacted?)</small>	Focus on Britain - Tuesday, desert, tropical - local and global - countries, mountains, rivers, oceans - Investigate settlements <small>(Links to Vikings - their religion and beliefs. What do they believe and how have they been impacted?)</small>	Edward the Confessor/ William the Conqueror/ Normans <small>(Links to Vikings - their religion and beliefs. What do they believe and how have they been impacted?)</small>

STRUCTURES - Frame structures - light and shade 3D objects <small>(Links to Vikings in Colchester - their religion and beliefs. What do they believe and how have they been impacted?)</small>	Drawing - Shadows and reflections - light and shade 3D objects Sculpture - figures of movement <small>(Links to Vikings in Colchester - their religion and beliefs. What do they believe and how have they been impacted?)</small>	Pop Art - Create mood and feeling Paint Draw simple objects & use marks & lines to produce texture. <small>(Links to Vikings in Colchester - their religion and beliefs. What do they believe and how have they been impacted?)</small>	CAD IN TEXTILES - Create mood and feeling different textiles <small>(Links to Vikings in Colchester - their religion and beliefs. What do they believe and how have they been impacted?)</small>	Painting - Research famous artists Mixing colours Printing techniques <small>(Links to Vikings in Colchester - their religion and beliefs. What do they believe and how have they been impacted?)</small>	COOKING AND NUTRITION - celebrating culture and seasonality <small>(Links to Vikings in Colchester - their religion and beliefs. What do they believe and how have they been impacted?)</small>	Place of worship - Beliefs and opinions - differences between Christian beliefs <small>(Links to Vikings in Colchester - their religion and beliefs. What do they believe and how have they been impacted?)</small>	Travelling to Space - Out of this world Descriptions of planets Going to the beach French beaches Explore a typical beach, beach bag items, games, weather. <small>(Links to Vikings in Colchester - their religion and beliefs. What do they believe and how have they been impacted?)</small>	Extended feelings - Describe your feelings - likes / dislikes Where I live, where you live City comparisons write and build on shape and directions Locate major French cities and landmarks <small>(Links to Vikings in Colchester - their religion and beliefs. What do they believe and how have they been impacted?)</small>	Justice and fairness - Read stories and readings Why do some people want to follow Jesus and others don't? <small>(Links to Vikings in Colchester - their religion and beliefs. What do they believe and how have they been impacted?)</small>	Similarities - differences between people in Islam and Christianity Five pillars of Islam Key functions of the Mosque <small>(Links to Vikings in Colchester - their religion and beliefs. What do they believe and how have they been impacted?)</small>	Healthy Eating - Recipes/food shopping Food preferences - class surveys Fancy dress Names and adjectives Songs and rhymes in French <small>(Links to Vikings in Colchester - their religion and beliefs. What do they believe and how have they been impacted?)</small>
Music	PSHE	Music	PSHE	Music	PSHE						



St Andrew's Curriculum Design 2019-20 Year 5

English / Writing	Non-chronological report Poetry Instructions Journalistic writing Recount Predictions Letter to Prime Minister	Diary Entry Formal/Informal language Character setting Description Poetry Play Script Fact File	Character feeling - freeze frame Explanation text Debate Writing in first person. Autobiographical Writing Persuasive writing Recipe writing Advertisement Descriptive writing	Instructions Play script Plot setting Debate Comic strip Play your own story Character profile Fictitious fallacy Character feelings Diary entry Fact file - archaeologist Non-chronological report Newspaper article	Newspaper report Estate agents advert Comic strip Play your own story Fictitious fallacy Character feelings Diary entry	Non-chronological report Instructions Persuasive writing Story writing Setting Description Recipe writing Poetry	
Texts	Viking Boy - Tony Bradman - Links to Viking topic Goodnight Mr Tom - by Michelle Magorian - Links to Roman - boats at war Links to Religion - similarities/differences between Christian beliefs Links to DCT - structures - modelling	Cosmic - by Frank Cottrell Boyce - Links to Space topic What a Waste - by Jess French Links to Geology - Protecting our planet A Christmas Carol - by Charles Dickens Links to DCT - structures - modelling	Wonder - RJ Palacio Links to French - describing feelings Links to Art - creating mood and feelings - Pop Art The Boy In The Tower - By Polly BSA Links to .	Beowulf - Michael Moorcock - Links to Anglo Saxon One Plastic Bag - By Miranda Paul Links to Science - Preppets of materials, How can we recycle? Links to Religion - beliefs and	Home Sweet Home - Moira Butterfield Links to Science - living things and their habitats - home around the world Links to Geography - country and settlements Links to Religion - beliefs and	The Jungle book - Rudyard Kipling Links to Science - similarities and differences. Links to DCT - modelling and	Charlotte's Web - By E.B. White



St Andrew's Curriculum Design 2019-20 Year 5

Should always look back to the Christmas period	Identifying local area - before and after the tower Links to French - writing Links to Art - creating mood and feelings - Pop Art Heard It In The Playground - By Alan	Stig of the Dump - Clive King Links to Science - paragraphs of descriptive writing Science - Stig Links to Art - modelling Links to Geography - countries and settlements - identifying locations. Links to Religion - beliefs and cultures around the world.	Illegals - Eoin Colfer Links to Science - habitats Links to Geography - countries and settlements - identifying locations. Links to Religion - beliefs and cultures around the world.	My Brother's Name is Jessica by John Boyne	Class read - Private Peaceful By Michael Morpurgo
Reading	Class Read - The Breadwinner - By Deborah Ellis	Class Read - Peter in Peri By Helen Kate	Class read - Bloom By Nicola Dinnner	Invisible Choice by Terri Motterson	Class read - My Brother's Name is Jessica by John Boyne

- Cultural Capital

Cultural Capital Offer			
	Autumn	Spring	Summer
Whole School	<ul style="list-style-type: none"> Library Visits Author visit Remembrance events Working with a range of charities – Comic Relief, Children In Need, sport Relief, Mustard Seed, NHS, Age UK Visits to St Andrews Church French Celebration Days: 1 November – All Saints’ Day, 20th March 22 French Language Day, 14th July 22 Bastille Day 		
	<ul style="list-style-type: none"> Panto Christmas Plays & Celebrations Harvest Black History Month Poetry Week Parliament Week (KS2) 	<ul style="list-style-type: none"> Enterprise Week RHS Bridgewater World Book Day Sports Week PE Week 21st March 	<ul style="list-style-type: none"> Sports Day Careers Week/Aspirations
N	Library Visits Welly Walks		Teddy Bears Picnic Hatching Butterflies Mosque visit Worsley Woods
R			Farm visit
Y1		Art Gallery Quays visit	Chester Zoo Historic Tour of Eccles
Y2		Lowry Workshops	Chester Zoo
Y3	Music Lessons STEM classes	Visit Synagogue Lowry Workshops	Music Lessons
Y4	Hindu Temple visit	Ordsall Hall Visit	The Beach/Forest
Y5	Uledr Hall Residential	Coding	Shakespeare Tatton History trip
Y6	Uledr Hall Residential	Coding	Shakespeare Festival

- SMSC

Our writing curriculum provides countless opportunities to promote pupils’ spiritual, moral, social and cultural development.

Spiritual

Our children are encouraged to understand and engage with their feelings and values through the use of the texts studied. Through drama and role play, they are shown how we can develop empathy for characters and can reflect on their own life and lives of others using diaries, letters, biographies and autobiographies. There are opportunities to extract meaning beyond literal ideas, including hidden meaning in poetry and drama.

Moral

Through a range of fiction and non-fiction stimuli used for their writing, our children at can explore the motives and behaviours of both real and fictitious characters. They engage in discussions about their thoughts and opinions which they may then use in their independent writing.

Social

English lessons promote cooperation and teamwork by being able to work in groups, contributing to discussions, listening to others and learning how to debate. Our pupils are often exposed to real issues in English about the world outside school. They explore current influences on spoken language and consider the vocabulary and grammar of Standard English and varying dialects.

Cultural

Our English curriculum uses texts set in a range of settings and cultures. Because of this, our children are encouraged to empathise with the feelings and experiences of others who may have completely different life experiences to them. Furthermore, our pupils can explore the similarities and differences within these settings. We also use texts that represent our strong literary heritage.

British Values

The Law and Democracy

English at all levels provides opportunities for discussions which focus on both democracy and the rule of law. Texts can be chosen for their opportunities to allow students to explore the issue of rule of law and equally they can be chosen to refer to issues around democracy. Children are introduced to a range of texts and types of writing. This could include media articles referring to aspects of the democratic process such as members of the public making a peaceful protest including petitions and letter writing to local politicians. Texts could be analysed for persuasive language. Television, social media including blogs and radio reports can be analysed to show how persuasive techniques and language are used to present or manipulate the reader, viewer or listener. This will support children in developing a critical analysis all forms of media and to build resilience.

Individual liberty

Children can explore individual liberty through a study of texts, audio and video. English gives numerous opportunities to explore individual liberty as a concept and as part of British values. Children can also explore individual freedom by discussing their options after completing their courses. This provides an opportunity to refer to individual liberty to make choices in terms of progressing in education or future careers.

Rule of Law

Texts can be chosen which will give children a chance to explore the rule of law. This may be through studying written, audio or visual materials in which individuals choose to behave within or outside the law or it may be about the impact of laws. Class or one to one discussions can give the opportunity to explore the rule of law within the UK, for instance, as part of Parliament Week.

Democracy

The process of facilitating classroom debates can be used to link to democracy as they should allow all opinions to be heard in a respectful way. This will reinforce the concept of democracy. Both texts, audio or videos, written tasks and discussions which take place all present opportunities to discuss or write about topics which relate to democracy.

Tolerance and mutual respect

In English there are frequently opportunities to discuss tolerance and mutual respect through discussions and the choice of materials which are studied, for example during Black History Month. Good working relationships in the classroom are based on mutual respect and tolerance.

- Inclusion

The focus is on variation (rather than differentiation) focussing on how each pupil can access the curriculum at an age appropriate level, removing barriers for individuals. Strategies include pre teaching in e.g. vocabulary pupils will need to know before they can access the lesson. SENDCO meets with class teachers around individual targets for each pupil. As mentioned above, resources etc. reflect the community that we serve and do not include any materials that contain stereotypes.

- Learning Environment

Each English Working Wall will have effective examples and models of writing, including key vocabulary and aide memoirs. Each classroom has a Writing Washing Line which an example of good writing from each member of the class. In addition, in the hall there is a Star Writer display where a child's work from each class is celebrated, changing half termly.

- Resources

Staff use texts from the St Andrews Literacy Spine which encompasses a range of fiction, non-fiction, poetry etc from a wide range of male and female authors from all over the world, alive or dead. Texts are available in the school library, in classrooms, available digitally or as part of class sets that St Andrews has purchased or borrowed from the Schools Library Service. No Nonsense Grammar, Punctuation and Spelling supports the teaching of specific skills.

- Monitoring

Following the monitoring calendar, Writing is monitored termly – lesson drop ins, children's work, environment, pupil interviews, data analysis. Feedback is given to individual teachers as appropriate and key headlines are fed back to SLT. Following assessment weeks, there are opportunities for staff to moderate writing from another class. Mrs Bladen-Kay (Writing Lead) also takes part in moderation. St Andrews also takes part in cluster moderation.

- Assessment

Teachers assess each child using the end points (writing with distance from learning) and record the results on FFT at least termly. The subject leader and class teachers analyse the data, and address any gaps or plan catch up sessions accordingly. This data analysis is shared with Governors as part of the head teacher's report.

- Remote Learning

This is mainly done through a cross curricular approach, using online learning platforms like Oak Academy and BBC Bitesize. Children are asked to write daily. Children are also asked to learn spellings and complete punctuation and grammar activities. These sessions are identified on the Remote Learning timetables available on class pages on our website.

sense and application. This supports further application and acquisition of knowledge – thus developing fluency.

Questioning – Teachers are expected to teach using a range of closed and open questions. During lessons there should be opportunities for children to explore a mathematical idea through open questions (with some scaffolded answer stems) and answer certain strategies with closed answer.

Language – As part of our curriculum vision, language is a huge area of support and development in the school. Therefore each year group has a specific set of vocabulary which should be taught throughout the year. The language which is taught will suit the lesson unit and will be displayed on the working wall as they are experienced. Teachers are expected to use a range of language within the same concept e.g. subtraction – less, fewer, decrease, shorten, take away, subtract. In doing so, children will become more fluent in the language and understand it in different contexts.

Cultural Capital

Cultural Capital Offer			
Whole School	Autumn	Spring	Summer
	<ul style="list-style-type: none"> Library Visits Author visit Remembrance events Working with a range of charities – Comic Relief, Children In Need, sport Relief, Mustard Seed, NHS, Age UK Visits to St Andrews Church French Celebration Days: 1 November – All Saints’ Day, 20th March 22 French Language Day, 14th July 22 Bastille Day 	<ul style="list-style-type: none"> Enterprise Week RHS Bridgewater World Book Day Sports Week PE Week 21st March 	<ul style="list-style-type: none"> Sports Day Careers Week/Aspirations
N	Library Visits Welly Walks		Teddy Bears Picnic Hatching Butterflies Mosque visit Worsley Woods
R			Farm visit
Y1		Art Gallery Quays visit	Chester Zoo Historic Tour of <u>Ecdes</u>
Y2		Lowry Workshops	Chester Zoo
Y3	Music Lessons STEM classes	Visit Synagogue Lowry Workshops	Music Lessons
Y4	Hindu Temple visit	Ordsall Hall Visit	The Beach/Forest
Y5	<u>Uledr</u> Hall Residential	Coding	Shakespeare Tatton History trip
Y6	<u>Uledr</u> Hall Residential	Coding	Shakespeare Festival

SMSC & British Values

Each year group have looked at the different strands of Maths and developed a grid onto which key areas of the school spiritual, moral, social and cultural development are represented:

Maths – Year 3						
Honesty	Love	Forgiveness	Respect	Cultural Capital Opportunities		
Getting something wrong or not understanding something is part of maths	Enjoying maths as part of learning	Knowing that making mistakes is part of learning	Knowing that subjects can be tricky.			
<u>A Love Of Language</u> <u>Reading:</u> reading problems in maths, reading new vocabulary. <u>Listening:</u> listening to patterns, rhymes and songs in maths. <u>Speaking:</u> comparing and talking about maths I can see <u>Writing:</u> recording the maths I have completed.	<u>Aspirations</u> Doctors Teachers Architects etc. We need maths in everyday at some point	<u>Bringing Learning To Life</u> Using concrete resources Practical / active maths	<u>Emotional Well-Being</u> Knowing that learning maths can improve our skills in other subjects.	<u>Resilience</u> Knowing that making mistakes is ok, we can go back and change the work we have completed if we have a mistake.	<u>Valuing Our Diversity</u> Understanding that there are maths in different contexts and concepts and we may be better at other areas.	<u>Respect and Responsibility</u> Coaching peers through tricky sections Knowing not to laugh at mistakes Using presentation promise in work

Inclusion

At St Andrew’s it is important that all children have access and experience of the curriculum year group content they are in. To ensure that SEND children make the expected and good progress in Maths, year group teachers meet with the Headteacher, SENDCO and support staff at different points throughout the year to determine whether personalised targets and outcomes within the learning stage of the child is being met.

All children are formatively assessed throughout teaching points to determine if they require pre or post teaching in supplement of the lesson. This intervention serves to then support variation of tasks within the lesson and inform where children may need further scaffold or challenge.

Learning Environment

During learning walks, all classrooms in St Andrew’s have a ‘working wall’ which is changed to suit the concept being taught during the week. There should be evidence of language relating to the concept being taught, modelled examples from the teacher, examples of challenge and scaffolding materials. The working walls should also have reference to place value fluency and how these skills can be applied to new reasoning questions. The learning environment should be bright, busy and calm where children have access to (and are using) a range of concrete and abstract resources. Language within the lesson should apply directly to the vocabulary expectations for the subject and should explore a concept through challenging and engaging questions.

Monitoring

As Maths is a core subject, it is scrutinised at a whole school and class level through completion of monitoring data. Monitoring is completed as per the monitoring calendar. During this time, subject leaders will use their action plan priorities (taken from the School Development Plan and previous monitoring) as a focus for the monitoring visit. Subject leaders for Maths will look to see that working walls, books, planning and teaching is developed to be at least Good. There is an expectation that there is consistency in teaching across the school. These findings are collated in monitoring documents and findings shared with staff.

Attainment	Orange = Spring 2020 %				
	Reading	Writing	SPAG	Maths	Science
N					
R					
Year 1	41 88	30 88		41 92	61
Year 2	22 66	33 53	37 55	37 75	51 50
Year 3	33 67	40 63	66 60	50 70	71 74
Year 4	64 60	50 60	71 67	61 70	73 78
Year 5	52 68	61 48	65 66	52 62	78 71
Year 6	53 59	46 48	53 56	40 62	78 71
Combined 22%					
Combined 33%					

Reflection – Please share these with staff and review your action plan	
Strengths Staff are following the planning format Being taught consistently Positive view of Maths from children Linking concepts within lessons Marking is supportive and pushes children Books are clearly valued Lesson time is dedicated to short step progress Data for online platforms is good – TTRS / Mathletics Maths homework is up and running	Developments Some working walls are not changed Not up to date language used Books have a lot of worksheets in them Need more Jotting of methods and concepts Children need to respond to marking More concrete resources need to be used
Key areas to add to action plan (both to celebrate and develop) : <ol style="list-style-type: none"> There needs to be more language in classes and lessons Working walls need to be updated weekly More variation within the lessons 	
Are there any CPD / Resources needed for this subject? AW to lead staff meeting on variation and resources. Staff to understand they can record evidence in different ways to show exploration of a concept.	
Would you change the grading of your subject after this monitoring session? Why? Yes – requires improvement.	
Focus for next monitoring session :	

Assessment

Assessment in Mathematics is conducted through many forms. Each half term (at three points) to determine fluency and application of calculation methods and some mathematical concepts, all children complete Do I Know My Number Facts tests (DIKMNF). These have variation in complexity and have three versions within a level which are completed, tracked and analysed by class teachers and support staff to identify areas of development for the whole class and target children.

Each term children complete formal testing (Year 1 – 5 complete Nfer testing and Year 6 SATs) these are again collated and gap analysis completed for areas of development and progress within the cohort. Alongside this data, in pupil progress meetings all teaching staff for the year group meet with SLT to determine key children in the cohort whom need specific support. Teachers then determine and plan the support plans for these interventions which take place every day.

Day to day marking also informs which children may benefit from pre or post teaching to assess areas of common misconception or accelerated progress. In books children will be given an extension or challenge which is varied to suit the level of support needed.

Remote Learning

As with all subjects at St Andrews, remote learning is planned alongside the in school content. This means that children working at home are accessing the same content and structure of lessons as those working in school. This should result in children returning to school at the same point of learning. To do so, there are online platforms used : Mathletics (to apply and support practise of Mathematical skills) White Rose (online video and

presentation resources to support understanding) and TimesTable RockStars. These online platforms should be used alongside in class lesson planning variation.

Science

- Rationale

At St Andrew's our vision is to enable our children to explore their natural curiosity of our world safely and with confidence. We believe that, through a practical and knowledge rich curriculum, our children will develop the scientific skills and understanding whilst promoting the experience of exploring and investigating scientific phenomena, in a range of contexts, to ensure a continually evolving knowledge and understanding of the world around them. Our children will be encouraged to ask questions, take risks, experiment, reflect, make and learn from mistakes, in a safe environment; whereby they acquire and apply core skills which equip them for an ever-changing world. Through these experiences, we believe our children will develop a life-long love of learning whereby they are confident in all new experiences that they meet.

To enable this learning to take place the Science curriculum is planned so there is a revisit of both skills and knowledge throughout the primary phase. Children build upon their previous knowledge and understanding whilst covering the expected learning from the National Curriculum.

Whole School Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Animals including humans		Everyday materials		Seasonal Changes	Plants
Year 2	Habitats	Everyday materials		Animals including humans	Plants	Living things and their habitats
Year 3	Animals including humans	Light	Rocks and soils	Forces and magnets	Plants	
Year 4	Electricity	States of matter	Sound	Living things and their habitats	Animals including humans	Living thing and their habitats
Year 5	Forces	Earth and Space	Properties and changes of materials		Living things and their habitats	Animals and humans
Year 6	Electricity	Light	Living things and their habitats	Evolution and inheritance	Animals including humans	

Examples

The curriculum is broken down into knowledge and skills that are taught through the long term plans.

Knowledge organisers and quizzes are used for each topic in each year group. The children then complete the knowledge organisers at the end of each topic which enables teachers to assess their understanding. Distance learning and homework allow the children to embed their understanding.

Example of a knowledge organiser

Year 5 Autumn 2 Science Knowledge Organiser

Forces



PULL PUSH

Key Vocabulary

Word	Definition
Air resistance	
Force	
Friction	
Gears	
Gravity	
Levers	
Mass	
Pull force	
Pulleys	
Push force	
Water resistance	
Bouyancy	

Examples of forces in action:



_____ and _____ are forms of _____. _____ is sometimes helpful and sometimes unhelpful. For example, _____ is helpful as it stops the skydiver hitting the ground at high speed. _____ on a bike chain can make the bike harder to pedal so it is unhelpful.

Forces

start to move.

Forces can make an object...

move faster.

move more slowly.

Pulleys

Pulleys can be used to

Gears/Cogs

Gears or cogs can be used to change the

Levers

Levers can be used to

Who is Isaac Newton?



Example of a quiz



To strive for respect, enjoyment and excellence

Year 5 Autumn 2 Knowledge Organiser – Forces

Question 1: What is gravity?	Start of unit	End of unit
A push or pull		
A pulling force exerted by the earth		
An area in space		
Question 2: Tick two forces	Start of unit	End of unit
push		
pull		
dance		
fast		
Question 3: Which force happens in water?	Start of unit	End of unit
air resistance		
water resistance		
friction		
Question 4: What is the name of a toothed wheel that changes the speed?	Start of unit	End of unit
gear		
bike		
lever		
pulley		
Question 5: What is the definition of a pulley?	Start of unit	End of unit
it can join two things together		
it is in an electric circuit		
used in swimming		
can be used to raise heavy weights		

Question 6: what is a lever?	Start of unit	End of unit
a simple mechanism used to move a heavy load		
a mechanism on a tyre		
something that uses rope		
Question 7: What is air resistance?	Start of unit	End of unit
helps things to fall		
a mechanism on a bike		
acts against gravity on falling objects		
Question 8: What is mass?	Start of unit	End of unit
weight of an object		
length of an object		
the distance of an journey		

Write about Isaac Newton

• Teaching and Learning

At St Andrew’s there is a mixture of knowledge based and skill based lessons. The children need to explore the scientific concepts with freedom, so exploration is encouraged. Science investigations and experiments are a key strand within Science and staff are encouraged to include these elements as much as possible (from making simple observations to designing, completing and evaluating experiments) as a minimum of twice a half term. Resources used include teacher made PowerPoints and slides, videos, worksheets, chrome books and ipads for research and specific scientific equipment. The teachers create a positive attitude to science learning within their classrooms and have high expectations of all children. The learning is planned thoroughly using the planning pro-formas mentioned below. Working scientifically skills are embedded within the lessons. Progression is ensured by building upon the learning and skill development of previous years. Teachers model how to use equipment and how to carry out investigations.

• Cultural Capital

<u>Cultural Capital Offer</u>			
	Autumn	Spring	Summer
Whole School	<ul style="list-style-type: none"> Library Visits Author visit Remembrance events Working with a range of charities – Comic Relief, Children In Need, sport Relief, Mustard Seed, NHS, Age UK Visits to St Andrews Church French Celebration Days: 1 November – All Saints’ Day, 20th March 22 French Language Day, 14th July 22 Bastille Day 	<ul style="list-style-type: none"> Enterprise Week RHS Bridgewater World Book Day Sports Week PE Week 21st March 	<ul style="list-style-type: none"> Sports Day Careers Week/Aspirations
N	<ul style="list-style-type: none"> Panto Christmas Plays & Celebrations Harvest Black History Month Poetry Week Parliament Week (KS2) 	<ul style="list-style-type: none"> Library Visits Welly Walks 	<ul style="list-style-type: none"> Teddy Bears Picnic Hatching Butterflies Mosque visit Worsley Woods
R			Farm visit
Y1		Art Gallery Quays visit	Chester Zoo Historic Tour of Eccles
Y2		Lowry Workshops	Chester Zoo
Y3	Music Lessons STEM classes	Visit Synagogue Lowry Workshops	Music Lessons
Y4	Hindu Temple visit	Ordsall Hall Visit	The Beach/Forest
Y5	Uledr Hall Residential	Coding	Shakespeare Tatton History trip
Y6	Uledr Hall Residential	Coding	Shakespeare Festival

• SMSC & British Values

The pupils’ spiritual, moral, social and cultural development are included along with British Values learning in the Long Term Plans for each topic.

<u>Science - Yr 2</u>						
<u>Honesty</u>	<u>Love</u>	<u>Forgiveness</u>	<u>Respect</u>	<u>Cultural Capital Opportunities</u>		
Giving opinions	Caring for the environment Caring for living creatures Looking after yourself	Forgiving others who may have different scientific beliefs to our own	Understanding difference of opinions Understanding that we share this planet with other creatures and that we have a duty to care for them	Earth Week Farm visits Seaside visits Zoo visits		
<u>A Love Of Language</u> see key skills below Understanding an using the key	<u>Aspirations</u> Love of different Sciences, Job potentials (botanist, nutritionist etc.)	<u>Bringing Learning To Life</u> Hands on learning - Art/Design and Technology	<u>Emotional Well-Being</u> How nutrition can have a positive effect on mood	<u>Resilience</u> Applying phonics Applying vocabulary in different	<u>Valuing our Diversity</u> Understanding how scientist are from all over the world.	<u>Respect and Responsibility</u> How to clean up after ourselves Caring for living creatures Understand which foods provide us with the fuel we need to live a healthy

scientific vocabulary		Creative writing Independent Enquires Relevant contexts for learning		contexts		lifestyle Looking after plants to ensure they have what they need to grow
-----------------------	--	--	--	----------	--	--

- Inclusion**

At St Andrew’s it is important that all children have access and experience of the curriculum learning content they are in. To ensure that SEND children make expected progress year group teachers meet with the head teacher, SENDCO and support staff at different points throughout the year to determine whether personalised targets and outcomes within the learning stage of the child are being met.

All children are formatively assessed throughout teaching points to determine if they require pre or post teaching and supplement of the lesson. This intervention serves to then support variation of tasks within the lesson and inform whether children need further scaffold or challenge.

Children with any support needs are identified and planned for so that they can access the full curriculum.

- Planning**

The long term plans include all the key learning and skills that need to be covered sequentially throughout the year. Teachers then use these to complete their own personalised medium term plan for the class.

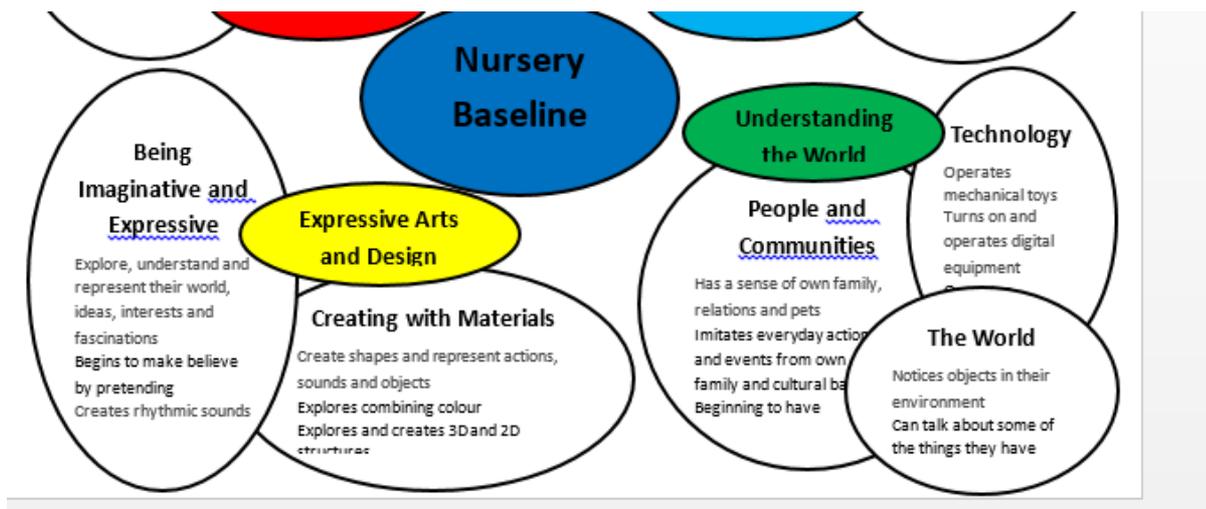
Example of a long term plan

What will they learn?		In what order?			End points
Key Concepts	Key Skills	Autumn	Spring	Summer	
<p>Sci/1.1 asking simple questions and recognising that they can be answered in different ways</p> <p>Sci/1.2 observing closely, using simple equipment</p> <p>Sci/1.3 performing simple tests</p> <p>Sci/1.4 identifying and classifying</p>	<p>Explore the world around them and raise their own questions. They should experience different types of scientific enquiries, including practical activities, and begin to recognise ways in which they might answer scientific questions. They should use simple features to compare objects, materials and living things and, with help,</p>	<p>Animals Including Humans Sci/2.2d identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>Look at photographs of everyone as babies. We all look very different! Consider the questions: How do we change as we get older? Do we only get older</p>	<p>Everyday Materials Sci/3.1a distinguish between an object and the material from which it is made</p> <p>Sci/3.1b identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>Sci/3.1c describe the simple physical properties</p>	<p>Seasonal Changes Sci/4.1a observe changes across the 4 seasons</p> <p>Sci/4.1b observe and describe weather associated with the seasons and how day length varies.</p> <p>Think about what we already know about weather and look at how weather forecasters tell us what</p>	<p>Autumn: Animals Including Humans Can play and lead 'Simon says'. During PE lessons, can follow instructions involving parts of the body Can label parts of the body on pictures and diagrams Can explore objects using different senses Can use first-hand close observations to make detailed drawings</p>

Example of a medium term plan

Example of Nursery coverage

Autumn One – People and Places – 7 weeks = 28 foundation lessons taught by AW and PSHE / RE taught by MB						
<p>Geography : Local and world Map Work (8 lessons)</p>	<p>Coding and computational thinking (6 lessons)</p>	<p>RE : Christian worship (7 lessons) PSHE : Our body and body image Community</p>	<p>Science : Animals (7 lessons)</p>	<p>French : A New Start greetings and feelings, days of the week and numbers with colours</p>	<p>Developing sketchbooks – Painting – brush techniques and skills e.g. cross hatching and hatching for texture Artist Study – Lowry</p>	<p>Vocabulary herbivore, carnivore, omnivore, nutrition, diet, food chain, data, table, bar chart Carbohydrates, proteins, dairy, fats, sugars, vitamins, minerals, fibre, growth, repair, health, energy Vertebrate, invertebrate, bone, skeleton, skull, ribcage, pelvis, femur</p>
<p>Lo : To understand that animals (including humans) can be grouped according to what they eat</p> <p>Lo : To answer questions on diet by extracting data from a food survey and displaying it in tables and bar charts</p> <p>Lo : To look for patterns and trends in the data and use this to ask further questions</p>	<p>Lesson One : Lo : To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</p> <p>Teaching Revise learning on carnivores, herbivores, omnivores by playing an active game. Understand that animals (including humans) can be grouped according to what they eat. Answer questions on diet by extracting data from a food survey and displaying it in tables and bar charts. Look for patterns and trends in the data and use this to ask further questions.</p> <p>Activities Play an active game to reinforce vocabulary, knowledge and understanding of animal feeding categories. Review data from a food survey to answer a question on the consumption of either sugar or 5 a day portions. Display data in tables and bar charts and use these to look for patterns and trends.</p> <p>Investigation – pattern seeking Review a food survey to answer questions on diet and look for patterns and trends display using tables and bar charts.</p> <p>Lesson Two; Lo : Gather, record, classify and present data in a variety of ways to help in answering questions. Lo; To use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p> <p>Teaching Understand the 5 food groups and the proportions of each needed to create a healthy, balanced diet. Know the nutritional properties of carbohydrates, fruit and vegetables, proteins and dairy foods as well as importance of limiting fat and sugar intake.</p>					



Example of Reception coverage

UW	<p>Past and Present I can talk about myself and some of the ways I have changed.</p> <p>People, Culture and Communities Notice differences between people. I can name some members of my family and talk about them.</p> <p>The Natural World Explore and respond to different natural phenomena in their setting and on trips.</p>	<p>Past and Present I can talk about myself and some of the ways I have changed. I can talk about changes that have happened to me throughout my life.</p> <p>People, Culture and Communities Make connections between the features of their family and other families. I can talk about my family and people in the community and their roles.</p> <p>The Natural World *Explore how things work.</p>	<p>Past and Present Begin to make sense of their own life-story and family's history. I am becoming more aware of the past linked to myself and my family and how it has changed e.g. talking to grandparents about holidays etc.</p> <p>People, Culture and Communities Knows that their friends might do things differently to them, like eating different foods at home, or we might have different times that are special with our families such as Eid, Diwali, Easter, Passover, or Chinese New Year.</p> <p>The Natural World *Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>Past and Present Begin to talk about the differences between materials and changes they notice. Begins to notice changes in things, when bananas turn black when they stay in the bowl for too long or the shoots growing from a seed.</p> <p>Talks about people and times that are special to them and their family and friends, like "Remember the party when we had fireworks and big bangs".</p> <p>People, Culture and Communities Continue to develop positive attitudes about the differences between people. Shows an interest in different occupations; knows that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>The Natural World Plant seeds and care for growing plants. Begin to understand the key features of the life cycle of a plant and an animal.</p>	<p>Past and Present Jokes in with routines, like going shopping, and times that are special to them and their family like birthdays.</p> <p>I can talk about the past e.g. no television, different toys/ clothes using photos and physical artefacts. I can give similarities and differences between the past and now.</p> <p>People, Culture and Communities I can talk about the lives of people I am familiar with I can talk about the roles of people in society. Knows that their friends might do things differently to them, like eating different foods at home, or we might have different times that are special with our families such as Eid, Diwali, Easter, Passover, or Chinese New Year.</p> <p>The Natural World Talks about plants and animals that interest them, like next door's dog that barks and the really tall tree in the park. Understands the key features of the life cycle of a plant and an animal.</p> <p>Uses all of their senses to explore natural materials. Knows that we have to be careful with animals and plants and remember not to pick the flowers or to stroke animals gently.</p>	<p>*Begin to make sense of their own life story and my family's history Past and Present Eid: Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>People, Culture and Communities I can talk about the lives of people I am familiar with I can talk about the roles of people in society. Knows that their friends might do things differently to them, like eating different foods at home, or we might have different times that are special with our families such as Eid, Diwali, Easter, Passover, or Chinese New Year.</p> <p>The Natural World Talks about plants and animals that interest them, like next door's dog that barks and the really tall tree in the park. Understands the key features of the life cycle of a plant and an animal.</p> <p>Uses all of their senses to explore natural materials. Knows that we have to be careful with animals and plants and remember not to pick the flowers or to stroke animals gently.</p> <p>The Natural World 646, 646666 the natural world around them, making observations and drawing pictures of animals and plants; 15 Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; Understand some important processes and changes in the natural world around them, including the seasons and changing status of matter.</p>
----	--	---	--	---	--	---

- Resources

There are a range of resources to support the delivery of the Science curriculum. The subject leader completes an audit regularly to ensure that all teachers have access to up to date materials suitable to support the curriculum. Each year the subject leader makes a budget bid to order and new equipment that may be required.

- Learning Environment

As Science is a core area of the curriculum it is expected that there will be an up to date working wall in each classroom including key vocabulary, scientific skill vocabulary and examples of children's work. The working wall is there to support the learning within that current topic.

- Monitoring

The subject leader completes monitoring three times a year. This is an opportunity for the leader to visit other classes for learning walks, focused book scrutiny, pupil voice, staff questionnaires, resource audits and team teaching if necessary.

Example of book monitoring

Reflection – Please share and celebrate these with staff		
Areas of strength	Areas for development	Actions for subject plan
<p>Lots of high quality science evident in books.</p> <p>All books have appropriate work for that year group.</p> <p>Children appear to take pride in their science books as they are neat and well organised</p>	<p>Some classes need to complete knowledge organisers for last topic.</p> <p>Feedback needs to be more specific at times.</p> <p>Differentiated task in lessons in every year group (could HA or LA have a different task to extend/challenge or support?)</p>	<p>Monitor books again at end of Spring term to see if actions have been acted upon.</p> <p>Ensure Knowledge organisers are being completed at end of Autumn 2</p>

Example of pupil voice questionnaire

1. Are you interested in Science lessons?

- Extremely interested
- Very interested
- Somewhat interested
- Not at all interested

2. Do you complete practical work in science lessons?

- Very often
- Often
- Sometimes
- Not very often
- Never

3. Do you have opportunities for extended writing in science?

- A great deal
- A lot
- Sometimes
- Not very often
- Not at all

4. Do you have opportunities to ask questions in science lessons?

- A great deal
- A lot
- Sometimes
- Not very often
- Never

5. Do you have exciting, fun science lessons?

- A great deal
- A lot
- Sometimes
- Not very often
- Never

6. How could we improve science lessons in school?

7. Do you think we have a good balance of practical/investigative activities and skill/knowledge based activities in science lessons?

- Yes
- No
- Unsure

8. Do you enjoy having science lessons blocked rather than once a week?

- Yes
- No
- Don't mind

9. Would you like to learn about possible careers linked to science?

- Yes
- No
- Unsure

• Assessment

Children complete work each week which is marked and assessed by the class teacher. Children also complete knowledge organisers and quizzes at the end of the topic. This information informs teachers about the children's understanding. This is then inputted into FFT – St Andrew's tracking system.

Subject leaders can then use this data to complete action plans, identify gaps in coverage or understanding and it enables the subject leader to have an overview of the subject.

Example of FFT

Animals, including humans																
Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals	85%	→	2	2	2	2	1	0	2	2	2	2	2	2	2	
Identify and name a variety of common animals that are carnivores, herbivores and omnivores	74%	→	2	2	2	2	1	0	2	2	2	2	2	1	2	1

- Remote Learning

Class teachers are responsible for planning suitable lessons that cover the curriculum that can be accessed via the school website. Subject leaders are able to monitor the suitability of the Science remote learning that is provided. It is understood that some practical activities have been very challenging to set for remote learning so the focus this year is on developing investigative skills in school as much as possible. The use of Oak Academy and other suitable websites can ensure that Science coverage is as consistent as it can be remotely.

RE

Our school is a Christian school which welcomes children of all faiths from families who share our belief in a nurturing and supportive education. We are committed to:

- Helping all the children in our care to maximise their potential and develop a love of learning;
- Building a caring and conscientious school community where children, families and staff feel valued and respected;
- Equipping all children with the skills for life which will enable them to grow into confident and successful adults, ready to make a positive contribution to life in a multi-cultural society;
- Ensuring all children are happy, healthy, safe and secure;
- Encouraging families and the local community to work in partnership with the school to achieve success;
- Providing all children with the lasting benefits of new experiences in order to broaden their horizons and teach them how to face challenges;
- Helping all children to develop values and beliefs whilst appreciating and richness and diversity of a multi-cultural society;
- Celebrating every success.

We believe that RE should have an important place within other core and foundation subjects in order to promote the development of the whole child. Learning about and from religion enriches and extends the understanding of pupils about the world in which they live. Religion is an aspect of life which has reality for the majority of people in the world today, in the past and in all cultures. All pupils should have the opportunity to explore the nature of religion in such a way that their views are based on sound knowledge and thoughtful reflection.

Whole-school approach

We have a statutory responsibility to deliver Religious Education to all pupils, except those withdrawn by parents. Our school ensures that sufficient time is given in order to enable pupils to meet the expectations set out in this agreed syllabus, ensuring that the curriculum is coherent and shows progression, particularly across transitions between key stages. There is no single correct way of making appropriate provision for RE as long as the outcomes are met.

In order to deliver the aims and expected standards of the syllabus effectively, the expectation is that there is a minimum allocation of 5 per cent of curriculum time for RE which is based on the most recent national guidance. 4–5s: 36 hours of RE, e.g. 50 minutes a week or some short sessions implemented through continuous provision 5–7s: 36 hours of tuition per year (e.g. an hour a week, or less than an hour a week plus a series of RE days) 7–11s: 45 hours of tuition per year (e.g. an hour a week, or a series of RE days or weeks amounting to 45+ hours of RE) The way our school structures our curriculum is in blocks. We felt that it was more fluid for our children to be submerged in a subject in order for them to retain the information and go deeper in their learning. It is up to the subject leader to make sure that the coverage over the year has still been met.

What do we teach when and who teaches it?

	<u>FS discovering</u>	<u>KS 1 exploring</u>	<u>LKS2 connecting</u>	<u>UKS2 connecting</u>
Believing (Religious beliefs, teachings, sources; questions about meaning, purpose and		1.1 Who is a Christian and what do they believe? 1.2 Who is a Muslim and what do they believe? 1.3 Who is Jewish and what do they believe?	L2.1 What do different people believe about God?	U2.1 Why do some people believe God exists?
	F1 Which	1.4 What can we	L2.2 Why is the	

truth)	stories are special and why?	learn from sacred books?	Bible so important for Christians today?	
	F2 Which people are special and why?		L2.3 Why is Jesus inspiring to some people?	U2.2 What would Jesus do? Can we live by the values of Jesus in the twenty-first century?
				U2.3 What do religions say to us when life gets hard?
	FS discovering	KS 1 exploring	LKS2 connecting	UKS2 connecting
Expressing (Religious and spiritual forms of expression; questions about identity and diversity)	F3. What places are special and why?	1.5 What makes some places sacred?	L2.4 Why do people pray?	U2.4 If God is everywhere, why go to a place of worship?
	F4. What times are special and why?	1.6 How and why do we celebrate special and sacred times?	L2.5 Why are festivals important to religious communities? L2.6 Why do some people think that life is a journey and what significant experiences mark this?	U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?
Living (Religious practices and ways of living; questions about values and commitments)	F5. Being special: where do we belong today?	1.7 What does it mean to belong to a faith community?	L2.7 What does it mean to be a Christian in Britain today? L2.8 What does it mean to be a Hindu in Britain today?	U2.6 What does it mean to be a Muslim in Britain today?
	F1 What is special about our world?	1.8 How should we care for others and the world, and why does it matter?	L2.9 What can we learn from religions about deciding what is right and wrong?	U2.7 What matters most to Christians and Humanists? U2.8 What difference does it make to believe in ahimsa (harmlessness), grace, and/or Ummah (community)?

Cultural development arises directly from encountering the six major world faiths and their views on the arts and music. The use of paintings, music, art and artefacts in RE teaching gives pupils the opportunity to experience and engage with a variety of cultural expressions and contexts. Culture encompasses language, beliefs, attitudes, customs, knowledge, skills, ideas, wealth and poverty. Cultural development is an integral part of the multicultural education which pervades the whole of the life of St Andrew's school because of its multicultural mix. Our school promotes the development of positive and caring attitudes to people of all communities. Children in each year group will get a chance to visit at least one place of worship in the year. By the end of their school year, they will have been to 6 places of worship.

Pupils' spiritual, moral, social and cultural development

Following the Agreed Syllabus for Religious Education means that RE makes a positive contribution to pupils' learning. Knowledge and skills developed by RE contribute to pupils' readiness to participate in life in modern, diverse Britain and in a plural world. Good RE is never coercive: this area of learning is not about making pupils into believers but tries to help them become literate and articulate about religions and beliefs, and to be thoughtful members of a plural society, so that in learning from religion they are able to make informed choices about how they want to live their lives whilst also understanding more about the 3 Manchester, Salford, Stockport, Tameside and Trafford Agreed Syllabus for RE, 2016–2021 © RE Today Services 2016 faith of other people they meet. As such, it is relevant to every pupil and every citizen of Manchester, Salford, Stockport, Tameside and Trafford.

Living in and growing up in the world of the 21st century will challenge all young people. It will raise questions of spirituality and identity as well as questions of morality, such as poverty, discrimination and the use of limited resources as well as raising ethical questions about human reproduction, racial and religious prejudice and the role of politics in everyday life. Religious Education in Manchester, Salford, Stockport, Tameside and Trafford schools contributes dynamically to children and young people's education in schools, provoking challenging questions about human life, beliefs, communities and ideas. In RE pupils learn from religions and world views about different ways of life in local, national and global contexts. They discover, explore and consider many different answers to questions about human identity, meaning and value. They learn to weigh up for themselves the value of wisdom from different communities, to disagree respectfully, to be reasonable in their responses to religions and world views and to respond by expressing insights into their own and others' lives. They think rigorously, creatively, imaginatively and respectfully about their ideas in relation to religions and world views.

Online learning information –

In cases where pupils are expected to self-isolate, remote learning opportunities will be offered to support their learning from home. These opportunities may include but will not be limited to, a variety of supportive websites and links to resources being shared with pupils so that they can continue to develop their ideas and thought processes from home. We understand that due to not having the right people around you and that during self-isolation periods, not all elements of RE can be taught from home, therefore when creating their remote learning offer teachers will consider which objectives can be supported at home with more ease and will offer activities in light of this.

Short, medium and long-term planning expectations –

The RE content is clearly identified in teacher planning. Lesson plans and ideas may be drawn from the QCA framework and the Salford agreed syllabus. Medium term planning identifies broad coverage and general learning objectives based upon the agreed syllabus which has been designed to provide breadth and balance, continuity and progression.

The Agreed Syllabus for RE sets out experiences and opportunities and appropriate topics for children in the Foundation Stage. The suggestions made for the EYFS RE are good learning in themselves. These also connect to the EYFS 7 areas of learning. Planned teaching experiences will support children's learning and development needs identified through holistic assessment. Good Early Years teaching stems from children's own experience and so many practitioners will find ways to draw on the wealth of religious or spiritual experiences that families many bring with them. The EYFS statutory framework also outlines an expectation that practitioners reflect on the different ways in which children learn, the characteristics of effective learning: • 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. What do pupils get out of RE in this age group? RE sits very firmly within the areas of personal, social and emotional development and understanding the world. This framework enables children to develop a positive sense of themselves, and others, and to learn how to form positive and respectful relationships. They will do this through a balance of guided, planned teaching and pursuing their own learning within an enabling environment. They will begin to understand and value the differences of individuals and groups within their own immediate community. Children will have opportunity to develop their emerging moral and cultural awareness.

Resources available to support curriculum delivery -

There are religion boxes in the school cellar that teachers can access when teaching a certain religion. Inside these boxes are books, artefacts, posters, clothing-anything that may help with the teaching of a religion. There is also a place in the library where there are religious books and story books to aid with teaching.

School's overall success in RE-

RE at St Andrews is currently graded as good. Feedback has told us that, having an HLTA teach RE throughout the school potentially wasn't working for us, so over the last two years, the class teachers have been delivering the RE lessons. Monitoring has shown that the long-term plans have mostly been covered throughout all year groups. Pupils have loved discussing topics with each other and being able to share their experiences. Some staff have voiced their lack of subject knowledge in certain areas, and training has been given to them.

Monitoring

Monitoring happens termly and during this time the subject leader evaluates the effectiveness of the curriculum's intent through looking at planning and checking that lessons are sequential and support further progression and depth of learning. During this monitoring, the subject leader also evaluates the implementation of lessons by looking at the quality of work created within their RE books to check that learning is accessible for all, by conducting pupil questionnaires and then also monitoring recent assessments on FFT aspire. The Curriculum Committee of the governing body monitors this policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the RE programme, and makes a record of all such comments. Governors scrutinise and ratify teaching materials to check they are in accordance with the school's ethos.

Computing

- Rationale

After auditing the Computing subject in 2019, it was clear that there wasn't a clear structure for lessons and teachers were lacking in confidence when teaching this subject. As a result of this, we decided to start using the 'Purple Mash' scheme of work which offers a complete plan of lessons for every year group.

Our school believes that every child should have the right to a curriculum that champions excellence; supporting pupils in achieving to the very best of their abilities. We understand the immense value technology plays not only in supporting the Computing and whole school curriculum but overall in the day-to-day life of our school. We believe that technology can provide: enhanced collaborative learning opportunities; better engagement of pupils; easier access to rich content; support conceptual understanding of new concepts and can support the needs of all our pupils.

The scheme of work supports our teachers in delivering fun and engaging lessons which help to raise standards and allow all pupils to achieve to their full potential. We are confident that the scheme of work more than adequately meets the national vision for Computing. It provides immense flexibility, strong cross-curricular links and integrates perfectly with the 2Simple Computing Assessment Tool. Furthermore, it gives excellent supporting material for less confident teachers.

- Examples

Progression of skills

Computing Progression N.C. Statements KS1 Year 1



	Computer Science			Information Technology	Digital Literacy	
Statement	Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.	Create and debug simple programs.	Use logical reasoning to predict the behaviour of simple programs.	Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	Recognise common uses of information technology beyond school.	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 technologies.
Outcome	Children understand that an algorithm is a set of instructions used to solve a problem or achieve an objective. They know that an algorithm written for a computer is called a program.	Children can work out what is wrong with a simple algorithm when the steps are out of order, e.g. The Wrong Sandwich in Purple Mash and can write their own simple algorithm, e.g. Colouring in a Bird activity. Children know that an unexpected outcome is due to the code they have created and can make logical attempts to fix the code, e.g. Bubbles activity in 2Code.	When looking at a program, children can read code one line at a time and make good attempts to envision the bigger picture of the overall effect of the program. Children can, for example, interpret where the turtle in 2Go challenges will end up at the end of the program.	Children are able to sort, collate, edit and store simple digital content e.g. children can name, save and retrieve their work and follow simple instructions to access online resources, use Purple Mash 2Quiz example (sorting shapes), 2Code design mode (manipulating backgrounds) or using pictogram software such as 2Count .	Children understand what is meant by technology and can identify a variety of examples both in and out of school. They can make a distinction between objects that use modern technology and those that do not e.g. a microwave vs. a chair.	Children understand the importance of keeping information, such as their usernames and passwords, private and actively demonstrate this in lessons. Children take ownership of their work and save this in their own private space such as their My Work folder on Purple Mash.

Computing Progression
N.C. Statements KS1 Year 2



	Computer Science			Information Technology	Digital Literacy	
Statement	Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.	Create and debug simple programs.	Use logical reasoning to predict the behaviour of simple programs.	Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	Recognise common uses of information technology beyond school.	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 technologies.
Outcome	Children can explain that an algorithm is a set of instructions to complete a task. When designing simple programs, children show an awareness of the need to be precise with their algorithms so that they can be successfully converted into code.	Children can create a simple program that achieves a specific purpose. They can also identify and correct some errors, e.g. Debug Challenges: Chimp. Children's program designs display a growing awareness of the need for logical, programmable steps.	Children can identify the parts of a program that respond to specific events and initiate specific actions. For example, they can write a cause and effect sentence of what will happen in a program.	Children demonstrate an ability to organise data using, for example, a database such as 2Investigate and can retrieve specific data for conducting simple searches. Children are able to edit more complex digital data such as music compositions within 2Sequence . Children are confident when creating, naming, saving and retrieving content. Children use a range of media in their digital content including photos, text and sound.	Children can effectively retrieve relevant, purposeful digital content using a search engine. They can apply their learning of effective searching beyond the classroom. They can share this knowledge, e.g. 2Publish example template . Children make links between technology they see around them, coding and multimedia work they do in school e.g. animations Interactive code and programs.	Children know the implications of inappropriate online searches. Children begin to understand how things are shared electronically such as posting work to the Purple Mash display board. They develop an understanding of using email safely by using 2Respond activities on Purple Mash and know ways of reporting inappropriate behaviours and content to a trusted adult.

All the way through to Year 6.

Computing Progression
N.C. Statements KS2 Year 6



	Computer Science			Information Technology	Digital Literacy		
Statement	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.	Use sequence, selection and repetition in programs; work with variables and various forms of input and output.	Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration.	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.	Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concern about content and contact.
Outcome	Children are able to turn a more complex programming task into an algorithm by identifying the important aspects of the task (abstraction) and then decomposing them in a logical way using their knowledge of possible coding structures and applying skills from previous programs. Children test and debug their program as they go and use logical methods to identify the cause of bugs, demonstrating a systematic approach to try to identify a particular line of code causing a problem .	Children translate algorithms that include sequence, selection and repetition into code and their own designs show that they are thinking of how to accomplish the set task in code utilising such structures, including nesting structures within each other. Coding displays an improving understanding of variables in coding, outputs such as sound and movement, inputs from the user of the program such as button clicks and the value of functions .	Children are able to interpret a program in parts and can make logical attempts to put the separate parts of a complex algorithm together to explain the program as a whole .	Children understand and can explain in some depth the difference between the internet and the World Wide Web. Children know what a WAN and LAN are and can describe how they access the Internet in school .	Children readily apply filters when searching for digital content. They are able to explain in detail how credible a webpage is and the information it contains. They compare a range of digital content sources and are able to rate them in terms of content quality and accuracy. Children use critical thinking skills in everyday use of online communication.	Children make clear connections to the audience when designing and creating digital content. The children design and create their own blogs to become a content creator on the Internet, e.g. 2Blog . They are able to use criteria to evaluate the quality of digital solutions and are able to identify improvements, making some refinements.	Children demonstrate the safe and respectful use of a range of different technologies and online services. They identify more discreet inappropriate behaviours through developing critical thinking, e.g. 2Respond activities. They recognise the value in preserving their privacy when online for their own and other people's safety.

- Teaching and Learning

Our aims:

- Provide an exciting, rich, relevant and challenging Computing curriculum for all pupils.
- Teach pupils to become responsible, respectful and competent users of data, information and communication technology.
- Provide technology solutions for forging better home and school links.
- Enthuse and equip children with the capability to use technology throughout their lives.
- Teach pupils to understand the importance of governance and legislation regarding how information is used, stored, created, retrieved, shared and manipulated.
- Utilise computational thinking beyond the Computing curriculum.
- Give children access to a variety of high quality hardware, software and unplugged resources.
- Equip pupils with skills, strategies and knowledge that will enable them to reap the benefits of the online world, whilst being able to minimise risk to themselves or others.
- Instil critical thinking, reflective learning and a 'can do' attitude for all our pupils, particularly when engaging with technology and its associated resources.
- Use technology imaginatively and creatively to inspire and engage all pupils, as well as using it to be more efficient in the tasks associated with running an effective school.

Early Years

-We aim to provide our pupils with a broad, play-based experience of Computing in a range of contexts. We believe the following:

-Recording devices can support children to develop their communication skills. This is especially useful for children who have English as an additional language.

-Early Years learning environments should feature ICT scenarios based on experience in the real world, such as in roleplay.

-Pupils gain confidence, control and language skills through opportunities to 'paint' on the interactive board/devices or control remotely operated toys.

-Outdoor exploration is an important aspect, supported by ICT toys such as metal detectors, controllable traffic lights and walkie-talkie sets

Key Stage 1 outcomes

-Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of instructions.

-Write and test simple programs.

-Organise, store, manipulate and retrieve data in a range of digital formats.

-Communicate safely and respectfully online, keeping personal information private, and recognise common uses of information technology beyond school.

Key stage 2 outcomes

-Design and write programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.

-Describe how Internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely.

- Use sequence, selection and repetition in programs; work with variables and various forms of input and output; generate appropriate inputs and predicted outputs to test programs.
- Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
- Use logical reasoning to explain how a simple algorithm works and to detect and correct errors in algorithms and programs.
- Understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration.

• Cultural Capital

<u>Cultural Capital Offer</u>			
	Autumn	Spring	Summer
Whole School	<ul style="list-style-type: none"> Library Visits Author visit Remembrance events Working with a range of charities – Comic Relief, Children In Need, sport Relief, Mustard Seed, NHS, Age UK Visits to St Andrews Church French Celebration Days: 1 November – All Saints’ Day, 20th March 22 French Language Day, 14th July 22 Bastille Day 	<ul style="list-style-type: none"> Enterprise Week RHS Bridgewater World Book Day Sports Week PE Week 21st March 	<ul style="list-style-type: none"> Sports Day Careers Week/Aspirations
N	Library Visits Welly Walks		Teddy Bears Picnic Hatching Butterflies Mosque visit Worsley Woods
R			Farm visit
Y1		Art Gallery Quays visit	Chester Zoo Historic Tour of Eccles
Y2		Lowry Workshops	Chester Zoo
Y3	Music Lessons STEM classes	Visit Synagogue Lowry Workshops	Music Lessons
Y4	Hindu Temple visit	Ordsall Hall Visit	The Beach/Forest
Y5	Uledr Hall Residential	Coding ●	Shakespeare Tatton History trip
Y6	Uledr Hall Residential	Coding ●	Shakespeare Festival

• SMSC & British Values

Support pupils’ spiritual, moral, social and cultural development. Promote and celebrate British Values

Honesty	Love	Forgiveness	Respect	Cultural Capital Opportunities		
Being honest with the people around you if something makes you feel uncomfortable.	Spreading love – identifying how to use the internet in a positive way.	Saying sorry	E-safety – respecting the e-safety rules Respecting peoples/your privacy online	Christmas nativity – filming	Easter	Celebrating other faiths and religious days
<u>A Love Of Language</u> see key skills below <u>Reading:</u> <u>Listening:</u> <u>Speaking:</u> <u>Writing:</u>	<u>Aspirations</u> Identifying job roles that use computing skills. Why are computing skills important in the role you want?	<u>Bringing Learning To Life</u> Performances/ creating a film Games, songs Programmable robots Scratch – creating animations	<u>Emotional Well-Being</u> Cyber-bullying – being aware of your own and others feelings when online.	<u>Resilience</u> Understanding the difficulties with the technology and its fast past changes.	<u>Valuing Our Diversity</u> Respect diversity and peoples beliefs/values when using the internet. Respect that some things are not appropriate to share.	<u>Respect and Responsibility</u> Respecting the E-safety rules Respecting peoples/your privacy online Taking responsibility for your actions online – E.g cyberbullying – understanding the effects of this.

- Inclusion

At St Andrew's it is important that all children have access and experience of the curriculum year group content they are in. To ensure that SEND children make expected and good progress in Computing, year group teachers meet with the Headteacher, SENDCO and support staff at different points throughout the year to determine whether personalised targets and outcomes within the learning stage of the child is being met.

All children are formatively assessed throughout the teaching points to determine if they require pre or post teaching in supplement of the lesson. This intervention serves to then support variation of tasks within the lessons and inform where children may need further scaffold or challenge.

Resources will also be available to help support children with additional needs access the lesson.

E.g.

Talk buttons – (recording steps of an algorithm that can be played back)

Screen covers

Talking recordable photo albums

- Planning

Each year group is given a long-term plan which indicates which skills/knowledge will be taught in each term. Alongside each long-term plan, teachers are given access to the PurpleMash scheme which has a detailed plan for every lesson, outlining how the children will meet the lesson objective. Each class is expected to teach a block of Computing in every half term.

Example long-term plan:

What will they learn?		In what order?			End points
Key Concepts	Key Skills	Autumn	Spring	Summer	
<p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Use sequence, selection and repetition in programs; work with variables and various forms of input and output</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>Understand computer networks, including the Internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration.</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>Select, use and combine a variety of software (including</p>	<p><u>Digital Citizenship</u></p> <ul style="list-style-type: none"> • I can challenge and explain why it is important to reject inappropriate messages about gender online. • I can describe issues online that might make me or others feel sad, worried, uncomfortable or frightened. I know and can give examples of how I might get help, both on and offline. • I can show I understand my responsibilities for the well-being of others in my online social group. • I can explain how impulsive and rash communications online may cause problems (e.g. flaming, content produced in live streaming). • I can demonstrate how I would support others (including those who are having difficulties) online. • I can demonstrate ways of reporting problems online for both my friends and myself. • I can explain how I am developing an online reputation, which will 	<p>Unit 6.1 Coding (Crash course) Number of Weeks – 6 Coding and computational thinking</p> <p>Lesson 1:</p> <ul style="list-style-type: none"> • Children can explain which commands they included in their program and what they achieve. • Children can explain what Object, Action, Output, Control and Event are in computer programming. <p>Lesson 2:</p> <ul style="list-style-type: none"> • Children can show how their character repeats an action and explain how they caused it to do so. • Children are beginning to understand how the use of the timer differs from the repeat command and can experiment with the different methods of repeating blocks of code. • Children can explain how they made objects repeat actions. <p>Lesson 3:</p> <ul style="list-style-type: none"> • Children can create an 'if' statement in their program. 	<p>Unit 6.2 Online Safety Weeks – 3 Internet and Email</p> <p>Lesson 1:</p> <ul style="list-style-type: none"> • Children have used the example game and further research to refresh their memories about risks going including sharing location, secure websites, spoof websites, phishing and other email scams. • Children have used the example game and further research to refresh their memories about the steps they can take to protect themselves including protecting their digital footprint, where to go for help, smart rules and security software <p>Lesson 2:</p> <ul style="list-style-type: none"> • Children understand how what they share impacts upon themselves and upon others in the long-term. • Children know about the consequences of promoting inappropriate content online and how to put a stop 	<p>Unit 6.5 Text Adventures Weeks – 5 Coding and computational thinking</p> <p>Lesson 1:</p> <ul style="list-style-type: none"> • Children can describe what a text adventure is. • Children can map out a story-based text adventure. • Children can use 2Connect to record their ideas. <p>Lesson 2:</p> <ul style="list-style-type: none"> • Children can use the full functionality of 2Create a Story Adventure mode to create, test and debug using their plan. • Children can split their adventure-game design into appropriate sections to facilitate creating it. <p>Lesson 3:</p> <ul style="list-style-type: none"> • Children can map out an existing text adventure. • Children can contrast a map-based game with a sequential story-based game. <p>Lesson 4:</p> <ul style="list-style-type: none"> • Children can create their 	<p>Autumn:</p> <ul style="list-style-type: none"> -I am beginning to be able to turn a more complex programming task into an algorithm by identifying the important aspects of the task (abstraction) and then decomposing them in a logical way using my knowledge of possible coding structures and applying skills from previous programs. -I can write a program using 2Code. -I can translate algorithms that include sequence, selection and repetition into code. -I can plan, design and create a program that includes variables relating to timing and scoring along with buttons which launch other programs. -I can use a variety of networked devices such as webcams, online tools, printers, and tablets in a connected way for educational benefit.

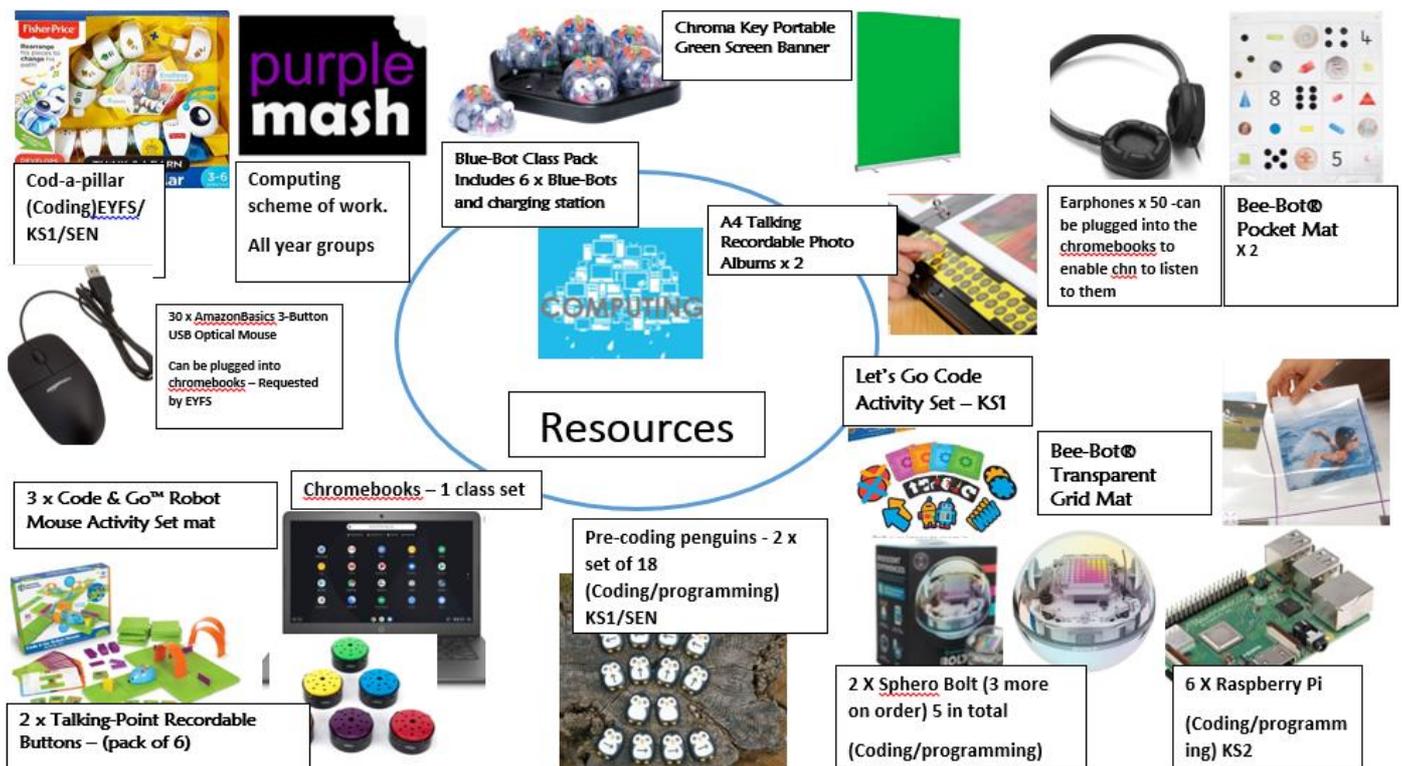
<p>internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>allow other people to form an opinion of me.</p> <ul style="list-style-type: none"> I can describe how to capture bullying content as evidence (e.g. screenshot, URL, profile) to share with others who can help me. I can identify a range of ways to report concerns in both school and at home about online bullying. <p>Digital Literacy</p> <ul style="list-style-type: none"> I can select appropriate tools to add emphasis and effect to my work I can explain why I have chosen my layout and formatting I can review and edit my work and talk about the changes I made I can think about whether my work is suitable for the audience I can draft and redraft my written work by deleting, inserting and replacing text to improve clarity and create mood. <p>Computer Science</p> <ul style="list-style-type: none"> I can confidently use selection, loops, variables 	<ul style="list-style-type: none"> Children can create an 'if/else' statement in their program. Children can use a timer and 'if' statement to respond to the actions of a character and change their actions. <p>Lesson 4:</p> <ul style="list-style-type: none"> Children can explain what a variable is in programming. Children can explain why variables need to be named. Children can create a variable in a program. Children can set/change the variable values appropriately <p>Lesson 5:</p> <ul style="list-style-type: none"> Children have an idea about the design process and its benefits. Children have tuned a design into a functioning program. Children can explain how their program simulates a physical system, i.e. objects move at different speeds and angles, what they did to make their vehicle change angle, show that their vehicles move at different speeds. <p>Lesson 6:</p> <ul style="list-style-type: none"> Children have an idea 	<p>to such behaviour when they experience it or witness it as a bystander.</p> <p>Lesson 3:</p> <ul style="list-style-type: none"> Children can take more informed ownership of the way that they choose to use their free time. They recognise a need to find a balance between being active and digital activities. Children can give reasons for limiting screen time. Children can talk about the positives and negative aspects of technology and balance these opposing views <p>Unit 6.3 Spreadsheets Weeks – 5 Spreadsheets</p> <p>Lesson 1:</p> <ul style="list-style-type: none"> Children can create a spreadsheet to answer a mathematical question relating to probability. Children can take copy and paste shortcuts. Children can problem solve using the count tool. <p>Lesson 2:</p> <ul style="list-style-type: none"> Children can create a machine to help work out the price of different items in a sale. Children can use the 	<p>own text-based adventure based upon a map.</p> <ul style="list-style-type: none"> Children can use coding concepts of functions, if/else statements and repeats in conjunction with one another, to code their game. Children make logical attempts to debug their code when it does not work correctly. <p>Unit 6.6 Networks Weeks – 3 Communication and Networks</p> <p>Lesson 1:</p> <ul style="list-style-type: none"> Children know the difference between the World Wide Web and the internet. <p>Lesson 2:</p> <ul style="list-style-type: none"> Children know about their school network. <p>Lesson 3:</p> <ul style="list-style-type: none"> Children have researched and found out about Tim Berners-Lee. Children have considered some of the major changes in technology which have taken place during their lifetime and the lifetime of their teacher/another adult. 	<p>Spring:</p> <ul style="list-style-type: none"> I can demonstrate an understanding of my responsibility to others as well as to myself when communicating and sharing content online. I have a clear understanding of terms such as Computer virus, Location sharing, phishing scams, spam email. I understand the impact of a positive and negative digital footprint and how to take control of my own online virtual image. I can create a spreadsheet and collect data using 2Calculate that answers a mathematical problem relating to probability. I can use a spreadsheet to model a real-life situation. I can create spreadsheets which contain visual elements such as suitable graphs which represent data. I can create a computational model which successfully solves a given problem I can identify the key features of a blog and share these using 2Write. I can recognise the approval process that my posts go through and
---	--	---	--	---	---

<p>and events.</p> <ul style="list-style-type: none"> I can explain what a variable is I can use a variable in a variety of programming software - 2Simple – 2Code / Scratch / Kodu / Kodable / LightBot / ALEX / Scratch I can confidently break a problem down and methodically create a program to solve it, testing and adapting as I go I can evaluate the effectiveness of my programming and suggest improvement <p>Information Technology</p> <ul style="list-style-type: none"> I can use search technologies effectively. I can explain how search engines work and how results are selected and ranked. I can describe how some online information can be opinion and can offer examples. I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how I might 	<p>about the design process and its benefits.</p> <ul style="list-style-type: none"> Children have tuned a design into a functioning program. Children can explain how their program simulates a physical system, i.e. objects move at different speeds and angles, what they did to make their vehicle change angle, show that their vehicles move at different speeds. <p>Unit 6.1 Coding Weeks – 6 Coding and computational thinking</p> <p>Lesson 1:</p> <ul style="list-style-type: none"> Children can plan a program before coding to anticipate the variables that will be required to achieve the desired effect. Children can follow through plans to create the program. Children can debug when things do not run as expected. <p>Lesson 2:</p> <ul style="list-style-type: none"> Children can plan a program before coding to anticipate the variables that will be required to achieve the desired effect. Children can follow through plans to create the program. Children can debug when things do not run as expected. <p>Lesson 3:</p>	<p>formula wizard to create formulae.</p> <ul style="list-style-type: none"> Children can use a spreadsheet to solve a problem. <p>Lesson 3:</p> <ul style="list-style-type: none"> Children can use a spreadsheet to model a real-life situation and come up with solutions. Children can make practical use of a spreadsheet to help plan actions. <p>Lesson 4:</p> <ul style="list-style-type: none"> Children can use a spreadsheet to model a real-life situation and come up with solutions that can be applied to real life. <p>Lesson 5:</p> <ul style="list-style-type: none"> Children can use a spreadsheet to model a real-life situation and come up with solutions that can be applied to real life. <p>Unit 6.4 Blogging Weeks – 4 Writing and presenting</p> <p>Lesson 1:</p> <ul style="list-style-type: none"> Children understand how a blog can be used as an informative text. Children understand the key features of a blog. 	<p>Unit 6.7 Quizzing Weeks – 6 Writing and Presenting</p> <p>Lesson 1:</p> <ul style="list-style-type: none"> Children have used the 2DIY activities to create a picture-based quiz. Children have considered the audience's ability level and interests when setting the quiz. Children have shared their quiz and responded to feedback. <p>Lesson 2:</p> <ul style="list-style-type: none"> Children understand the different question types within 2Quiz. Children have ideas about what sort of questions are best suited to the different question types. Children have used 2Quiz to make and share a science quiz. Children have considered the audience's ability level and interests when setting the quiz. Children have shared their quiz with peers. Children have given and responded to feedback. As a class, children have collaborated on a quiz. <p>Lesson 3:</p> <ul style="list-style-type: none"> Children understand the 	<p>demonstrate an awareness of the issues surrounding inappropriate posts and cyberbullying</p> <ul style="list-style-type: none"> I have become an active contributor to a blog, carefully considering responses to blog posts <p>Summer:</p> <ul style="list-style-type: none"> I can explain the difference between the Internet and the World Wide Web and can show all the things they use the internet for using 2Connect I know what a WAN and LAN are and can describe how they access the internet in School. I can plan, design and create various quizzes using a variety of software- 2DIY, 2Quiz app, 2Investigate. I can create purposeful online quizzes for an intended audience using the 2DIY suite of applications I can combine text with images and audio to enhance the quizzes I can choose question types that are fit for audience and serve to add additional enhancements for the intended user 	
---	---	---	--	--	--

- Resources

- › All resources are procured with the underlining considerations of value: The extent at which the resource impacts on learning and the material cost of this. Protocol details for procurement can be found in the school finance policy.
- › The Computing Leader keeps up to date with the latest technology resources and will make informed decisions about possible procurement of them through their own research.
- › A range of resources is available which successfully supports delivering the Computing curriculum and enables all learners to reach their full potential.
- › Suggestions for getting the very best out of the resources are made available to teaching and support staff by the Computing Leader.
- › Resources are suitably maintained and replenished when needed, which is overseen by the Computing Leader.
- › An itemised list of all resources is shared with staff and kept up to date by the Computing Leader.
- › The Computing Action Plan details foreseen future resource procurement which is shared with senior leaders before the budget setting period.
- › Audits of school resources are conducted regularly by the Computing Leader, which informs bidding for budgets allocations.

Resources:



- Learning Environment

Each class should have the half-termly vocabulary displayed around the classroom to support children's learning. The vocabulary should match the learning that is taking place in class. Along with this vocabulary, classrooms should have a completed knowledge organiser for each half term enlarged onto a display wall. The computing resources sheet that indicates all of the resources in school should be displayed for children to see around school so that they are aware of what is available for them to use.

- Monitoring

Monitoring standards of teaching and learning within Computing is the primary responsibility of the Computing Leader. All teachers are expected to keep an online portfolio (work saved in folders for each term) or track children's work using Purple Mash. This portfolio must contain work samples from all areas of the curriculum taught for the year group. Details of monitoring and evaluation schedules can be found in the Computing Action Plan and School Monitoring Schedule.

Monitoring will be achieved through:

- › Reflective teacher feedback.
- › Work scrutiny.
- › Learning walks.
- › Observations.
- › Pupil voice
- › Learning environment monitoring.
- › Dedicated Computing Leader and Assessment Leader time.
- › Teacher voice.
- › Monitoring, Evaluation and Feedback

Evaluation and Feedback will be achieved through:

- › Dedicated Computing Leader and Assessment Leader time.
- › Using recognised standards documentation for end-of-year expectations.
- › Using recognised national standards for benchmarking Computing provision in primary schools.
- › Written feedback on evaluation of monitoring activities to be provided by the Computing Leader in a timely manner.
- › Feedback on whole school areas of development in regard to Computing to be fed back through insets/AOB/staff meetings.

- Assessment

- › Pupil attainment is assessed using the 2Simple Computing Assessment objectives for Years 1 to 6 and is updated onto FFT each half term. The tool enables staff to accurately identify attainment of pupils through the detailed exemplification it has for each key learning intention.
- › Teachers keep accurate records of pupil attainment by entering data using the 2Simple Computing Assessment objectives on FFT.
- › Tracking of attainment by using the 2Simple Computing Assessment objectives on FFT is used to inform future planning.
- › Children are encouraged to self, peer and group assess work in a positive way using online collaborative tools such as 2Blog in Purple Mash.

- Formative assessment is undertaken each session/interaction in Computing and pupils are very much encouraged to be involved in that process. Through using the progression of skills documents and displays from 2Simple, both teachers and pupils can evaluate progress.
- Features such as preview and correct in Purple Mash are used to further support feedback and assessment.
- Summative assessment is undertaken in line with the assessment cycle. Using electronic work samples from children's portfolios on Purple Mash, teachers enter judgements about the samples into FFT.
- Interventions before and after sessions should be given to children where necessary to introduce relevant vocabulary and consolidate learning.

- Remote Learning

Purple Mash is an excellent resource that can be used for homework or remote learning. The computing scheme can be set as 2Dos that children can log into at home and complete. There are also many cross-curricular resources that children can access from home allowing them to continue to learn away from the classroom.

- Health and Safety

Purple Mash School takes all necessary measures to ensure both staff and pupils are aware of the importance of health and safety. Both staff and pupils are trained to handle electrical equipment correctly including how to power off and on. Pupils are reminded about the dangers of electricity and the danger signs to look out for. Adequate displays and warning signs are strategically placed around the school to reinforce health and safety.

History

Rationale

In 2019 History lessons were being taught but the children couldn't identify key dates, chronology, significant events in History or language linking to their topic. The History curriculum has been developed to have clearer learning for each year group using the National Curriculum 2014. Staff now have long term plans for each topic in each year group. They use this to create their Curriculum Matrix. History has been broken down into a knowledge and skills curriculum with the main threads being Events in order, Historical Skills, in depth studies, Changes in Britain and Local History Studies. The Local History topics are taught in years 1, 2, 4 and 6 and have been developed with support from Historic England. When a topic has been taught the class teacher will update the key objectives on FFT Aspire. Vocabulary has also been developed to that each year group and topic has key language that needs to be learnt and retained by the children and should be displayed on working walls. Furthermore, children struggled to look back at prior learning so a progression map has been developed to support this. Cultural capital opportunities have been put in place to support this.

History lessons are being planned and taught in sequenced blocks of learning with some KS1 classes planning to teach weekly. History should be planned and taught for one topic per half term.

EYFS have updated their planning and assessment system. Nursery have planned to teach Understanding the World and Reception are teaching The Natural World.

Example of Progression Map

Progression and Key Dates

Year 1

Bonfire Night
 Florence Nightingale- History of Nursing
 Mary **Seacole**
 The Stuarts- introduction to the monarchy
 James Birch (Local History- **Eccles Cakes**)
 Freddie **Barny** (Local History)
 First Aeroplane Journeys

Year 2

Victorians- schooling, inventions
 Elizabeth I and Queen Victoria
 Pieter **Bruegel** the Elder and L.S Lowry
 L.S Lowry & the Cotton Industry
 Randolph **Schwabe** (Local History)
Emmeline Pankhurst
 Barton Aqueduct

Year 3

Stone Age to Iron Age
 Early Civilisations- (links to artwork, masks, food,)
 -Mayans
 -Aztecs
 -The Celts
 The Shang Dynasty of Ancient China
 Ancient Egyptians - Tutankhamen, Cleopatra, Nefertiti, Valley of the Kings,
 mummification (Link back to Year 1 when they looked at Nursing eg Florence
 Nightingale)

Progression and Key Dates

British History

Magna Carta- King John and the **magna carta**
 War of the Roses- English Civil War

Year 5

Anglo Saxons
 Britains Settlement by Anglo Saxons and Scots
 Norman Conquest- 1066
 Edward the Confessor
 King Alfred the Great
 Scots
 Mary Queen of Scots (Links to Monarchy in Year 5)
 Skara Brae
 Sutton Hoo
 Beowulf
 James I
 Roman withdrawal from Britain in cAD410 and the fall of the western Roman Empire
 Vikings- invaders, trade, runes, Norse, Valhalla)
 Normans
 William the Conqueror

Year 6

WW1
 Remembrance Day
 Armistice

Examples

Knowledge and skills are taught through long term plans. KS2 teach cumulatively whereas KS1 teach sequentially due to the timetable and the age group of the children. Knowledge organisers and quizzes in each year group. The children then have the opportunity to embed through distance learning, homework and an application task.

Year 2 Autumn 2 – Knowledge Organiser – Events in the past

Question 1: What does the past mean?	Start of unit	End of unit
Coming last in a game		
Something that's gone by in time		
Old		

Question 2: What does event mean?	Start of unit	End of unit
Something important that's happened		
Being fair		
A woman		

Question 3: What is a timeline?	Start of unit	End of unit
A clock		
Measuring equipment		
A list of events in order		

Question 4: What order do we put dates in?	Start of unit	End of unit
Most important first		
Chronological		
The fairest		

Question 5: Which is the earliest date?	Start of unit	End of unit
1909		
1984		
2013		

Question 6: Tick the boxes that are sources of information.

Sources	Start of unit	End of unit
Internet		
Newspaper		
Speaking to people		
Birth Certificate		
Books		
Diary		

Enquiry – Application – Can you put dates from the past in order? Can you identify where the present is on a timetable. Mix up key dates in history and children have to sequence them.

How could you do this?

Year 2 Autumn 2 Knowledge Organiser

Key Vocabulary	Knowledge												
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Word</th> <th style="width: 50%;">Definition</th> </tr> </thead> <tbody> <tr> <td>Past</td> <td></td> </tr> <tr> <td>Present</td> <td></td> </tr> <tr> <td>Timeline</td> <td></td> </tr> <tr> <td>Event</td> <td></td> </tr> <tr> <td>Sources</td> <td></td> </tr> </tbody> </table>	Word	Definition	Past		Present		Timeline		Event		Sources		<p style="text-align: center;">Draw an important event in your life</p> <div style="border: 1px solid black; height: 100px; width: 100%;"></div> <p style="text-align: center;">Key Questions</p> <ul style="list-style-type: none"> What's the difference between past and present? What key dates have happened in your personal history? How can we order dates in history? What does timeline mean? Where can we get information from?
Word	Definition												
Past													
Present													
Timeline													
Event													
Sources													
<p>Put these key dates in chronological order</p> <p style="font-size: 1.2em; font-weight: bold;">1923 2017 1909 2006</p>													
<p>Where can I find information from?</p> <ul style="list-style-type: none"> 													

Personal Enquiry – What do I want to know?

- Teaching and Learning

Lessons are taught with a range of resources including videos, songs, comprehension style tasks, historical enquiry etc. In KS2 units of work should start with a historical enquiry with children gaining knowledge and skills as they go along. In KS1 there is a significant focus on significant events, significant people and past and present.

Cultural Capital Offer			
	Autumn	Spring	Summer
Whole School	<ul style="list-style-type: none"> Library Visits Author visit Remembrance events Working with a range of charities – Comic Relief, Children In Need, sport Relief, Mustard Seed, NHS, Age UK Visits to St Andrews Church French Celebration Days: 1 November – All Saints’ Day, 20th March 22 French Language Day, 14th July 22 Bastille Day 		
	<ul style="list-style-type: none"> Panto Christmas Plays & Celebrations Harvest Black History Month Poetry Week Parliament Week (KS2) 	<ul style="list-style-type: none"> Enterprise Week RHS Bridgewater World Book Day Sports Week PE Week 21st March 	<ul style="list-style-type: none"> Sports Day Careers Week/Aspirations
N	Library Visits Welly Walks		Teddy Bears Picnic Hatching Butterflies Mosque visit Worsley Woods
R			Farm visit
Y1		Art Gallery Quays visit	Chester Zoo Historic Tour of Eccles
Y2		Lowry Workshops	Chester Zoo
Y3	Music Lessons STEM classes	Visit Synagogue Lowry Workshops	Music Lessons
Y4	Hindu Temple visit	Ordsall Hall Visit	The Beach/Forest
Y5	Uledr Hall Residential	Coding	Shakespeare Tatton History trip
Y6	Uledr Hall Residential	Coding	Shakespeare Festival

- SMSC & British Values

Children are supported in their spiritual, moral, social and cultural development. They are included in each long term plan for each year group .We also celebrate British Values throughout the year looking at key places around the UK.



History – Year 1						
Honesty Describe feelings be honest when something hasn't gone right	Love Understand how love can be depicted through artists in history. How individuals give their love to help others. Eg. Florence Nightingale.	Forgiveness The Great Fire of London	Respect <ul style="list-style-type: none"> Asking questions about my own past and others Respecting other people's opinions Respect for others personal lives 	Cultural Capital Opportunities <ul style="list-style-type: none"> Sortie night- Guy Fawkes: 5th November Visitor from a museum Teacher to bring in photos from their past. Can add sequence them and discuss past and present. Trip To The Lowry Seaside now and then. Set up different seaside activities in the hall. Speak to an elderly member of the community to see if they can share their past or generations of families or visit a care home. 	Respect and Responsibility We are responsible for our own actions. We value others beliefs. Understand that our actions have consequences.	
A Love Of Languages see key skills below Reading: Read different sources. Listening: Opportunities to listen to videos of sources. Speaking: Opportunities to speak and listen to others to share our thoughts on events. Being able to speak about our own lives. Writing: Writes about different events from our past.	Aspirations Aspiring to make your own history in life. Aspiring to achieve a career they want.	Bringing Learning To Life Role play of different significant people. Make family trees based on their wider family eg. cousins, grandmas etc. Teacher to bring in photos for children to see.	Emotional Well-Being Understanding that animals/people have died in the past. Friendships- When friendships don't go right.	Resilience Understanding significant individual's resilience during key events. Understanding that sometimes adults disagree. Understand the problems that individuals have overcome to succeed.	Valuing Our Diversity Understanding that different people have different beliefs. Understand	
What will they learn?			In what order?			

- Inclusion

SEND children have teacher support, pre and post tutoring and differentiated tasks in lessons to support their needs. The curriculum has been designed to take into account the local community through our Local

History topic where children will look at the history of where they live as well as influential people in local history.

- Planning

Staff complete long term plans using the Curriculum Overview to support planning. Staff use PPTS or smart notebook to support learning.

Evidence of Long Term Plan



What will they learn?		In what order?		End points	
Key Concepts	Key Skills	Autumn	Spring	Summer	
<p>Look at changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Explore events beyond living memory that are significant nationally or globally.</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. Eg.</p>	<p>Chronology: Show their developing knowledge and understanding of the past by:</p> <ul style="list-style-type: none"> Recognising the distinction between past and present in their own and other people's lives Identifying some similarities and differences between ways of life in different periods. Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (before, after, a long time ago, past) <p>Events, people and change.</p>	<p>Family History</p> <p>Look at changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Recognising the distinction between past and present in their own and other people's lives</p> <p>Sequence events in chronological order</p> <p>Use information to describe the past</p> <p>Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (before, after, a long</p>	<p>Victorian Study</p> <p>Explore events beyond living memory that are significant nationally or globally.</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p> <p>Explore Queen Victoria as a ruler.</p> <p>Compare aspects of life in different periods</p>	<p>Local History/Lowry/Cotton Industry</p> <p>Significant historical events, people and places in the locality. (Local History Study linking to Cotton Industry, Lowry and Local History)</p> <p>Explore historical people in local area eg Emmeline Pankhurst and L.S. Lowry</p> <p>Explore historical area in the locality eg Barton Aqueduct, Cotton Mills, Monton Mill, Listing of industrial Salford.</p> <p>Look at L.S. Lowry's</p>	<p>Attitudes:</p> <ul style="list-style-type: none"> To explain the difference between past and present and give examples. Be able to talk about their own lives in the past tense.

Evidence of Curriculum Matrix

Font Paragraph



St Andrew's Curriculum Design 2021-2022 Year 2

Half term	Autumn		Spring		Summer	
	Autumn 1 (7 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (6 weeks)	Summer 1 (5 weeks)	Summer 2 (8 weeks)
Theme	Homes around the world	The World Around Me	Transportation	Queens of England or The British Empire	Where in the World?	Habitats
Subjects Fixed	Habitats (6 lessons)	Everyday Materials (6 weeks)	Everyday Materials (6 weeks)	Animals including Humans (6 lessons)	Plants (6 lessons)	Living Things and their Habitats (6 weeks)
Subjects Flexible	/	Family History (3 lessons)	Victorians (5 lessons)	Victorians with a link to a key person in History (4 lessons)	Local History (5 lessons)	Local history (5 lessons)
	Weather patterns Hot and Cold Countries Map Work Continents and Oceans (4 lessons)	/	Local Town Human and physical features (4 lessons)	Countries and capital cities of the UK (3 lessons)	Compass Directions Fieldwork/ Aerial photography (5 lessons)	/Catch up sessions here
	Coding (crash course) (7 lessons)	Algorithms and Debugging (7 lessons)	Spreadsheets (5 lessons)	Questioning (8 lessons)	Creating Pictures (5 weeks)	Making Music (8 weeks)
	Collage Andy Goldsworthy & Gwyneth	Preparing fruits and veg (10 lessons)	Wheels and Axles: vehicles Which would get	Foil Printing of an animal (4 lessons)	Clay Sculptures Damien Hirst (6 lessons)	Sewing puppets (6 lessons) Make their own PPT

- Resources

There are a range of resources available to support the delivery of the History Curriculum. It is all available in the Curriculum cupboard.

- Historical resources
- Artefacts
- Salford Library Service Loan boxes (Available when ordered)
- Twinkl Subscription
- Horrible Histories videos
- History Rocks Subscription

- Learning Environment

During History lessons it is expected that staff will have resources available such as a PPT or Smart Notebook on the board, photos, artefacts, comprehension sheets etc depending on the lesson.

- Monitoring

Monitoring happens three times in an academic year. It is an opportunity for subject leaders to complete book monitoring, learning environment walks and pupil or staff questionnaires.

Book Monitoring History: Summer 1

Evidence	
<ul style="list-style-type: none"> Stickers to inform Photo / videos – placed in staff drive (Found in books) Note from children FFT Staff voice 	<ul style="list-style-type: none"> Display in classroom Planning Pupil Voice Evidence on staff drive – other Models
Whole School Books <ul style="list-style-type: none"> Do books have examples of work for your subject? Do books have Knowledge Organisers / Quizzes indicating subjects / content covered? Are books marked regularly and is marking up to date? Do pupils respond to the feedback that is given? Are there opportunities for pupils to mark their own and each others' work? Dates and learning objectives clearly identified Key vocabulary and language Consistent presentation in all books – handwriting / basic skills Is there progress over time? 	Comments: <ul style="list-style-type: none"> Knowledge organisers and quizzes being used Good standard of presentation Right mixture of images, writing etc. Comments: Next Steps <ul style="list-style-type: none"> Differentiated task Extension tasks for early finishers and GD Peer marking in UKS2 needs to be continued
Feedback / Quality <ul style="list-style-type: none"> Is the feedback leading to edits and improvements over time? Do teachers give praise subject specific? (Well done, I like your use of connectives in this sentence) Is productivity high enough? Look at the work covered over one term. Is it enough? Is it quality high enough? Is it too hard or too easy for some? (Look appropriate challenge and progress over time e.g. SEN / EAL) Are key vocabulary highlighted / commented on when used (both correctly and incorrectly)? 	Comments: <ul style="list-style-type: none"> Year 4 picking up on capital letters in extended pieces of writing All year groups have evidence of feedback Tasks are balanced depending on different parts of the year. Purple pen is used in KS2 Comments: Next Steps <ul style="list-style-type: none"> Appropriate challenge Key vocabulary could be pushed during deep marks and in table.

Subject Monitoring Spring : History

Reviewed: Tuesday 4th May 2021
Tuesday 25th May 2021

What is the current grading given to this subject? Why?						
Grading in Autumn: The previous grading for my subject in Autumn was 2/3 due to the lack of evidence in books. There wasn't enough evidence of skills and knowledge being taught yet although they are beginning to be evidenced in teachers planning.						
What is the focus of this monitoring? How does this link to the subject action plan?						
This should refer to previous monitoring period and how you have developed the area. How have you provided support or training if needed? Have you gained resources to support teaching and learning? Which key skills / facts have been an area of focus? The focus of the monitoring was to ensure that History was beginning to be taught whether it be COVID RECOVERY or starting their own year group objectives. I have spoken to class teachers and they have all worked hard to try and catch up with the curriculum and teach their year group objectives. The gaps will need to be addressed at a future date using the data from FFT Aspire.						
What do you expect to find in this monitoring session?						
These will be informed from previous monitoring period and subject action plan. Has there been CPD / new programmes introduced to staff which should be implemented? <ul style="list-style-type: none"> FFT Aspire- can be useful to show coverage History being taught Key vocabulary being introduced Knowledge organisers and quizzes being used. 						
Planning: Purpose: To ensure that teachers are engaged in effective lesson preparation						
	Reception / Nursery	Year 1	Year 2	Year 3	Year 4	Year 5
Have Medium Term Plans been created?			Evidence on staff drive	Evidence on staff drive	Evidence on staff drive	

Class teachers will fill in assessments using FFT Aspire. Subject leaders will use FFT Aspire to pull out gaps in learning. Class teachers will fill these gaps using homework, interventions and pre/post tutoring. Language has been noted as one of the seven key concepts as part of our school vision. Due to this vocabulary has been developed for each year group and is expected to be taught, present in knowledge organisers and children should know them.

History Curriculum Generic Key Vocabulary

EYES			
Today	New	Who?	
Tomorrow	Old	What?	
A long time ago	Parent	Where?	
yesterday	Brother/sister	When?	
Days of the week	Parent	Why?	
Months of the year	Grandparent	discover	
Future	Memory		
Past	Remember		
Calendar			

Key Stage 1			
Before	Similar	Who?	
After	Different	What?	
A long time ago	Important	Where?	
Past	Artefact	When?	
present	Photograph	Why?	
Grandparent's time	Newspaper	Because	

Chronological order	Republic	Impact
Era/period	Conquest	Reason
BC	Revolt	Effects
AD	Outpost	Change
Millennium	Archaeology	Continuity
Thousands of years	Archaeologist	This suggests...
Ancient civilisations	Myths and legends	Perhaps/may be
	museum	First hand evidence
	historian	Second hand evidence
	Parliament	Oral history
	Agriculture	causation

Upper Key Stage 2		
Chronological order	empire	Reasoning
Era/period	Civilisation	Enquiry
BC	Peasantry	Importance
AD	Parliament	Influence
Millennium	Invasion	Significance
Thousands of years	Civilisation	Legacy
Ancient Civilisations	Settlers/Settlements	Impact

History Curriculum Topic Key Vocabulary

Yr 1 Great Fire of London		
The Great Fire of London		rule
Guy Fawkes		5 th November
Treason		Catholic
Tower of London		Protestant
Burning		King James I
Smoke		Bonfire Night
Pudding Lane		Lord Montague
The Monument		arrested
fire		bakery
gunpowder		Samuel Pepys

Yr 1 History of Nursing		
Florence Nightingale		soldiers
Nurse		'The Lady with the Lamp'
health		Queen Victoria
illness		St Thomas Hospital
British		London
Hospitals		Military
sanitary/clean		Medicine
Crimesan War		Food
Wounded/injured		Save lives

Yr 1 Celebration of Eccles		
James Birch		Eccles Wakes

Yr 2 Family History		
Past		Family
Present		Parents
Lives		Grandparents
Memories		Family tree
Chronological order		Legacy
Before		Heritage
Long ago		Culture
In the past		religion
Now		Decade/century

Yr 2 Victorians		
Queen Victoria		Schooling
Queen Elizabeth		Cane
Ruler		Dunce hat
Reign		blackboards
Era		slate
Inventions		Cup and ball
Steam engine		abacus
Telephone		Chimney sweep
Penny farthing		Rocking horse
Post box		bell

Yr 2 History in the locality		
LS Lowry		Machines
Emmeline Pankhurst		Factory

Some gaps will be filled using clubs such as Horrible Histories.

- Remote Learning

Teachers plan for lessons for Remote Learning. They ensure that all pupils can access the content through choosing songs, documents or videos. All Remote Learning is available on our school website.

Geography

- Rationale**

Areas of Geography have been developed into Locational Knowledge, Human and Physical Geography and Geographical Skills and Fieldwork linking to the National Curriculum 2014 and the needs our children. This has been created to build on key concepts and show progression throughout each year. This has been created through progression maps. Through this long term plans have been updated and shared with class teachers.

Pupil interviews show children can name their topic and have some understanding the topic they are learning about and starting to build key vocabulary but struggle to explain it due to lack of experiences. Cultural capital has been put in place to support this.

Geography lessons are being planned and taught in sequenced blocks of learning with some KS1 planning to teach weekly. Geography should be planned and taught for one topic per half term. Geography is assessed using teacher assessment using FFT Aspire.

EYFS have updated their planning and assessment system. Nursery have planned to teach Understanding the World and Reception are teaching The Natural World.

Example of Progression Map

Progression and Key Themes

Primary Geography has been split into four strands. These categories are Locational Knowledge, Place Knowledge, Human & Physical Geography and Geographical Skills and Fieldwork. Each of these will be developed in each year group

EYFS

LK: Features of their home.
 PK: Understanding the World eg school, home and Eccles Park.
 H/P: **Geo**: Small World Play of farms, shops, the beach etc.
 Fieldwork: Draw own maps from stories eg a treasure map, a route for Little Red Riding Hood. Welly walk around the park at different points of the year.

Year 1

LK: Continents and Oceans, four countries in the UK, hot and cold countries.
 PK: Eccles compared to a non-European country eg Australia
 H/P: Name and categorise human and physical places. Study of the River Irwell
 Fieldwork: Design a map for Eccles Park designing their own key. Chld should learn UP, DOWN, LEFT, RIGHT.

Year 2

LK: Same as Year 1 but naming Capital Cities and facts about each one.
 PK: Comparing Urmston (town) to a Non-European Country eg Mexico
 H/P: Same as Year 1 but looking into these features in more detail. Eg what is a mountain?
 Fieldwork: Create a map of the school grounds using digimaps and a basic key from the Ordnance survey. Chld should learn the four compass points NESW.

Year 3

Progression and Key Themes

Year 5

LK: Locate countries, mountain ranges, capitals, rivers and oceans of South America.
 PK: Research into Africa. Investigate settlements and the people who discovered them.
 H/P: Explore rivers linking back to River Irwell in Year 1, what's in my local area?
 Fieldwork: Fieldwork survey task including identifying physical and human geography in the local area and comparing in to another area in the UK. Do the same as Year 4 but also include recorded information to present to others.

Year 6

LK: Locate all areas on the world map including information about capital cities and key places of interest.
 PK: North west focus
 H/P: Explore earthquakes and natural disasters linking back to Year 3's study on Volcanos. Ensure that it is an in-depth study.
 Fieldwork: Complete a traffic survey of the local road eg Liverpool Road in comparison to Barton Lane. Use digital mapping, eight compass points, six figure grid referencing etc.

- Examples**

Knowledge and skills are taught through long term plans. KS2 teach cumulatively whereas KS1 teach sequentially due to the timetable and the age group of the children. Knowledge organisers and quizzes in each year group. The children then have the opportunity to embed through distance learning, homework and an application task.

Year 2 Autumn 1 Knowledge Organiser Geography

Key Vocabulary	
Word	Definition
forecast	
season	
Map	
Globe	

Knowledge		
<p>Draw and label a weather forecast for tomorrow.</p>	<p>Key Questions</p> <ol style="list-style-type: none"> Can you describe the weather in detail? They you name the four seasons. Do you know the types of weather in each season? Can you explain why knowing the weather is important? Can you use a map/ globe/atlas to find the UK and countries in Europe? Name 5 oceans and 7 continents. 	
<p>Name the seven continents</p> <ul style="list-style-type: none"> • • • • • • • 	<p>Name the five oceans</p> <ul style="list-style-type: none"> • • • • 	

Personal Enquiry – What do I want to know?

Year 2 Autumn 1 – Knowledge Organiser – Geography

Question 1: Tick the season	Start of unit	End of unit
Tuesday		
Winter		
A week:		

Question 2: Tick the weather type	Start of unit	End of unit
Africa		
Rain		
Motorway		

Question 3: What could you use to find out where a country is?	Start of unit	End of unit
Ask an animal		
Use an Atlas		
Draw it		

Question 4: Tick the ocean	Start of unit	End of unit
Sea		
Atlantic		
Manchester		

Question 5: Tick the continent	Start of unit	End of unit
Karryn		
Europe		

Enquiry – Application – Design a holiday for your teacher.

Where could she go? What will she need to pack, what can she expect from the holiday? What is the climate, continent, ocean

will she visit?

How could you do this?

- Teaching and Learning

Lessons are taught with a range of resources including videos, songs, using atlases etc. Lessons come under a bracket of Locational knowledge, Human & Physical Geography, Geographical skills and Fieldwork. Some lessons are knowledge lessons and some are skills based. Children will use atlases regularly to support their locational knowledge.

- Cultural Capital

Cultural Capital Offer			
	Autumn	Spring	Summer
Whole School	<ul style="list-style-type: none"> • Library Visits • Author visit • Remembrance events • Working with a range of charities – Comic Relief, Children In Need, sport Relief, Mustard Seed, NHS, Age UK • Visits to St Andrews Church • French Celebration Days: 1 November – All Saints’ Day, 20th March 22 French Language Day, 14th July 22 Bastille Day 	<ul style="list-style-type: none"> • Enterprise Week • RHS Bridgewater • World Book Day • Sports Week • PE Week 21st March 	<ul style="list-style-type: none"> • Sports Day • Careers Week/Aspirations
N	Library Visits Welly Walks		Teddy Bears Picnic Hatching Butterflies Mosque visit Worsley Woods
R			Farm visit
Y1		Art Gallery Quays visit	Chester Zoo Historic Tour of <u>Eccles</u>
Y2		Lowry Workshops	Chester Zoo
Y3	Music Lessons STEM classes	Visit Synagogue Lowry Workshops	Music Lessons
Y4	Hindu Temple visit	<u>Ordsall</u> Hall Visit	The Beach/Forest
Y5	<u>Lledr</u> Hall Residential	Coding	Shakespeare Tatton History trip
Y6	<u>Lledr</u> Hall Residential	Coding	Shakespeare Festival

- SMSC & British Values

Children are supported in their spiritual, moral, social and cultural development. They are included in each long term plan for each year group .We also celebrate British Values throughout the year looking at key places around the UK.

Geography – Y6						
Honesty Sharing honest views about the world around us.	Love Sharing a love for the world as well as the local area.	Forgiveness Forgiving others that damage the world.	Respect <ul style="list-style-type: none"> • Having empathy for people who live near volcanic regions • Respect for the people of Pompeii 	Cultural Capital Opportunities <ul style="list-style-type: none"> • Following a route • Trusting directions by following an eight point compass. • Create a PPT about a European country. 		
Locational Knowledge	Aspirations <ul style="list-style-type: none"> • Surveyor • Architect • Transport planner • Travel operator 	Bringing Learning to Life <ul style="list-style-type: none"> • Making a volcanic eruption using vinegar and baking soda • Using compasses • Drawing maps of local area after fieldwork task. • Key bingo • Top Trump cards on volcanic eruptions. • Make a volcanic eruption. • Learn Russian culture eg • Design a quiz based on countries in Europe. 	Emotional Well-Being <ul style="list-style-type: none"> • Understanding that we need to look after the world around us. 	Resilience <ul style="list-style-type: none"> • Working around errors when drawing a map 	Valuing Our Diversity <ul style="list-style-type: none"> • Understanding how different countries have different values and traditions. 	Respect and Responsibility <ul style="list-style-type: none"> • Taking responsibility for our actions • Respecting the world around us.

• **Inclusion**

SEND children have teacher support, pre and post tutoring and differentiated tasks in lessons to support their needs. The curriculum has been designed to take into account the local community through our Fieldwork planning where children use maps to complete Fieldwork around the school groups and the local community.

• **Planning**

Staff complete long term plans using the Curriculum Overview to support planning. Staff use PPTS or smart notebook to support learning.

Evidence of Long Term Plan

Eccles

What will they learn?		In what order?			End points
Key Concepts	Key Skills	Autumn	Spring	Summer	
<p>Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</p> <p>Pupils should be taught:</p> <p>Locational Knowledge Place Knowledge Human and physical geography Geography skills and fieldwork.</p>	<ul style="list-style-type: none"> Locate the capital cities of the UK and their surrounding seas. Compare a local town to a town in a country outside of Europe. Identify seasonal weather patterns Identify daily weather patterns in the local area. Locate hot and cold countries on a world map. Use aerial photographs to recognise the 	<ul style="list-style-type: none"> Use world maps, atlases and globes Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the continents, oceans and oceans studied at this key stage 	<ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a local town (Eg Urmston/Itam/Warrington), and of a small area in a contrasting non-European country eg Turkey. Double check that you aren't doing the same as Yr1. Key human features, including: city, town, village, factory, farm, house, office, port harbour and shop. Name, locate and identify characteristics of the four countries 	<ul style="list-style-type: none"> Use simple compass directions (North, South, East and West) and locational and directional language (for example, near and far; left and right), to describe the location of features and routes on a map Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map Use and construct 	<p>Autumn:</p> <ul style="list-style-type: none"> Name and locate hot and countries in the world. Use a world map to identify the United Kingdom. Identify continents and oceans. Talk about seasonal and daily weather patterns.



Autumn One – Homes Around the World – 7 weeks							Vocab	Resources	
Thrive Activities	Geography: Weather Patterns Hot and Cold Countries (4 Lessons)	Computing: Crash Course (7 lessons)	RE: Celebrations (5 lessons)	Science – Habitats (6 Lessons)	PSCHE: Relationships (7 Lessons)	Art & Design Andy Goldsworthy & Gainsborough (4 lessons)	Music : Hands, Feet, heart	Write in this column the language which will be displayed in your classroom throughout the topic.	
<p>Geography- Weather Patterns Hot and Cold Countries</p> <p>Lesson 1: To name the seven continents.</p> <p>Lesson 2: To name the five oceans.</p> <p>Lesson 3: To understand the term "climates".</p> <p>Lesson 4: To learn about the climates in relation to the Equator, North & South Poles.</p> <p>Application Task: Pick</p>	<p>Lesson 1: To name the seven continents.</p> <p>Allow chd to explore the world map for 5 minutes what can they see? Can they find the UK? Can they find France, Spain etc? Explain that a group of countries is called a continent. https://www.twinkl.co.uk/resource/us-g-80-what-is-a-continent-powerpoint Go through the PPT. Explain that it makes it easier for us to spot places in the world by grouping them into continents.</p> <p>Sing this song with the class: https://www.youtube.com/watch?v=K6D5MZ8b3LE Ask Cath to film it. Can they point to the continents when they sing them?</p> <p>Lesson 2: To name the five oceans.</p> <p>Can you name the seven continents from last lesson? What were they? Sing the song. What is a continent? Tell your partner. Allow children to look at the map again. What colour is the land? What colour is the sea? Explain that we have 5 oceans around the world. Can they name any? What are oceans? Why do we need oceans? What animals may live in the ocean?</p> <p>https://www.twinkl.co.uk/resource/t-tp-5976-oceans-of-the-world-facts-powerpoint</p> <p>Task:</p> <p>https://www.twinkl.co.uk/resource/t-g-272-the-five-oceans-labelling-map-activity-sheet</p> <p>Make sure that key words are copied and spelt correctly into their Geography books. Once they have</p>						<ul style="list-style-type: none"> Continent Ocean Map Land Sea Climate Climate zone Cold polar Warm Tropical Temperate Weather Equator North pole South pole 	<ul style="list-style-type: none"> Maps Atlases Editable maps 	

Evidence of Curriculum Matrix

Font Paragraph Styles



St Andrews Curriculum Design 2021-2022 Year 2

Half term	Autumn		Spring		Summer	
	Autumn 1 (7 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (6 weeks)	Summer 1 (5 weeks)	Summer 2 (8 weeks)
Theme	Homes around the world	The World Around Me	Transportation	Queens of England or The British Empire	Where in the World?	Habitats
Subjects Fixed	Habitats (6 lessons)	Everyday Materials (6 weeks)	Everyday Materials (6 weeks)	Animals including Humans (6 lessons)	Plants (6 lessons)	Living Things and their Habitats (6 weeks)
Flexible	/	Family History (3 lessons)	Victorians (5 lessons)	Victorians-with a link to a key person in History (4 lessons)	Local History (5 lessons)	Local history (5 lessons)
	Weather patterns Hot and Cold Countries Map Work Continents and Oceans (4 lessons)	/	Local Town Human and physical features (4 lessons)	Countries and capital cities of the UK (3 lessons)	Compass Directions Fieldwork/ Aerial photography (5 lessons)	/Catch up sessions here
	Coding (crash course) (7 lessons)	Algorithms and Debugging (7 lessons)	Spreadsheets (5 lessons)	Questioning (5 lessons)	Creating Pictures (5 weeks)	Making Music (8 weeks)
	Collage Andy Goldsworthy & Gainsborough (4 lessons)	Preparing fruits and veg (4 lessons)	Wheels and Axles: vehicles (4 lessons)	Foil Printing of an animal (4 lessons)	Clay Sculptures Damien Hirst (4 lessons)	Sewing puppets (6 lessons)

- Resources

There are a range of resources available to support the delivery of the Geography Curriculum. It is all available in the Curriculum cupboard.

- Atlases
- Globes
- Maps
- Weather vanes
- Rocks
- Digimaps

- Learning Environment

During Geography lessons it is expected that staff will have resources available such as Digimaps or atlases depending on the lesson subject. There will be evidence of a working wall with key vocabulary.

- Monitoring

Monitoring happens three times in an academic year. It is an opportunity for subject leaders to complete book monitoring, learning environment walks and pupil or staff questionnaires.



Book Monitoring Geography: Summer 1

Evidence	
<ul style="list-style-type: none"> ○ Stickers to inform ○ Photo / videos – placed in staff drive ○ Note from children ○ FFT ○ Staff voice 	<ul style="list-style-type: none"> ○ Display in classroom ○ Planning ○ Pupil Voice ○ Evidence on staff drive – other ○ Models
Whole School Books <ul style="list-style-type: none"> ○ Do books have examples of work for your subject? ○ Do books have Knowledge Organisers / Quizzes indicating subjects / content covered? ○ Are books marked regularly and is marking up to date? ○ Do pupils respond to the feedback that is given? ○ Are there opportunities for pupils to mark their own and <u>each others'</u> work? ○ Dates and learning objectives clearly identified ○ Key vocabulary and language ○ Consistent presentation in all books – handwriting / basic skills ○ Is there progress over time? 	Comments : Last monitoring <ul style="list-style-type: none"> • All work to at least be light marked and signed. • Knowledge organisers and quizzes need to be in place for Autumn 2. • Continue to use a range of resources- not just <u>Twinkl</u>. • Evidence of support for SEN, PP etc through the use of pre and post tutoring. (Where possible) • More evidence in books.
Feedback / Quality <ul style="list-style-type: none"> ○ Is the feedback leading to edits and improvements over time? ○ Do teachers give praise subject specific? (Well done, I like your use of connectives in this sentence) ○ Is productivity high enough? Look at the work covered over one term? Is it enough? ○ Is quality high enough? Is it too hard or too easy for some? (Look appropriate challenge and progress over time e.g. SEN / EAL) 	



Pupil Questionnaire Geography

What topics have you learned about this term?	Discuss a lesson you really liked – tell me why.
Do you try your best in this subject? Tell me why.	What stops you from learning in lessons?
How do you like to learn in lessons?	Do you feel like you have been supported or challenged in lesson this year? Tell me how.



Subject Monitoring Spring : Geography Summer Term Reviewed: Tuesday 4th May 2021

What is the current grading given to this subject? Why? Grading in Autumn 2020: in Autumn the grading for Geography was a 3 due to the lack of knowledge and skills that are being taught. Grading in Autumn 2021: Good
What is the focus of this monitoring? How does this link to the subject action plan? This should refer to previous monitoring period and how you have developed the area. How have you provided support or training if needed? Have you gained resources to support teaching and learning? Which key skills / facts have been an area of focus? There were more standalone lessons in each year group but we were still missing Summer 2020's objectives. There needed to be evidence that these had been taught and that a skills and knowledge curriculum was being taught. Some year groups hadn't taught Geography yet and standard of work in books needed to improve. However all year groups were beginning to teach and planning to teach Geography so this will be a focus of the monitoring. <ul style="list-style-type: none"> • I have liaised with teachers about what to teach and when. • I have created a catch up curriculum for each year group. • I have used <u>Odizzi</u> and <u>Digimaps</u> and shared the logins with staff. • Key skills that still need development are locational knowledge and fieldwork.

- Assessment

Class teachers will fill in assessments using FFT Aspire. Subject leaders will use FFT Aspire to pull out gaps in learning. Class teachers will fill these gaps using homework, interventions and pre/post tutoring. Language has been noted as one of the seven key concepts as part of our school vision. Due to this vocabulary has been developed for each year group and is expected to be taught, present in knowledge organisers and children should know them. Some gaps will be filled using clubs such as Horrible Histories.

- Remote Learning

Teachers plan for lessons for Remote Learning. They provide lessons that include maps so that all children can access the learning at home.

PE

Rationale

At St Andrew's we are committed to providing all children with learning opportunities to engage in Physical Education. This policy reflects our School's values and philosophy in relation to the teaching and learning of PE. We believe that Physical Education (PE) is important and essential to the development of the whole child. A good PE curriculum provides the foundation for a healthy lifestyle as well as being a key contributor to a child's emotional, intellectual and personal development. It provides opportunities for children to be creative, competitive, co-operative and face up to different challenges as individuals or in groups and teams. This ethos applies to all children in school regardless of age, gender, race and faith and is inclusive to children of all abilities and needs. The school aims ensure that all children have access to a varied programme which allows them to meet the National Curriculum criteria and achieve the best they can.

All pupils have access to the 6 areas from the National Curriculum Document Programmes of Study and are undertaken as required by each Key Stage. They are as follows:

Key Stage 1 – Dance, Gymnastics and Games, (some time is also given to promote multi-skills and athletic skills during the year).

Key Stage 2 – Dance, Gymnastics, Games, Athletics and Swimming. Outdoor and Adventurous Activities are also offered, mainly through the opportunity to attend residential adventure centres such as Lledr Hall in Key Stage 2.

All pupils are timetabled to undertake 2 hours of curriculum PE each week, as defined in Government guidelines. This is usually a full afternoon apart from Year 4 who have 1 hour of swimming in addition to this.

PE in EYFS based on the framework focuses on Gross Motor Skills:

- Negotiate space and obstacles safely, with consideration for themselves and others
- Demonstrate strength, balance and coordination when playing
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Examples

The curriculum is mapped out for each year group across both Key Stages, as well as Foundation Stage. The plan demonstrates the variety of sports that are covered across the year for each year group. The focus is not on revisiting a sport year on year but instead revisiting and building on skills. A current version of the plan can be seen below. It provides an overview of what each class will study each half term throughout the year. The curriculum meets the statutory requirements laid out in the National Curriculum Programmes of Study. The long term plan is then broken down with session by session lesson plans.

EYFS

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Basic Exercises/Basic Game Throwing Catching Running Jumping Hopping Rolling	Basic Exercises/Basic Game Throwing Catching Running Jumping Hopping Rolling	Basic Exercises/Basic Games Throwing Catching Running Jumping Hopping Rolling	Racing techniques, Basic Skills Running Jumping Hopping	Ball Skills Throwing Catching Coordination	Basic Athletics Throwing Teamwork Agility Running Tactics Strength Flexibility
Reception	Gymnastics/Dance Jumping Rolling	Gymnastics/Dance Jumping Rolling	Throwing Skills, Catching Skills Throwing Catching	Coordination/Dribbling Skills Coordination Passing	Ball Skills (Tennis Ball) Throwing Catching	Basic Athletics Throwing Teamwork Agility
Year 1	Gymnastics/Dance Jumping Rolling Developing Balance	Gymnastics/Dance Jumping Rolling Developing Balance	Teamwork/Bonding Team Leader Teamwork Throwing Catching Tennis Rackets/ Tennis Balls Encouragement	Benchball Skills/Basic Benchball Throwing Catching Agility Coordination Basic Attacking and Defending	Strike and Field Cricket skills/Kick Cricket Throwing Catching Coordination Running Agility	Athletics Throwing Teamwork Agility Running Tactics Strength Flexibility

Year 2	Gymnastics/ Dance Jumping Rolling Developing Balance	Gymnastics/ Dance Jumping Rolling Developing Balance	Teamwork/ Bonding Team Leader Teamwork Throwing Catching Tennis Rackets/ Tennis Balls Encouragement	Hockey Teamwork Passing Dribbling Shooting Coordination	Strike and Field Cricket skills/Kick Cricket Throwing Catching Coordination Running Agility Playing competitive Games	Athletics Throwing Teamwork Agility Running Tactics Strength Flexibility
--------	---	--	---	---	--	--

Key Stage 2

Year 3	Gymnastics/ Dance Developing Flexibility Strength Control and Balance Perform dances using variety of movements.	Gymnastics/ Dance Developing Flexibility Strength Control and Balance Perform dances using variety of movements.	Net/Wall Games Badminton Agility Coordination Teamwork Running Techniques of serves and shots	Hockey Teamwork Passing Dribbling Shooting Defending and Attacking Coordination	Strike and Field Cricket Throwing Catching Coordination Running Agility Playing competitive Games	Athletics Throwing Teamwork Agility Running Tactics Strength Flexibility
--------	---	--	--	--	--	--

Year 4	Gymnastics/ Dance Developing Flexibility Strength Control and Balance Perform dances using variety of movements.	Gymnastics/ Dance Developing Flexibility Strength Control and Balance Perform dances using variety of movements.	Net/Wall Games Badminton Agility Coordination Teamwork Running Techniques of serves and shots	Tag Rugby Skills Throwing Catching Teamwork Coordination Agility Tactics Running Strength Flexibility	Strike and Field Rounders Throwing Catching Coordination Running Agility Playing competitive Games	Athletics Throwing Teamwork Agility Running Tactics Strength Flexibility
--------	---	--	--	---	---	--

Year 5	Gymnastics/Dance Developing Flexibility Strength Control and Balance Perform dances using variety of movements.	Gymnastics/Dance Developing Flexibility Strength Control and Balance Perform dances using variety of movements.	Net/Wall Games Badminton Agility Coordination Teamwork Running Techniques of serves and shots Playing Competitive games. Compare performances	Hockey Teamwork Passing Dribbling Shooting Defending and Attacking Coordination Tactics	Strike and Field Rounders Throwing Catching Coordination Running Agility Playing competitive Games Positioning Tactics	Athletics Throwing Teamwork Agility Running Tactics Strength Flexibility
--------	--	---	--	---	---	--

Year 6	Gymnastics/Dance Developing Flexibility Strength Control and Balance Perform dances using variety of movements.	Gymnastics/Dance Developing Flexibility Strength Control and Balance Perform dances using variety of movements.	Net/Wall Games Badminton Agility Coordination Teamwork Running Techniques of serves and shots Playing Competitive games. Compare performances	Basketball Throwing Catching Dribbling Passing Shooting Teamwork Developing Movements Focussing on Attacking and Defending Agility Coordination	Strike and Field Rounders Throwing Catching Coordination Running Agility Playing competitive Games Positioning Tactics	Athletics Throwing Teamwork Agility Running Tactics Strength Flexibility
--------	--	---	--	---	---	--

This long term plan indicates the range of sports that are taught across the year for all year groups. The list below the sports are the skills that will be covered and these all link to the National Curriculum. Some skills are revisited several times across the year in different ways depending on the sport.

Teaching and Learning

At St Andrew's we aim to inspire and engage children's interest in sporting activities through providing a wide range of opportunities within school, after school and within the wider community in the form of cluster competitions. We aim to foster children's interest in physical wellbeing and healthy lifestyles in order to establish long lasting lifestyle messages. A variety of teaching and learning styles are undertaken within our PE sessions. Pupils are actively encouraged, and expected, to be involved in performing, selecting and applying, evaluating and improving the skills and methods they need to undertake tasks in PE.

In lessons a variety of teaching strategies are evident. Activities may be teacher led (e.g. demonstration of skills) child led (e.g. demonstration of acquired skills or good practice) or group led through open tasks (e.g. solve a problem within a team game). In the same way, learning is undertaken through different methods, encompassing auditory, visual and kinaesthetic techniques. Teachers will teach / demonstrate with the whole class as well as work with small groups and individuals as appropriate. Children are also expected to plan for themselves, work effectively with others and find solutions to problems.

Language was a key area which was identified when we looked at the whole school barriers to learning. In response to this, key vocabulary is on display throughout the year on the new "Sporting Star of the Week" display and the sports coach introduces new vocabulary at the start of each lesson after which the vocabulary is used consistently throughout the lesson. Eg. Key Stage 1 are taught that a forward roll is known as a forward roll and not a "Rolly Polly."

Cultural Capital

<u>Cultural Capital Offer</u>			
	Autumn	Spring	Summer
Whole School	<ul style="list-style-type: none"> Library Visits Author visit Remembrance events Working with a range of charities – Comic Relief, Children In Need, sport Relief, Mustard Seed, NHS, Age UK Visits to St Andrews Church French Celebration Days: 1 November – All Saints' Day, 20th March 22 French Language Day, 14th July 22 Bastille Day 	<ul style="list-style-type: none"> Enterprise Week RHS Bridgewater World Book Day Sports Week PE Week 21st March 	<ul style="list-style-type: none"> Sports Day Careers Week/Aspirations
N	Library Visits Welly Walks		Teddy Bears Picnic Hatching Butterflies Mosque visit Worsley Woods
R			Farm visit
Y1		Art Gallery Quays visit	Chester Zoo Historic Tour of Eccles
Y2		Lowry Workshops	Chester Zoo
Y3	Music Lessons STEM classes	Visit Synagogue Lowry Workshops	Music Lessons
Y4	Hindu Temple visit	Ordsall Hall Visit	The Beach/Forest
Y5	Lledr Hall Residential	Coding	Shakespeare Tatton History trip
Y6	Lledr Hall Residential	Coding	Shakespeare Festival

SMSC & British Values

PE offers many opportunities that support the social development of our children. Groupings allow children to work together and give them the chance to develop respect for the abilities of other children through collaborative and co-operative work, while gaining a better understanding of themselves.

<u>Aspirations</u>	<u>Bringing Learning To Life</u>	<u>Emotional Well-Being</u>	<u>Resilience</u>	<u>Valuing Our Diversity</u>	<u>Respect and Responsibility</u>
Inspiring to become a competitive sports person. Pursue a healthy and active lifestyle	Competitions Hands on learning – physically taking part. Modelling and demonstrating to peers Watching sports in competitive situations.	Being kind and helpful to others Listening to others Understanding how fitness can help an individual mentally.	Trying your best even if you are not very good at something at first. Boost confidence Teamwork and sportsmanship	Asking questions about participation of everyone in sports. Understanding every ones right to participate in sport regardless of gender and disability. Golden rules	Asking questions about me and you, Being polite Looking after each other Listening to instructions Keeping ourselves safe when taking part Understanding the important of healthy

Inclusion

At St Andrew's it is important that all children have access and experience of the curriculum year group content they are in. To ensure that SEND children make the expected and good progress in PE, the sports coach meets with the Headteacher, SENDCO and support staff at different points throughout the year to determine whether personalised targets and outcomes within the learning stage are being met.

All children are formatively assessed throughout teaching points to determine if they require further support.

All children are given full access to the PE curriculum, regardless of race, gender, faith or cultural background. Where there are possible issues over inclusion in a particular activity within PE, for example due to religious beliefs, close liaison is made between the teacher and the parent, with the support of the Family Support Manager and Headteacher. Although there have been no incidents of this.

All children across the school are also encouraged to attend extracurricular activities provided by the school throughout the year as well as class trips / sporting events at neighbouring schools and venues within Salford or further afield.

- Class teachers will ensure that parents/carers are contacted for any occasional circumstances where a child does not come to school in their PE kit.
- Lessons will provide good quality experiences that are suitably challenging for all pupils.
- Children will undertake different activities, but all will be given the same opportunity to achieve the aims through an appropriate range of activities.
- For children with limited gross motor skills, the integrity of activities will be maintained and expectations will take into account the individual needs of pupils.
- For the purposes of competitions, all children will be given the opportunity to participate in the experience.

Resources

PE is taught in the upstairs hall and the KS2 yard. On occasion PE lessons can be undertaken on the recreational ground opposite the school, subject to the appropriate risk assessments and following the Health and Safety procedures (see appropriate policies).

Gymnastic and other PE equipment is stored in the upstairs hall along one side as well as fixed apparatus e.g. climbing frame. A full audit of the resources is carried out yearly by the PE lead and informs any ordering of resources that needs to take place. Any new equipment to be bought, as well as a designated budget, is decided in conjunction with the Headteacher. Gymnastic equipment is inspected on an annual basis by the sports coach and PE lead. All planning is available electronically on the staff drive and lesson resources can be found stored in the hall.

External sources of support come in the form of local clubs or coaches. An external dance coach has come into school on various occasions to aid the teaching of dance to Key Stage 2. There is also regular communication with schools within the cluster and cluster meetings take place termly to provide additional support when and as required.

Pupils have access to the equipment as directed by the sports coach and are responsible for its safe handling following procedures taught within lessons and as outlined in Health and Safety policies.

Learning Environment

A new "Sporting Star Of The Week" display board has been set up which includes all of the key vocabulary for gymnastics, dance and team games. This includes pictures of the Sporting Stars of the week who have been selected for each year group for that week. Key vocabulary for each lesson is written on the working wall for that lesson and is referred to throughout the lesson. All equipment is stored away safely and neatly in the upstairs hall along one side.

Monitoring

Monitoring of the subject is done by the PE lead at various points throughout the year. This will include having a look at assessment data to ensure it is being kept up to date and children are making progress, lesson observations, pupil questionnaires, scrutiny of planning and inspecting evidence of lessons in the form of videos.

Good practice indicates: **Intent**

This is the 'what' we intend to do:

- Planning for PE is initially shown in long term plans.
- Individual lesson plans show more detailed learning objectives.

Our high-quality lessons will include:

- Clear learning objectives
- The teaching of skills and techniques
- The application and adaptation of learnt skills in games activities
- Modelling of correct technique
- Use of correct and specific technical vocabulary which are on display on the display board

Implementation

This the 'how' we do it:

- The delivery of high quality, inclusive PE lessons which have a clear intention, high ambition & provide pupils with the ability to create a positive relationship with physical activity for life.
- Opportunities for collaborative and competitive activities both in and out of school

Impact

This is the 'who' benefits:

- Performance and evaluation of each other's work
- Work which reflects the learning objective
- Teaching the children to warm up and cool down safely
- Teaching children the impact PE has on their bodies

Assessment

All pupils are assessed through an ongoing, informal process, giving positive feedback within lessons to help children to evaluate and then improve their own performances / skills. The sports coach will also make videos as a form of evidence which are then stored on the staff drive.

In line with the school assessment policy, each unit of PE taught is assessed against objectives on FFT. Each unit is broken down into the skills covered and as children meet objectives, the sports coach marks an A in their column next to the objective. This is done weekly for each year group. This is regularly monitored by the PE lead to ensure assessments are being kept up to date and for monitoring purposes.

At the end of each year, the PE lead will monitor the objectives that have been covered and anything which has been missed will be the focus for the Autumn term in the next academic year as was the case with gymnastics and dance during the Covid 19 pandemic.

Assessment sheets are used to inform report writing in the summer term. Levels and grades for attainment, progress and effort are given as well as particular comments of note, where appropriate, within the teacher's general comment.

Extra Curricular activities

At St Andrew's we believe it is important to provide children with opportunities outside of curriculum time to pursue, practise and achieve sporting and physical excellence. Extra-curricular clubs are provided and run after school which include multi sports clubs for Key Stage 1 and 2 and other sporting clubs such as Kwik Cricket and dance.

It is important that a broad and balanced variety of activities is provided, ensuring inclusion for KS1 and KS2 children throughout the year.

Children also get an additional form of exercise in their day through the "Walk to school" programme which encourages children to make an active journey to school at least twice a week.

Remote Learning

During the pandemic, remote learning took place in the form of Joe Wick's videos as well as our very own fitness sessions which were conducted by a fitness instructor. They took part in the form of live zoom sessions via the class teacher and they were available on the school Youtube channel. Weekly fitness challenges were also set by the sports coach on the school Facebook page in which parents and children took part.

French

Rationale, Planning and Resources

Progress over 4 stages in the core skills

(listening, speaking, reading and writing in a primary foreign language)

	Core skills of learning			
	Listening	Speaking	Reading	Writing
Stage 1	Can understand a few familiar spoken words and phrases.	Can say/repeat a few words and short simple phrases and would be understood by a sympathetic native speaker.	Can recognise and read out a few familiar words and phrases.	Can write or copy a few simple words and phrases accurately
Stage 2	Can understand a range of familiar spoken phrases and is able to listen for specific words and phrases.	Can ask and answer simple questions and give basic information. Can pronounce familiar words and some new words accurately.	Can understand simple written phrases. Can match sounds too familiar written words.	Can spell some familiar written words and write simple sentences with limited mistakes so that the message is understood.
Stage 3	Can understand the main points from a series of spoken sentences (including questions) may require some repetition.	Can ask and answer simple questions on several topics and can express opinions. Can take part in brief pre-prepared tasks such as short presentations and role plays.	Can understand the main point(s) from a short-written passage in clear printed script. Can use bi-lingual dictionaries independently. Can apply phonic knowledge to find, understand and/or produce spoken and written words.	Can write two or three short sentences as a personal response, using reference materials / with support. Attempts to use accurately nouns and adjectives and shows awareness of the use of and conjugation of some commonly used and regular verbs in the present tense.
Stage 4	Can understand the main points and some detail from a short-written passage with comprising of familiar language.	Can take part in a simple conversation and can express simple opinions. Generally accurate pronunciation (to a sympathetic native speaker).	Can understand the main points and simple opinion of a longer written passage (e.g. a letter, recipe, poem, story, an account). Can use a bilingual dictionary to access unfamiliar language.	Can write a short text attempting to use accurately nouns, adjectives and some commonly used and regular verbs in the present tense on a familiar topic using reference materials, support if necessary

Primary French SoW content overview grid showing topics for each term across four stages. Topics include: A new start, Welcome to school Super learners, My school, my subjects, Everyday life, The calendar and celebrations, Robot Town, Time in the city, Where I live, where you live, Animals I like and don't like, Family life and faces, Healthy eating - going to market, Playing and enjoying sport, Carnival and playground games, Celebrating carnival / body parts, Clothes, colours, fabrics show, This is me, hobbies and fun, Easter, Feels good! - single animals, Out of the world, Cafe culture and restaurants, Going on a picnic, Summer time, Going to the seaside, Performance time.

Primary Languages SoW Subject Coordinators Pack

Overview of Focuses in Primary French SoW

Term	Year 3	Year 4	Year 5	Year 6
Autumn Term 1	A new start	My school, your school	My school /your school	My everyday life/ your everyday life
Autumn Term 2	The calendar and celebrations	My local area /your local area	Where I live / where you live	Where I live/where you live
Spring Term 1	Christmas	Christmas	Christmas	Christmas
Spring Term 2	Carnival, Easter and playground games	Celebrating carnival	Carnival	This is me!
Summer Term 1	Food we eat everyday - fruit and breakfast foods	Feeling well / unwell	Weather and countries	Going to the restaurant and cafe culture
Summer Term 2	Going on a picnic!	Summer time	Going to the beach	Performances!

The subject is coherently planned, designed, delivered, sequenced, assessed in each phase and throughout Key Stage 2. This includes what will be taught in each year group, the expected end points for each topic.

French Year 6 Long Term Planning Overview				
Term	Content	Phonics	Grammar	Skill level practised and progress made...
Autumn 1: Everyday life	Revisiting and extending personal information. Asking the time Giving o'clocks Describing simple daily routine	Key listen out activity based on: Key sounds in daily routine phrases	Exploration of time phrases extended sentences with conjunctions and opinions	Each half term the children can complete Puzzle It Out activities where core language is assessed at the skill levels described below - based upon the CEFR level. All/Some children will be on a step of A2 in some of the skills. (Common European Framework of Reference)
Autumn 2: Where I live, where you live	Rooms Describing a house and a room Spooky house /space house Hopes and aspirations Paddington's Xmas Sandwiches	Key listen out activity based on: Key sounds in nouns and adjectives linked to the house	Exploration of: verb to have verb to be adjectival agreement with nouns	Sound Spelling: generally accurate pronunciation and familiar word reading skills.
Spring 1: Playing and enjoying sport	Happy New Year forfeit game Investigating sports	Key listen out activity based on: Key sounds in sports and hobbies	Exploration of: verb to play in the present tense	Listening: Can understand the main points and some detail from a short spoken

Click2Teach Medium Term Plan: Stage 4 Autumn 1 French

In this module: During this half term the children will revisit personal information question and answers, and extended feelings. They will recall how to give opinions of school subjects including reasons, and recall numbers to 60. Children will be introduced to the 'o'clock' structure in French, and key daily routine phrases in order to be able to write a sequence of daily routine phrases, and ask and answer questions about daily routine.

Through songs, games, native speaker clips and independent tasks, they will explore the following content, topics and language:

1a - Revisiting me
 - Recall extended feelings from Stage 3 of language learning
 - Recall key questions and answers about themselves
 - Recall nouns for school subjects and extended opinions including reasons

1b - Time
 - Revisit and recall numbers to 60
 - Learn the structure for 'o'clock' time phrases and practise speaking and writing

1c - Daily routine
 - Learn key daily routine phrases
 - Write a daily routine sequence for a superhero
 - Ask and answer questions about daily routine

- Learning Objective for each lesson:**
- 1) I can recall phrases to describe my feelings
 - 2) I can remember words and phrases about school subjects and opinions
 - 3) I can remember and use numbers to 60
 - 4) I can understand 'o'clock' time phrases in French
 - 5) I can talk about my daily routine in French
 - 6) I can answer questions about my daily routine
- Examples of other schools' work

Key Performance Indicators
 Can participate in brief conversations about themselves and others. Can understand and say several 'o'clock' time phrases. Can say and write a sequence of daily routine phrases. Can ask and answer some questions about daily routine.

End point

During the summer term in Year 2 and throughout Key Stage 2 French is taught on a weekly basis for 30-45 minutes or fortnightly for longer. Each session is split into 3 or 4 parts to allow the practise and embedding of new vocabulary – listening, speaking, reading and then writing. The cyclical nature of the long term plan enables pupils to be introduced to, develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations. For example, in year 6 the children all about themselves – where they live, how they feel, what they like – which will enable them to describe themselves in French ready for the transition to high school.

- Cultural Capital

<u>Cultural Capital Offer</u>			
	Autumn	Spring	Summer
Whole School	<ul style="list-style-type: none"> • Library Visits • Author visit • Remembrance events • Working with a range of charities – Comic Relief, Children In Need, sport Relief, Mustard Seed, NHS, Age UK • Visits to St Andrews Church • French Celebration Days: 1 November – All Saints’ Day, 20th March 22 French Language Day, 14th July 22 Bastille Day 	<ul style="list-style-type: none"> • Enterprise Week • RHS Bridgewater • World Book Day • Sports Week • PE Week 21st March 	<ul style="list-style-type: none"> • Sports Day • Careers Week/Aspirations
N	Library Visits Welly Walks		Teddy Bears Picnic Hatching Butterflies Mosque visit Worsley Woods
R			Farm visit
Y1		Art Gallery Quays visit	Chester Zoo Historic Tour of <u>Eccles</u>
Y2		Lowry Workshops	Chester Zoo
Y3	Music Lessons STEM classes	Visit Synagogue Lowry Workshops	Music Lessons
Y4	Hindu Temple visit	<u>Ordsall</u> Hall Visit	The Beach/Forest
Y5	<u>Uledr</u> Hall Residential	Coding	Shakespeare Tatton History trip
Y6	<u>Uledr</u> Hall Residential	Coding	Shakespeare Festival

- SMSC & British Values

Social - French supports social development by encouraging a collaborative approach to learning. Children regularly converse in the target language.

Moral - French supports moral development by encouraging children to look, discuss and evaluate a range of social and moral issues found in other cultures.

Spiritual - French supports spiritual development by exploring new language and vocabulary. Children are encouraged to express themselves in the target language.

Cultural - French supports the cultural development of a child by exposing them to a foreign language and culture. It helps promote internationalism and their role within the world.

Rule of Law In French topics can be chosen which enable discussion of the legal system and which in discussion in French or English allow a discussion of the difference between the British political system and that found in any of various French speaking countries (e.g. Bastille Day)

Democracy The process of facilitating classroom debates in French can be used to link to democracy as they should allow all opinions to be heard in a respectful way. Both texts, audio or video chosen, written tasks and discussions which take place all present opportunities to compare political systems and improve the level of understanding of the British system while exploring the political systems in French speaking countries.

Individual liberty Group and one to one discussions and the use of materials may give the opportunity to discuss the extent of individual liberty in the UK and any of various French speaking countries. Students will also explore choices in terms of future education choices and careers.

Tolerance and mutual respect In French classes there will be opportunities to discuss tolerance and mutual respect through class discussions and the choice of materials which are studied. In addition the student code of conduct is the basis for student behaviour. Good working relationships in the classroom promote effective learning. These are based on mutual respect and tolerance.

- Inclusion

The focus is on variation (rather than differentiation) focussing on how each pupil can access the curriculum at an age appropriate level, removing barriers for individuals. Strategies include pre teaching in e.g. vocabulary pupils will need to know before they can access the lesson. SENDCO meets with class teachers around individual targets for each pupil. As mentioned above, resources etc. reflect the community that we serve and do not include any materials that contain stereotypes.

- Learning Environment

Key French vocabulary/phonics focus is displayed and changed regularly to reflect the focus of the lessons. Teachers build in opportunities to celebrate French work and have French/English dictionaries on hand to aid with translations and phonics work.

- Monitoring

Following the monitoring calendar, French is monitored termly – lesson drop ins, children's work, environment, pupil interviews, data analysis. Feedback is given to individual teachers as appropriate and key headlines are fed back to SLT.

- Assessment

Teachers assess each child using the end point and recorded on FFT. The subject leader and class teachers analyse the data, and address any gaps or plan catch up sessions accordingly.

- Remote Learning

This is mainly done through Duolingo and online learning platforms like Oak Academy and BBC Bitesize. French sessions are an hour per fortnight or 30 minutes per week. These sessions are identified on the Remote Learning timetables available on class pages on our website.

Art

Here at St Andrews our Art curriculum is planned to sequentially promote knowledge and skill acquisition within each year group. Each year, pupils are taught to review their prior learning whilst developing a deeper level of learning in painting, drawing, collage, textiles and sculpture. Each year group also has their own bespoke famous artists, designers and craft makers to focus on which exposes our pupils to a variety of cultural artistic styles. Sketchbooks are used as a safe place for pupils to explore, practise and build further learning. Our sketchbooks evidence each pupil's artistic journey and they move throughout the school with each child and are started from Reception. Sketchbooks are also used as a monitoring tool which help teachers to make assessments and set future targets at the end of each unit of work.

In EYFS classes, Art lessons objectives are created based on supporting the Development Matters 2021 Non-statutory guidance and Birth to 5 Matters framework. EYFS pupils explore a range of media to become familiar with early artistic concepts and they always have access to a creative area both indoors and outdoors to promote their imaginative and creative thinking and expression. The coverage within EYFS works towards the Early Learning Goals for Creating with Materials providing our pupils with strong starting points. Below is a copy of the coverage of Art offered to St Andrews pupils.

Drawing	Painting	Collage	Sculpture	Textiles	Evaluating	Drawing	Painting	Collage	Sculpture	Textiles	Evaluating
Nursery											
EYFS - Excluding but not limited to the following opportunities to develop Art skills											
Self-portraits, various lines and shapes.	Observational paintings, exploring a variety of paints, colours and brushes.	Matisse - The snail. Exploring different adhesives and collage materials.	Exploring playdough and clay	Exploring techniques of printing, weaving.	Recognise and describe key features of their own work.	Observational drawings, self-portraits, Kandinsky lines and shapes.	Kandinsky circles, observational paintings, exploring paints, colours and brushes.	Exploring different adhesives and collage materials.	Play dough and clay exploration. Pinch pots.	Exploring techniques of printing, weaving, sewing, tie dye t-shirts	Recognise and describe key features of their own work.
Year 1						Year 2					
Roy Lichtenstein - Pop art dotted portraits	Van Gogh starry night	Picasso portraits	Clay coil pots Creating a slip / slide	Weaving	Talk about own work and work of artists, craft makers and designers. Reflect on the success of their piece identifying what went well and what they could do better. Describe the differences and similarities between different practices and make links to their own work.	Nature - trees and Ljlypads	Claud Monet - Landscapes paintings with water colour -	Andy Goldsworthy - Nature collages / transient art	Damen Hirst - cornucopia clay skulls	Foil printing	Express clear preferences and give reasons for these (e.g. I like that because...). Identify changes they might make or how their work could be developed further. Reflect on the success of their piece and identify what went well and what they could do better next time.
Lower Key Stage 2											
Year 3						Year 4					
Cave art	Margaret Lewis Napier Aboriginal art with natural paints - tearing and layering paper	Robin Brooks Landscape collages	Alberto Giacometti - foil human sculptures	Printing tie dye cushions	Take the time to reflect upon what they like and dislike about their work and suggest how they could improve it. Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of great artists, architects and designers in history and techniques they use.	David Hockney observational drawings 'My parents'.	David Hockney - Digital marriage	Diana Beltrán Herrera - foil and paper mache bird sculptures	Block printing	Regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve. Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Look at and reflect on the work of great artists, craft makers, architects and designers and the techniques they have used.	
Upper Key Stage 2											
Year 5						Year 6					
Andy Warhol - repeating images with pop art	Andy Warhol - Digital art painting Andy Warhol		Louise Bourgeois - wire sculptures - insects	William Morris - bath coasters	Regularly analyse and reflect on their progress taking account of what they hope to achieve. Look at and reflect on the work of great artists, craft makers, architects and designers and the techniques they have used.	Rosalind Wiseman - Zentangles	Leonid Afremov - all paints and pallet knives	Herni Rousseau - softan paper 3d collage Katherine Marting paper sculptures.	Rosalind Wiseman - zentangles clay tiles		Discuss and review own and others work, expressing thoughts and feelings explaining their views and identify/ explain modifications/ changes and see how they can be developed further.

Cultural Capital offer – In Art, both internal and external cultural capital experiences are offered. Our whole school offers include focusing on significant historical days including but not limited to; Remembrance Day, Christmas and Black History month. Our external cultural capital offers include a Key-stage one visit to the Whitworth art Gallery and a Key-stage two visit to the Lowry. To develop cultural capital further, pupils are exposed to a variety of artists including; male, female and artists from a variety of ethnic and cultural backgrounds.

Pupils' spiritual, moral, social and cultural development

Honesty Children make comparisons between their own work and the work of others and are evaluative and reflective and can say	Love Being kind towards other children by saying nice things about their work.	Forgiveness Forgiving somebody who doesn't share the same artistic views as you. Forgiving somebody who may accidentally damage your work during an Art lesson.	Respect Respecting that everybody has different ideas and skills when using Art and Design techniques.
Emotional Well-Being Art therapy is a great way to express our emotions without words. Children can release emotions through therapeutic and musically calming lessons.	Resilience Learning that trying more than one approach may pay off. Learning that we improve if we keep practising, keep a positive mind set and don't give up.	Valuing Our Diversity Looking at patterns and designs from a range of different backgrounds and cultures.	Respect and Responsibility Respecting other pupils' work and the property used in lessons. Being independent in setting up and tidying away resources needed during lessons
Bringing Learning To Life Using key skills and techniques taught in lessons to create and recreate models, collages, structures and paintings.	Aspirations Describing myself by saying which skills and techniques I would like to improve upon during Art lessons.	A Love Of Language Reading: Researching the work of a famous artist and a famous designer. Listening: Listen to music from different regions of the world during art lessons to give children a creative flow. Listening to advice of how to improve artistic skills and techniques in order to be self-evaluative.	Speaking: Can talk about their ideas and the processes they will take to complete their work. Writing: Children can learn about famous artists and their work writing about key skills and techniques they have learned.

Online learning information –

In cases where pupils are expected to self-isolate, remote learning opportunities will be offered to support their artistic learning from home. These opportunities may include but will not be limited to, a variety of supportive websites and links to resources being shared with pupils so that they can continue to develop their artistic concepts from home. We understand that due to resourcing and that during self-isolation periods not all elements of Art can be taught from home, therefore when creating their remote learning offer teachers will consider which objectives can be supported at home with more ease and will offer activities in light of this.

Short, medium and long-term planning expectations –

At St Andrews long-term plans have been created to give each year group an overview of the themes and units of work to focus on in Art. Teachers will create half-term planning to support these themes building on concepts and introducing new learning within each lesson. Teachers medium term planning is created to add more detail and provide information of how they will support learning for all pupils. Teachers have the flexibility to teach weekly lessons or in a block of Art lessons. Short term planning is created weekly to address misconceptions in learning, review teaching points and to challenge and support further learning. If a pupil has a particular need and requires additional support the short term planning will also indicate pre and post tutoring opportunities where extra support will be given where necessary. If a child has SEN needs they may also have their work scribed for them, support with reading or their learning tools adapted to make curriculum coverage accessible to them. This ensures that pupil's knowledge is evident within their own sketchbooks and that their other learning barriers do not hinder their Artistic successes.

Resources available to support curriculum delivery -

Each classroom will have a basic range of materials such as scissors, felt tips and coloured pencils. Each member of staff will have books and posters relevant to the Year group's Artists. Fiction books are also available within the library for pupils to read stories based on famous pieces of art. Specialist materials needed for each Art Unit will be stored in the Art cupboard upstairs for all staff to access and different types of paper or card are stored in the library.

School's overall success in Art -

Art at St Andrews is currently graded as good. Monitoring has shown that the long-term plans are being successfully covered throughout all year groups. Pupils are beginning to speak more passionately about art and with wider evidence of coverage now being in their sketchbooks. All elements of Art are being taught with a greater depth and staff have received more bespoke offers to support their CPD.

Monitoring

Monitoring happens termly and during this time the subject leader evaluates the effectiveness of the curriculum's intent through looking at planning and checking that that lessons are sequential and support further progression and depth of learning. During this monitoring, the subject leader also evaluates the implementation of lessons by looking at the quality of work created within sketchbooks to check that learning is accessible for all, by conducting pupil questionnaires and then also monitoring recent assessments on FFT aspire. All of this supports the further development of Art as the subject leader action plan is then updated purposefully.

DT

Rationale

Our school's Design and Technology curriculum ensures that the National Curriculum's statutory requirements are taught, with the addition of textiles. In the EYFS, our school's bespoke curriculum has been drawn from Development Matters and Birth to Five Matters.

Furthermore, our design and technology curriculum has been carefully structured to ensure that knowledge, skills and concepts are revisited and built upon and that children's learning has:

- breadth across the technical areas of Cooking and Nutrition, Structures, Mechanisms, Mechanical Systems, Electrical Systems and Textiles.
- sequenced progression of technical knowledge and the design, make and evaluate process, year upon year
- focused key vocabulary for each topic for each year group

 St Andrew's CE Primary Design and Technology Curriculum								
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Cooking and Nutrition	Grinding flour, baking bread rolls Turnip soup Favourite fruit cups	Gingerbread People Mini Pizzas Favourite fruit kebabs	Fruit salads	Hospital Soup	Healthy wraps	Sandwich fillings	Bread recipes	Pasta / curry sauce
Structures	Recycled modelling Houses Baby bear's Chair Den building	Three Pigs' Houses Houses Castles Den building	Freestanding structures		Shell Structures		Frame Structures	
Mechanisms	Houses with hinged doors Lift the flap pictures	Castles with drawbridges Pop up cards	Sliders and Levers	Wheels and axles	Levers and linkages			Pulley systems
Textiles	Butterfly stick puppets	Stuffed felt butterflies / fish		Puppets			Bags / Slippers	
Electrical Systems						Light up signs		Monitoring and Control

In EYFS, our youngest children access a wide range of mechanical and construction toys through our indoor and outdoor environments. Cooking and nutrition experiences are delivered via adult inputs and are based on current learning, core books and children's interests.

Key Stage 1 and 2

To reflect its importance, every year has one topic on cooking and nutrition. These build from simple dishes such as fruit salads in Year 1, to savoury seasonal dishes such as pasta sauces, in Year 6. All food topics emphasise the impact on health of a balanced diet. For the remaining two topics, classes learn about structures, mechanisms, mechanical systems, electrical systems or textiles.

To ensure progress in knowledge and skills, topics are structured, as follows:

Each Key Stage 1 and 2 topic is 6-12 hours in length and is taught over a half term, either in a block or weekly lessons.

Each year group's curriculum map provides key learning objectives, key vocabulary, and the end points against which children are assessed.

Years 1-6 assessments are reported on FFT Aspire.

EYFS children are assessed against our school's EYFS curriculum checkpoints for 3-4 years, Reception and the Early learning Goals.

Teaching and Learning

In Key Stage 1 and 2, each Design and technology topic is taught through a series of lessons which adhere to the Design, Make, Evaluate process. Lessons follow the sequence of:

Introduction to topic overview of learning and endpoints; initial knowledge / key vocabulary quiz; evaluation of existing products and, in KS2, the work of significant designers and developments; setting of design criteria; teaching, practise and evaluation of new technical skills and knowledge including key vocabulary; designing

and making prototypes; final product design; making, evaluating and finishing products; final evaluation (self / peer / group) and quiz.

Each topic is introduced in a context that ensures maximum relevance and authenticity and which links to learning in other subjects, for example, Year 2 children design, make and taste healthy ‘Hospital Soups’ as they learn about Florence Nightingale in history and children in Year 5 learn about the local bridges designed by Edward leader Williams.

Cultural Capital Offer			
	Autumn	Spring	Summer
Whole School	<ul style="list-style-type: none"> Library Visits Author visit Remembrance events Working with a range of charities – Comic Relief, Children In Need, sport Relief, Mustard Seed, NHS, Age UK Visits to St Andrews Church French Celebration Days: 1 November – All Saints’ Day, 20th March 22 French Language Day, 14th July 22 Bastille Day 	<ul style="list-style-type: none"> Enterprise Week RHS Bridgewater World Book Day Sports Week PE Week 21st March 	<ul style="list-style-type: none"> Sports Day Careers Week/Aspirations
N	Library Visits Welly Walks		Teddy Bears Picnic Hatching Butterflies Mosque visit Worsley Woods
R			Farm visit
Y1		Art Gallery Quays visit	Chester Zoo Historic Tour of Eccles
Y2		Lowry Workshops	Chester Zoo
Y3	Music Lessons STEM classes	Visit Synagogue Lowry Workshops	Music Lessons
Y4	Hindu Temple visit	Ordsall Hall Visit	The Beach/Forest
Y5	Lledr Hall Residential	Coding	Shakespeare Tatton History trip
Y6	Lledr Hall Residential	Coding	Shakespeare Festival

SMSC & British Values

Children’s spiritual, moral, social and cultural development is built into each year group’s curriculum map. Behavioural expectations that underpin group work foster supportive and respectful relationships. Children learn to follow safety procedures and use resources with care. Differing cultures and beliefs are celebrated. When designing, making and evaluating, children’s creative ideas and opinions are respected and they learn to give and receive kind criticism within this supportive atmosphere.

Inclusion

All children access the design and technology curriculum for their year group. The support given to children is determined by their particular needs. Teachers detail how they are supporting children’s needs in their short-term planning. Actions include pre and post tutoring, adult or peer support with reading, adult scribing of children’s spoken knowledge and ideas and adapting written resources in order to make them accessible, without reducing the learning intention.

Planning

Teachers design long-term curriculum overviews for the year, detailing the half terms when topics are covered. Medium-term plans give a breakdown of lesson sequences, curriculum objectives/end points and content, including key vocabulary.

Teachers’ short-term plans follow a format of their choosing. This allows them to plan for individual lessons’ content in the way they find most effective. Short term planning details how the teacher ensures maximum learning for all children, including key vocabulary and how children will be challenged or supported appropriately.

Resources

Design and technology resources are organised into boxes according to technical area, such as cookery equipment and textile equipment. Some topics, such as freestanding structures or wheels and axles, require individual topic boxes. Construction kits are shared within key stages and are boxed individually. Topic boxes are housed in the classrooms where they are needed (Y2 puppets), in the upstairs storage cupboards (fabrics, Crumble Microcontollers) or in the cellar, due to their size (woodwork, pulleys).

Learning Environment

During design and technology lessons, classrooms need to be organised so that equipment can be easily and safely accessed. Safety requirements are displayed on a wall or whiteboard, as is the relevant key vocabulary. Tables are organised into groups to ensure efficient use of resources and to enable the children to work cooperatively. Children learn to use equipment and care for it responsibly to both ensure clear, safe working space and avoid damage and waste.

Monitoring

The subject leader carries out termly monitoring in order to review the effectiveness of curriculum's intent, its implementation (seen in planning, teaching and learning, children's books and interviews) and assessment (children's books and products, pupil interviews and assessment data on FFT Aspire). Monitoring then informs the subject leader's Action Plan and the subject's next steps.

The school's monitoring procedures include planning scrutinies, book scrutinies, pupil interviews, reviews of products or photo evidence, lesson drop ins, FFT Aspire assessment data.

Assessment

The school's design and technology curriculum maps provide each class teacher with the end points against which they assess children's attainment in each topic. These end points have been drawn from National Curriculum requirements and recommendations from the Design and Technology Association. The Year 1 to Year 6 endpoints are found on the school's reporting and data analysis tool, FFT Aspire. Nursery and reception children are assessed against our school's EYFS curriculum checkpoints for 3-4 years, Reception and the Early learning Goals.

Remote Learning

In the case of pupils needing learn from home, teachers will offer remote learning that matches the curriculum coverage within school as closely as possible whilst taking into consideration the challenge that resourcing design and technology poses. Teachers will therefore provide opportunities requiring low cost, readily available materials and online support via website links, such as the Design Museum's Create and Make workshops or Food a Fact of Life activities.

PSHE

At St Andrews School, we teach Personal, Social, Health Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity. The Jigsaw Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area. The overview of the programme can be seen on the school website.

Here, at St Andrews School, we value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning. We include the statutory Relationships and Health Education within our whole-school PSHE Programme. To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to your children's needs. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education, shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements.

The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE.

What do we teach when and who teaches it?

Whole-school approach

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

Cultural Capital offer –

Our lessons are reinforced and enhanced in many ways: Assemblies and collective worship, praise and reward system, Learning Charter, through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community. Class teachers deliver the weekly lessons to their own classes.

Pupils' spiritual, moral, social and cultural development

<p><u>Honesty</u></p> <p>Children make comparisons between their own ideas and the ideas of others and are evaluative and reflective and can state their opinion freely.</p>	<p><u>Love</u></p> <p>Being kind towards other children, knowing that were not all the same and embracing individuality, no matter what we look like, or our beliefs</p>	<p><u>Forgiveness</u></p> <p>Forgiving somebody who doesn't share the same views as you.</p> <p>Forgiving somebody who may have upset your feelings without knowing</p>	<p><u>Respect</u></p> <p>Respecting that everybody has different ideas and skills and knowing that even though they are different to us, it doesn't make us or them any less important.</p>
<p><u>Emotional Well-Being</u></p> <p><i>children learn to listen, they learn to calm themselves, they learn to open their minds.</i> Children can release emotions through therapeutic and musically calming lessons.</p>	<p><u>Resilience</u></p> <p>Learning that trying more than one approach may pay off.</p> <p>Learning that we improve if we keep practising, keep a positive mind set and don't give up.</p>	<p><u>Valuing Our Diversity</u></p> <p>Talking about and with and looking at people from a range of different backgrounds and cultures.</p>	<p><u>Respect and Responsibility</u></p> <p>Respecting other pupils' ideas and the property used in lessons.</p> <p>Being independent in setting up and tidying away resources needed during lessons</p>
<p><u>Bringing Learning To Life</u></p> <p>Using key skills and techniques taught in lessons to create and recreate scenarios and situations that the children may and do face in real life.</p>	<p><u>Aspirations</u></p> <p>Goal setting and talking about what they could be and how they can overcome circumstances.</p>	<p><u>A Love Of Language</u></p> <p><u>Reading:</u></p> <p>learning new vocabulary related to different topics that they will be dealing with now and in the future</p> <p><u>Listening:</u></p> <p>Listen to music to help calm during calm me time. Listening to others talking using the jigsaw friends</p>	<p><u>Speaking:</u></p> <p>Can talk about their ideas and thoughts with others, knowing they are in a safe environment.</p>

Online learning information –

In cases where pupils are expected to self-isolate, remote learning opportunities will be offered to support their learning from home. These opportunities may include but will not be limited to, a variety of supportive websites and links to resources being shared with pupils so that they can continue to develop their ideas and thought processes from home. We understand that due to not having the right people around you and that during self-isolation periods, not all elements of PSHE can be taught from home, therefore when creating their remote learning offer teachers will consider which objectives can be supported at home with more ease and will offer activities in light of this.

Short, medium and long-term planning expectations –

As we now follow the Jigsaw programme, mapping overview of the curriculum has been shared with staff and they have been given the log ins for the website. The website leads the staff to their current year groups and pick out each lesson that they should be teaching that week.

Resources available to support curriculum delivery -

The school have a PSHE section in the library of varying books that teacher sand children can use to aid them in their teaching. All other resources and materials are provided through the jigsaw programme

School's overall success in PSHE-

PSHE at St Andrews is currently graded as good. Monitoring has shown that the long-term plans weren't being successfully covered throughout all year groups, so now we are moving on with the jigsaw programme, it will be a whole school approach-where children know what they are being taught, and when and will be tied in with our half termly assemblies and weekly celebrations assemblies. Pupils have loved discussing topics with each other and being able to jot their thoughts and theories down in their journals. All elements of PSHE are being taught with a greater depth and staff have received more bespoke offers to support their CPD.

Monitoring

Monitoring happens termly and during this time the subject leader evaluates the effectiveness of the curriculum's intent through looking at planning and checking that that lessons are sequential and support further progression and depth of learning. During this monitoring, the subject leader also evaluates the implementation of lessons by looking at the quality of work created within their journals to check that learning is accessible for all, by conducting pupil questionnaires and then also monitoring recent assessments on FFT aspire. The Curriculum Committee of the governing body monitors this policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the PSHE (RSHE) programme, and makes a record of all such comments. Governors scrutinise and ratify teaching materials to check they are in accordance with the school's ethos.

Music

- Rationale

At St. Andrew's Primary School we follow the Charanga scheme of work in all Year groups.

Scheme Overview

The Charanga Musical School Scheme provides teachers with week-by-week lesson support for each year group in the school. It is ideal for specialist and non-specialist teachers and provides lesson plans, assessment, clear progression, and engaging and exciting whiteboard resources to support every lesson. The Scheme supports all the requirements of the national curriculum.

In line with the curriculum for music and guidance from Ofsted, this Scheme moves away from the previous levels and learning objective/outcome concepts to an integrated, practical, exploratory and child-led approach to musical learning.

How the Scheme is structured

Each Unit of Work comprises of strands of musical learning which correspond with the national curriculum for music:

1. Listening and Appraising
2. Musical Activities
 - a. Warm-up Games
 - b. Optional Flexible Games
 - c. Singing
 - d. Playing instruments
 - e. Improvisation
 - f. Composition
3. Performing

Music lessons are taught weekly in all year groups and a focus on using the correct musical vocabulary has been key to help pupils learning this year.

Music is assessed using teacher assessment using FFT Aspire.

Teaching and Learning

Lessons are taught with range of resources including videos, songs and instruments.

At St. Andrews we have a variety of instruments including enough glockenspiels and recorders for a whole class and a large variety of un-tuned instruments such as triangles, drums tambourines etc.

Extra music opportunities are provided through cross-curricular lessons. Singing practice for Year one to six every two weeks and a selection of music being played at the start and end of daily assemblies. A recorder club to run at lunchtimes.

Cultural Capital

Cultural Capital Offer			
	Autumn	Spring	Summer
Whole School	<ul style="list-style-type: none"> Library Visits Author visit Remembrance events Working with a range of charities – Comic Relief, Children In Need, sport Relief, Mustard Seed, NHS, Age UK Visits to St Andrews Church French Celebration Days: 1 November – All Saints’ Day, 20th March 22 French Language Day, 14th July 22 Bastille Day 	<ul style="list-style-type: none"> Enterprise Week RHS Bridgewater World Book Day Sports Week PE Week 21st March 	<ul style="list-style-type: none"> Sports Day Careers Week/Aspirations
N	Library Visits Welly Walks		Teddy Bears Picnic Hatching Butterflies Mosque visit Worsley Woods
R			Farm visit
Y1		Art Gallery Quays visit	Chester Zoo Historic Tour of Eccles
Y2		Lowry Workshops	Chester Zoo
Y3	Music Lessons STEM classes	Visit Synagogue Lowry Workshops	Music Lessons
Y4	Hindu Temple visit	Ordsall Hall Visit	The Beach/Forest
Y5	Lledr Hall Residential	Coding	Shakespeare Tatton History trip
Y6	Lledr Hall Residential	Coding	Shakespeare Festival

SMSC & British values

Children are supported in their spiritual, moral, social and cultural development. The Charanga scheme has diverse units of work which covers music from different styles such as rock, soul, pop, gospel and blues.

SEND children have teacher support, visuals and pre and post tutoring to support their needs.

Planning

The Charanga Scheme is delivered through clear and well-presented lesson plans and videos.

Class / group _____ MUSICAL SCHOOL

Rhythm In The Way We Walk And The Banana Rap

Step 2 – One-page Lesson Plan

Learning focus (optional) _____

1. Listen and Appraise

- Listen and Appraise - The Planets: Mars by Gustav Holst: Play the song. Use your body to find the pulse whilst scrolling through/using the on-screen questions as a focus. After listening, talk about the song and answer the questions together using correct musical language.
- Listen and Appraise - Rhythm In The Way We Walk (if you want to): How are the songs different, how are they similar?

Notes _____

2. Musical Activities (embed with increasing depth over time. Refer to the Unit Overview and use the Activity Manual for guidance)

- Flexible Games
- Vocal Warm-ups
- Learn to Sing the Song - Rhythm In The Way We Walk : Continue to sing the song.

Notes _____

3. Perform

- Performance - Rhythm In The Way We Walk: Perform and share what has taken place in today's lesson. Sing and play instrumental parts within the song.

Notes _____

Continuous Assessment opportunities:

Evidence Have you recorded and uploaded?	
Notable outcomes Musical? Social? Unexpected? Exciting?	
General learning focus for next time Discuss with pupils.	

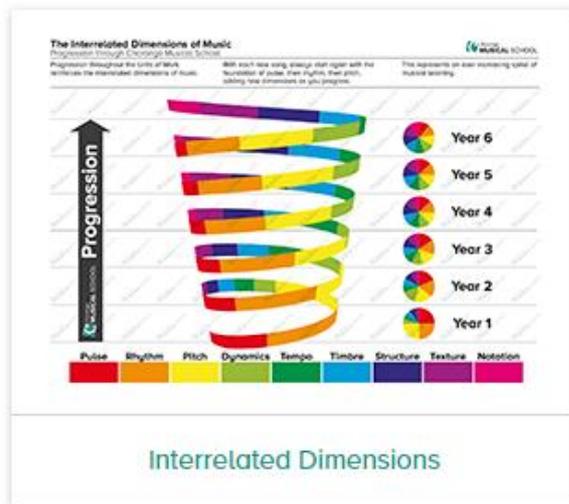
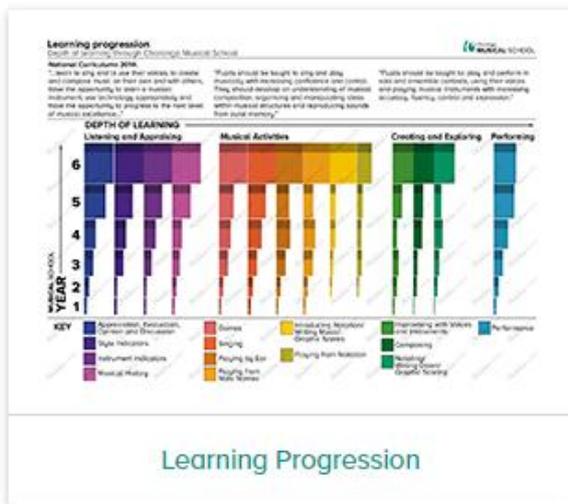
Example of a Year One lesson plan.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Overview & Planning YEAR R	Me! 1 2 3 4 5 6	My Stories 1 2 3 4 5 6	Everyone! 1 2 3 4 5 6	Our World 1 2 3 4 5 6	Big Bear Funk 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6
Overview & Planning YEAR 1	Hey You! 1 2 3 4 5 6	Rhythm In The Way We Walk and Banana Rap 1 2 3 4 5 6	In The Groove 1 2 3 4 5 6	Round And Round 1 2 3 4 5 6	Your Imagination 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6
Overview & Planning YEAR 2	Hands, Feet, Heart 1 2 3 4 5 6	Ho Ho Ho 1 2 3 4 5 6	I Wanna Play In A Band 1 2 3 4 5 6	Zootime 1 2 3 4 5 6	Friendship Song 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6

Overview & Planning YEAR 3	Let Your Spirit Fly 1 2 3 4 5 6	Glockenspiet Stage 1 1 2 3 4 5 6	Three Little Birds 1 2 3 4 5 6	The Dragon Song 1 2 3 4 5 6	Bringing Us Together 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6
Overview & Planning YEAR 4	Mamma Mia 1 2 3 4 5 6	Glockenspiet Stage 2 1 2 3 4 5 6	Stop! 1 2 3 4 5 6	Lean On Me 1 2 3 4 5 6	Blackbird 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6
Overview & Planning YEAR 5	Livin' On A Prayer 1 2 3 4 5 6	Classroom Jazz 1 1 2 3 4 5 6	Make You Feel My Love 1 2 3 4 5 6	The Fresh Prince Of Bel-Air 1 2 3 4 5 6	Dancing In The Street 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6

Overview & Planning YEAR 6	Happy 1 2 3 4 5 6	Classroom Jazz 2 1 2 3 4 5 6	A New Year Carol 1 2 3 4 5 6	You've Got A Friend 1 2 3 4 5 6	Music And Me 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6
---	--------------------------	-------------------------------------	-------------------------------------	--	---------------------------------	---

Learning Progression



Resources

There are a range of resources to support the delivery of the Music Curriculum.

Charanga videos

A wide variety of instruments

Key Vocabulary (given to teachers during CPD)

Monitoring

Monitoring happens three times in the academic year. It is an opportunity for subject leaders to complete pupil and staff questionnaires. Time to check the FFT have been regularly updated.

Assessment

Class teachers will fill in assessments using FFT Aspire. Subject leaders will use FFT to assess pupil's progress.

Remote Learning

Where children can learn from home, provision is made for them to learn using Oak Academy.