St Andrew's CE Primary School

Curriculum Policy

September 2026

Review Date Summer 2028

Vision

Since 1897, St Andrews has embraced its Christian character as the cornerstone of its values, continuing to serve the children and families of Eccles. Our St Andrews Community aim to serve every child by providing the highest levels of academic, pastoral and spiritual development, achieved through our commitment to respect, enjoyment and excellence for all. The St Andrews community seeks to be an environment where the Christian faith comes alive through the values of love, honesty, forgiveness and respect. Each child is encouraged to discover their unique God-given gifts on their journey to fulfilling their hopes and dreams, developing a deeper connection to God and service to the community.

Values:

Love, Honesty, Forgiveness, Respect

Bible Verse:

"For I know the plans I have for you," declares the LORD, "plans to prosper you and not to harm you, plans to give you hope and a future." Jeremiah 29:11

Mission Statement

"To strive for respect, enjoyment and excellence."

1. Curriculum aims

Our curriculum aims to:

- Provide a broad and balanced education for all children that is coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- Enable children to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support children's spiritual, moral, social and cultural development
- Promote and celebrate British Values
- Support children's physical development and responsibility for their own health, and enable them to be active
- Support children's wellbeing
- Promote a positive attitude towards learning
- Ensure equal access to learning for all children, with high expectations for every pupil and appropriate levels of challenge and support
- Equip children with the knowledge and cultural capital they need to succeed in life
- Promote the learning and development of our children to enable them to prepare for their next stage in learning e.g. Nursery to Reception, Reception to Year 1, Year 2 to Year 3, Year 6 to Year 7.

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 maintained schools governance guide. 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 head teacher 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 children to cover the National Curriculum and other statutory requirements
- Proper provision is made for children 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 children from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

3.2 Head Teacher

The head teacher 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 children 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 children 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 children 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 English

- Lead by example, providing inspiration and motivation, and embodying for the children, staff, governors and parents the vision and purpose
- Lead English (including Read, Write, Inc) from Nursery to Y6, helping to promote a love of reading and writing 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 children who are not progressing

Working with the staff and children:-

- Create and implement the strategic plan and annual school improvement plans, underpinned by sound financial planning, management and organisation to secure whole school improvement;
- Ensure that policies and practices take account of national, local and school data and inspection and research findings;
- 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 Head teacher, 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 staff 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 children, including those with special educational needs.
- Ensuring that children 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 children 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 children' 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 Staff, 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 children.
- 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

Subject Leaders

- Lead by example, providing inspiration and motivation, and embodying for the children, staff, governors and parents the vision and purpose
- Be a role model for staff in terms of ambition, high expectations, keeping up to date with research, etc. and dedication to improving standards of the teaching and learning, building positive relationships with members of the school community

Modelling best practice for staff for Curriculum Subjects

Demonstrating excellent performance against parts one and two of the staff' standards: teaching and personal and professional conduct

Implementing strategies and initiatives to share best practice with others in the school, developing confidence and skills in others

Systems and processes for Curriculum Subjects

Under the direction of the head teacher or deputy head teacher:

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

Assessment of Curriculum Subjects

- Alongside the head staff, lead on the whole-school assessment strategy (FFT) for their subject responsibility, ensuring it is rigorous, well-evidenced and is easy to communicate to children 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, vulnerable or who speak English as an additional language
- Alongside subject leaders, plan and implement interventions for those children 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 staff and support staff on administering the assessment system effectively

Planning

Subject leaders ensure:

- A clear rationale for the curriculum, including how the subject is coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- Information about how the subject enable children 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 staff assess progress within each year group
- A statement on the school's overall effectiveness in teaching the subject detailed in the Subject Leader Action Plan that is reviewed at least half termly, particularly following an assessment point.

Monitoring (detailed in the Action Plan and Subject Appendix and Consistency Documents)

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

A data summary, including:

- Percentage of children achieving their targets
- Percentage of children exceeding their targets
- Percentage of children not meeting their targets
- Progress for each class or year group
- Progress and achievement of different groups of children, including disadvantaged children and any groups of children identified as vulnerable
- A plan to implement interventions for those children who are not progressing

- Success Criteria and actions 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 staff

- Planned and sequential cultural capital offer
- How the subject supports children' 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 children including vulnerable children, disadvantaged children, PHAPs, Boys, etc, our curriculum has been redesigned to reflect the needs of our community.

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 Analysis
- Book Looks
- Learning Walks
- Children Conferences
- Questionnaires

6. Inclusion

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

- More able children
- Children with low prior attainment
- Children from disadvantaged backgrounds
- Children with SEN
- Children with English as an additional language (EAL)

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

Staff will also take account of the needs of children whose first language is not English. Lessons will be planned so that teaching opportunities help children to develop their English, and to support children 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 children
- In the way we provide children access to any benefit, facility or service
- By excluding a pupil or subjecting them to any other detriment

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:

- Teaching and Learning Policy
- Assessment policy
- SEN policy and information report
- Equality information and objectives
- Relationships and Sex Education

Subject Leader Curriculum Appendices, Consistency of Teaching and Learning, Adaptations

- EYFS page 10
- Reading pages 11-15
- Writing pages 16-27
- Maths pages 28-40
- Science pages 41-49
- Computing pages 50-65
- RE pages 66-71
- History pages 72-82
- Geography pages 83-95
- PE pages 96-105
- French pages 106-112
- Art pages 113-124
- DT pages 125-130
- PSHE pages 131-138
- Music pages 139-144

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.

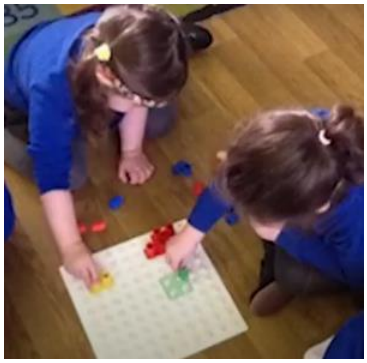
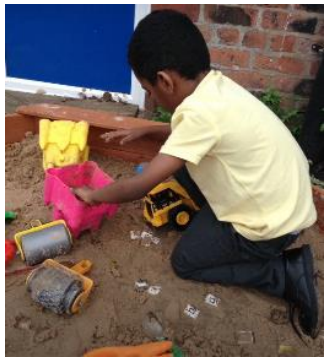






Our long term plan focuses on the EYFS Statutory Framework, 'Birth to 5 Matters' and 'Development Matters' and is the essential introduction to a wider curriculum. These objectives are then broken down into smaller steps as part of our 'I Can' curriculum.

EYFS staff liaise 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 instill 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 children to read and enjoy books, poetry and drama. These include:

- DEAR (Drop Everything And Read) time in class or assembly 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 **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 children in Key Stage 2 will still use Read Write Inc.

Guided Reading takes place regularly for struggling readers in Key Stage 1 and 2. Lessons last around 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.

From Years 2-6 we use the **Ready Steady Read** resources to teach what was formerly known as **Reciprocal Reading**. Our shared reading curriculum is built around a carefully sequenced range of high-quality, age appropriate texts using **Literacy Counts' Ready Steady Read Together** units of learning. This resource provides dynamic and inclusive lessons that incorporate metacognitive strategies and showcase diverse literature from a range of exceptional authors. It aims to inspire children and their families to develop a lifelong love of reading for pleasure, knowledge and information. We intend that all children from Year 2 to Year 6, regardless of need, ability or background, have the opportunity to meet and where possible exceed the National Curriculum expectations for reading comprehension. **Ready Steady Read Together** ensures that every pupil has access to high quality texts, enabling them to experience rich literature that develops fluency, vocabulary and deep understanding. Through explicit teacher modelling of expression, pace, intonation and prosody, children learn how skilled readers bring meaning to a text and how these features support comprehension. Shared reading also provides regular opportunities for discussion, questioning, drama and exploration of language. These approaches deepen comprehension while strengthening oracy skills. Crucially, our shared reading curriculum ensures that every child, regardless of their decoding ability, can access ambitious texts, engage meaningfully with literature and develop the habit of reading widely and often for both pleasure and learning.

- 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
WORD READING • 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) COMPREHENSION • 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	WORD READING • Read further exception words noting their unusual correspondences between spelling and sound and where they occur in the word COMPREHENSION • 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 Participate in discussions about books that they read and have been read to them,

Strong Foundations - Our school uses the *Strong Foundations* document to underpin and strengthen our approach to reading across the school. The guidance supports our commitment to ensuring that all children develop secure early reading skills through high-quality, systematic teaching. We use *Strong Foundations* to inform curriculum design, ensuring that phonics, language development and reading comprehension are carefully sequenced and build progressively from the early years onwards.

The document guides our teaching practice by emphasising consistent, evidence-based approaches to phonics instruction, regular assessment, and timely intervention for children who need additional support. It also reinforces the importance of developing children' fluency, vocabulary and comprehension through regular reading opportunities and exposure to high-quality texts. Staff use the principles within *Strong Foundations* to reflect on practice, strengthen subject knowledge and ensure consistency in reading provision.

Adaptive Teaching – Where needed, staff adapt their lesson content and processes to ensure that all children are able to access the new skill or knowledge in a way which is in line with their personal goals or rate of understanding. This means that within a lesson all children will access a challenge with the stretch or support required to complete the activity.

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

- **Cultural Capital**

Cultural Capital Offer			
	Autumn	Spring	Summer
Whole School	• 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		
	• Panto • Christmas Plays & Celebrations • Harvest • Black History Month • Poetry Week • Parliament Week (KS2)	• Enterprise Week • RHS Bridgewater • World Book Day • Sports Week • PE Week 21st March	• 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 children' 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 children 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 children 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 children 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 languages are used to manipulate the reader, viewer or listener. This will support children in developing a critical analysis of 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 staff 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 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 children who need support. These are then targeted by staff 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**

Ready Steady Read

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 staff.

- **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 children' attainment, progress and set appropriate targets and 'difficulty' level of books.

- **Remote Learning**

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

Curriculum and Assessment Review (November 2025)

The Review made the following recommendations regarding Reading:

- Greater clarity and precision on the aims of each key stage – sequentially and coherently, including drama
- Clarify the distinction between English and Literacy

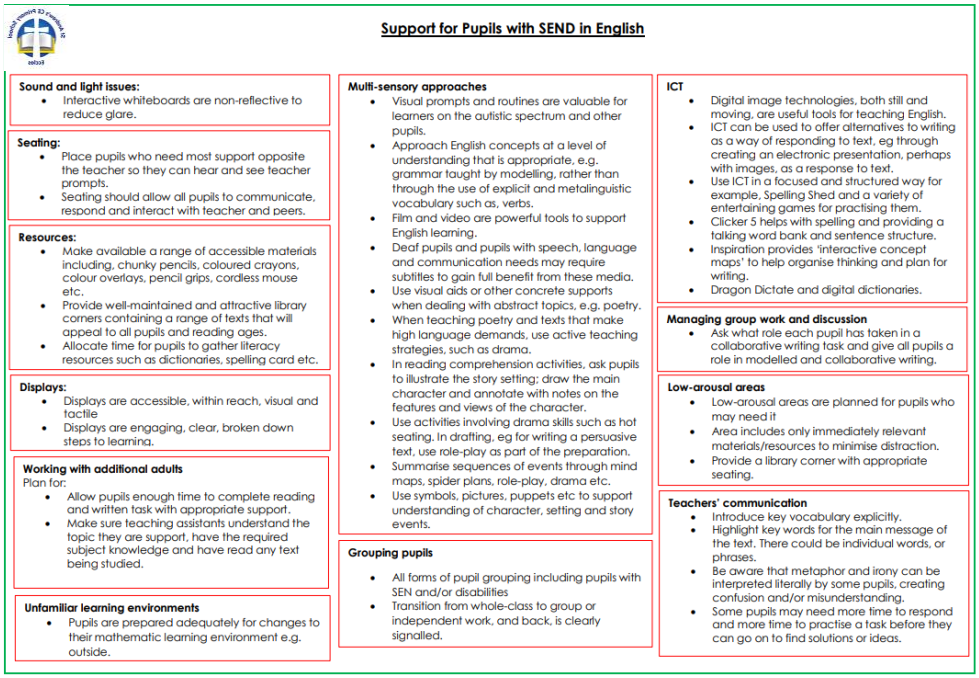
These areas are included in the 2025 2026 Curriculum and Assessment Review Action Plan and the School Development Plan.

What should reading lessons typically and consistently include?

- Focus on phonics
- Language rich environment
- Staff modelling
- Books matched to children's phonic knowledge
- Opportunities for independent reading
- Comprehension - simple questions, talking around books
- Love of reading
- Scaffolding

KS1 - comprehension more focus on retrieval, sequencing and basic inference

KS2 - less focus on phonics except where needed, in comprehension focus on inference, summarising, prediction and authorial intent



Support for Pupils with SEND in English

Sound and light issues:
- Interactive whiteboards are non-reflective to reduce glare.

Seating:
- Place pupils who need most support opposite the teacher so they can hear and see teacher prompts.
- Seating should allow all pupils to communicate, respond and interact with teacher and peers.

Resources:
- Make available a range of accessible materials including, chunky pencils, coloured crayons, colour overlays, pencil grips, cordless mouse etc.,
- Provide well-maintained and attractive library corners containing a range of texts that will appeal to all pupils and reading ages.
- Allocate time for pupils to gather literacy resources such as dictionaries, spelling card etc.

Displays:
- Displays are accessible, within reach, visual and tactile
- Displays are engaging, clear, broken down steps to learning.

Working with additional adults
Plan for:
- Allow pupils enough time to complete reading and written task with appropriate support.
- Make sure teaching assistants understand the topic they are support, have the required subject knowledge and have read any text being studied.

Unfamiliar learning environments
- Pupils are prepared adequately for changes to their mathematic learning environment e.g. outside.

Multi-sensory approaches
- Visual prompts and routines are valuable for learners on the autistic spectrum and other pupils.
- Approach English concepts at a level of understanding that is appropriate, e.g. grammar taught by modelling, rather than through the use of explicit and metalinguistic vocabulary such as, verbs.
- Film and video are powerful tools to support English learning.
- Deaf pupils and pupils with speech, language and communication needs may require subtitles to gain full benefit from these media.
- Use visual aids or other concrete supports when dealing with abstract topics, e.g. poetry.
- When teaching poetry and texts that make high language demands, use active teaching strategies, such as drama.
- In reading comprehension activities, ask pupils to illustrate the story setting; draw the main character and annotate with notes on the features and views of the character.
- Use activities involving drama skills such as hot seating. In drafting, eg for writing a persuasive text, use role-play as part of the preparation.
- Summarise sequences of events through mind maps, spider plans, role-play, drama etc.
- Use symbols, pictures, puppets etc to support understanding of character, setting and story events.

Grouping pupils
- All forms of pupil grouping including pupils with SEN and/or disabilities
- Transition from whole-class to group or independent work, and back, is clearly signalled.

ICT
- Digital image technologies, both still and moving, are useful tools for teaching English.
- ICT can be used to offer alternatives to writing as a way of responding to text, eg through creating an electronic presentation, perhaps with images, as a response to text.
- Use ICT in a focused and structured way for example, Spelling Shed and a variety of entertaining games for practising them.
- Clicker 5 helps with spelling and providing a talking word bank and sentence structure.
- Inspiration provides 'interactive concept maps' to help organise thinking and plan for writing.
- Dragon Dictate and digital dictionaries.

Managing group work and discussion
- Ask what role each pupil has taken in a collaborative writing task and give all pupils a role in modelled and collaborative writing.

Low-arousal areas
- Low-arousal areas are planned for pupils who may need it
- Area includes only immediately relevant materials/resources to minimise distraction.
- Provide a library corner with appropriate seating.

Teachers' communication
- Introduce key vocabulary explicitly.
- Highlight key words for the main message of the text. There could be individual words, or phrases.
- Be aware that metaphor and irony can be interpreted literally by some pupils, creating confusion and/or misunderstanding.
- Some pupils may need more time to respond and more time to practise a task before they can go on to find solutions or ideas.

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

• Use the 3Is – Immersion, Imitation, Invention – plan, draft, self edit, improve, publish

• 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**

Children are introduced to multi-sensory phonics in Nursery via the **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 writing skills and it is followed with fidelity. Lessons take place five days a week and last an hour each. Children are introduced to all common spellings of the 44 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 writers who can spell a wide range of words using all common graphemes. Therefore a small number of children in Key Stage 2 will still use Read Write Inc.

From Year 1 onwards, we use **Literacy Counts: Ready Steady Write** to teach writing including grammar, punctuation and composition. Progression by year group is listed below:

Year 1

Writing Outcome & Writing Purpose					
Narrative: Finding Narrative Purpose: To retell a story	Narrative: A Traditional Tale Purpose: To narrate	Narrative: A Detective Story Purpose: To narrate	Narrative: A Portal Story Purpose: To narrate	Narrative: A Return Story Purpose: To narrate	Narrative: A Hunting Story Purpose: To narrate
Recount: Messages Purpose: To inform and explain events that have happened	Instructions: How to catch a witch Purpose: To instruct	Recount: Letters Purpose: To recount	Information: Wild Things Purpose: To inform	Recount: Postcards Purpose: To recount	Instructions: Recipes Purpose: To instruct
Grammar: Word					
Build on previous year & focus on: Regular plural noun suffix -s or -es	Build on previous units & focus on: Reinforce plural noun suffix -s/-es Adding the suffix -er to verbs	Build on previous units & focus on: Reinforce plural noun suffix -s/-es How the prefix un- changes the meaning of verbs and adjectives Adding the suffixes -er and -est to adjectives	Build on previous units & focus on: Adding the suffixes -ing, -ed and -er to verbs Adding the suffixes -er and -est to adjectives How the prefix un- changes the meaning of verbs and adjectives	Build on previous units & focus on: Reinforce plural noun suffix -s/-es Adding the suffixes -er and -est to adjectives Adding the suffixes -ing and -ed to verbs Reinforce how the prefix un- changes the meaning of verbs and adjectives	Build on previous units & focus on: Reinforce plural noun suffix -s/-es Adding the suffixes -ing and -ed to verbs Adding the suffixes -er and -est to adjectives
Grammar: Sentence					
Build on previous year & focus on: Combining words to make sentences Joining words and clauses using 'and'	Build on previous units & focus on: Combining words to make sentences Joining words and clauses using 'and'	Build on previous units & focus on: Combining words to make sentences Joining words and clauses using 'and'	Build on previous units & focus on: Combining words to make sentences Joining words and clauses using 'and'	Build on previous units & focus on: Combining words to make sentences Joining words and clauses using 'and'	Build on previous units & focus on: Combining words to make sentences Joining words and clauses using 'and'
Grammar: Text					
Build on previous year & focus on: Sequencing sentences to form short narratives	Build on previous units & focus on: Sequencing sentences to form short narratives	Build on previous units & focus on: Sequencing sentences to form short narratives	Build on previous units & focus on: Sequencing sentences to form short narratives	Build on previous units & focus on: Sequencing sentences to form short narratives	Build on previous units & focus on: Sequencing sentences to form short narratives
Grammar: Punctuation					
Build on previous year & focus on: Separation of words with spaces Capital letters Full Stops	Build on previous year & focus on: Separation of words with spaces Capital letters Full Stops	Build on previous year & focus on: Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark	Build on previous year & focus on: Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark Capital Letters for names and personal pronoun - I	Build on previous year & focus on: Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark Capital Letters for names and personal pronoun - I	Build on previous year & focus on: Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark
Terminology for Pupils					
letter, capital letter, word, sentence, plural, singular, full stop, question mark, exclamation mark, punctuation					

Year 2

Writing Outcome & Writing Purpose					
Narrative: Circular Narrative Purpose: To narrate	Narrative: Setting Narrative Purpose: To narrate	Narrative: Finding Narrative Purpose: To narrate	Narrative: Return Narrative Purpose: To narrate	Non-Fiction: Persuasive Letter Purpose: To persuade	Narrative: Invention Narrative Purpose: To narrate
Recount: Letter Purpose: To inform	Recount: Diary Purpose: To recount	Instructions: How to build a habitat Purpose: To instruct	Information: Jungle Animals Purpose: To inform	Narrative: Banning Narrative Purpose: To narrate	Explanation: How a machine works Purpose: To explain
Grammar: Word					
Build on previous units & focus on: Use of the Suffixes –er & –est in adjectives Learn how to use -ly in Standard English to turn adjectives into adverbs Develop understanding of regular plural noun suffixes -s or -es	Build on previous units & focus on: Use of the suffix –ly to turn adjectives into adverbs Form adjective using suffixes -ful and -less	Build on previous units & focus on: Formation of adjectives using suffixes e.g. –ful, –less Use of the suffix –ly to turn adjectives into adverbs	Build on previous units & focus on: Use of the Suffixes –er & –est in adjectives Use of the suffix –ly to turn adjectives into adverbs	Build on previous units & focus on: Formation of nouns using suffixes e.g. –ness, –er Formation of adjectives using suffixes e.g. –ful, –less Use of the suffix –ly to turn adjectives into adverbs	Build on previous units & focus on: Formation of nouns by compounding Use of the Suffixes –er & –est in adjectives Use of the suffix –ly to turn adjectives into adverbs
Grammar: Sentence					
Build on previous year & focus on: Subordination (using when, if, that, because) Co-ordination (or, and, but) Expanded Noun Phrases for description and specification Learn that the grammatical patterns in a sentence indicate its function as a question or command	Build on previous units & focus on: Co-ordination (or, and, but, so) Sentence indicates its function as an exclamation or a question Expanded Noun Phrases for description and specification	Build on previous units & focus on: Subordination (using when, if, that, because) Co-ordination (or, and, but) Expanded noun phrases for description and specification How the grammatical patterns in a sentence indicate its function as a question and command	Build on previous units & focus on: Learn that the grammatical patterns in sentence indicate its function as a question and an exclamation Expanded Noun Phrases for description and specification	Build on previous units & focus on: Expanded noun phrases for description and specification Subordination (using when, if, that, because) Co-ordination (or, and, but) How the grammatical patterns in a sentence indicate its function as question and a statement.	Build on previous units & focus on: Subordination (using when, if, that, because) Co-ordination (or, and, but) Sentence indicates its function as an exclamation Expanded Noun Phrases for description and specification
Grammar: Text					
Build on previous year & focus on: Correct choice and consistent use of past and present tense throughout writing	Build on previous units & focus on: Correct choice and consistent use of past and present tense throughout writing	Build on previous units & focus on: Correct choice and consistent use of past and present tense throughout writing	Build on previous units & focus on: Correct choice and consistent use of past and present tense throughout writing including progressive forms of verbs	Build on previous units & focus on: Correct choice and consistent use of past and present tense throughout writing	Build on previous units & focus on: Correct choice and consistent use of past and present tense throughout writing
Grammar: Punctuation					
Build on previous units & focus on: Use of capital letters, full stops and question marks to demarcate sentences Use apostrophes to mark singular possession in nouns	Build on previous year & focus on: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark where letters are missing in spelling (contractions) Apostrophes to mark singular possession in nouns Commas to separate items in a list	Build on previous units & focus on: Use of capital letters, full stops and question marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling (contractions)	Build on previous units & focus on: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark singular possession in nouns	Build on previous units & focus on: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark where letters are missing in spellings Commas to separate items in a list	Build on previous units & focus on: Use of capital letters, full stops and question marks to demarcate sentences Apostrophes to mark singular possession in nouns Commas to separate items in a list
Terminology for Pupils					
noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past present) apostrophe, comma					

Year 3

Writing Outcome & Writing Purpose					
Narrative: Approach Threat Narrative Purpose: To narrate	Narrative: Fable Narrative Purpose: To narrate	Narrative: Setting Narrative Purpose: To narrate	Narrative: Return Narrative Purpose: To narrate	Narrative: Egyptian Mystery Narrative Purpose: To narrate	Narrative: Lost Narrative Purpose: To narrate
Explanation: Trap Explanation Purpose: To explain	Information: Foxes Information Report Purpose: To inform	Recount: River Information Leaflet Purpose: To inform	Information: Letters Purpose: To recount	Information: Secret Diary Purpose: To recount	Recount: Newspaper Report Purpose: To recount
Grammar: Word					
Build on previous year & focus on: Formation of nouns using a range of prefixes e.g. auto- super- anti- Use of the forms 'a' or 'an'	Build on previous units & focus on: Formation of nouns using a range of prefixes e.g. auto- super- anti- un- -dis -mis -im -in Use of the forms a or an when next word starts with a consonant or a vowel Adverbs ending in -ly	Build on previous units & focus on: Use of the forms a or an when next word starts with a consonant or a vowel	Build on previous units & focus on: Use of the forms a or an when next word starts with a consonant or a vowel. Word families based on common words showing how words are related in form and meaning	Build on previous units & focus on: Use of the forms a or an when next word starts with a consonant or a vowel. Word families based on common words showing how words are related in form and meaning	Build on previous units & focus on: Formation of nouns using a range of prefixes e.g. auto- super- anti- (mis-, in-, dis-, un-) Use of the forms a or an when next word starts with a consonant or a vowel Word families based on common words showing how words are related in form and meaning
Grammar: Sentence					
Build on previous year & focus on: Expressing time, place and cause using conjunctions e.g. when, before, after, while, so, because, if, although Learn how to use subordination (reinforce from Y2) Expressing time, place and cause using adverbs e.g. then, there, soon, after Expressing time, place and cause using prepositions e.g. before, during, after, in Use expanded noun phrases for description and specification	Build on previous units & focus on: Expressing time, place and cause using prepositions, e.g. before, after, during, in Use a wider range of conjunctions, e.g. when, if, because, although	Build on previous units & focus on: Expressing time, place and cause using prepositions e.g. before, after, during, in, because, of Expressing time, place and cause using adverbs e.g. then, next, soon, therefore Use a wider range of conjunctions, e.g. when, if, because, although	Build on previous units & focus on Expressing time, place and cause using prepositions e.g. before, after, during, in, because, of Expressing time, place and cause using adverbs e.g. then, next, soon, therefore Use a wider range of conjunctions, e.g. when, if, because, although	Build on previous units & focus on: Expressing time, place and cause using adverbs e.g. then, next, soon, therefore Expressing time, place and cause using prepositions e.g. before, after, during, in, because of	Build on previous units & focus on: Expressing time, place and cause using adverbs e.g. then, next, soon, therefore Expressing time, place and cause using prepositions e.g. before, after, during, in, because of
Grammar: Text					
Build on previous year & focus on: Introduction to paragraphs as a way to group related material.	Build on previous units & focus: Present perfect form of verbs in contrast to the simple past	Build on previous units & focus on: Introduction to paragraphs as a way to group related material Present perfect form of verbs in contrast to the simple past	Build on previous units & focus on Present perfect form of verbs in contrast to the simple past	Build on previous units & focus on: Headings and sub-headings to aid presentation	Build on previous units & focus on: Present perfect form of verbs Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation
Grammar: Punctuation					
Reinforce from Year 2: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns Use commas to separate items in a list	Reinforce from Year 2: Commas to separate items in a list Apostrophes to mark singular possession in nouns Inverted commas to punctuate direct speech	Build on previous units & focus on: Apostrophes to mark singular possession in nouns Learn how to use commas to separate items in a list	Build on previous units & focus on Inverted commas to punctuate direct speech	Build on previous units & focus on: Inverted commas to punctuate direct speech	Build on previous units & focus on: Inverted commas to punctuate direct speech
Terminology for Pupils					
preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas					

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Year 4

Writing Outcome & Writing Purpose					
Narrative: Setting Narrative Purpose: To narrate	Narrative: Outsider Narrative Purpose: To narrate	Narrative: Myth Narrative Purpose: To narrate	Narrative: Twisted Narrative Purpose: To narrate	Narrative: Refugee Narrative Purpose: To narrate	Narrative: Invention Narrative Purpose: To narrate
Recount: Newspaper Report Purpose: To recount	Information: Information Report Purpose: To inform	Information: Defeating a Viking monster Purpose: To inform	Persuasion: Letter Purpose: To persuade	Recount: Diary Purpose: To recount	Recount: Jacques Cousteau Biography Purpose: To recount
Grammar: Word					
Build on previous units & focus on: Develop understanding of standard English forms for verb inflections (we were instead of we was)	Build on previous year & focus on: Grammatical difference between plural and possessive -s Develop understanding of standard English forms for verb inflections (we were instead of we was)	Build on previous units & focus on: Grammatical difference between plural and possessive -s	Build on previous units & focus on: Grammatical difference between plural and possessive -s Develop understanding of standard English forms for verb inflections (we were instead of we was)	Build on previous units & focus on: Develop understanding of standard English forms for verb inflections (we were instead of we was) Grammatical difference between plural and possessive -s	Build on previous units & focus on: Verb inflections (we were instead of we was)
Grammar: Sentence					
Build on previous units & focus on: Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials	Build on previous year & focus on: Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases Expressing time and place and cause using prepositions (for example, before; after, during, in, because of) (Recap from Y3) Fronted adverbials	Build on previous units & focus on: Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials Developing the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although, before, after, while, so'	Build on previous units & focus on: Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials	Build on previous units & focus on: Fronted adverbials	Build on previous units & focus on: Fronted adverbials
Grammar: Text					
Build on previous units & focus on: Nouns or pronouns to aid cohesion and avoid repetition Develop understanding using the present perfect forms of verbs (reinforcement from Y3)	Build on previous year & focus on: Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	Build on previous units & focus on: Nouns or pronouns to aid cohesion and avoid repetition Paragraphs to organise ideas around a theme, with headings and sub headings	Build on previous units & focus on: use adverbials and conjunctions for cohesion	Build on previous units & focus on: Nouns or pronouns to aid cohesion and avoid repetition	Build on previous units & focus on: Nouns or pronouns to aid cohesion and avoid repetition Paragraphs to organise ideas around a theme
Grammar: Punctuation					
Build on previous units & focus on: Inverted commas and other punctuation to indicate direct speech Use commas after fronted adverbials	Build on previous year & focus on: Apostrophes for possession (plural nouns) Use commas after fronted adverbials	Build on previous units & focus on: Apostrophes for possession (plural nouns) Use commas after fronted adverbials	Build on previous units & focus on: Inverted commas and other punctuation to indicate direct speech Apostrophes for possession (plural nouns) Use commas after fronted adverbials	Build on previous units & focus on: Inverted commas and other punctuation to indicate direct speech Apostrophes for possession (plural nouns) Use commas after fronted adverbials	Build on previous units & focus on: Inverted commas and other punctuation to indicate direct speech Use commas after fronted adverbials
Terminology for Pupils					
determiner, pronoun, possessive pronoun, adverbial					

Year 5

Writing Outcome & Writing Purpose					
Narrative: Exploration Narrative Purpose: To narrate	Narrative: Setting Narrative Purpose: To narrate	Narrative: Cliff hanger Narrative Purpose: To narrate	Narrative: Character Narrative Purpose: To narrate	Narrative: Survival Narrative Purpose: To narrate	Narrative: Dilemma Narrative Purpose: To narrate
Recount: Formal Mission Log Purpose: To recount	Recount: Letter Purpose: To recount	Recount: Formal Report Purpose: To inform	Persuasion: Bargain Letter Purpose: To persuade	Explanation: Survival Guide Purpose: To explain	Discussion: Balanced Argument Purpose: To discuss
Grammar: Word					
Build on previous year & focus on: Develop an understanding of the use of verb prefixes	Build on previous units & focus on: The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone Use verb prefixes (un-, de-, re-, over-, dis-, mis-)	Build on previous units & focus on: The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone Develop understanding and use of verb prefixes Converting nouns or adjectives into verbs using suffixes	Build on previous units & focus on: Develop understanding and use of verb prefixes	Build on previous units & focus on: Verb prefixes mis, over and de Converting nouns or adjectives into verbs using suffixes	Build on previous units & focus on: Converting nouns or adjectives into verbs using suffixes
Grammar: Sentence					
Build on previous year & focus on: Indicate degrees of possibility using modal verbs Expanded noun phrases to convey complicated information concisely Develop understanding of relative clauses	Build on previous units & focus on: Indicate degrees of possibility using modal verbs Expanded noun phrases to convey complicated information concisely Use fronted adverbials	Build on previous units & focus on: Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun	Build on previous units & focus on: Indicate degrees of possibility using modal verbs and adverbs	Build on previous units & focus on: Indicate degrees of possibility using adverbs and modal verbs Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun	Build on previous units & focus on: Develop understanding and use of relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Develop understanding of expanded noun phrases to convey complicated information concisely Indicate degrees of possibility using modal verbs
Grammar: Text					
Build on previous year & focus on: Use a range of sentence types for impact and cohesion	Build on previous units & focus on: Develop understanding in using devices to build cohesion within a paragraph	Build on previous units & focus on: Develop understanding in using devices to build cohesion within a paragraph	Build on previous units & focus on: Develop understanding in using devices to build cohesion within a paragraph	Build on previous units & focus on: Develop understanding in using devices to build cohesion within a paragraph	Build on previous units & focus on: Develop understanding in using devices to build cohesion within a paragraph
Grammar: Punctuation					
Build on previous year & focus on: Indicate parenthesis using dashes and brackets Commas after fronted adverbials (reinforce from Y4) Inverted commas to indicate direct speech (reinforce from Y4)	Build on previous units & focus on: Commas, brackets and dashes for parenthesis Use commas after fronted adverbials	Build on previous units & focus on: Commas for parenthesis Use commas to clarify meaning and avoid ambiguity	Build on previous units & focus on: Commas for parenthesis	Build on previous units & focus on: Indicate parenthesis using brackets Commas for clarity	Build on previous units & focus on: Use commas for clarity and to avoid ambiguity Use of a comma after the reporting clause and use of end punctuation within inverted commas (Y4) Indicate parenthesis using brackets
Terminology for Pupils					
modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity					

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Year 6



Writing Outcome & Writing Purpose					
Recount: Diary Purpose: To recount	Narrative: Flashback Narrative Purpose: To narrate	Narrative: Discovery Narrative Purpose: To narrate	Recount: Documentary Narrative Purpose: To narrate Discussion: Balanced Argument Purpose: To discuss Narrative: Hunted Narrative Purpose: To narrate	Narrative: Endurance Narrative Purpose: To narrate	Narrative: Dual Narrative Purpose: To narrate
Recount: Bravery Speech Award Purpose: To recount & inform (hybrid)	Recount: Newspaper Report Purpose: To recount	Explanation: Adaptation Purpose: To explain		Recount: Biography Purpose: To recount	Persuasion: Letter Purpose: To persuade
Grammar: Word					
Build on previous year & focus on: Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal and informal vocabulary choices	Build on previous units & focus on: Understand how words are related by meaning as synonyms and antonyms Converting nouns into verbs using suffixes (reinforce from Y5) The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing - informality of direct quote contrasting with formality of vocabulary choices	Build on previous units & focus on: Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing	Build on previous units & focus on: Develop understanding of how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing	Build on previous units & focus on: Develop understanding of how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing	Build on previous units & focus on: Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone
Grammar: Sentence					
Build on previous year & focus on: The difference between structures typical of informal speech and structures appropriate to formal - use of question tags in informal speech Develop understanding of the passive to affect the presentation of information in a sentence	Build on previous units & focus on: The difference between structures typical of informal speech and structures appropriate to formal Using expanded noun phrases to convey complicated information concisely	Build on previous units & focus on: The difference between structures typical of informal speech and structures appropriate to formal Using expanded noun phrases to convey complicated information concisely Use the subjunctive form in some very formal writing and speech	Build on previous units & focus on: Using expanded noun phrases to convey complicated information concisely Understand the difference between structures typical of informal speech and structures appropriate to formal Develop understanding of the passive to affect the presentation of information in a sentence Use the subjunctive form in some very formal writing and speech	Build on previous units & focus on: Using expanded noun phrases to convey complicated information concisely Understand the difference between structures typical of informal speech and structures appropriate to formal Develop understanding of the passive to affect the presentation of information in a sentence	Build on previous units & focus on: The difference between structures typical of informal speech and structures appropriate to formal speech in writing Use of the subjunctive form in some very formal speech and writing
Grammar: Text					
Build on previous year & focus on: using a wider range of cohesive devices - adverbials	Build on previous units & focus on: Use headings, sub-headings, columns and captions to structure information	Build on previous units & focus on: Use headings and sub-headings to structure information	Build on previous units & focus on: Using cohesive devices, e.g. synonyms Accurate tense choice throughout the writing	Build on previous units & focus on: Using headings and sub-headings to organise information	Build on previous units & focus on: Linking ideas within and across paragraphs using a wider range of cohesive devices
Grammar: Punctuation					
Build on previous year & focus on: Semi-colons within detailed lists Indicate grammatical features using the semi-colon to mark the boundary between independent clauses Dashes and commas to indicate parenthesis	Build on previous units & focus on: Use hyphens to join words and avoid ambiguity Use range of punctuation taught at KS2 (Speech punctuation) Use the semi-colon as the boundary between independent clauses	Build on previous units & focus on: Use dashes, colons and semi-colons to mark the boundary between independent clauses Use colons to introduce a list	Build on previous units & focus on: Use semi-colons, colons and dashes to mark the boundary between independent clauses Use hyphens to avoid ambiguity Use colons to introduce a list Use semi-colons within lists	Build on previous units & focus on: Use semi-colons, and dashes to mark the boundary between independent clauses Use commas to clarify meaning and avoid ambiguity	Build on previous units & focus on: Use semi-colons, colons and dashes to mark the boundary between independent clauses Use hyphens to avoid ambiguity
Terminology for Pupils					
subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points					

Strong Foundations - Our school uses the *Strong Foundations* document to strengthen and support the teaching of writing across the curriculum. The guidance informs our approach to developing children' transcriptional and compositional skills from the early years onwards, ensuring that writing is taught explicitly, systematically and progressively. We use *Strong Foundations* to support curriculum design so that children build secure foundations in handwriting, spelling, grammar and sentence construction before moving on to more complex writing tasks.

The document also guides teaching practice by emphasising the importance of high-quality modelling, shared writing and structured opportunities for children to practise and apply their skills. Regular assessment and

feedback, as outlined in *Strong Foundations*, enable staff to identify gaps quickly and provide targeted support and intervention. By using the principles within *Strong Foundations* to promote consistency and high expectations in writing across year groups, children develop the confidence, stamina and skills needed to express their ideas clearly and effectively for a range of purposes and audiences.

Adaptive Teaching – Where needed, staff adapt their lesson content and processes to ensure that all children are able to access the new skill or knowledge in a way which is in line with their personal goals or rate of understanding. This means that within a lesson all children will access a challenge with the stretch or support required to complete the activity.

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

- **Cultural Capital**

Cultural Capital Offer			
	Autumn	Spring	Summer
Whole School	• 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		
	• Panto • Christmas Plays & Celebrations • Harvest • Black History Month • Poetry Week • Parliament Week (KS2)	• Enterprise Week • RHS Bridgewater • World Book Day • Sports Week • PE Week 21st March	• 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**

Our writing curriculum provides countless opportunities to promote children' 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 children 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 children 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 children 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 children will need to know before they can access the lesson. SENDCO meets with class staff 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 recommended by **Literacy Counts: Ready Steady Write** 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 Spelling** supports the teaching of specific spellings 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 staff as appropriate and key headlines are fed back to SLT. Following assessment weeks, there are opportunities for staff to moderate writing from another class. St Andrews also takes part in cluster moderation.

- **Assessment**

Staff assess each child using the end points (writing with distance from learning in two pieces per term) and record the results on FFT at least termly. The subject leader and class staff 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 staff'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.

Curriculum and Assessment Review (November 2025)

The Review made the following recommendations regarding Writing:

- Greater clarity and precision on the aims of each key stage – sequentially and coherently, including drama
- Clarify the distinction between English and Literacy
- Develop composition skills (in addition to reproducing textual features)
- Focus on using and applying grammar rather than identifying theoretical constructs by name

These areas are listed in the Writing Action Plan and are included in the 2025 2026 Curriculum and Assessment Review Action Plan and the School Development Plan.

What should lessons including the teaching of writing typically and consistently include?

EYFS

- Fine motor skills (Funky Fingers, mark making)
- Children develop correct pencil grip and control over time
- Opportunities to build shoulder, arm and hand strength daily
- Adult modelling of phonics in systematic teaching of phonics and across Continuous Provision
- Application of phonics in spelling – tricky words are explicitly taught and practised
- Labels and captions
- Oral sentence building – adults model full sentences and extend children's language
- Links made between speaking and writing – rich talk underpins all writing
- Story telling (high quality texts), role play and oral rehearsal
- Vocabulary development
- Very simple writing planning (draw-say-write)
- Clear progression from mark making, basic letter formation – words – simple sentences
- Writing is purposeful, meaningful and linked to play – why are they writing?
- Opportunities across all areas (not just writing table)
- Balance of adult led and child led
- Feedback is immediate and specific
- All children can access writing opportunities – scaffolding without lowering expectations
- Visible progress in journals etc.

KS1

- Daily application of phonics in spelling
- Application of phonics when writing independently

- Common exception words taught and revised
- Handwriting is taught consistently, insisting on correction formation leading to joining
- Good quality text models – models and examples of WAGOLLs
- Purpose and audience (short narratives, basic non-fiction) – writing is purposeful and linked to meaningful contexts
- Children are taught to compose simple sentences and punctuation before writing. Moving from guided, scaffolded to independent writing
- Grammar and punctuation are taught in context with accurate application of KS1 grammar expectations
- Clear teaching of sentence structure – simple – expanded – short paragraphs
- Oracy – talk for writing opportunities
- Vocabulary is taught explicitly and used in writing, deliberately developed and extended
- Staff modelling
- Writing across curriculum
- Regular oral and written feedback
- Sentence starters/word banks/visual aids
- Regular opportunities to write at length independently – plan, draft, edit and improve
- Writing stamina is built over time
- All children access the same writing curriculum with adaptations and scaffolds
- Pride taken in presentation
- Children are encouraged to write as part of homework

KS2

Progression in:

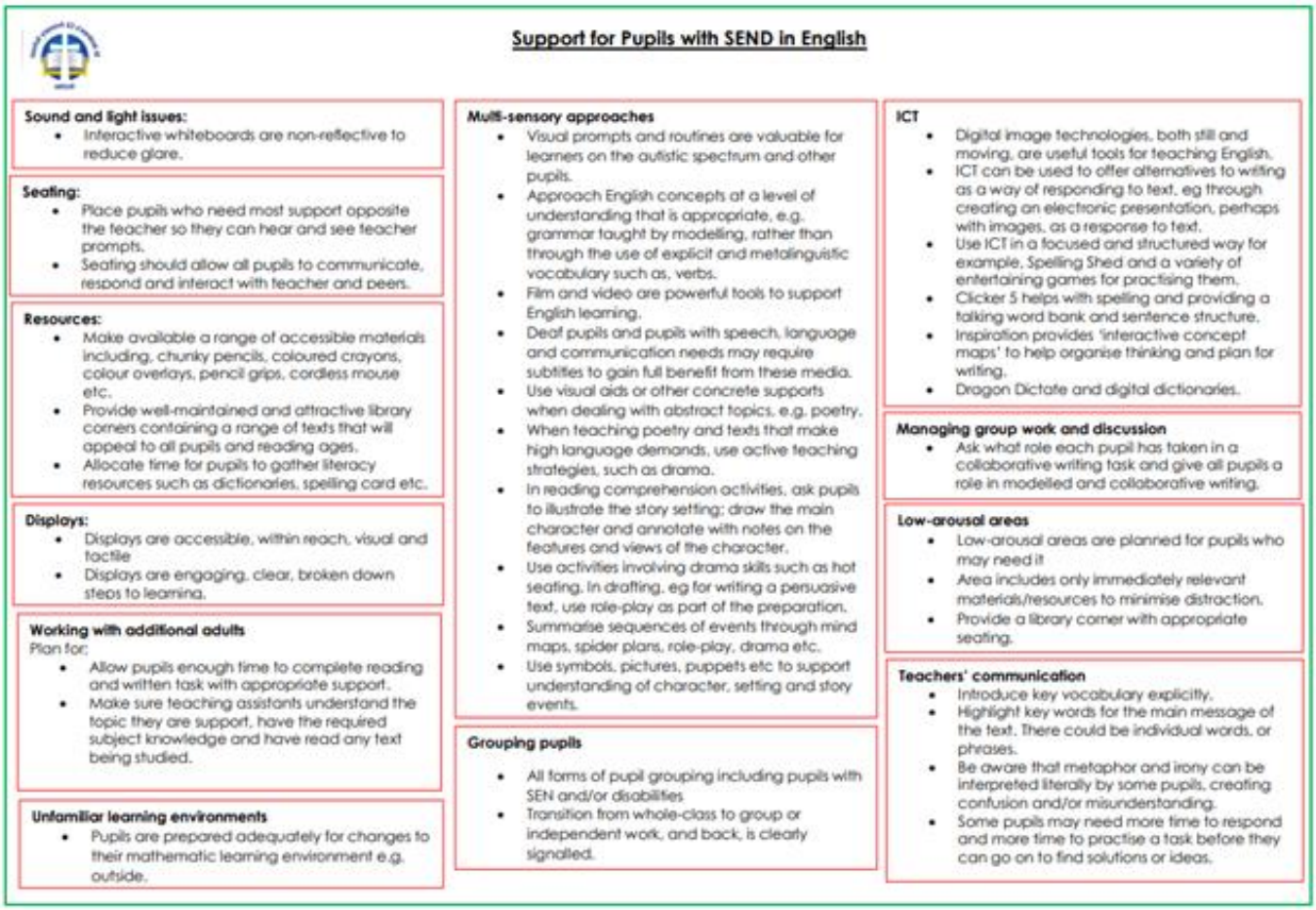
- transcription (spelling, handwriting)
- composition (planning, drafting, editing)
- grammar and punctuation
- Writing is purposeful and linked to meaningful contexts
- Exposure to a wide range of high-quality texts and genres
- Opportunities to write for different audiences and purposes
- Lessons follow a clear sequence:
- model → scaffold → guided practice → independent writing
- Explicit teaching of writing features (genre, structure, vocabulary)
- Vocabulary is deliberately taught and revisited
- Grammar and punctuation taught in context, not in isolation
- Use of high-quality texts and models
- Staff model writing processes live (thinking aloud)
- Demonstration of planning, drafting, and editing
- Examples of good writing analysed with children
- Clear explanation of how to improve writing
- Use of shared writing to co-construct texts with children
- Frequent opportunities for extended independent writing
- Writing across the curriculum (not just English lessons)
- Tasks appropriately challenging for all groups
- Children write for real or meaningful audiences where possible
- Opportunities to write at length and sustain ideas
- Feedback is timely, specific, and helps children improve
- Children are given time to respond to feedback
- Regular opportunities to write at length independently – plan, draft, edit, redraft, publish
- Children are taught how to edit their work effectively. Structured opportunities to improve:

  - vocabulary choices
  - sentence structure
  - grammar and punctuation
  - Children understand how to self- and peer-assess
  - Editing is embedded as part of the writing process, not an add-on

Clear scaffolding for lower-attaining children

Challenge for higher-attaining children through:

- depth of thinking
- complexity of tasks
- greater independence
    - Use of targeted interventions where needed
    - Support for children with SEND and EAL is appropriate and effective
    - Children are encouraged to speak ideas before writing
    - Talk is used to rehearse sentences and structure ideas
    - Discussions help develop vocabulary and comprehension
    - Staff questioning extends thinking and responses
    - Handwriting is taught systematically and consistently
    - Spelling strategies are explicitly taught and practised
    - Children apply spelling rules in their writing
    - Accuracy improves over time and is monitored
    - Children are encouraged to write as part of homework



Support for Pupils with SEND in English

Sound and light issues:
- Interactive whiteboards are non-reflective to reduce glare.

Seating:
- Place pupils who need most support opposite the teacher so they can hear and see teacher prompts.
- Seating should allow all pupils to communicate, respond and interact with teacher and peers.

Resources:
- Make available a range of accessible materials including, chunky pencils, coloured crayons, colour overlays, pencil grips, cordless mouse etc.
- Provide well-maintained and attractive library corners containing a range of texts that will appeal to all pupils and reading ages.
- Allocate time for pupils to gather literacy resources such as dictionaries, spelling card etc.

Displays:
- Displays are accessible, within reach, visual and tactile
- Displays are engaging, clear, broken down steps to learning.

Working with additional adults
Plan for:
- Allow pupils enough time to complete reading and written task with appropriate support.
- Make sure teaching assistants understand the topic they are support, have the required subject knowledge and have read any text being studied.

Unfamiliar learning environments
- Pupils are prepared adequately for changes to their mathematic learning environment e.g. outside.

Multi-sensory approaches
- Visual prompts and routines are valuable for learners on the autistic spectrum and other pupils.
- Approach English concepts at a level of understanding that is appropriate, e.g. grammar taught by modelling, rather than through the use of explicit and metalinguistic vocabulary such as, verbs.
- Film and video are powerful tools to support English learning.
- Deaf pupils and pupils with speech, language and communication needs may require subtitles to gain full benefit from these media.
- Use visual aids or other concrete supports when dealing with abstract topics, e.g. poetry.
- When teaching poetry and texts that make high language demands, use active teaching strategies, such as drama.
- In reading comprehension activities, ask pupils to illustrate the story setting; draw the main character and annotate with notes on the features and views of the character.
- Use activities involving drama skills such as hot seating. In drafting, eg for writing a persuasive text, use role-play as part of the preparation.
- Summarise sequences of events through mind maps, spider plans, role-play, drama etc.
- Use symbols, pictures, puppets etc to support understanding of character, setting and story events.

Grouping pupils
- All forms of pupil grouping including pupils with SEN and/or disabilities
- Transition from whole-class to group or independent work, and back, is clearly signalled.

ICT
- Digital image technologies, both still and moving, are useful tools for teaching English.
- ICT can be used to offer alternatives to writing as a way of responding to text, eg through creating an electronic presentation, perhaps with images, as a response to text.
- Use ICT in a focused and structured way for example, Spelling Shed and a variety of entertaining games for practising them.
- Clicker 5 helps with spelling and providing a talking word bank and sentence structure.
- Inspiration provides 'interactive concept maps' to help organise thinking and plan for writing.
- Dragon Dictate and digital dictionaries.

Managing group work and discussion
- Ask what role each pupil has taken in a collaborative writing task and give all pupils a role in modelled and collaborative writing.

Low-arousal areas
- Low-arousal areas are planned for pupils who may need it
- Area includes only immediately relevant materials/resources to minimise distraction.
- Provide a library corner with appropriate seating.

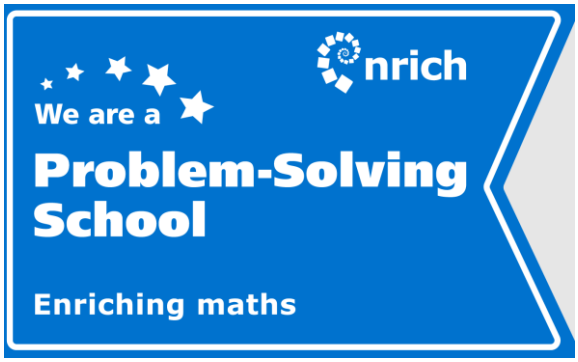
Teachers' communication
- Introduce key vocabulary explicitly.
- Highlight key words for the main message of the text. There could be individual words, or phrases.
- Be aware that metaphor and irony can be interpreted literally by some pupils, creating confusion and/or misunderstanding.
- Some pupils may need more time to respond and more time to practise a task before they can go on to find solutions or ideas.

Maths

Rationale

Mathematics at St Andrew's is designed and taught to inspire a love of number, number processes, application and problem solving; we hope to inspire awe and wonder in the magic of Maths! We aim to ensure that all children access, understand, recall, develop and apply Mathematics skills and knowledge across the curriculum in order to become proficient Mathematicians both in and around lessons. Children receive opportunities to apply and problem solve in a range of contexts ad real-life scenarios.

In 2026, St Andrews C of E School was recognised as an NRICH Problem Solving School.



To effectively deliver a Mathematics curriculum which supports the development of all children, we use the White Rose scheme as a basis, alongside the DFE/NCETM Ready To Progress Document and Teaching for Mastery scheme which discretely meets the key objectives for learning from EYFS to Year 6. In EYFS, our school's bespoke curriculum has been drawn from 2025 EYFS Statutory Guidance, Curriculum and Assessment Review (2025) Development Matters and Birth to Five Matters frameworks.

Our St Andrew's Mathematics curriculum is designed to ensure that all strands of Mathematics are taught in depth, reviewed and secured utilising at least two opportunities per year to ensure that skills and knowledge are deepened and mastered. The strands of Mathematics, key language and fluency in skills taught are built upon throughout the terms in the year, and across the year groups, thus ensuring that by the end of the Key Stage children are able to securely recall prior learning, apply learned skills and able to confidently explore new Maths.

Year 1 – Maths Yearly Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Place Value (Within 10)		Addition and Subtraction (within 10)			Place Value (Within 10)			Geometry : Shape		Place Value (Within 20)	
Small Steps	Step 1 Sort objects Step 2 Count objects Step 3 Count objects from a larger group Step 4 Represent objects Step 5 Recognise numbers as words Step 6 Count on from any number Step 7 1 more Step 8 Count backwards within 10		Step 1 Introduce parts and wholes Step 2 Part-whole model Step 3 Write number sentences Step 4 Fact families – addition facts Step 5 Number bonds within 10 Step 6 Systematic number bonds within 10 Step 7 Number bonds to 10 Step 8 Addition – add together Step 9 Addition – add more Step 10 Addition problems Step 11 Find a part Step 12 Subtraction – find a part Step 13 Fact families – the eight facts Step 14 Subtraction – take away/cross out (How many left?) Step 15 Subtraction – take away (How many left?) Step 16 Subtraction on a number line Step 17 Add or subtract 1 or 2			Step 9 1 less Step 10 Compare groups by matching Step 11 Fewer, more, same Step 12 Less than, greater than, equal to Step 13 Compare numbers Step 14 Order objects and numbers Step 15 The number line			Step 1 Recognise and name 3-D shapes Step 1 and 2 Sort 3-D shapes Step 3 Recognise and name 2-D shapes Step 4 Sort 2-D shapes Step 5 Patterns with 2-D and 3-D shapes Repeat step 1 and 3 as necessary		Step 1 Count within 20 Step 2 Understand 10 Step 3 Understand 11, 12 and 13 Step 4 Understand 14, 15 and 16 Step 5 Understand 17, 18 and 19 Step 6 Understand 20 Step 7 1 more and 1 less Step 8 The number line to 20 Step 9 Use a number line to 20 Step 10 Estimate on a number line to 20	

Year 1 – Maths Yearly Overview

	Summer	Place Value	Multiplication and division	Fractions	Shape : Position and direction	Place Value (to 100)	Measure : Money	Measure : Time	Consolidation
Small Steps		Step 1 Count from 50 to 100 Step 2 Tens to 100 Step 3 Partition into tens and ones Step 4 The number line to 100 Step 5 1 more, 1 less Step 6 Compare numbers with the same number of tens Step 7 Compare any two numbers	Step 1 Count in 2s Step 2 Count in 10s Step 3 Count in 5s Step 4 Recognise equal groups Step 5 Add equal groups Step 6 Make arrays Step 7 Make doubles Step 8 Make equal groups – grouping Step 9 Make equal groups – sharing	Step 1 Recognise a half of an object or a shape Step 2 Find a half of an object or a shape Step 3 Recognise a half of a quantity Step 4 Find a half of a quantity Step 5 Recognise a quarter of an object or a shape Step 6 Find a quarter of an object or a shape Step 7 Recognise a quarter of a quantity Step 8 Find a quarter of a quantity	Step 1 Describe turns Step 2 Describe position – left and right Step 3 Describe position – forwards and backwards Step 4 Describe position – above and below Step 5 Ordinal numbers		Step 1 Unitising Step 2 Recognise coins Step 3 Recognise notes Step 4 Count in coins	Step 1 Before and after Step 2 Days of the week Step 3 Months of the year Step 4 Hours, minutes and seconds Step 5 Tell the time to the hour Step 6 Tell the time to the half hour	

Year 5 – Maths Yearly Overview

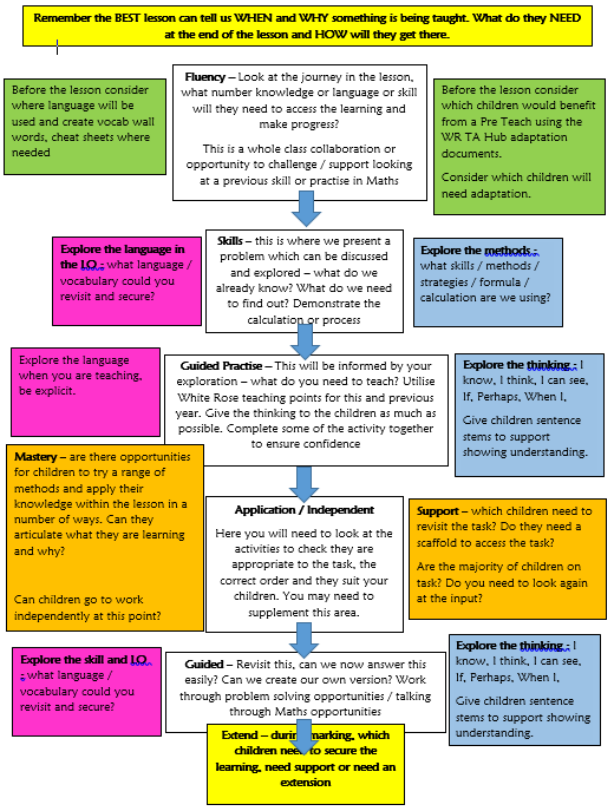
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number : Place Value		Number: Addition and Subtraction		Number : Multiplication and Division			Number : Fractions		Geometry : Shape		Measure : Perimeter and Area
Small Steps	Step 1 Roman numerals to 1,000 Step 2 Numbers to 10,000 Step 3 Numbers to 100,000 Step 4 Numbers to 1,000,000 Step 5 Read and write numbers to 1,000,000 Step 6 Powers of 10 Step 7 10/100/1,000/10,000/100,000 more or less		Step 1 Mental strategies Step 2 Add whole numbers with more than four digits Step 3 Subtract whole numbers with more than four digits Step 4 Round to check answers Step 5 Inverse operations (addition and subtraction) Step 6 Mixed addition and subtraction problems Step 7 Compare calculations Step 8 Find missing numbers		Step 1 Multiples Step 2 Common multiples Step 3 Factors Step 4 Common factors Step 5 Prime numbers Step 6 Square numbers Step 7 Cube numbers Step 8 Multiply by 10, 100 and 1,000 Step 9 Divide by 10, 100 and 1,000 Step 10 Multiples of 10, 100 and 1,000		Assessment	Step 1 Find fractions equivalent to a unit fraction Step 2 Find fractions equivalent to a non-unit fraction Step 3 Equivalent fractions on a number line Step 4 Convert improper fractions to mixed numbers Step 5 Convert mixed numbers to improper fractions Step 6 Add and subtract fractions with the same denominator Step 7 Add fractions greater than 1 Step 8 Compare and order fractions greater than 1		Step 1 Understand and use degrees Step 2 Classify angles Step 3 Estimate angles Step 4 Measure angles up to 180° (Over two lessons) Step 5 Draw lines and angles accurately (Over two lessons)		Step 1 Perimeter of rectangles Step 2 Perimeter of rectilinear shapes Step 3 Perimeter of polygons Step 4 Area of rectangles Step 5 Area of compound shapes

Year 5 – Maths Yearly Overview

	Summer	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
		Number : Decimals		Number : Fractions		Geometry : Position and Direction	Number Negative numbers		Measure: Volume	Consolidation	
Small Steps		Step 1 Use known facts to add and subtract decimals within 1 Step 2 Complements to 1 Step 3 Add and subtract decimals across 1 Step 4 Add decimals with the same number of decimal places Step 5 Subtract decimals with the same number of decimal places Step 6 Add decimals with different numbers of decimal places Step 7 Subtract decimals with different numbers of		Step 1 Multiply a unit fraction by an integer Step 2 Multiply a non-unit fraction by an integer Step 3 Multiply a mixed number by an integer Step 4 Calculate a fraction of a quantity Step 5 Fraction of an amount Step 6 Find the whole Step 7 Use fractions as operators		Step 1 Read and plot coordinates Step 2 Problem solving with coordinates Step 3 Translation Step 4 Translation with coordinates Step 5 and 6 Lines of symmetry and reflection in horizontal and vertical lines	Step 1 Understand negative numbers Step 2 Count through zero in 1s Step 3 Count through zero in multiples Step 4 Compare and order negative numbers Step 5 Find the difference	Assessment	Step 1 Cubic centimetres Step 2 Compare volume Step 3 Estimate volume Step 4 Estimate capacity		

There are daily opportunities for children to revisit and secure learning in 'Fluency' sessions where prior learning is recalled and secured before applying in the daily practise lesson.

Lesson Outline



To support this, all staff including EYFS, have a yearly and termly plan which demonstrates the order and sequence of learning with clear links between the strands. This is partnered with a lesson structure which has been determined with all members of teaching staff so that all lessons have a recognised and clearly structured lesson journey followed from Year 1 – 6. We have a Maths Curriculum Map (including an additional Multiplication plan - examples below) that demonstrates this in detail.

Year 3

Autumn 1	Count in multiples of 3 to 12x3 in order from 0 fluently.
Autumn 2	Recall multiples of 3 up to 12x3 in any order, including missing numbers and related division facts with growing fluency. Count in multiples of 4 to 12x4 in order from 0 with growing fluency. Introduce (relating to x4) and begin to count in multiples of 8 from 0 to 12x8.
Spring 1	Recall multiples of 3 up to 12x3 in any order, including missing numbers and related division facts fluently. Count in multiples of 4 to 12x4 in order from 0 with fluently. Count in multiples of 8 to 12x8 in order from 0 with growing fluency.
Spring 2	Recall multiples of 4 up to 12x4 in any order, including missing numbers and related division facts with growing fluency. Count in multiples of 8 to 12x8 in order from 0 fluently.
Summer 1	Recall multiples of 4 up to 12x4 in any order, including missing numbers and related division facts fluently. Recall multiples of 8 up to 12x8 in any order, including missing numbers and related division facts with growing fluency.
Summer 2	Recall multiples of 8 up to 12x8 in any order, including missing numbers and related division facts fluently.

Year 4

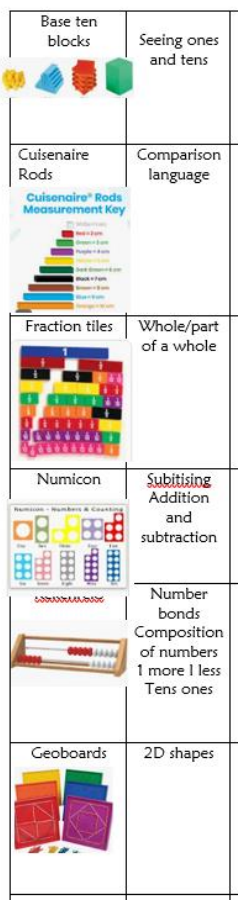
Autumn 1	Recall multiples of 3,4 and 8 up to 12x in any order, including missing numbers and related division facts fluently. Fluently count in 6's in order up to 12x6, using multiples of 3 to support.
Autumn 2	Recall multiples of 6 in any order, including missing numbers and related division facts with growing fluency. Fluently count in 7's in order up to 12x7.
Spring 1	Recall multiples of 6 in any order, including missing numbers and related division facts fluently. Recall multiples of 7 in any order, including missing numbers and related division facts with growing fluency.
Spring 2	Recall multiples of 7 in any order, including missing numbers and related division facts fluently. Fluently count in 9's in order up to 12x9. Fluently count in 11's in order up to 12x11.
Summer 1	Recall multiples of 9 in any order, including missing numbers and related division facts with growing fluency (using 10x and adjusting by 1 group to find 9x as a strategy) Recall multiples of 11 in any order, including missing numbers and related division facts fluently. Fluently count in 12's in order up to 12x12.
Summer 2	Recall multiples of 9 in any order, including missing numbers and related division facts fluently. Recall multiples of 12 in any order, including missing numbers and related division facts with growing fluency (using 10x and adjusting by adding 2 more groups).

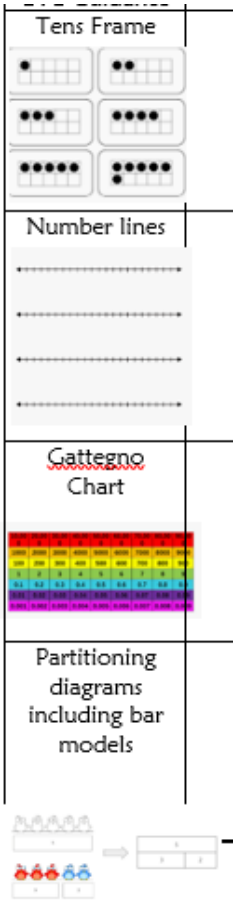
Teaching and Learning

Quality First Teaching and Learning in Mathematics is secured through a range of supporting strategies:

Strong Foundations - A strong foundation in Mathematics, as outlined in Department for Education guidance, means ensuring that children build deep, secure understanding of core mathematical knowledge and skills from the earliest stages of schooling so they are confident and capable learners as they progress through the curriculum. This foundation encompasses fluency in basic number facts and calculation, conceptual understanding of key ideas, and the ability to apply that knowledge to reasoning and problem-solving tasks; it is achieved through a clear, coherent curriculum that sequences learning logically and gives children frequent opportunities to practise and embed what they've been taught. The DfE emphasises that when these essential building blocks are well established—particularly in Early Years and Key Stage 1—children are more likely to succeed later in school and beyond, as they can draw on reliable foundational knowledge to understand more complex mathematical concepts.

CPA Approach – The Concrete–Pictorial–Abstract (CPA) approach in Mathematics is a teaching method that helps learners build deep understanding by moving through three interconnected stages. In the concrete stage, children handle physical objects, such as counters, blocks, or coins, to explore mathematical concepts practically (manipulatives – examples below). Next, in the pictorial stage (examples below), learners represent these objects through drawings, diagrams, or visual models, bridging the gap between hands-on experience and abstract thinking. Finally, in the abstract stage, learners work with Mathematical symbols, numbers, and equations independently, applying their understanding to solve problems. By progressing systematically through CPA, children develop a strong conceptual grasp, enhance problem-solving skills, and gain confidence in applying mathematics in both academic and real-life contexts.





Fluency – Each day, each class have dedicated sessions within the lesson time to review fluency. The lesson plan for St Andrew's ensures that in the journey of a lesson, children review and secure previous strategies, number

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

Adaptive Teaching – Where needed, staff adapt their lesson content and processes to ensure that all children are able to access the new skill or knowledge in a way which is in line with their personal goals or rate of understanding. This means that within a lesson all children will access a challenge with the stretch or support required to complete the activity.

Questioning – Staff 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/vocabulary – Owing to the context of the families that we serve, focusing on language and key vocabulary is essential. 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. Staff 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.

St Andrews CE Primary Maths Vocabulary List

Maths vocabulary for Year 1	
Number and place value	Ten more/less, digit, numeral, figure(s), compare, (in) order/a different order, size, value, between, halfway between, above, below, tens, ones
Addition and subtraction	Number bonds, number line, add, more, plus, make, sum, total, altogether, inverse, double, near double, equals, is the same as (including equals sign), difference between, subtract, take away, minus How many more to make …?, How many more is … than … ?, How much more is … ?, How many fewer is … than … ?, How much less is … ?
Multiplication and division	Once, twice, three, five times, multiple of times Multiply, multiply by, repeated addition, array, row, column, double, halve, share, share equally, group in pairs, threes, etc., equal groups of, divide, divided by, left over
Measure	Time, days of the week, seasons, day, week, month, year, weekend, birthday, holiday, morning, afternoon, evening, night, midnight, bedtime, dinnertime, playtime, today, yesterday, tomorrow Before, after, next, last, now, soon, early, late, quick, quicker, quickest, quickly , fast, faster, fastest, slow, slower, slowest, slowly, old, older, oldest, new, newer, newest Takes longer, takes less time, hour, o'clock, half past, clock, watch, hands, how long ago?, How long will it be to … ?, How long will it take to … ?, How often?, always, never, often, sometimes, usually, once, twice, first, second, third, etc., estimate, close to, about the same as, just over, just under, too many, too few, not enough, enough Length, width, height, depth, long, longer, longest, short, shorter shortest, tall, taller, tallest, high, higher, highest, Low, wide, narrow, deep, shallow, thick, thin, far, near, close, metre, ruler, metre stick How much?, How many?, money, coin, penny, pence, pound, price, cost, buy, sell, spend, spent, pay, change, dear(er), costs more, costs less, cheaper, costs the same as, total
Geometry (position and direction)	Before, after, beside, next to, opposite, apart, between, middle, edge, centre, corner, direction, journey, left, right, up, down, forwards, backwards, sideways, across, close, far, near, along, through, to, from, towards, away from, movement, slide, roll, turn, whole turn, half turn, stretch, bend
Geometry (properties of shape)	Corner (point, pointed), face, side, edge, make, build, draw

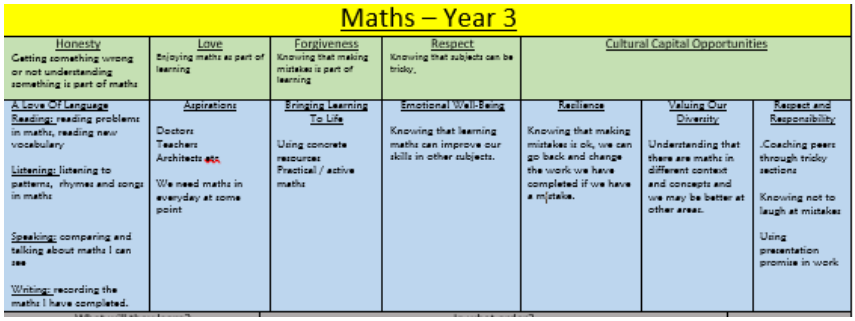
St Andrews CE Primary Maths Vocabulary List

Fractions	Whole, equal parts, four equal parts, one half, two halves, a quarter, two quarters
Problem solving	Change, change over, split, separate, carry on, continue, repeat, what comes next?, find, choose, collect, use, make, build Tell me, describe, pick out, talk about, explain, show me, read, write, record, trace, copy, complete, finish, end, fill in, shade, colour, tick, cross, draw, draw a line between, join (up), ring, arrow Cost, count, work out, answer, check same number(s)/different number(s)/missing number(s) Number facts, number line, number track, number square, number cards, abacus, counters, cubes, blocks, rods, die, dice, dominoes, pegs, peg board Same way, different way, best way, another way, in order, in a different order, not all, every, each

Maths vocabulary for Year 2 (Add to Year 1 List)	
Number and place value	Numbers to one hundred, hundreds, partition, recombine, more/less
Measure	Quarter past/to, metres, kilometers, grams, kilograms, millimeters, liters, temperature, degrees
Geometry (position and direction)	Rotation, clockwise, anticlockwise, straight line, ninety degree turn, right angle
Geometry (properties of shape)	Size, bigger, larger, smaller, symmetrical, line of symmetry, fold, match, mirror line, reflection, pattern, repeating pattern
Fractions	Three quarters, one third, a third, equivalence, equivalent
Data/statistics	Count, tally, sort, vote, graph, block graph, pictogram, represent, group, set, list, table, label, title, most popular, most common, least popular, least common
Problem solving	Predict, describe the pattern, describe the rule, find, find all, find different, investigate

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

Inclusion

Effective inclusion ensures that every child, regardless of their ability, background, or learning needs, can fully participate, engage, and make progress in Mathematics. This involves adapting teaching strategies, resources, and activities so that lessons are accessible to all learners, including those with special educational needs, English as an additional language, or the more able. Examples include using adapted tasks, visual aids, concrete resources, and peer support. Effective inclusion also fosters a positive, supportive classroom environment where every child feels valued, confident to contribute, and encouraged to develop their Mathematical thinking at their own pace, ensuring that no learner is left behind.

Learning Environment

All classrooms in St Andrew's have a 'working wall' which is changed to suit the concept being taught during the week. There is evidence of language relating to the concept being taught, modelled examples from the staff, 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 (manipulatives), pictorial 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

Monitoring is completed by the subject leader and involves a termly schedule of learning walks, lesson drop ins, pupil voice meetings, book looks and data scrutiny following 3 assessment points. Mathematics targets are included in all staff performance management plans and form a key pillar of pupil progress meetings. Outcomes of all monitoring are share at Senior Leadership Team meetings and fed back to Governors annually.

Mathematics features heavily in School Development Plans. Mathematics has its own action plan which is reviewed termly.

Summative Assessment

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 staff 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. Staff then determine and plan the support plans for these interventions which take place every day.

Formative Assessment

Effective assessment for learning (AfL) in Mathematics is the ongoing process of gathering information about children' understanding during lessons to inform teaching and support learning. It focuses on identifying what children already know, what they can do, and where they need help, rather than just judging performance. Key strategies include asking targeted questions, observing work, using mini-quizzes, and encouraging self- and peer-assessment. Effective AfL provides immediate feedback that helps children understand their mistakes and next steps, promotes reflection on learning, and allows staff to adapt planning and teaching to meet individual needs. In

Mathematics, this approach ensures that misconceptions are addressed promptly and that all learners are supported to build confidence and achieve mastery over concepts.

Reading and Oracy

Effective Mathematics teaching enhances reading and oracy by:

- Embedding rich vocabulary
- Requiring deep reading and comprehension, e.g. Mathematics problems
- Creating structured talk opportunities
- Strengthening reasoning and inference
- Modelling precise, coherent communication

Financial Education Week/Enterprise/Real Life Contexts

Financial Education Week

- Awareness → money exists and is used
- Recognition → coins, notes, value differences
- Application → counting, spending, saving
- Understanding → budgeting, earning, trade-offs
- Preparation → real-world financial systems and responsibility

	Day 1	Day 2	Day 3	Day 4	Day 5
Nursery Focus - Awareness	• Set up real life/role play • Introduce the idea of money as exchange	• Introduce 'saving' with a visible tool	• Teach 'choice' and 'waiting'	• Link money to the world of work	• Enjoy reward from Tuesday 'saving' session
Reception Focus – Everyday Understanding	• Understand that money comes in different forms • (Role play in provision)	• Recognise that money is used to buy things and that people exchange money for goods and services • Introduce 'saving' with a visible tool	• Begin to understand choice (you can't have everything) • 'want' Vs 'need'		• Enjoy reward from Tuesday 'saving' session

Year 1 Focus – Basic recognition and simple value understanding	• Identify coins and notes used in the UK • (Role play in provision - Make simple choices about spending in play situations)	• Understand that different items cost different amounts • Use simple language: "cheap", "expensive"	• Begin to recognise that money is earned through work - • Understand the concept of saving for something they want. Earn coins for good work, behaviour etc.	• Enjoy reward from Wednesday 'saving' session
	https://www.thenational.academy/teachers/programmes/financial-education-primary-ks1/units/an-introduction-to-money/lessons			
Year 2 Focus – Counting Money & Simple Transactions	• Count money in simple combinations (coins and notes)	• Understand paying and receiving change	• Understand saving vs spending - understand the idea of earning money through jobs/tasks • Solve simple money problems	• Enjoy reward from Wednesday 'saving' session
	https://www.thenational.academy/teachers/programmes/financial-education-primary-ks1/units/my-money-and-me/lessons			
Year 3 Focus – Basic Budgeting concepts	• Explore income and expenditure. Understand budgeting as planning spending. Essential and non-essential spending		• Solve simple money problems	• Enjoy reward from Monday/Tuesday 'saving' session

	• Understand that saving can be used for future goals - understand the idea of earning money through jobs/tasks		
	https://www.thenational.academy/teachers/programmes/financial-education-primary-ks2/units/the-purposes-of-money/lessons		
Year 4 Focus – Financial Decision Making	Problem Solving • Understand value for money and comparison shopping • Create simple budgets for small scenarios (e.g. party, trip) • Understand that spending affects what is left	• Explore how people earn income in different ways • Understand saving vs spending - understand the idea of earning money through jobs/tasks • Solve money problems	• Enjoy reward from Wednesday 'saving' session
	https://www.thenational.academy/teachers/programmes/financial-education-primary-ks2/units/making-money-decisions/lessons		
Year 5 Focus – Real-life financial systems	Problem Solving • Create and manage simple budgets with multiple items • Understand risks of over spending	• Understand income, expenses, and saving goals • Understand bank accounts in basic terms • Learn about debit cards, saving accounts, and online payment • Explore interest in a very basic way	• Enjoy reward from Wednesday 'saving' session, enjoying the benefit of the 'interest'
	https://www.thenational.academy/teachers/programmes/financial-education-primary-ks2/units/priority-spending/lessons		

Year 6 Focus – High School Readiness	Problem Solving • Manage a complex budget • Evaluate financial decisions and justify choices	• Learn about credit Vs saving, financial responsibility, consequences on spending choices (advertising and influence), impact of debt (in a basic way)	• Learn about earning money, wagers, salaries, tax as a concept	• Enjoy reward from Tuesday 'saving' session, enjoying the benefit of the 'interest' and responsible financial choices
	https://www.thenational.academy/teachers/programmes/financial-education-primary-ks2/units/budgets-and-ethical-spending/lessons			

Transferable Skills to Other Curriculum Areas

- Language and communication
- Reasoning and logical thinking
- Problem Solving
- Precision and Accuracy
- Data Handling and Interpretation
- Abstract thinking
- Symbolic thinking
- Spatial awareness and visualisation
- Estimation and self/sense checking
- Resilience
- Metacognition (planning, monitoring, reflecting)

Cultural Capital

Cultural capital in maths includes:

- Life and financial skills
- Academic language and reasoning
- Awareness of career pathways
- Confidence with data and technology
- Access to global intellectual heritage

When these are planned intentionally, maths becomes a subject that levels the playing field and expands children' horizons.

Remote Learning/Homework

As with all subjects at St Andrews, remote learning and homework 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, for example, 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.

Children are also offered the chance to take part in our St Andrews Multiplication Master Challenge:



Curriculum and Assessment Review (November 2025)

The Review made the following recommendations regarding Mathematics:

- Too much introduced too quickly
- More opportunity to engage deeply with foundational concepts, applying to challenging, non-routine problem solving
- Secure mathematical fluency

- Number fluency in KS1
- Space content more evenly and appropriately across key stages to enable more time for fluency and non-routine problem solving
- KS2 – competence in problem solving and reasoning, secure multiplicative reasoning, multiplication and division scaling, repeated addition, arrays and whole number rates
- Links to financial education and concepts in real life contexts

These areas are included in the Mathematics Action Plan and are included in the 2025 2026 Curriculum and Assessment Review Action Plan and the School Development Plan.

What should consistently and typically be included in Maths lessons?

EYFS

1. Maths Vocabulary -Rich Environment

- Adults modelling rich vocabulary during play and activities

  Adults extending children's speech (not just asking questions) - Adults repeating and extending children's sentences
- Lots of purposeful conversation and storytelling including counting
- Adults narrating play: *"You're building a tall tower. I wonder if it will balance?"*
- Word-rich displays

2. Quality of Adult Maths Interactions

- Adults joining play and extending thinking
- Staff noticing teachable moments
- Adults supporting children to solve problems and explain ideas
- Adults using open-ended prompts
- Adults supporting turn-taking and social communication

3. Targeted Support and Early Intervention

- Clear identification of barriers to learning
- Interventions short, frequent, and purposeful
- Sentence stems/support are used to help children explain thinking

4. Access to High Quality Continuous Provision (Maths)

- Children confidently using:
  - Number
  - Explaining patterns
  - Construction
  - Small world
  - Counting in play
  - Comparing amounts
  - Sorting and grouping

    - blocks
    - water
    - construction
    - outdoor play
- Adults encouraging children to try new areas of provision
- Staff scaffolding play
- Resources that encourage thinking and promotion of Mathematical language

Key Stage 1

1. High Expectations and Inclusive Classroom Practice

- Staff expecting full participation from all children in Maths sessions, answering questions and contributing
- Staff avoiding lower expectations or over-support
- Clear routines

2. Mathematical Language and Vocabulary Development

- Explicit teaching of new vocabulary
- Staff modelling full sentences
- Children encouraged to explain their thinking
- Oracy opportunities such as talk partners
- Word banks and vocabulary displays
- Staff revisiting and reinforcing key words
- Sentence stems/support are used to help children explain thinking

3. High Quality Teaching

- Adapting lesson plans, resources, slides etc for the children
- Staff modelling mathematical thinking
- Use of concrete (manipulatives) and pictorial resources
- Opportunities for:
    - counting
    - number bonds
    - fluency
    - times tables
    - explaining reasoning
- Staff addressing misconceptions quickly
- Children explaining how they know

- Weekly homework to include times tables and Mathletics

5. Effective Use of Adaptations and Support in Maths

- Scaffolding rather than easier work
- Timely adult support
- Clear explanations and modelling
- Visual supports (CPA) when needed
- Staff checking understanding regularly
- Effective liaison with Haven staff

6. Early Identification of Gaps

- Staff using assessment to identify gaps
- Small group support for:
    - Maths fluency
    - Maths skills
- Short, focused interventions

7. Engagement in the Wider Curriculum

- Staff connecting knowledge across subjects
- Rich experiences and practical learning

Key Stage 2

1. High Expectations in the Classroom

- Staff expecting all children to complete the same core learning
- Children participating in questioning, discussion, problem solving and challenges
- High expectations of:
    - presentation
    - effort
    - behaviour
    - completion of work

2 Mathematical Vocabulary and Language Development

- Explicit teaching of vocabulary
- Staff modelling rich language
- Children explaining their thinking using full sentences
- Vocabulary displayed and revisited

- Staff encouraging children to use new words in discussion and writing
- Children responding to feedback
- Clear teaching of problem solving and mathematical thinking
- Sentence stems/support are used to help children explain thinking

3. Strong Maths Foundations

- Staff modelling mathematical thinking
- Children explaining reasoning
- Opportunities for problem solving
- Use of representations where needed (CPA)
- Staff addressing misconceptions quickly
- Weekly homework to include times tables and Mathletics

4. Effective Classroom Adaptations

- Scaffolding rather than simplified work
- Staff checking understanding frequently
- Clear modelling and worked examples
- Staff adapting questioning and support

5. Targeted Academic Support

- Short, focused interventions for:
    - Fluency – including times tables
    - Mathematical skills
- Staff monitoring progress carefully
- Interventions that are linked to classroom learning

6. Access to the Full Curriculum

- Opportunities for enrichment
- Staff building knowledge over time

Support for Pupils with SEND in Mathematics

Sound and light issues:

- Interactive whiteboards are non-reflective to reduce glare.

Seating:

- Seating should allow all pupils in the class to communicate, respond and interact with each other and the teacher in discussions.
- Avoid the need for copying lots of information.

Resources:

- Use systems (such as drawers) so that maths equipment can be accessed by all and labelled.
- Modified maths equipment is available in the classroom, including tactile and specialist equipment for shape, space and measure to overcome difficulties in managing visual information.

Displays:

- Displays are accessible, within reach, visual and tactile
- Displays are engaging
- Clear, broken down steps to learning.

Working with additional adults

Plan for:

- Pupils to be pre-tutored in important mathematical vocabulary, concepts and/or processes
- Scaffolding when pupils use equipment
- Help for pupils, e.g. pupils with a hearing impairment
- Prepare resources

Multi-sensory approaches

- Find out how pupils prefer to learn mathematics, including visual, auditory and kinaesthetic style.
- Build on pupils' preferred learning style when explaining mathematical concepts, by exploiting different media e.g. stories, acting out processes, models etc.
- Explore concepts in different forms e.g. as a word-sentence, sequence of body language, pictures, puppets, objects etc.
- Use concrete or visual support for mathematical discussions whenever possible.
- Exploit the many forms of mathematical representations e.g. pie charts, number lines, abacus, tiles etc.
- Simple audio recording devices can replace the need for written notes during activities.

Low-arousal areas

- Low-arousal areas are planned for pupils who may need it
- Area includes only immediately relevant materials/resources to minimise distraction.

Unfamiliar learning environments

- Pupils are prepared adequately for changes to their mathematic learning environment e.g. outside.

Grouping pupils

- All forms of pupil grouping including pupils with SEN and/or disabilities
- Transition from whole-class to group or independent work, and back, is clearly signalled.

ICT

- Pupils can try out hypotheses with IT Programmes
- Turn mathematic ideas into graphic and 3D forms
- Practise and enjoy developing their abilities in calculation using Timetables rockstars, Numbots and Mathsframe
- Pupils can react quickly to opportunities for mathematical thought in their environment e.g. taking photographs
- Pupils can use mathematical information from the internet e.g. social issues expressed in mathematical terms such as percentages.

Managing group work and discussion

- Pupils move carefully from paired discussion to group discussion – the language necessary for whole-class discussion work may be a barrier for pupils who find it difficult to express themselves in public. Paired and small group discussions provide opportunities for all to take part.

Teachers' communication

- Recognise that the language of mathematics may be challenging for many pupils. For example:

" the specific mathematical use of everyday words such as 'tables', 'translate', 'right angle', terms specific to mathematics – eg 'digit', 'subtract', " terms such as 'height', 'distance' or 'mass' can create barriers for some pupils, because of their abstract nature.

- Plan to teach new vocabulary explicitly. Make sure that pre-tutoring on mathematical vocabulary is available for pupils who need it.

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

EYFS

For Nursery (ages 3–4), science is taught through **Understanding the World**, with a strong focus on exploration, curiosity, vocabulary development, and first-hand experiences. The curriculum should build the foundations for the Reception Early Learning Goal "The Natural World" through play-based investigation and enquiry.

All About Me & My Senses	Growing and Living Things	Our Outdoor World
Explore sight, sound, smell, taste and touch.	Plant seeds and care for plants.	Observe minibeasts and habitats.
Name body parts and talk about similarities and differences.	Learn about animals and their young.	Explore weather and seasonal change.
Investigate natural and man-made objects.	Observe growth and change over time.	Care for the environment and living things.

Science in Reception is taught through **Understanding the World: The Natural World**. Children develop curiosity, observation, investigation and scientific language through first-hand experiences, exploration, discussion and play. The curriculum prepares children to achieve the Early Learning Goal (ELG) by exploring plants, animals, materials, seasonal change and simple scientific processes.

Seasonal Change & Materials	Animals & Habitats	Plants, Growth & Lifecycles
Observe autumn and winter changes.	Explore animals and where they live.	Plant seeds and observe growth.
Investigate light and dark.	Compare local and contrasting environments.	Explore minibeasts and lifecycles.
Explore materials and their properties.	Investigate ice, melting and freezing.	Observe seasonal changes in spring and summer.
Use senses to explore the environment.	Learn how living things survive in different habitats.	Develop care and respect for living things.

Key Stage 1 and 2

	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	
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	

Key Vocabulary

Year Group	Key Vocabulary
Early Years Foundation Stage (EYFS)	plant, animal, seed, flower, tree, leaf, root, grow, change, weather, sun, rain, snow, hot, cold, day, night, floating, sinking, healthy, exercise, senses (see, hear, smell, taste, touch)
Year 1	habitat, wild, garden, evergreen, deciduous, herbivore, carnivore, omnivore, material, wood, plastic, metal, glass, waterproof, absorbent, season, spring, summer, autumn, winter
Year 2	offspring, life cycle, survival, exercise, hygiene, nutrition, living, dead, microhabitat, food chain, suitability, solid, liquid, squash, bend, twist, stretch, waterproof

Year Group	Key Vocabulary
Year 3	skeleton, muscles, nutrients, vertebrate, invertebrate, flowering plant, pollination, seed dispersal, rock, fossil, soil, force, friction, magnet, magnetic, poles, light, reflection, shadow
Year 4	digestion, oesophagus, stomach, intestine, teeth, producer, consumer, predator, prey, classification, state of matter, solid, liquid, gas, evaporation, condensation, melting, freezing, sound, vibration, volume, electricity, circuit, conductor, insulator
Year 5	life cycle, reproduction, mammal, amphibian, insect, bird, puberty, gestation, properties, dissolving, solution, reversible change, irreversible change, Earth, Moon, Sun, orbit, rotation, gravity, air resistance, water resistance, mechanism, lever, pulley, gear
Year 6	circulatory system, heart, blood vessel, oxygenated, deoxygenated, nutrients, evolution, inheritance, adaptation, variation, fossil, classification, microorganism, electricity, voltage, renewable, non-renewable, refraction, spectrum, scientific enquiry, evidence, conclusion

- 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. Resources used include teacher made PowerPoints and slides, videos, worksheets, chrome books and ipads for research and specific scientific equipment. The staff create a positive attitude to science learning within their classrooms and have high expectations of all children. The learning is planned thoroughly using schemes such as Developing Experts, Outstanding Science and Grammarsaurus. Working scientifically skills are embedded within the lessons. Progression is ensured by building upon the learning and skill development of previous years. Staff model how to use equipment and how to carry out investigations.

Quality First Teaching in Science is secured through a range of supporting strategies:

Strong Foundations

Strong foundations in primary science are established when children develop secure scientific knowledge, enquiry skills, and positive attitudes towards learning about the world around them. These foundations enable children to build progressively more complex scientific understanding as they move through school.

Key Elements of Strong Foundations in Primary Science

Element	What It Looks Like
Curiosity and Wonder	Children ask questions, explore, investigate, and show interest in how things work.
Scientific Knowledge	Children develop an understanding of key concepts in biology, chemistry, and physics appropriate to their age.
Scientific Vocabulary	Children learn and use subject-specific language accurately to explain their ideas and observations.
Working Scientifically	Children observe, predict, classify, measure, record, and draw conclusions from evidence.
Practical Learning	Hands-on experiences help children make connections between scientific concepts and real-life situations.
Progression of Learning	New knowledge builds upon prior learning, helping children make links between concepts over time.
Critical Thinking	Children learn to question, reason, evaluate evidence, and explain their thinking.
Inclusion and	All children are supported to participate and succeed through high-quality teaching

Element	What It Looks Like
Accessibility	and appropriate scaffolding.

Adaptive Teaching

This involves adjusting teaching approaches, resources, support, and challenge so that all children can access and succeed in the same ambitious curriculum. Rather than lowering expectations, staff provide appropriate scaffolds and opportunities that enable every child to develop scientific knowledge and enquiry skills.

Key Principles of Adaptive Teaching in Science

Principle	Example in Science
High Expectations for All	All children investigate the same scientific concept, with varying levels of support.
Responsive Teaching	Staff identify misconceptions and adapt explanations or activities accordingly.
Scaffolding Learning	Using word banks, sentence stems, visual aids, and practical demonstrations to support understanding.
Reducing Barriers	Adapting resources and tasks to ensure children can engage with scientific learning.
Appropriate Challenge	Extending learning through deeper questioning and investigation opportunities.
Assessment-Informed Teaching	Ongoing assessment helps staff adjust instruction to meet children' needs.

Questioning

Effective teacher questioning is a key feature of high-quality science teaching. It promotes curiosity, develops scientific thinking, uncovers misconceptions, and encourages children to explain their ideas using scientific vocabulary. Well-planned questions help children move from simple observations to deeper reasoning and enquiry.

Language/Vocabulary

This is especially important in the context of the families we serve at St Andrew's. As referred to previously each year group has a list of key vocabulary that should be covered throughout the year. This is taught specifically within lessons and displayed on working walls.

Cultural Capital

This refers to the knowledge, experiences, skills, language, and opportunities that help children understand the world and participate fully in society. Through science, children gain access to ideas, discoveries, technologies, and experiences that broaden their horizons and prepare them for future learning and life.

Cultural Capital Opportunities in Science at St Andrew's

- Visits to museums, science centres, zoos, aquariums, and botanical gardens.
- School science fairs and STEM enrichment activities connected with local high schools
- Outdoor learning and environmental projects such as school planters.
- Celebrating events such as British Science Week.
- Learning about scientists such as Isaac Newton, Mary Anning, George Washington Carver, Mae Jemison, and Katherine Johnson.

- Exploring local environmental and scientific issues within the community.

SMSC & British Values

Science makes a significant contribution to children' **Spiritual, Moral, Social and Cultural (SMSC) development** and supports the promotion of **British Values** through enquiry, discussion, collaboration, and understanding of the world around them.

Aspect	How Science Contributes
Spiritual Development	Children develop a sense of awe and wonder about the natural world, life processes, space, weather, and scientific discoveries. They ask questions about the world and reflect on their place within it.
Moral Development	Children consider ethical issues related to science, such as environmental responsibility, sustainability, conservation, pollution, and the use of technology. They learn the importance of evidence, honesty, and fairness in investigations.
Social Development	Science investigations encourage teamwork, cooperation, communication, and respect for others' ideas. Children work collaboratively to solve problems and share findings.
Cultural Development	Children learn about scientific discoveries from different cultures and time periods and recognise the contributions of diverse scientists from around the world.

Inclusion

Effective inclusion in science ensures that every pupil, regardless of background, ability, language, or additional need, can access, participate in, and achieve success within the science curriculum. An inclusive science classroom provides high expectations for all children while adapting teaching to remove barriers to learning.

Principles of Effective Inclusion

Principle	What It Looks Like in Science
High Expectations	All children access the same ambitious curriculum and are supported to succeed.
Accessibility	Learning is presented through practical, visual, verbal, and written approaches.
Participation	Every pupil is actively involved in discussions, investigations, and practical activities.
Adaptive Teaching	Staff adjust support, resources, and questioning according to children' needs.
Representation	Children see themselves reflected through diverse scientists and real-world examples.
Belonging	All children feel valued, respected, and confident in contributing their ideas.

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 staff 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 so there will be models and scaffolding materials plus challenging and engaging questions.

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. Outcomes of monitoring are fed back to SLT and the action plan is then updated.

Formative Assessment

Assessment for Learning (AFL) in science is the ongoing process of checking children' understanding during lessons and using this information to adapt teaching, close gaps, and move learning forward. It is an essential part of high-quality science teaching because it helps staff identify misconceptions, deepen understanding, and ensure all children make progress. Key strategies include targeted questioning, observing work and investigative skills, using mini-quizzes, and encouraging both self and peer assessment.

Summative Assessment

At the end of each topic, class staff assess each child against each objective scoring 1-3 depending on the level of understanding and mastery. The subject leader 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	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

Oracy

Oracy in science refers to children' ability to speak, listen, and communicate scientific ideas clearly, accurately, and confidently. It is essential for developing understanding because children often think through talk before they can record ideas in writing. Strong oracy helps children explain scientific concepts, justify reasoning, and engage in enquiry-based learning.

Transferable skills to other curriculum areas

Critical thinking	Evaluating evidence, explaining results, spotting patterns
Enquiry skills	Asking questions, planning investigations, testing ideas
Data handling	Recording results in tables, charts, and graphs
Reasoning and explanation	Justifying conclusions using evidence
Vocabulary development	Learning precise scientific terminology
Problem-solving	Designing fair tests, troubleshooting investigations
Communication (oracy)	Explaining ideas, discussing findings
Collaboration	Working in groups during practical investigations
Recording and presentation	Writing reports, diagrams, labelled drawings

Curriculum and Assessment Review November 2025

1. Curriculum Recommendations

a) Stronger Knowledge Progression

- Ensure clear, logical progression of substantive knowledge (biology, chemistry, physics).
- Avoid repetition without increasing depth of understanding.
- Build concepts cumulatively across year groups.

b) Clearer End Points for Learning

- Define what "secure understanding" looks like in each unit.
- Make expectations explicit for each year group.
- Ensure staff know the intended outcomes of learning sequences.

c) Reduced Curriculum Overload

- Focus on key concepts rather than excessive content coverage.
- Allow time for depth, discussion, and enquiry.
- Prioritise conceptual understanding over surface-level recall.

d) Integration of Working Scientifically

- Embed enquiry skills within substantive knowledge rather than teaching separately.
- Ensure progression in skills such as predicting, fair testing, and evaluating.

e) Vocabulary Development

- Explicit teaching and progression of scientific vocabulary.
- Repeated exposure and use in context.
- Support for EAL learners through scaffolding.

f) Real-World and Contextual Learning

- Link science to everyday life and real-world applications.
- Increase opportunities for outdoor learning and practical investigations.

As a result of high-quality science provision, children will:

- Develop a secure and progressive understanding of scientific concepts
- Use scientific vocabulary with increasing accuracy and confidence
- Think critically, ask questions, and investigate ideas
- Show curiosity and enthusiasm for science
- Are well prepared for secondary science and future STEM learning

What should be consistent and typical in Science lessons?

In Science, throughout the school, certain elements should stay consistent across all age phases (from early years through upper primary), even though the depth and complexity increase. These consistencies help build strong scientific understanding and skills over time.

1. Scientific Enquiry (Working Scientifically)

At every stage, children should:

- Ask questions about the world around them
- Make predictions
- Observe closely and measure
- Carry out simple tests or investigations

- Record and communicate findings

Younger children might draw or talk about results, while older children write explanations and use data tables—but the **process stays the same**.

2. Use of Scientific Vocabulary

- Introduce and revisit key terms regularly
- Build vocabulary progressively (e.g., "plant" → "stem," "roots," → "photosynthesis")
- Encourage children to **use correct terminology in speaking and writing**

Consistency ensures children become confident in scientific language over time.

3. Hands-On, Practical Learning

- Regular opportunities for **experiments and exploration**
- Use of real objects and materials
- Learning through doing, not just listening

This remains essential from the youngest learners to older children, even if investigations become more structured.

4. Linking Science to Real Life

- Relate topics to everyday experiences (e.g., weather, food, health, environment)
- Show how science applies outside the classroom

This keeps learning meaningful and engaging at all ages.

5. Questioning and Curiosity

- Encourage children to ask "why" and "how"
- Value all questions and ideas
- Promote a classroom culture of curiosity

The **spirit of enquiry** should never change—only the sophistication of the questions.

6. Progression in Knowledge and Skills

- Revisit key concepts (e.g., forces, materials, living things)
- Build on prior knowledge each year
- Gradually increase complexity

Consistency lies in **structured progression**, not repetition without development.

7. Recording and Communicating Ideas

- Provide opportunities to record learning in different ways:
    - Drawings (early years)
    - Simple charts and labels
    - Written explanations, graphs, and conclusions (later years)

The format evolves, but **communication of ideas is always present**.

8. Assessment for Learning

- Ongoing checking of understanding (questioning, discussion, quizzes)
- Feedback to guide improvement
- Address misconceptions early

Assessment should consistently inform teaching across all phases.

9. Inclusive and Engaging Teaching

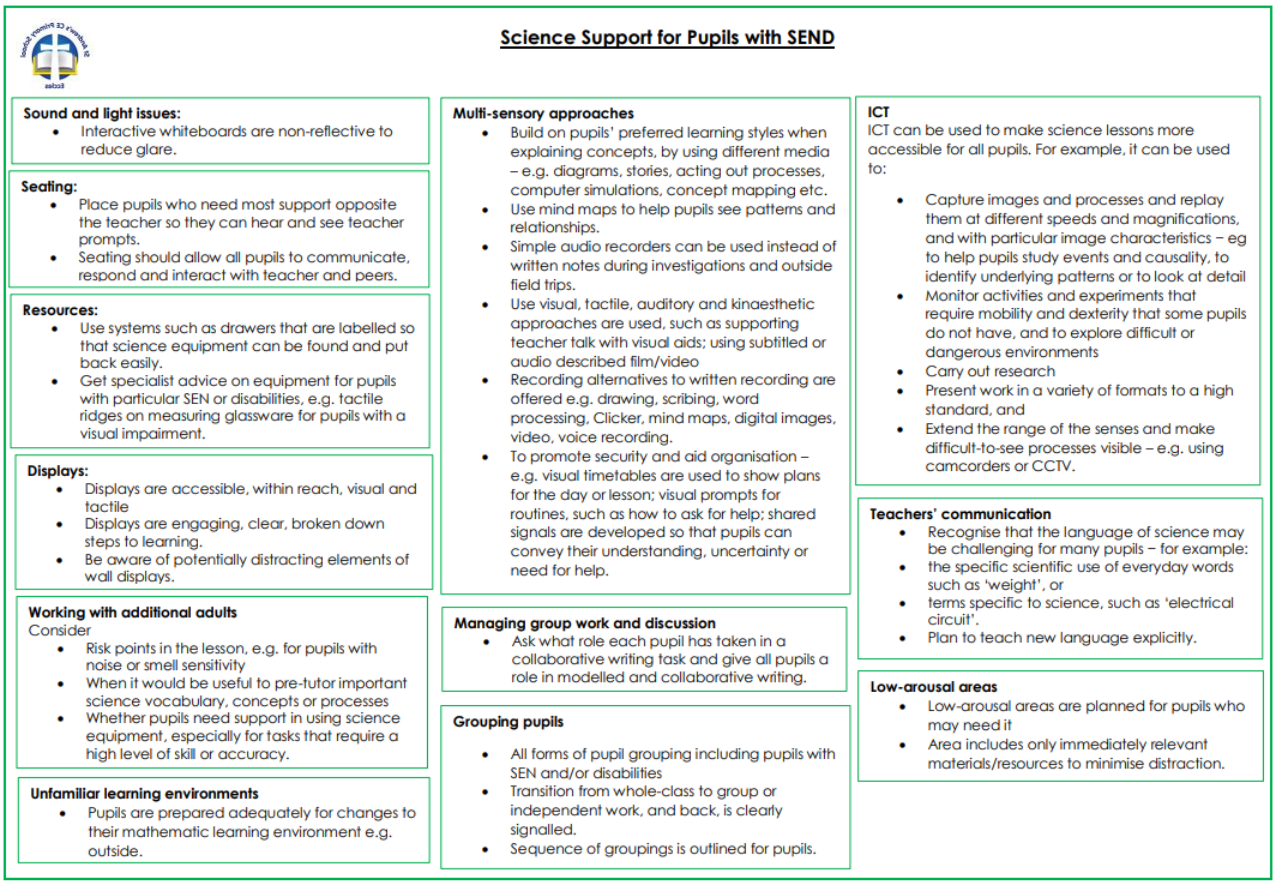
- Activities accessible to all learners
- Use of visuals, discussion, and practical work
- Support and challenge for different abilities

Consistency ensures every child can participate and succeed.

10. Cross-Curricular Links

- Use maths skills (measuring, graphing)
- Develop literacy (reading, writing explanations)
- Connect with subjects like geography or design & technology

Science should consistently support wider learning.



Science Support for Pupils with SEND

Sound and light issues:
- Interactive whiteboards are non-reflective to reduce glare.

Seating:
- Place pupils who need most support opposite the teacher so they can hear and see teacher prompts.
- Seating should allow all pupils to communicate, respond and interact with teacher and peers.

Resources:
- Use systems such as drawers that are labelled so that science equipment can be found and put back easily.
- Get specialist advice on equipment for pupils with particular SEN or disabilities, e.g. tactile ridges on measuring glassware for pupils with a visual impairment.

Displays:
- Displays are accessible, within reach, visual and tactile
- Displays are engaging, clear, broken down steps to learning.
- Be aware of potentially distracting elements of wall displays.

Working with additional adults
Consider
- Risk points in the lesson, e.g. for pupils with noise or smell sensitivity
- When it would be useful to pre-tutor important science vocabulary, concepts or processes
- Whether pupils need support in using science equipment, especially for tasks that require a high level of skill or accuracy.

Unfamiliar learning environments
- Pupils are prepared adequately for changes to their mathematic learning environment e.g. outside.

Multi-sensory approaches
- Build on pupils' preferred learning styles when explaining concepts, by using different media – e.g. diagrams, stories, acting out processes, computer simulations, concept mapping etc.
- Use mind maps to help pupils see patterns and relationships.
- Simple audio recorders can be used instead of written notes during investigations and outside field trips.
- Use visual, tactile, auditory and kinaesthetic approaches are used, such as supporting teacher talk with visual aids; using subtitled or audio described film/video
- Recording alternatives to written recording are offered e.g. drawing, scribing, word processing, Clicker, mind maps, digital images, video, voice recording.
- To promote security and aid organisation – e.g. visual timetables are used to show plans for the day or lesson; visual prompts for routines, such as how to ask for help; shared signals are developed so that pupils can convey their understanding, uncertainty or need for help.

Managing group work and discussion
- Ask what role each pupil has taken in a collaborative writing task and give all pupils a role in modelled and collaborative writing.

Grouping pupils
- All forms of pupil grouping including pupils with SEN and/or disabilities
- Transition from whole-class to group or independent work, and back, is clearly signalled.
- Sequence of groupings is outlined for pupils.

ICT
ICT can be used to make science lessons more accessible for all pupils. For example, it can be used to:
- Capture images and processes and replay them at different speeds and magnifications, and with particular image characteristics – eg to help pupils study events and causality, to identify underlying patterns or to look at detail
- Monitor activities and experiments that require mobility and dexterity that some pupils do not have, and to explore difficult or dangerous environments
- Carry out research
- Present work in a variety of formats to a high standard, and
- Extend the range of the senses and make difficult-to-see processes visible – e.g. using camcorders or CCTV.

Teachers' communication
- Recognise that the language of science may be challenging for many pupils – for example:
- the specific scientific use of everyday words such as 'weight', or
- terms specific to science, such as 'electrical circuit'.
- Plan to teach new language explicitly.

Low-arousal areas
- Low-arousal areas are planned for pupils who may need it
- Area includes only immediately relevant materials/resources to minimise distraction.

Computing

Rationale

After auditing the Computing subject in 2021, it was clear that staff were lacking in confidence when teaching Computing or using a variety of computing hardware and software systems. The Computing scheme used in school at this point offered the same software interface for all lesson types thus limiting learner exposure to different sources of computing online. Data indicated that children were making progress but were still not meeting all targets and weren't, at this point able to articulate their computing skills, knowledge and concepts.

Children's completed work wasn't easily accessible for monitoring as the student save space wasn't organised consequently making it difficult for staff to be able to monitor learning, feedback next steps or plan in light of informed assessments. As a result of this, we decided to move away from the scheme of work we were using and our school invested in KAPOW Computing primary in September 2022. We made this move as we wanted to give our children more exposure to a range of software interfaces to prepare them better for high school and using Computing skills in everyday life, we also wanted to provide further practice in saving and reviewing work using a Google Drive and opportunities to practise using secure password skills by using individual log ins.

Intent:

At our school we intend that children should master Computing to such an extent that they can go on to have careers within Computing and make use of Computing effectively in their everyday lives, without being completely reliant on technology. Our children will be taught to use technology responsibly and carefully, being mindful of how their behaviour, words and actions can affect others. Our children will be taught Computing in a way that ensures progression of skills and follows a sequence to build on previous learning. Our children will gain experience and skills of a wide range of technology in a way that will enhance their learning opportunities, enabling them to use technology across a range of subjects to be creative and solve problems, ensuring they make progress

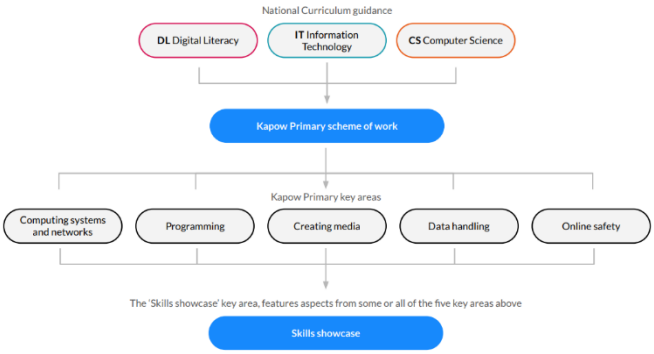
Implementation:

We use KAPOW Computing scheme of work which creates a broad and balanced Computing curriculum built on previous learning whilst providing both support and challenge for learners. Over time, children gain skills and knowledge whilst enjoying and valuing Computing. Children gain knowledge about why they are doing things and do not just know how to do them. Children will understand and appreciate the value of Computing in the context of their personal wellbeing and the technological, creative and cultural industries and their many career opportunities.

Progress in Computing is demonstrated through regularly reviewing and scrutinising children's work, in accordance with our Computing assessment policy to ensure that progression of skills is taking place. Namely through: The Computing curriculum will contribute to children's personal development in creativity, independence, judgement and self-reflection. This would be seen in them being able to talk confidently about their work, and sharing their work with others. Progress will be shown through outcomes and through the important record of the process leading to them. Computing scheme that ensures and progression of skills and covers all aspects of the Computing curriculum. All classes will have a scheduled Computing lesson each week. Children's work will be stored on a Google Drive for reference and assessment. We want to ensure that Computing is embedded in our whole school curriculum and that opportunities for enhancing learning by using technology are always taken.

Impact:

Our children enjoy and value Computing and know why they are doing things, not just how. Children will understand and appreciate the value of Computing in the context of their personal wellbeing and the technological, creative and cultural industries and their many career opportunities. Progress in Computing is demonstrated through regularly reviewing and scrutinising children's work, in accordance with our Computing assessment policy to ensure that progression of skills is taking place. Namely through: The Computing curriculum will contribute to children's personal development in creativity, independence, judgement and self-reflection. This would be seen in them being able to talk confidently about their work, and sharing their work with others. Progress will be shown through outcomes and through the important record of the process leading to the progression of skills, knowledge and concepts.



Early Years Foundation Stage Kapow Primary's units	Early years outcomes: Prime Areas Development Matters 2021 statements Early Learning Goals	Early years outcomes: Specific Areas Development Matters 2021 statements Early Learning Goals	Characteristics of effective learning
Computing systems and networks 1: Using a computer	**Physical Development** -Develop their small motor skills so that they can use a range of tools competently, safely and confidently.	**Literacy** -Spell words by identifying the sounds and then writing the sounds with letter/s. -Re-read what they have written to check that it makes sense. **Mathematics** -Link the number symbol (numeral) with its cardinal number value.	✓ Playing and Exploring ✓ Active Learning
Programming 1: All about instructions	**Communication and Language** -Understand how to listen carefully and why listening is important. -Describe events in some detail. -Use talk to help work our problems and organise thinking and activities, and to explain how things work and why they might happen. **Personal, Social and Emotional Development** -ELG: Self-Regulation> Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. -ELG: Managing Self> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. -ELG: Building Relationships> Work and play cooperatively and take turns with others. **Physical Development** -Know and talk about the different factors that support their overall health and wellbeing. -Further develop the skills they need to manage the school day successfully.		✓ Active Learning ✓ Creating and Thinking Critically

Early Years Foundation Stage Kapow Primary's units	Early years outcomes: Prime Areas Development Matters 2021 statements Early Learning Goals	Early years outcomes: Specific Areas Development Matters 2021 statements Early Learning Goals	Characteristics of effective learning
Computing systems and networks 2: Exploring hardware	**Communication and Language** -Learn new vocabulary. -Use new vocabulary throughout the day. -Ask questions to find out more and to check they understand what has been said to them. -Articulate their thoughts and ideas in well-formed sentences. -Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. **Personal, Social and Emotional Development** -See themselves as a valuable individual **Physical Development** -Develop their small motor skills so that they can use a range of tools competently, safely and confidently. -Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.	**Literacy** -Spell words by identifying the sounds and then writing the sounds with letter/s. -Write short sentences with known letter-sound correspondences using a capital and full stop. **Understanding the World** -Describe what they see, hear and feel whilst outside.	✓ Playing and Exploring ✓ Active Learning
Programming 2: Programming Bee-Bots	**Personal, Social and Emotional Development** -ELG: Managing Self> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.	**Mathematics** -Count objects, actions and sounds. -Link the number symbol (numeral) with its cardinal number value. -Count beyond 10.	✓ Playing and Exploring ✓ Active Learning ✓ Creating and Thinking Critically

Early Years Foundation Stage Kapow Primary's units	Early years outcomes: Prime Areas Development Matters 2021 statements Early Learning Goals	Early years outcomes: Specific Areas Development Matters 2021 statements Early Learning Goals	Characteristics of effective learning
Data handling: Introduction to data	**Communication and Language** -Articulate their thoughts and ideas in well-formed sentences. -Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. -ELG: Listening, Attention and Understanding> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. -ELG: Listening, Attention and Understanding> Make comments about what they have heard and ask questions to clarify their understanding. -ELG:Speaking> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.	**Mathematics** -ELG:Numerical Patterns> Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. -Count objects, actions and sounds. -Subitise. -Count beyond 10. -Compare numbers. -Understand the 'one more than/ one less than' relationship between consecutive numbers. -Continue, copy and create repeating patterns. -Compare length, weight and capacity.	✓ Playing and Exploring ✓ Active Learning ✓ Creating and Thinking Critically

Key stage 1 - National Curriculum computing subject content:	Kapow Primary's computing strands	Kapow Primary topics Key stage 1 - **Year 1**						
		*Programming 2: Bee-Bot	*Programming 1: Algorithms unplugged	Creating media: Digital imagery	*Data handling: Introduction to data	Skills showcase: Rocket to the moon	*Computing systems and networks: Improving mouse skills	Online safety: Year 1
Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions	CS	✔	✔					
Create and debug simple programs	CS	✔	✔					
Use logical reasoning to predict the behaviour of simple programs	CS	✔		✔				
Use technology purposefully to create, organise, store, manipulate and retrieve digital content	DL			✔	✔	✔	✔	
Recognise common uses of information technology beyond school	IT			✔	✔		✔	✔
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	DL			✔			✔	✔

Key stage 2 - National Curriculum computing subject content:	Kapow Primary's computing strands	Kapow Primary topics Lower key stage 2 - **Year 3**						
		*Computing systems and networks 3: Journey inside a computer	*Programming: Scratch	Computing systems and networks 2: Emailing	*Computing systems and networks 1: Networks and the internet	Online safety: Year 3	*Creating media: Video trailers	Data handling: Comparison cards databases
Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	CS	✔	✔					
Use sequence, selection, and repetition in programs; work with variables and various forms of input and output	CS		✔					
Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	CS	✔	✔					
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	DL IT	✔		✔	✔	✔		

Key stage 2 - National Curriculum computing subject content:	Kapow Primary's computing strands	Kapow Primary topics Lower key stage 2 - **Year 3**						
		*Computing systems and networks 3: Journey inside a computer	*Programming: Scratch	*Computing systems and networks 1: Networks and the internet	Online safety: Year 3	*Creating media: Video trailers	Computing systems and networks 2: Emailing	Data handling: Comparison cards databases
Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	DL IT		✔	✔	✔	✔		
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	CS IT		✔	✔		✔	✔	✔
Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	DL				✔		✔	

Key stage 2 - National Curriculum computing subject content:	Kapow Primary's computing strands	Kapow Primary topics Lower key stage 2 - Year 4						
		*Skills showcase: HTML	*Programming 2: Computational thinking	*Programming 1: Further coding with Scratch	Data handling: Investigating weather	*Computing systems and networks: Collaborative learning	Creating media: Website design	Online safety: Year 4
Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	CS	✔	✔	✔				
Use sequence, selection, and repetition in programs; work with variables and various forms of input and output	CS	✔	✔	✔	✔			
Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	CS	✔	✔	✔				
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	DL IT					✔		

Key stage 2 - National Curriculum computing subject content:	Kapow Primary's computing strands	Kapow Primary topics Lower key stage 2 - Year 4						
		*Skills showcase: HTML	*Programming 2: Computational thinking	*Programming 1: Further coding with Scratch	Data handling: Investigating weather	*Computing systems and networks: Collaborative learning	Creating media: Website design	Online safety: Year 4
Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	DL IT						✔	✔
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	CS IT	✔	✔	✔	✔	✔	✔	
Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	DL	✔			✔		✔	✔

Key stage 2 - National Curriculum computing subject content:	Kapow Primary's computing strands	Kapow Primary topics Upper key stage 2 - Year 5						
		Programming 2: Micro:bit	*Programming 1: Music - Sonic Pi	Creating media: Stop motion animation - Stop Motion Studio	*Computing systems and networks: Search engines	*Data handling: Mars Rover 1	*Online safety 5	Skills showcase: Mars Rover 2
Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	DL IT				✔		✔	
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	CS IT	✔	✔			✔	✔	✔
Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	DL				✔		✔	

Key stage 2 - National Curriculum computing subject content:	Kapow Primary's computing strands	Kapow Primary topics Upper key stage 2 - Year 5						
		Programming 2: Micro:bit	*Programming 1: Music - Sonic Pi	Creating media: Stop motion animation - Stop Motion Studio	*Computing systems and networks: Search engines	*Data handling: Mars Rover 1	*Online safety 5	Skills showcase: Mars Rover 2
Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	CS	✔	✔	✔				
Use sequence, selection, and repetition in programs; work with variables and various forms of input and output	CS	✔	✔	✔				
Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	CS	✔	✔					
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	DL IT	✔			✔	✔		
services, such as the world wide web; and the opportunities they offer for communication and collaboration	DL IT		✔	✔	✔	✔	✔	

Key stage 2 - National Curriculum computing subject content:	Kapow Primary's computing strands	Kapow Primary topics Upper key stage 2 - Year 6						
		*Programming: Intro to Python	Skills showcase: Inventing a product	*Computing systems and networks: Bletchley Park	*Data handling: Big Data 1	Online safety: Year 6	*Creating media: History of computers	Data handling 1: Big data 2
Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	DL IT		✔	✔		✔		
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	CS IT	✔	✔	✔	✔		✔	
Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	DL		✔	✔	✔	✔		

	EYFS	Year 1	Year 2
Computational thinking	Using logical reasoning to understand simple instructions and predict the outcome.	Learning that decomposition means breaking a problem down into smaller parts. Using decomposition to solve unplugged challenges. Using logical reasoning to predict the behaviour of simple programs. Developing the skills associated with sequencing in unplugged activities. Following a basic set of instructions. Assembling instructions into a simple algorithm.	Articulating what decomposition is. Decomposing a game to predict the algorithms used to create it. Learning that there are different levels of abstraction. Explaining what an algorithm is. Following an algorithm. Creating a clear and precise algorithm. Learning that programs execute by following precise instructions. Incorporating loops within algorithms.
Programming	Following instructions as part of practical activities and games. Learning to give simple instructions. Experimenting with programming a Bee-bot/Blue- bot and learning how to give simple commands. Learning to debug instructions, with the help of an adult, when things go wrong.	Programming a Floor robot to follow a planned route. Learning to debug instructions when things go wrong. Using programming language to explain how a floor robot works. Learning to debug an algorithm in an unplugged scenario.	Using logical thinking to explore software, predicting, testing and explaining what it does. Using an algorithm to write a basic computer program. Using loop blocks when programming to repeat an instruction more than once.

Progression of skills:

Progression of skills	Computer science		
	EYFS	**Year 1**	**Year 2**
Hardware	Learning how to operate a camera to take photographs of meaningful creations or moments. Learning how to explore and tinker with hardware to develop familiarity and introduce relevant vocabulary. Recognising and identifying familiar letters and numbers on a keyboard. Developing basic mouse skills such as moving and clicking.	Learning how to operate a camera or tablet to take photos and videos. Learning how to explore and tinker with hardware to find out how it works. Recognising that some devices are input devices and others are output devices. Learning where keys are located on the keyboard.	Understanding what a computer is and that it's made up of different components. Recognising that buttons cause effects and that technology follows instructions. Learning how we know that technology is doing what we want it to do via its output. Using greater control when taking photos with cameras, tablets or computers. Developing confidence with the keyboard and the basics of touch typing.

	Year 3	**Year 4**	**Year 5**	**Year 6**
Hardware	Understanding what the different components of a computer do and how they work together. Drawing comparisons across different types of computers. Learning about the purpose of routers.	Using tablets or digital cameras to film a weather forecast. Understanding that weather stations use sensors to gather and record data which predicts the weather.	Learning that external devices can be programmed by a separate computer. Learning the difference between ROM and RAM. Recognising how the size of RAM affects the processing of data. Understanding the fetch, decode, execute cycle.	Learning about the history of computers and how they have evolved over time. Using the understanding of historic computers to design a computer of the future. Understanding and identifying barcodes, QR codes and RFID. Identifying devices and applications that can scan or read barcodes, QR codes and RFID. Understanding how corruption can happen within data during transfer (for example when downloading, installing, copying and updating files).
Networks and data representation	Understanding the role of the key components of a network. Identifying the key components within a network, including whether they are wired or wireless. Understanding that websites and videos are files that are shared from one computer to another. Learning about the role of packets. Understanding how networks work and their purpose. Recognising links between networks and the internet.	Understanding that computer networks provide multiple services, such as the World Wide Web, and opportunities for communication and collaboration.	Learning the vocabulary associated with data: data and transmit. Learning how the data for digital images can be compressed. Recognising that computers transfer data in binary and understanding simple binary addition. Relating binary signals (Boolean) to the simple character-based language, ASCII. Learning that messages can be sent by binary code, reading binary up to eight characters and carrying out binary calculations.	Understanding that computer networks provide multiple services.

	Year 3	Year 4	Year 5	Year 6
Computational thinking	Using decomposition to explain the parts of a laptop computer. Using decomposition to explore the code behind an animation. Using repetition in programs. Using logical reasoning to explain how simple algorithms work. Explaining the purpose of an algorithm. Forming algorithms independently.	Using decomposition to solve a problem by finding out what code was used. Using decomposition to understand the purpose of a script of code. Identifying patterns through unplugged activities. Using past experiences to help solve new problems. Using abstraction to identify the important parts when completing both plugged and unplugged activities.	Decomposing animations into a series of images. Decomposing a program without support. Decomposing a story to be able to plan a program to tell a story. Predicting how software will work based on previous experience. Writing more complex algorithms for a purpose.	Decomposing a program into an algorithm. Using past experiences to help solve new problems. Writing increasingly complex algorithms for a purpose.
Programming	Using logical thinking to explore more complex software; predicting, testing and explaining what it does. Incorporating loops to make code more efficient. Continuing existing code. Making reasonable suggestions for how to debug their own and others' code.	Creating algorithms for a specific purpose. Coding a simple game. Using abstraction and pattern recognition to modify code. Incorporating variables to make code more efficient.	Programming an animation. Iterating and developing their programming as they work. Confidently using loops in their programming. Using a more systematic approach to debugging code, justifying what is wrong and how it can be corrected. Writing code to create a desired effect. Using a range of programming commands. Using repetition within a program. Amending code within a live scenario.	Debugging quickly and effectively to make a program more efficient. Remixing existing code to explore a problem. Using and adapting nested loops. Programming using the language Python. Changing a program to personalise it. Evaluating code to understand its purpose. Predicting code and adapting it to a chosen purpose.

	Year 3	Year 4	Year 5	Year 6
Using software	Taking photographs and recording video to tell a story. Using software to edit and enhance their video adding music, sounds and text on screen with transitions.	Building a web page and creating content for it. Designing and creating a webpage for a given purpose. Use online software for documents, presentations, forms and spreadsheets. Using software to work collaboratively with others.	Using logical thinking to explore software more independently, making predictions based on their previous experience. Using software programme Sonic Pi/Scratch to create music. Using the video editing software to animate. Identify ways to improve and edit programs, videos, images etc. Independently learning how to use 3D design software package TinkerCAD.	Using logical thinking to explore software independently, iterating ideas and testing continuously. Using search and word processing skills to create a presentation. Creating and editing sound recordings for a specific purpose. Creating and editing videos, adding multiple elements: music, voiceover, sound, text and transitions. Using design software TinkerCAD to design a product. Creating a website with embedded links and multiple pages.
Using email and internet searches	Learning to log in and out of an email account. Writing an email including a subject, 'to' and 'from.' Sending an email with an attachment. Replying to an email.	Understanding why some results come before others when searching. Using keywords to effectively search for information on the internet. Understanding that information found by searching the internet is not all grounded in fact. Searching the internet for data.	Developing searching skills to help find relevant information on the internet. Learning how to use search engines effectively to find information, focussing on keyword searches and evaluating search returns.	Understanding how search engines work.

Progression of skills — Information technology

	EYFS	Year 1	Year 2
Using software	Using a simple online paint tool to create digital art.	Using a basic range of tools within graphic editing software. Taking and editing photographs. Developing control of the mouse through dragging, clicking and resizing of images to create different effects. Developing understanding of different software tools.	Developing word processing skills, including altering text, copying and pasting and using keyboard shortcuts. Using word processing software to type and reformat text. Using software (and unplugged means) to create story animations. Creating and labelling images.
Using email and internet searches	N/A	Recognising devices that are connected to the internet. Searching and downloading images from the internet safely. Understanding that we are connected to others when using the internet.	Searching for appropriate images to use in a document. Understanding what online information is.
Using data	Representing data through sorting and categorising objects in unplugged scenarios. Representing data through physical pictograms. Exploring branch databases through physical games.	Understanding that technology can be used to represent data in different ways: pictograms, tables, pie charts, bar charts, block graphs etc. Using representations to answer questions about data. Using software to explore and create pictograms and branching databases.	Collecting and inputting data into a spreadsheet. Interpreting data from a spreadsheet.
Wider use of technology	N/A	Recognising common uses of information technology, including beyond school. Understanding some of the ways we can use the internet.	Learning how computers are used in the wider world.

Progression of knowledge — Creating media

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
N/A	To understand that holding the camera still and considering angles and light are important to take good pictures. To know that you can edit, crop and filter photographs. To know how to search safely for images online.	To understand that an animation is made up of a sequence of photographs. To know that small changes in my frames will create a smoother looking animation. To understand what software creates simple animations and some of its features e.g. onion skinning.	To know that different types of camera shots can make my photos or videos look more effective. To know that I can edit photos and videos using film editing software. To understand that I can add transitions and text to my video.	To know some of the features of web design software. To know that a website is a collection of pages that are all connected. To know that websites usually have a homepage and subpages as well as clickable links to new pages, called hyperlinks. To know that websites should be informative and interactive.	To understand that stop motion animation is an animation filmed one frame at a time using models, and with tiny changes between each photograph. To know that decomposition of an idea is important when creating stop-motion animations. To know that editing is an important feature of making and improving a stop motion animation.	To know that radio plays are plays where the audience can only hear the action so sound effects are important. To know that sound clips can be recorded using sound recording software. To know that sound clips can be edited and trimmed.

Progression of knowledge — Programming

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To know that being able to follow and give simple instructions is important in computing. To understand that it is important for instructions to be in the right order. To understand why a set of instructions may have gone wrong. To know that you can program a Bee-Bot with some simple commands. To understand that debugging means how to fix some simple programming errors. To understand that an algorithm is a set of clear and precise instructions.	To understand that an algorithm is when instructions are put in an exact order. To know that input devices get information into a computer and that output devices get information out of a computer. To understand that decomposition means breaking a problem into manageable chunks and that it is important in computing. To know that we call errors in an algorithm 'bugs' and fixing these 'debugging'. To understand the basic functions of a Bee-Bot. To know that you can use a camera/tablet to make simple videos. To know that algorithms move a bee-bot accurately to a chosen destination.	To understand what machine learning is and how that enables computers to make predictions. To know that loops in programming are where you set a certain instruction (or instructions) to be repeated multiple times. To know that abstraction is the removing of unnecessary detail to help solve a problem. To know that coding is writing in a special language so that the computer understands what to do. To understand that the character in ScratchJr is controlled by the programming blocks. To know that you can write a program to create a musical instrument or tell a joke.	To know that Scratch is a programming language and some of its basic functions. To understand how to use loops to improve programming. To understand how decomposition is used in programming. To understand that you can remix and adapt existing code.	To understand that a variable is a value that can change (depending on conditions) and know that you can create them in Scratch. To know what a conditional statement is in programming. To understand that variables can help you to create a quiz on Scratch. To know that combining computational thinking skills (sequence, abstraction, decomposition etc) can help you to solve a problem. To understand that pattern recognition means identifying patterns to help them work out how the code works. To understand that algorithms can be used for a number of purposes e.g. animation, games design etc.	To know that a soundtrack is music for a film/video and that one way of composing these is on programming software. To understand that using loops can make the process of writing music simpler and more effective. To know how to adapt their code while performing their music. To know that a Micro:bit is a programmable device. To know that Micro:bit uses a block coding language similar to Scratch. To understand and recognise coding structures including variables. To know what techniques to use to create a program for a specific purpose (including decomposition).	To know that there are text-based programming languages such as Logo and Python. To know that nested loops are loops inside of loops. To understand the use of random numbers and remix Python code.

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Progression of knowledge — Computing systems and networks

Recogni shared online including facts, beliefs and opinions. Learning how to identify reliable information when searching online. Learning how to stay safe on social media. Considering the impact technology can have on mood. Learning about cyberbullying. Learning that not all emails are genuine, recognising when an email might be fake and what to do about it.	might not be true or correct and that some sources are more trustworthy than others. Learning to make judgements about the accuracy of online searches. Identifying forms of advertising online. Recognising what appropriate behaviour is when collaborating with others online. Reflecting on the positives and negatives of time spent online. Identifying respectful and disrespectful online behaviour.	how to stay safe. Evaluating the pros and cons of online communication. Recognising that information on the internet might not be true or correct and learning ways of checking validity. Learning what to do if they experience bullying online. Learning to use an online community safely	impacts of sharing online. Learning strategies to create a positive online reputation. Understanding the importance of secure passwords and how to create them. Learning strategies to capture evidence of online bullying in order to seek help. Using search engines safely and effectively. Recognising that updated software can help to prevent data corruption and hacking.

Progression of knowledge — Online safety

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
N/A	To know that the internet is many devices connected to one another. To know that you should tell a trusted adult if you feel unsafe or worried online. To know that people you do not know on the internet (online) are strangers and are not always who they say they are. To know that to stay safe online it is important to keep personal information safe. To know that 'sharing online means giving something specific to someone else via the internet and 'posting' online means placing information on the internet.	To understand the difference between online and offline. To understand what information I should not post online. To know what the techniques are for creating a strong password. To know that you should ask permission from others before sharing about them online and that they have the right to say 'no.' To understand that not everything I see or read online is true.	To know that not everything on the internet is true: people share facts, beliefs and opinions online. To understand that the internet can affect your moods and feelings. To know that privacy settings limit who can access your important personal information Information, such as your name, age, gender etc. To know what social media is and that age restrictions apply.	To understand some of the methods used to encourage people to buy things online. To understand that technology can be designed to act like or impersonate living things. To understand that technology can be a distraction and identify when someone might need to limit the amount of time spent using technology. To understand what behaviours are appropriate in order to stay safe and be respectful online.	To know different ways we can communicate online. To understand how online information can be used to form judgements. To understand some ways to deal with online bullying. To know that apps require permission to access private information and that you can alter the permissions. To know where I can go for support if I am being bullied online or feel that my health is being affected by time online.	To know that a 'digital footprint' means the information that exists on the internet as a result of a person's online activity. To know what steps are required to capture bullying content as evidence. To understand that it is important to manage personal passwords effectively. To understand what it means to have a positive online reputation. To know some common online scams.

Progression of knowledge

Data handling

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To know that sorting objects into various categories can help you locate information. To know that using yes/no questions to find an answer is a branching database. To know that a pictogram is a way of showing information.	To know how that charts and pictograms can be created using a computer. To understand that a branching database is a way of classifying a group of objects. To know that computers understand different types of 'input'.	To understand that you can enter simple data into a spreadsheet. To understand what steps you need to take to create an algorithm. To know what data to use to answer certain questions. To know that computers can be used to monitor supplies.	To know that a database is a collection of data stored in a logical, structured and orderly manner. To know that computer databases can be useful for sorting and filtering data. To know that different visual representations of data can be made on a computer.	To know that computers can use different forms of input to sense the world around them so that they can record and respond to data. This is called 'sensor data'. To know that a weather machine is an automated machine that responds to sensor data. To understand that weather forecasters use specific language, expression and pre-prepared scripts to help create weather forecast films.	To know that Mars Rover is a motor vehicle that collects data from space by taking photos and examining samples of rock. To know what numbers using binary code look like and be able to identify how messages can be sent in this format. To understand that RAM is Random Access Memory and acts as the computer's working memory. To know what simple operations can be used to calculate bit patterns.	To know that data contained within barcodes and QR codes can be used by computers. To know that infrared waves are a way of transmitting data. To know that Radio Frequency Identification (RFID) is a more private way of transmitting data. To know that data is often encrypted so that even if it is stolen it is not useful to the thief. To know that data can become corrupted within a network but this is less likely to happen if it is sent in 'packets'. I know that devices or that are not updated are most vulnerable to hackers. To know the difference between mobile data and WiFi.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To be able to understand what a computer keyboard is and recognising some letters and numbers. To know that a mouse can be used to click, drag and create simple drawings. To know that to use a computer you need to log in to it and then log out at the end of your session. To know that different types of technology can be found at home and in school. To know that you can take simple photographs with a camera or iPad. To know that you must hold the camera still and ensure the subject is in the shot to take a photo.	To know that "log in and log out" means to begin and end a connection with a computer. To know that a computer and mouse can be used to click, drag, fill and select and also add backgrounds, text, layers, shapes and clip art. To know that passwords are important for security. To know that when we create something on a computer it can be more easily saved and shared than a paper version. To know some of the simple graphic design features of a piece of online software.	To know the difference between a desktop and laptop computer. To know that people control technology. To know that buttons are a form of input that give a computer an instruction about what to do (output). To know that computers often work together. To know that touch typing is the fastest way to type. To know that I can make text a different style, size and colour. To know that "copy and paste" is a quick way of duplicating text.	To know what a tablet is and how it is different from a laptop/desktop computer. To understand what a network is and how a school network might be organised. To know that a server is central to a network and responds to requests made. To know how the internet uses networks to share files. To know that a router connects us to the internet. To know what a packet is and why it is important for website data transfer. To know the roles that inputs and outputs play on computers. To understand that email stands for 'electronic mail.' To know that an attachment is an extra file added to an email. To understand that emails should contain appropriate and respectful content. To know what some of the different components inside a computer are e.g. CPU, RAM, hard drive, and how they work together.	To understand that software can be used collaboratively online to work as a team. To know what type of comments and suggestions on a collaborative document can be helpful. To know that you can use images, text, transitions and animation in presentation slides.	To know how search engines work. To understand that anyone can create a website and therefore we should take steps to check the validity of websites. To know that web crawlers are computer programs that crawl through the internet. To understand what copyright is. To know the difference between ROM and RAM.	To understand the importance of having a secure password and what "brute force hacking" is. To know that the first computers were created at Bletchley Park to crack the Enigma code to help the war effort in World War 2. To know about some of the historical figures that contributed to technological advances in computing. To understand what techniques are required to create a presentation using appropriate software.

Our aims:

- Provide an exciting, rich, relevant and challenging Computing curriculum for all children.
- Teach children 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 children 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 children 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 children, particularly when engaging with technology and its associated resources.
- Use technology imaginatively and creatively to inspire and engage all children, as well as using it to be more efficient the tasks associated with running an effective school.

Early Years

-We aim to provide our children 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.

-Children 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 worldwide web; and the opportunities they offer for communication and collaboration.

Cultural Capital

Cultural Capital Offer			
	Autumn	Spring	Summer
Whole School	• 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		
	• Panto • Christmas Plays & Celebrations • Harvest • Black History Month • Poetry Week • Parliament Week (KS2)	• Enterprise Week • RHS Bridgewater • World Book Day • Sports Week • PE Week 21st March	• 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

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 staff meet with the Headstaff, SENCO 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.

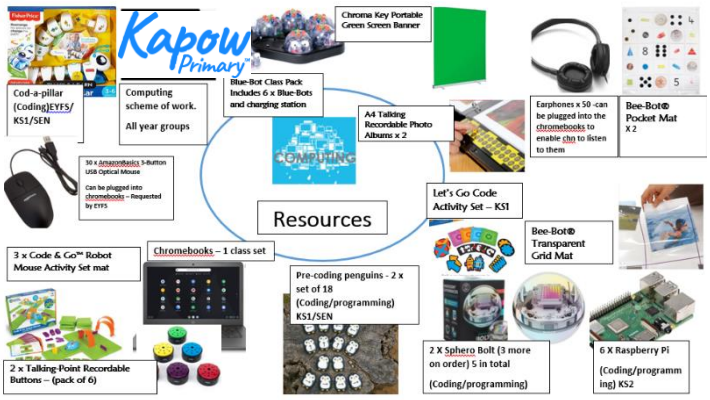
All children are formatively assessed throughout the teaching points to determine if they require pre or post teaching in supplement of the lesson. This intervention serves to then support variation of tasks within the lessons and inform where children may need further scaffold or challenge.

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

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 are 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.

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 staff are expected to keep an online portfolio (work saved in folders for each term) or track children's work using KAPOW. This portfolio must contain work samples from all areas of the curriculum taught for the year group. Staff are also expected to keep class Computing books and use them as a learning tool referring to them when building on prior knowledge and when helping learning to become 'sticky'. Details of monitoring and evaluation schedules can be found in the Computing Action Plan and School Monitoring Schedule.

Monitoring will be achieved through:

Reflective staff feedback. Work scrutiny. Learning walks. Observations. Pupil voice Learning environment monitoring.

Dedicated Computing Leader and Assessment Leader time. Staff 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 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 children through the detailed exemplification it has for each key learning intention.

Staff keep accurate records of pupil attainment by entering data using the Computing objectives on FFT.

Tracking of attainment by using the KAPOW 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.

Formative assessment is undertaken each session/interaction in Computing and children are very much encouraged to be involved in that process. Through using the progression of skills documents and displays, both staff and children can evaluate progress.

Summative assessment is undertaken in line with the assessment cycle. Using electronic work samples from children's portfolios, staff 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.

Health and Safety

KAPOW takes all necessary measures to ensure both staff and children are aware of the importance of health and safety. Both staff and children are trained to handle electrical equipment correctly including how to power off and on. Children 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.

What should be consistent and typical in a Computing lesson?

All lessons should:

- Follow the sequence and progression outlined in Kapow.
- Begin with a clear learning objective and success criteria.
- Revisit prior learning.
- Explicitly teach key vocabulary.
- Include modelling by the staff.
- Provide opportunities for practical application.
- Encourage collaboration and discussion.
- Include opportunities for problem-solving and debugging.
- End with reflection or review of learning.

Classroom Environment

All classrooms or computing spaces should:

- Display computing vocabulary where appropriate.
- Promote safe and responsible use of technology.
- Celebrate pupil outcomes and digital creativity.
- Ensure children can access devices safely and independently.

Digital Safety Expectations

Online safety must:

- Be taught explicitly through Kapow units.
- Be reinforced regularly across the curriculum.
- Use age-appropriate language and scenarios.
- Encourage children to report concerns.
- Promote respectful online behaviour.

Consistency in EYFS

In EYFS, computing should focus on exploration, communication, creativity and understanding technology in the world around them.

Provision should align with the EYFS Framework and support:

- Communication and language
- Understanding the world
- Physical development
- Expressive arts and design

Children should develop confidence in using simple technology while building foundational skills that prepare them for KS1.

Adults should:

- Model the use of technology regularly.
- Use clear and consistent vocabulary.
- Encourage exploration and curiosity.
- Ask open-ended questions.
- Support turn-taking and collaboration.
- Embed technology within continuous provision.

Children should:

- Use technology independently during provision.
- Explore cause and effect.
- Begin to follow simple instructions.
- Talk about what technology is used for.
- Use devices safely with adult guidance.

Consistency in KS1

In KS1, children should begin developing foundational computing knowledge and skills through structured lessons and practical experiences.

Children should:

- Understand basic algorithms.
- Create and debug simple programs.
- Use technology purposefully.
- Develop digital creativity.
- Understand basic online safety.

Lesson Structure

Lessons should consistently include:

1. Retrieval or recap activity.
2. Introduction of new learning.

3. Staff modelling.
4. Guided practice.
5. Independent application.
6. Plenary and reflection.

Staff Practice In KS1
Staff should:

- Model each step clearly.
- Demonstrate how to troubleshoot mistakes.
- Use consistent computing vocabulary.
- Encourage resilience when debugging.
- Provide opportunities for paired learning.
- Ensure all children actively use technology.

Staff should avoid:

- Completing tasks for children.
- Over-directing creative tasks.
- Focusing solely on producing polished outcomes.

Pupil Expectations in KS1

Children should:

- Log in with increasing independence.
- Use devices respectfully.
- Save and retrieve work with support.
- Follow simple algorithms.
- Predict outcomes.
- Debug simple errors.
- Create digital content.
- Discuss online safety.

Vocabulary should:

- Be displayed when appropriate.
- Be used accurately by adults.
- Be revisited regularly.
- Be included in pupil discussion.

KS1 Evidence
Evidence includes:

- Saved digital work
- Screenshots
- Staff observations
- Pupil explanations
- Quizzes or retrieval tasks

Consistency in KS2

In KS2, children should deepen their understanding of computer science, digital literacy and information technology.

Children should:

- Design, write and debug programs.
- Use logical reasoning.
- Understand networks and the internet.
- Create increasingly sophisticated digital content.
- Collect and analyse data.
- Demonstrate responsible online behaviour.

What Consistency Looks Like in KS2
Lessons should consistently:

- Build on prior learning.
- Include explicit modelling.
- Use technical vocabulary accurately.
- Provide opportunities for independence.
- Encourage reasoning and problem-solving.
- Include debugging and evaluation.

Children should understand not just how technology works, but why.

Staff Practice in KS2
Staff should:

- Encourage computational thinking.
- Promote independence and resilience.
- Model debugging strategies.
- Facilitate discussion and reasoning.
- Use questioning to deepen thinking.
- Ensure children understand online risks and responsibilities.

Staff should create opportunities for children to:

- Design projects
- Make decisions
- Evaluate outcomes
- Improve their work

Pupil Expectations in KS2
Children should:

- Work increasingly independently.
- Use technology safely and responsibly.
- Debug systematically.
- Explain their thinking.
- Use appropriate technical vocabulary.
- Evaluate and improve digital outcomes.
- Transfer computing skills across subjects.

Children should demonstrate resilience when programs do not work first time.

Support for Pupils with SEND in Computing

Sound and light issues:

- There is effective and quiet ventilation in the classroom.
- Computer/laptops are positioned to reduce glare.
- Interactive whiteboards are non-reflective to reduce glare.
- Headphones to be worn if sounds are being used on ipads/laptops.

Seating:

- Check classrooms are not cluttered with ICT equipment.
- Make sure pupils with motor impairments have appropriate assistive technology and software to support them and enough space to use it.
- There should be adequate space at the desks for pupils to work off screen, collaboratively and on paper.
- Seating should allow all pupils in the class to communicate, respond and interact with each other and the teacher in discussion.

Resources:

- Consider using a wireless keyboard and mouse to facilitate teacher-pupil interaction with minimal disruption.
- Is there one dedicated computer for assistive technology/specialist software, or can pupils with SEN and/or disabilities move between the resources?
- Provide assistive resources, such as templates or diagrams, to support pupils' input.

Displays:

- Displays are accessible, within reach, visual and tactile
- Displays are engaging, clear, broken down steps to learning.
- Be aware of potentially distracting elements of wall displays.

Low-arousal areas

- Pupils on the autistic spectrum may become deeply involved in working in isolation on a computer. They will benefit from clear preparation and support when returning to a group.

Multi-sensory approaches

- Chose resources and tasks that support alternative ways of communicating, e.g. presentations that use relevant digital video – or audio-editing software.

Working with additional adults

- Make sure additional adults are trained so they are comfortable with any software and hardware being used, and understand how it can support independent learning.

Managing group work and discussion

- Ask what role each pupil has taken in a collaborative computing task and give all pupils a role in modelled and collaborative learning.

Grouping pupils

- All forms of pupil grouping including pupils with SEN and/or disabilities
- Transition from whole-class to group or independent work, and back, is clearly signalled.
- Sequence of groupings is outlined for pupils.

ICT

Consider access to, and coordination of, ICT resources to enable pupils to complete tasks successfully. For example:

- Using symbol-processing software or a picture communicator for pupils with speech and language communication needs
- using head switches, touch screens, or an alternative mouse or keyboard for pupils with reduced motor skills, or "
- adjusting the screen resolution, or using a bigger screen, for pupils with a visual impairment.

Teachers' communication

- Computing skills are demonstrated clearly and progressively.

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 children 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 children 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 children, except those withdrawn by parents. Our school ensures that sufficient time is given in order to enable children 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)

As a school, we follow the RE Today Primary RE Curriculum as of January 2026. The subject leader has placed the units in the relevant year groups, according to our school context so it doesn't completely follow the units one after another.

EYFS

In the EYFS, Religious Education is delivered through a play-based, exploratory approach that aligns with the Early Years Framework. RE is woven throughout continuous provision and is enriched through storytelling, celebrations, discussion and hands-on exploration. Children develop early understanding of different cultures, beliefs and traditions through experiences linked to *Understanding the World*, supported by the use of artefacts,

festival celebrations and family-based learning. Opportunities for high-quality talk enable children to share their own experiences, listen to others and develop respectful language when discussing similarities and differences. Through role-play, creative activities and reflective storytelling, children build empathy, express feelings, recognise diversity and form a secure sense of identity. This approach lays strong foundations for the more structured RE curriculum taught in Key Stage 1.
EYFS children are assessed against our school's EYFS curriculum checkpoints for 3-4 years, Reception and the Early Learning Goals. Assessments in EYFS are recorded termly on a tracking sheet and judgements are made with consideration of staff observations taken from both adult-led and independent tasks, outcomes of work and moderation style conversations which take place regularly in the moment and also within EYFS planning meetings.

Teaching and Learning

Our policy is to aim to ensure the use of RE in art, drama, thinking skills, speaking and listening activities, visits, posters, photographs, videos, ICT use, display work and other active learning strategies. Cross curricular work is encouraged, in line with whole school policy on teaching and learning. We recognise the importance of teaching to the Agreed Syllabus in a creative, knowledge-rich, broad and balanced way. Quality First Teaching and Learning in RE is secured through a range of supporting strategies:

Strong Foundations –

- Building language and communication
- Supporting personal, social, and emotional development
- Developing knowledge of the world
- Encouraging thinking, questioning, and reflection
- Promoting values, respect, and inclusion

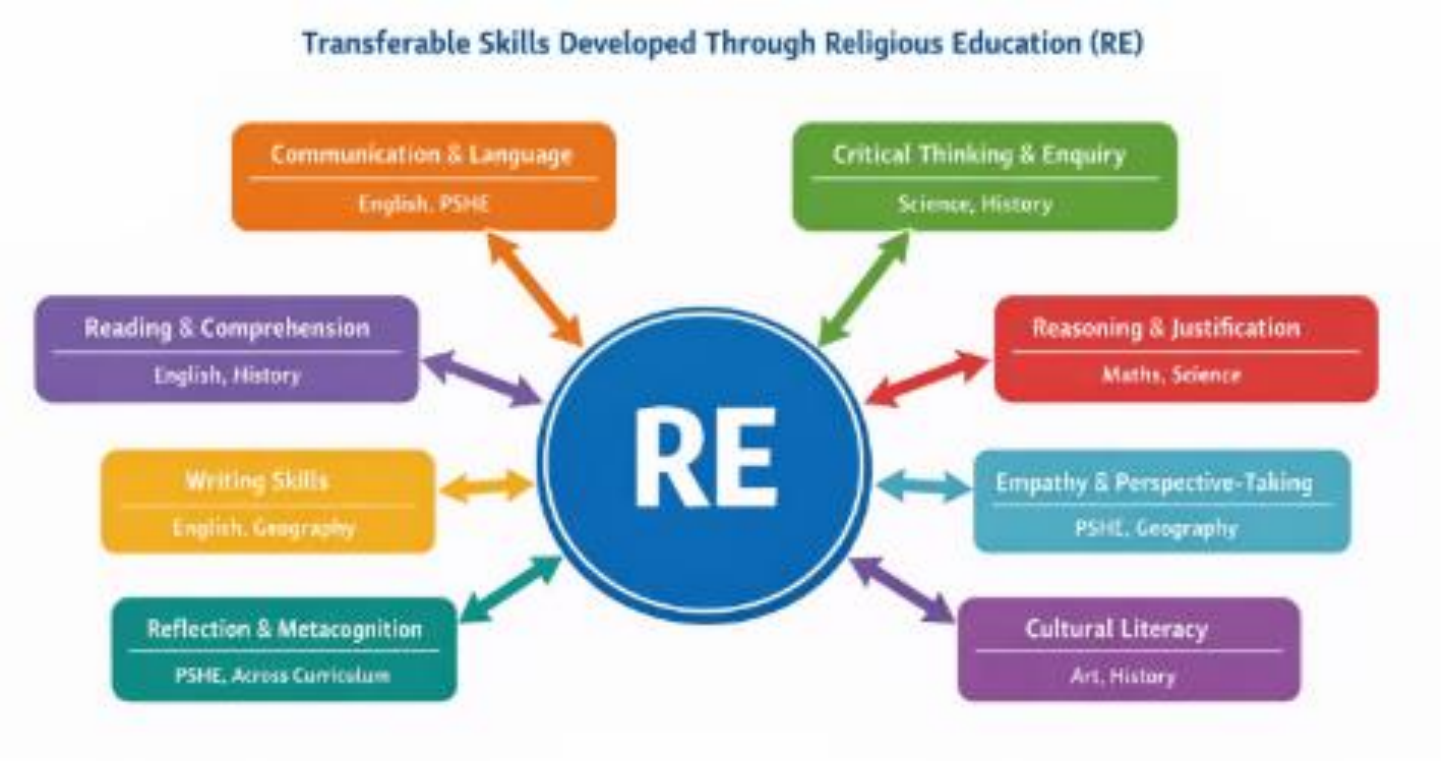
Adaptive Teaching – Where needed, staff adapt their lesson content and processes to ensure that all children are able to access the new skill or knowledge in a way which is in line with their personal goals or rate of understanding. This means that within a lesson all children will access a challenge with the stretch or support required to complete the activity.

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

Language/vocabulary – Owing to the context of the families that we serve, focusing on language and key vocabulary is essential. 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. Staff are expected to use a range of language within the same concept.

How reading and oracy are taught through the RE Curriculum

Reading and oracy are integral to the RE curriculum and are systematically embedded across all units of learning. Children develop reading skills through engagement with a wide range of sacred stories, non-fiction texts and age-appropriate sources that require retrieval, inference and critical interpretation. Key vocabulary is explicitly taught and revisited to strengthen subject-specific literacy. Oracy is promoted through structured discussions, partner talk, debates and opportunities to articulate personal views respectfully while considering differing perspectives. Children are encouraged to listen actively, build on others' ideas and communicate with clarity through presentations, storytelling and role-play. Through these approaches, RE contributes significantly to the development of confident, articulate and reflective learners



		story) Unit 2 Lesson 1,2,3	belong?	their Easter Garden? (Why is Easter special to Christians?)	lesson 1,2,5	Lesson 3, lesson 2
Reception	Unit 1: Why is the word God so important to Christians?	Unit 2: Why do Christians perform Nativity plays at Christmas?	Unit 3: lesson 4-6	Unit 4: Why do Christians put a cross on their Easter Garden? (Why is Easter special to Christians?)	Unit 5 Which places are special and why?	Unit 6: Which stories are special and why?
	Christians	*Christians*	*Christians, Muslims and Jewish people*	*Christians*	*Christians and Muslims*	*Christians, Jewish people, Muslims*
F1 what stories are special and why? (stories will be used throughout the year linking to many over arching topics in the EYFS curriculum)						
Year 1	Unit 7: Who do Christians say made the world?	Unit 8 Why does Christmas matter to Christians?	Unit 15: Who is a Muslim and how do they live? (part 1)	Unit 16: Why does Easter matter to Christians?	Unit 11: What does it mean to belong to a faith community?	Unit 18: what makes some places special to believers?
	Christians	*Christians*	*Muslim*	*Christians*	*Christians, Muslims or Jewish people*	*Christians, Muslims or Jewish people*
Year 2	Unit 9: Who is Jewish and what do they believe?	Unit 10: What do Christians believe God is like?	Unit 17: Who is a Muslim and what do they believe? (part 2)	Unit 13: What is the 'Good news' that Christians say Jesus brings? (part 1)	Unit 12: How should we care for others and the world and why does it matter?	Unit 14: What is the 'Good news' that Christians say Jesus brings? (part 2)
	Jewish	*Christians*	*Muslims*	*Christians*	*Christians, Muslims or Jewish people*	*Christians*
Year 3	Unit 19: What is it like for someone to follow God?	Unit 27: What do Hindus believe God is like?	Unit 20: What is the Trinity and why is it important to Christians?	Unit 21: how do festivals and worship show what matters to Muslims	Unit 22: How do festivals and family life show what matters to Jewish people?	Unit 24: How and why do people try to make the world a better place?
	Christians	*Hindus*	*Christians*	*Muslims*	*Jewish people*	*Multi faith*
Year 4	Unit 29: What does it mean to be a Hindu in Britain today?	Unit 26: For Christians, when Jesus left; what was the impact of Pentecost?	Unit 25: What kind of world did Jesus want?	Unit 28: Why do Christians call the day Jesus died 'Good Friday?'	Unit 33: Why is the Torah so important for Jewish people?	Unit 30: How and why do people mark the significant events of life?

	Hindus	*Christians*	*Christians*	*Christians*	*Jewish people*	*Christians, Hindus, and/or Jewish people and non-religious people*
Year 5	Unit 23 What do Christians learn from the creation story	Unit 35 How can following God bring freedom and justice?	Unit 37 Christians and how to live: What would Jesus do?	Unit 38 Why do Christians believe that Jesus was the Messiah?	Unit 32 What does it mean to be a Muslim in Britain today?	Unit 34 Creation and science; conflicting or complementary?
	Christians	*Christians, Hindus, Jewish, Muslims*	*Christianity*	*Christians*	*Muslims*	*Christians*
Year 6	Unit 31 What does it mean if Christians believe God is holy and loving?	Unit 41 For Christians, what kind of king is Jesus?	Unit 39 Why do Hindus want to be good?	Unit 40 What difference does the resurrection make to Christians?	Unit 36 What matters most to Humanists and Christians?	Unit 42 Why do some people believe in God, and some people not?
	Christians	*Christians*	*Christians*	Hindus	*Christianity, Humanists*	*Christians, Hindus, Jewish, Muslims, humanists*

Summative Assessment

At the end of each unit of work, class staff assess each child against each objective scoring 1-3 depending on the level of understanding and mastery. The data is collated and analysed by the class staff and subject leader to inform planning.

Formative Assessment

Effective assessment for learning (AfL) in RE is the ongoing process of gathering information about children' understanding during lessons to inform teaching and support learning. It focuses on identifying what children already know, what they can do, and where they need help, rather than just judging performance. Key strategies include asking targeted questions, observing work, using mini-quizzes, and encouraging self- and peer-assessment. Effective AfL provides immediate feedback that helps children understand their mistakes and next steps, promotes reflection on learning, and allows staff to adapt planning and teaching to meet individual needs.

Cultural Capital offer

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 children 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.

Children' spiritual, moral, social and cultural development

Following the Agreed Syllabus for Religious Education means that RE makes a positive contribution to children' learning. Knowledge and skills developed by RE contribute to children' 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 children 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 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 Salford schools contributes dynamically to children and young people's education, provoking challenging questions about human life, beliefs, communities and ideas. In RE children 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.

Inclusion

All children access the Religious Education curriculum for their year group. The support given to children is determined by their particular needs. Staff 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 resources in order to make them accessible, without reducing the learning intention. Here at St Andrews, we also have a clear SEND curriculum progression map which has been created to give staff a direct focus of where and how to support our SEND leaners to enable them to achieve their full potential.

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 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.

What should be consistent and typical in an RE lesson?

EYFS focuses on who they are and their immediate surroundings

KS1 focuses on what people believe and what they do.

KS2 focuses on why people believe and how beliefs influence life.

There should be a clear shift from simple noticing and describing in KS1 to explaining, comparing, interpreting and reasoning in KS2. The differences should be visible in Children talk, written work, the depth of questions asked, the vocabulary used and the way staff structure learning.

In EYFS teaching should look like

- Explorative
- Within CP
- Vocabulary

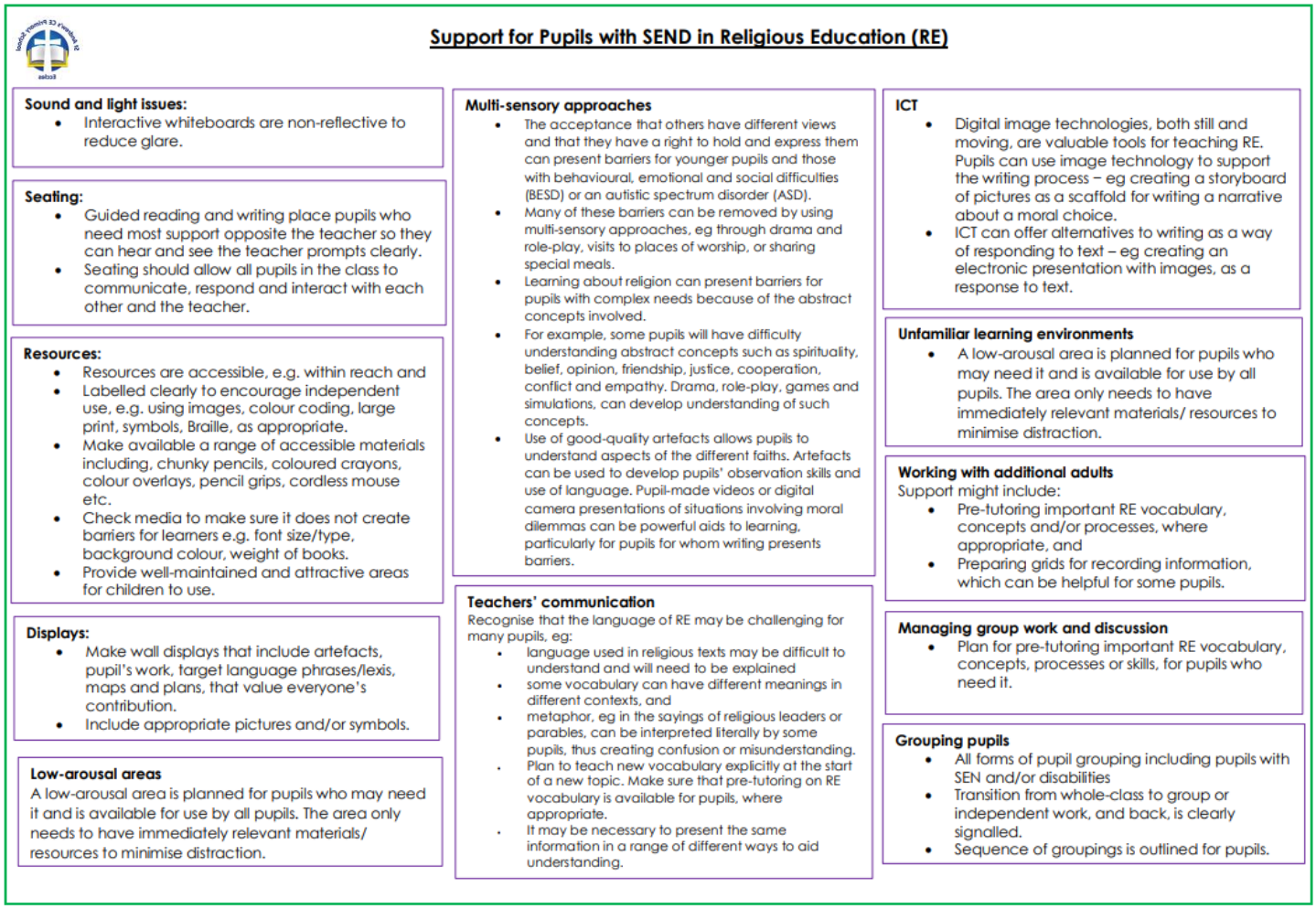
- Experiences
- visits

In KS1 teaching looks like

- Lots of artefacts, pictures, role play and story telling
- Short discussions and simple questions
- Activities focused on recall, sequencing, matching, drawing and talking

In KS2 teaching looks like

- Enquiry questions that require reasoning
- Use of sacred texts, videos, visitors and real life examples
- Structured discussion, debate and justification of ideas
- Written tasks that require explanation



Support for Pupils with SEND in Religious Education (RE)

Sound and light issues:
- Interactive whiteboards are non-reflective to reduce glare.

Seating:
- Guided reading and writing place pupils who need most support opposite the teacher so they can hear and see the teacher prompts clearly.
- Seating should allow all pupils in the class to communicate, respond and interact with each other and the teacher.

Resources:
- Resources are accessible, e.g. within reach and
- Labelled clearly to encourage independent use, e.g. using images, colour coding, large print, symbols, Braille, as appropriate.
- Make available a range of accessible materials including, chunky pencils, coloured crayons, colour overlays, pencil grips, cordless mouse etc.
- Check media to make sure it does not create barriers for learners e.g. font size/type, background colour, weight of books.
- Provide well-maintained and attractive areas for children to use.

Displays:
- Make wall displays that include artefacts, pupil's work, target language phrases/lexis, maps and plans, that value everyone's contribution.
- Include appropriate pictures and/or symbols.

Low-arousal areas
A low-arousal area is planned for pupils who may need it and is available for use by all pupils. The area only needs to have immediately relevant materials/ resources to minimise distraction.

Multi-sensory approaches
- The acceptance that others have different views and that they have a right to hold and express them can present barriers for younger pupils and those with behavioural, emotional and social difficulties (BESD) or an autistic spectrum disorder (ASD).
- Many of these barriers can be removed by using multi-sensory approaches, eg through drama and role-play, visits to places of worship, or sharing special meals.
- Learning about religion can present barriers for pupils with complex needs because of the abstract concepts involved.
- For example, some pupils will have difficulty understanding abstract concepts such as spirituality, belief, opinion, friendship, justice, cooperation, conflict and empathy. Drama, role-play, games and simulations, can develop understanding of such concepts.
- Use of good-quality artefacts allows pupils to understand aspects of the different faiths. Artefacts can be used to develop pupils' observation skills and use of language. Pupil-made videos or digital camera presentations of situations involving moral dilemmas can be powerful aids to learning, particularly for pupils for whom writing presents barriers.

Teachers' communication
Recognise that the language of RE may be challenging for many pupils, eg:
- language used in religious texts may be difficult to understand and will need to be explained
- some vocabulary can have different meanings in different contexts, and
- metaphor, eg in the sayings of religious leaders or parables, can be interpreted literally by some pupils, thus creating confusion or misunderstanding.
- Plan to teach new vocabulary explicitly at the start of a new topic. Make sure that pre-tutoring on RE vocabulary is available for pupils, where appropriate.
- It may be necessary to present the same information in a range of different ways to aid understanding.

ICT
- Digital image technologies, both still and moving, are valuable tools for teaching RE. Pupils can use image technology to support the writing process – eg creating a storyboard of pictures as a scaffold for writing a narrative about a moral choice.
- ICT can offer alternatives to writing as a way of responding to text – eg creating an electronic presentation with images, as a response to text.

Unfamiliar learning environments
- A low-arousal area is planned for pupils who may need it and is available for use by all pupils. The area only needs to have immediately relevant materials/ resources to minimise distraction.

Working with additional adults
Support might include:
- Pre-tutoring important RE vocabulary, concepts and/or processes, where appropriate, and
- Preparing grids for recording information, which can be helpful for some pupils.

Managing group work and discussion
- Plan for pre-tutoring important RE vocabulary, concepts, processes or skills, for pupils who need it.

Grouping pupils
- All forms of pupil grouping including pupils with SEN and/or disabilities
- Transition from whole-class to group or independent work, and back, is clearly signalled.
- Sequence of groupings is outlined for pupils.

History

Rationale

The effective teaching of History from our Nursery children to our Year 6 children is delivered through four strands:

- Substantive concepts: exploring and understanding the key events, people, ideas and societies of the past.
- Disciplinary concepts: understanding how historians find out about and interpret the past (Chronological Understanding, Enquiry, Evidence, Connections, Interpretation, Communication)
- Historical enquiry: posing and answering historical questions using evidence.
- Chronological awareness: developing and understanding the passage of time, using language related to chronology and building timelines to place events in chronological order.

Here at St Andrews we use the adapted Kapow scheme alongside a Local History strand that we have devised here at school.

Overview

EYFS

History in Nursery (ages 3–4) is not taught as a formal subject. Instead, it is introduced informally and developmentally, focusing on early concepts of time, change, and personal experience. History is part of "Understanding the World", which includes:

- Past and present events in children's lives
- People and communities
- The world around them

Even at this early stage, children begin to:

- Talk about past events
- Use simple time language (yesterday, before, when I was a baby)
- Recognise changes over time
- Understand that other people had lives before now

a. Through Personal Experience. Children begin with their own history. This builds the idea that time passes and things change.

b. Through Stories and Books. Stories help children understand sequence and past events.

c. Through Daily Routines. This develops chronological awareness, a key foundation for history.

d. Through Play-Based Learning. Play allows children to explore past and present naturally.

e. Through Celebrations and Traditions. This introduces the idea of continuity and tradition.

In Reception (ages 4–5), History is still not a standalone subject, but it is taught explicitly and intentionally through the EYFS framework, mainly within Understanding the World. Compared to Nursery, children begin to move from purely personal experiences toward a wider awareness of the past.

EYFS Area: Understanding the World

- Past and Present (statutory ELG)
- Links to Communication and Language (talking about experiences)
- Links to Literacy (stories, non-fiction texts)
- Links to Expressive Arts and Design (role play, art)

How History Is Taught in Reception

a. Past and Present (Core Focus). Children are supported to:

- Talk about their own past and family history
- Recognise similarities and differences between past and present
- Understand that people lived differently in the past

b. Stories and High-Quality Texts. Children discuss:

- What is different from today
- How people lived
- Sequence of events

c. Sequencing and Time Language

- Past, present, future
- Yesterday, today, tomorrow
- Before, after, long ago, now

d. Play-Based and Experiential Learning. Play helps children internalise historical concepts.

- Role play (homes, schools, transport "then and now")
- Dressing up in clothes from different times
- Exploring artefacts (old toys, tools, photos)

e. Celebrations, Events, and People

- Learning about important celebrations and why they happen
- Exploring significant people linked to events children know
- Talking about family traditions and changes over time

By the end of Reception, children typically:

- Talk about past events confidently
- Identify differences between past and present
- Use basic time-related vocabulary
- Show curiosity about how life was different before
- Understand that the past existed before they were born

St Andrew's History Curriculum Mapping- KAPOW HISTORY LINKS			
Autumn Black History Month Remembrance Day Guy Fawkes Night St Andrew's Day Windrush Movement	Spring Women's History Month		Summer Refugee Week
Year 1	How am I making history? Lesson 1: What is my history? Lesson 2: How can I find out more about myself? Lesson 3: How are special events remembered? Lesson 4: What was it like for children in the past? Lesson 5: What have I learnt about childhood in the past? Lesson 6: How am I making history?	How have toys changed? Lesson 1: What is your favourite toy? Lesson 2: Did your parents and grandparents play with the same toys as you? Lesson 3: What were toys like in the past? Lesson 4: What is similar and different about toys now and in the past? Lesson 5: How have teddy bears changed over time? Lesson 6: How have toys changed?	How have explorers changed the world? Lesson 1: What is an explorer? Lesson 2: Where have explorers travelled and when? Lesson 3: Who was Christopher Columbus and what did he do? Lesson 4: Who was Matthew Henson and what did he do? Lesson 5: How has exploration changed? Lesson 6: How can we remember them?
Year	How was school different in	How did we learn how to fly?	What is a monarch?

2	the past? Lesson 1: Were schools different in the past? Lesson 2: How have schools changed within living memory? Lesson 3: How were schools different in the 1900s? Lesson 4: How have schools changed? Lesson 5: What is similar and different about school now and in the past? Lesson 6: Would you have preferred to go to school the past?	Lesson 1: Who were the Wright brothers? Lesson 2: When was the first flight? Lesson 3: Why was Bessie Coleman significant? Lesson 4: Why is Amelia Earhart significant? Lesson 5: Why was the Moon landing special? Lesson 6: How did we learn to fly?	Lesson 1: What is a monarch? Lesson 2: Who is our monarch today? Lesson 3: How did William the Conqueror become King of England? Lesson 4: How did William the Conqueror rule? Lesson 5: How did castles change? Lesson 6: What was a monarch in the past?
Year 3	Would you prefer to live in the Stone Age, Bronze Age or Iron Age? Lesson 1: How long ago did prehistoric man live? Lesson 2: What does Skara Brae tell us about life in Stone Age? Lesson 3: Who was the Amesbury Archer? Lesson 4: How did bronze change life in the Stone Lesson 5: How did trade change the Iron Age? Lesson 6: What changed between the Stone Age a the Iron Age?	What did the Ancient Egyptians believe? Lesson 1: Who were the Egyptians and when did they live? Lesson 2: Who were the ancient Egyptian gods and goddesses? Lesson 3: Why and how did the Egyptians build the pyramids? Lesson 4: How and why did the Egyptians mummify people? Lesson 5: What does the Book of the Dead tell us about ancient Egyptian beliefs? Lesson 6: What did the ancient Egyptians believe?	Why did the Romans settle in Britain? Lesson 1: Why did the Romans invade and settle in Britain? Lesson 2: How did Britons respond to the Roman invasion? Lesson 3: Why was the Roman army so successful? (Part 1) Lesson 4: Why was the Roman army so successful? (Part 2) Lesson 5: What do artefacts tell us about life in Roman times? Lesson 6: How did the Romans change modern Britain?
Year 4	Were the Vikings raiders, traders or settlers?	How hard was it to invade and settle in Britain?	How have children's lives changed?
Year 5	Were the Vikings raiders, traders or something else? (Link back to Year 4)	What was life like in Tudor England?	What did the Greeks ever do for us?

	Lesson 1: Who were the Vikings and why did they c to Britain? Lesson 2: What do we know about the Vikings? Lesson 3: How did the Vikings travel? Lesson 4: Were the Vikings raiders or traders? Lesson 5: What were the consequences of the Angl Saxon and Vikings' struggle for Britain? Lesson 6: What was Viking life in Britain like?	Lesson 1: What do sources tell us about how children's lives have changed? Lesson 2: Why did Tudor children work and what was it like? Lesson 3: What jobs did children have in Victorian England and what were they like? **Lesson 4: How did Lord Shaftesbury help to change the lives of children?** Lesson 5: How and why has children's leisure time changed? Lesson 6: What were the diseases children caught and how were they treated?	Lesson 1: Who were the Greeks and when did they live? Lesson 2: What did the Greeks believe? Lesson 3: How was ancient Greece governed? Lesson 4: Did the ancient Greeks give us democracy? Lesson 5: How do Greek philosophers influence us today? Lesson 6: What did the Greeks do for us?
Year 6	What was the impact of World War 2 on the people of Britain? Lesson 1: Why did Britain go to war in 1939? Lesson 2: Who won the Battle of Britain? Lesson 3: What do sources tell us about the Blitz? Lesson 4: What was evacuation like for children? (Pa 1) Lesson 5: What was evacuation like for children? (Pa 2) Lesson 6: What impact did WW2 have on women's lives? Lesson 7: Why did people migrate to Britain during a	What does the census tell us about the local area? Lesson 1: What does the census tell us about the people living in our local area? Lesson 2: What happened to Mary Bucktrout? (Part 1) Lesson 3: What happened to Mary Bucktrout? (Part 2) Lesson 4: How did Mary Bucktrout feel about the key events in her life? Lesson 5: Who lived in our local area? (Part 1) Lesson 6: Who lived in our local area? (Part 2)	How did the Maya civilisation compare to the Anglo-Saxons?/ Early Islamic Civilisation Lesson 1: Who were the Maya and when did they live? Lesson 2: How did the Maya settle in the rainforest? Lesson 3: What similarities and differences existed between Maya and Anglo-Saxon homes? Lesson 4: What did the Maya believe? Lesson 5: What do archaeological remains tell us about Maya cities? Lesson 6: The decline of the Maya cities: man-made or natural disaster?

<u>Local History taught in Autumn 1 (and Geography links)</u>

Nursery - Our School (positional language)

Reception – Eccles Old Cinema (explore local environment, familiar places)

Year 1 – Eccles City Centre (Where is it and what is it like?)

Year 2 – St Andrews Church (Where is it and how can we walk there?)

Year 3 – Salford Quays (Describe how land use in our locality has changed/Field Work)

Year 4 – Buile Hill Park (Field Work - observe and record data from real-world environments)

Year 5 – Ordsall Hall (Identify and local human and physical features and the environment on a range of maps)

Year 6 – Salford Lads Club (Use Ordnance Survey-style maps and digital mapping tools, read symbols, keys, and grid references Identify transport routes and landmarks)

Examples of Key Vocabulary

History Curriculum Generic Key Vocabulary

EYFS		
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
timeline	The internet	Draw
Memories	letters	evidence
Living memory (Yr 2)	Significant person	Investigate
Order (Yr1) Chronological order (Yr2)	historian	Detective
Era/period (Yr 2)		In my opinion
		I remember

Lower Key Stage 2		
Ancient	Primary sources	Reasoning
Modern	Secondary sources	Enquiry
Century	Invasion	Importance
decade	Civilisation	Significance
locality	Empire	Legacy

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
	Migration	Reason
	Conversion	Cause and effect
	Reputation	relevance
	Raids	Continuity
	Resistance	This suggests…
	Reign	Perhaps/may be
	Leader	First hand evidence
	Legacy	Second hand evidence
	Achievements	Oral history
	Culture	Contrast
	Democracy	Impact
	Alliance	Consequences
	Parliament	Infer

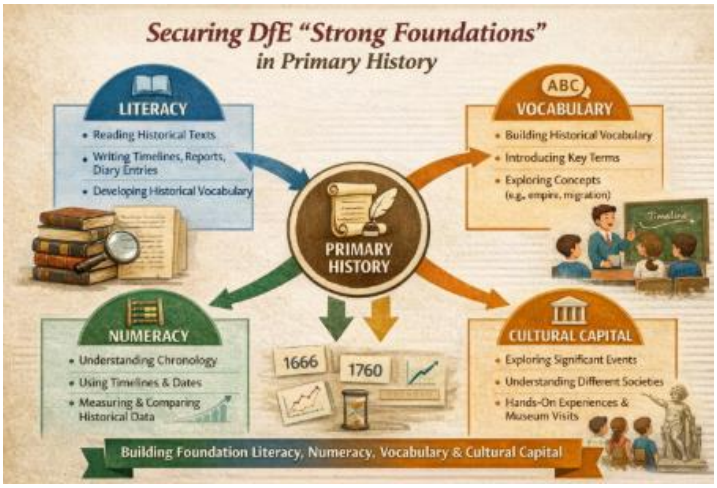
	Stereotype (Yr6)	My conclusion is that
	Archaeologist	Historian
	Excavate	Propaganda (Yr6)
	Aristocracy	Biased
	Crusade	Motive
		Eye witness
		Causation
		Interpretation

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Teaching and Learning

Quality First Teaching and Learning in History is secured through a range of supporting strategies:

Strong Foundations –



Adaptive Teaching – Where needed, staff adapt their lesson content and processes to ensure that all children are able to access the new skill or knowledge in a way which is in line with their personal goals or rate of understanding. This means that within a lesson all children will access a challenge with the stretch or support required to complete the activity.

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Language/vocabulary – Owing to the context of the families that we serve, focusing on language and key vocabulary is essential. 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. Staff are expected to use a range of language within the same concept.

SMSC & British Values

History supports SMSC and British Values by:

- Developing empathy, reflection, and moral awareness
- Encouraging respect for diversity and equality
- Helping children understand democracy, law, and liberty
- Building a strong sense of identity and community

Together, history helps children become thoughtful, informed, and responsible citizens.

Inclusion

Effective inclusion ensures that every child, regardless of their ability, background, or learning needs, can fully participate, engage, and make progress in History. This involves adapting teaching strategies, resources, and activities so that lessons are accessible to all learners, including those with special educational needs, English as an additional language, or the more able. Examples include using adapted tasks, visual aids, concrete resources, and peer support. Effective inclusion also fosters a positive, supportive classroom environment where every child feels valued, confident to contribute, and encouraged to develop their Historical thinking at their own pace, ensuring that no learner is left behind.

Learning Environment

All classrooms in St Andrew's have a History or Geography (depending on the focus) 'working wall' which is changed to suit the concept being taught during the week. There is evidence of language relating to the concept being taught and scaffolding materials. 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

Monitoring is completed by the subject leader and involves a termly schedule of learning walks, lesson drop ins, pupil voice meetings, book looks and data scrutiny following 3 assessment points. Outcomes of all monitoring are shared at Senior Leadership Team meetings and fed back to Governors annually. History has its own action plan which is reviewed termly.

Summative Assessment

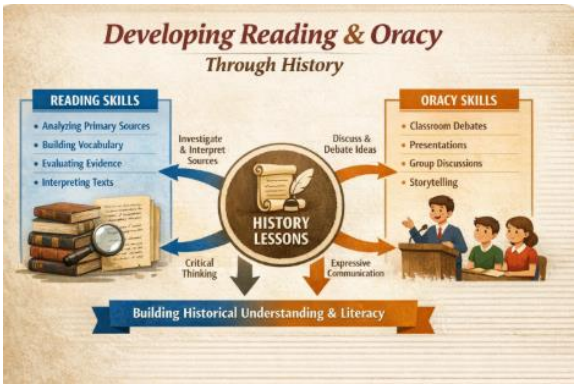
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Formative Assessment

Effective assessment for learning (AfL) in History is the ongoing process of gathering information about children' understanding during lessons to inform teaching and support learning. It focuses on identifying what children already know, what they can do, and where they need help, rather than just judging performance. Key strategies include asking targeted questions, observing work, using mini-quizzes, and encouraging self- and peer-assessment. Effective AfL provides immediate feedback that helps children understand their mistakes and next steps, promotes reflection on learning, and allows staff to adapt planning and teaching to meet individual needs.

Reading and Oracy

History involves interpreting a wide range of texts—primary sources (letters, diaries, official documents) and secondary sources (textbooks, articles, biographies). Oracy involves speaking and listening—both crucial in history for expressing ideas, debating interpretations, and building understanding.



Transferable Skills to Other Curriculum Areas

- Critical thinking and analysis
- Research and information literacy
- Reading and comprehension
- Oracy and communication
- Writing and argumentation
- Chronology and cause-effect thinking
- Empathy and perspective taking
- Problem solving and decision making

Cultural Capital

Cultural capital in Primary History is the breadth of historical knowledge, experiences, and understanding of diverse societies that a child gains through carefully planned teaching. It's woven into lessons, resources, experiences, and discussions, not just the facts themselves.

- Knowledge of significant events and people
- Understanding of traditions and societies
- Exposure to diversity and multiple perspectives
- Experience with historical artefacts and sources

Curriculum and Assessment Review (November 2025)

The Review made the following recommendations regarding History:

- Enhance disciplinary understanding - how Historians study the past, historical claims, arguments and accounts
- Clarity between statutory and non statutory content
- Chronological understanding
- Broader mix of perspectives
- Connections across times and places
- Wide and diverse range of sources
- Local history

These areas are included in the History Action Plan and are included in the 2025 2026 Curriculum and Assessment Review Action Plan

What should a History lesson typically and consistently include?

EYFS

Learning Environment

- Opportunities to explore *past and present* are visible in the provision
- Resources include photos, artefacts, books and real-life objects (old/new)
- Role play/small world areas reflect different times (e.g. old homes, transport)
- Displays support understanding of time (e.g. timelines, "when I was a baby")
- Diverse families, cultures and experiences are represented

Adult Interactions

- Adults model key vocabulary: *past*, *present*, *now*, *before*, *long ago*
- Adults ask open-ended questions to deepen thinking, e.g. *"What is different?" "How do you know it is old?"*
- Adults link learning to children's own experiences
- Adults extend play through conversation rather than directing it
- Misconceptions are gently addressed and clarified

Consistency & Curriculum

- Opportunities to explore history are embedded in continuous provision
- Clear progression is evident (Nursery → Reception)
- Key vocabulary is used consistently by all staff
- Links are made across the curriculum (stories, celebrations, routines)
- Planning reflects prior learning and next steps

Children's Learning Behaviours

- Children talk about their own lives and experiences
- Children can identify simple differences between past and present
- Children use some time-related language (e.g. *before*, *now*)
- Children engage in role play linked to different times
- Children show curiosity and ask questions about the past
- Sentence stems/support are used to help children explain thinking

Depth & Challenge

- Children are encouraged to compare and explain differences
- Adults support children to sequence events (e.g. baby → now)
- Learning goes beyond the familiar (simple historical stories/events)
- High-quality questioning extends thinking for all learners
- All groups of children are engaged and included

Assessment & Impact

- Observations capture children's understanding of past and present
- Evidence informs next steps in planning
- Staff can articulate what children know and what they need next
- Gaps in learning are identified and supported

Key Stage 1

Curriculum & Subject Knowledge

- Lessons are clearly aligned to a coherent, well-sequenced history curriculum
- Learning builds on prior knowledge and prepares for future learning
- The historical content is accurate and age-appropriate
- Key historical concepts are clearly identified (e.g. chronology, cause and consequence, change, similarity/difference)
- The "big idea" or enquiry question is explicit and understood

Knowledge & Understanding

- Children demonstrate secure factual knowledge about the topic
- Children can place events, people or periods in chronological order
- Children understand and use key historical vocabulary accurately
- Children can explain simple causes and effects of events
- Children can identify similarities and differences between then and now
- Knowledge is revisited and built upon over time (not one-off learning)

Historical Enquiry & Thinking

- Lessons include opportunities for enquiry-based learning
- Children are encouraged to ask and answer historical questions
- Children use sources (e.g. pictures, artefacts, stories) to find out information
- Children begin to understand that sources can be different and may not always agree
- Children are supported to explain their thinking using evidence

Oracy & Language

- Staff model precise historical vocabulary
- Children are given structured opportunities to discuss their ideas
- Sentence stems/support are used to help children explain thinking
- Children can verbally explain what they have learned using appropriate language
- Discussions include reasoning (e.g. "I think… because…")

Teaching & Adult Practice

- Explanations are clear, accurate and engaging
- Staff check for understanding throughout the lesson
- Questioning is purposeful and probes deeper thinking
- Misconceptions are identified and addressed effectively
- High expectations are maintained for all Children
- Teaching adapts in response to Children' understanding

Resources & Representation

- High-quality artefacts, images and sources are used effectively
- Resources support understanding of abstract historical ideas
- Materials reflect diversity and inclusivity where appropriate
- Visuals and timelines support chronological understanding
- Resources are used to promote curiosity and engagement

Task Design & Outcomes

- Activities are purposeful and support the learning objective
- Tasks require Children to think, not just recall or complete worksheets
- Writing opportunities are meaningful and linked to historical understanding
- Work shows evidence of historical thinking (not just colouring/copying)
- Tasks are appropriately challenging for all learners

Progress & Outcomes

- Children make clear progress within the lesson
- Children build knowledge over time across the unit
- Different groups of Children (including disadvantaged/SEND) are supported and achieve well
- Children can recall prior learning and make connections
- Assessment is used to inform next steps

Key Stage 2

Curriculum Quality (Intent & Sequencing)

- Clearly sequenced curriculum that builds chronological understanding over time
- Substantive knowledge (facts, events, people) and disciplinary knowledge (how historians work) both planned
- Children revisit key concepts (e.g. empire, invasion, monarchy, civilisation)
- Links made across periods (e.g. comparing Roman Empire and Anglo-Saxon settlement of Britain)
- Ambitious content for all Children, including SEND

Subject Knowledge & Teaching

- Staff demonstrates strong historical subject knowledge
- Accurate use of vocabulary (e.g. "primary source", "bias", "chronology")
- Clear explanations of historical concepts and contexts
- Misconceptions (e.g. anachronisms) are identified and corrected
- Key vocabulary explicitly taught and revisited

Disciplinary Thinking (Working Like a Historian)

- Children use and evaluate sources (images, artefacts, texts)
- Teaching highlights reliability, bias, and interpretation
- Children ask and answer historical questions
- Opportunities to debate and justify opinions using evidence
- Children understand that history can be interpreted in different ways

Chronological Understanding

- Children develop a secure sense of time and sequence
- Use of timelines to connect periods and prior learning
- Children can place new learning in historical context
- Clear understanding of duration, overlap, and change over time

Enquiry-Based Learning

- Lessons built around meaningful historical questions
- Enquiries develop over a sequence of lessons (not one-off activities)
- Tasks require thinking, not just information retrieval
- Children gather, interpret, and present evidence

Practice & Outcomes

- Work shows depth (not just copied facts or worksheets)
- Children write analytically (e.g. explanations, comparisons, arguments)
- Opportunities for extended writing using historical evidence
- Outcomes reflect both knowledge and historical thinking

Assessment & Feedback

- Ongoing checks for understanding during lessons
- Retrieval practice used to revisit prior knowledge
- Feedback helps Children improve historical thinking (not just literacy)
- Staff adapt teaching based on misconceptions

Inclusion & Adaptation

- All Children access the same ambitious curriculum
- Scaffolds support thinking without reducing challenge
- SEND Children supported through vocabulary, visuals, and structured tasks
- Teaching assistants used effectively to deepen understanding

Evidence in Books

- Clear sequence of learning over time (not isolated lessons)
- Increasing depth of knowledge and analysis
- Use of evidence to support answers
- Variety of outcomes (not repetitive worksheets)
- Strong presentation and pride in work

Support for Pupils with SEND in History

Sound and light issues:
- Interactive whiteboards are non-reflective to reduce glare.

Seating:
- Place pupils who need most support opposite the teacher so they can hear and see teacher prompts.
- Avoid the need for copying lots of information from the board; print for pupils with SEND.

Resources:
- Storage systems are predictable.
- Resources are accessible e.g. within read
- Resources are labelled clearly to encourage independent use e.g. using image, colour coding, large print, symbols, Braille, as appropriate.

Displays:
- Displays are accessible, within reach, visual and tactile
- Displays are engaging, clear, broken down steps to learning.
- Be aware of potentially distracting elements of wall displays.

Working with additional adults

Plan:
- Pre-tutoring of important history vocabulary, concepts and/or processes.
- To 'scaffold' speaking or writing e.g. using sentence starters.
- Modelling connectives to help prompt elaboration e.g. 'and so' to help pupils link information etc.

Low-arousal areas
- Low-arousal areas are planned for pupils who may need it
- Area includes only immediately relevant materials/resources to minimise distraction.

Multi-sensory approaches

Ideas for visual learners include:
- Summarising ideas in pictures
- Modifying visual sources to show changes
- Comparing visual sources from different times
- Explaining patterns in graphs
- Using visual timelines
- Using or presenting information in tables or diagrams, rather than unbroken text
- Storyboarding text
- Demonstrations of text and historical concepts e.g. illustrating the reason for the large number of causalities at the Somme
- Auditory methods who find text-based work difficult.
- Written sources converted to an auditory form. Emotive auditory sources can be used to engage and motivate all pupils.
- Provide activities that require movement for pupils who learn best through doing and for pupils who find it difficult to sit still for long periods of time: role-play, card sorting, modelling structures, using interactive whiteboard with pupil involvement
- Use pictures and symbols to illustrate abstract, new or historical concepts to enhance curriculum access for pupils with learning difficulties. Symbols may need to be provided, for instance for artefacts from Victorian times

Teachers' communication
- Recognise that the language of history may be challenging and cause barriers for some pupils e.g. the specific use in history of an everyday word e.g. church.
- Plan to teach new history vocabulary explicitly in context to extend proficiency in technical language.

Grouping pupils
- All forms of pupil grouping including pupils with SEN and/or disabilities
- Transition from whole-class to group or independent work, and back, is clearly signalled.
- Sequence of groupings is outlined for pupils.

ICT
- ICT can be used to help pupils of all ages develop the knowledge and skills that history demands. It provides them with opportunities to: select and reproduce sources in a range of media; contextualise and interpret sources, reconstruct and simulate historical events, construct narratives, identify patterns in large qualities of data and develop, organise and communicate historical thinking.
- Use ICT to provide pupils and teachers with access to a wide range of historical source material which can be analysed in detail using readily available ICT tools.
- Help pupils develop historical enquiry skills, and help them to realise the importance of these skills in the study of history.
- Promote collaboration between pupils, which in turn can help to develop historical thinking and enable teachers to present historical materials in ways most suited to individual and personal needs.
- Supporting pupils using ICT with effective teacher intervention e.g. using word processors, using spreadsheets, using the internet, using computer simulations, using interactive whiteboard.
- Explore recommended websites online, e.g. those for museums, to support and/or supplement other modes of research. Software, such as Widgit's Communicate.
- Digital stills or video cameras can capture the stages of an activity, the final outcomes and/or the sights of a visit for later reference.

Unfamiliar learning environments
- Make sure pupils are well prepared for visits or changes to usual lessons. Preparation can include photographs, videos, artefacts, so pupils are not worried about unfamiliar situations.

Managing group work and discussion
- Ask what role each pupil has taken in a collaborative writing task and give all pupils a role in modelled and collaborative writing.

Geography

Rationale

Geography helps children make sense of the world, their place in it, how it works and how people and environments are connected. It develops curiosity, empathy and responsibility by enabling children to understand physical landscapes, human activity and global issues such as climate change and sustainability.

The effective teaching of Geography from our Nursery children to our Year 6 children is delivered through four strands:

- Substantive concepts: exploring and understanding place, space and location, physical Geography, human Geography and environment.
- Disciplinary concepts: understanding the world.
- Fieldwork: learning about places and environments through first-hand experience, observation, measurement and enquiry.

Here at St Andrews, we use the adapted Kapow scheme to teach Geography.

Overview

EYFS

Geography in Nursery (ages 3–4) is not taught as a formal subject. Instead, it is introduced informally and developmentally, focusing on place, space and position, environment, people and weather and seasons. Geography is part of "Understanding the World", which includes:

- People
- Culture and Communities
- The Natural World

Even at this early stage, children begin to:

- Know that they belong to familiar places such as home and school and recognise that places have different features
- Know that there are natural (plants, soil, water) and built (buildings, fences, paths) features
- Understand that weather changes day to day and this affects what we wear and do
- Know that people live in different places

a. Through observation. Children start to notice features of their environment and spot changes in weather or seasons.

b. Through exploring spaces. Children will be able to move confidently indoors and outdoors and navigate spaces safely They will start to use positional language (in, on, under, next to).

c. Through talking about places. Children will be able to use simple vocabulary to describe what they see. They will be able to share experiences of places they have visited.

d. Through Play-Based Learning. Play allows children to explore natural materials and seasons.

In Reception (ages 4–5), Geography is still not a standalone subject, but it is taught explicitly and intentionally through the EYFS framework, mainly within Understanding the World. Compared to Nursery, children begin to move from purely personal experiences toward a wider awareness of the world.

EYFS Area: Understanding the World

- People
- Culture and communities
- The Natural World

How Geography Is Taught in Reception

a. First-Hand Experiences. Children are supported to:

- Explore the outdoor environment daily.
- Local walks around the school and local environment.
- Observing weather and seasonal change.

b. Play-Based and Experiential Learning. Play helps children with:

- Small world play (maps, roads, buildings).
- Construction and den building.
- Sand, water and mud play.

c. Adult-Led and Adult-Guided activities. Staff can introduce new ideas and vocabulary through:

- Focused group activities.
- Shared discussions
- Practical investigations.

d. Language and Vocabulary development. Geography teaching prioritises talk. Children can learn words such as:

- Near, far, behind, next to.
- Road, river, hill, park.
- Weather words (rainy, sunny, windy)

e. Stories and Visuals. Books, photographs and videos are used to:

- Show different places and environments.
- Introduce global awareness.
- Support comparison.

By the end of Reception, children typically:

- Talk about familiar places.
- Describe features of places they know.
- Identify natural features and built features.
- Talk about daily weather using appropriate vocabulary.
- Recognise seasonal changes and how these affect clothing, environment and activities.
- Recognise that people live in different places around the world.

St Andrews Geography Curriculum Mapping – Kapow Geography Links *swapped from original Kapow Long Term Plan			
	Autumn Recycling Week	Spring World Earth Day	Summer
N	'I Can' Curriculum • Characteristics of Effective Learning – Playing & Exploring, Creating & Thinking Critically • Understanding The World - People, Culture and Communities, The Natural World • Physical Development - Fine and Gross Motor (40-60 months)		
R	Unit 1 – Exploring Maps Unit 2 - Outdoor Adventures		
Y1	What is it like here? Lesson 1: Where in the world are we? Lesson 2: What can we see in our classroom? Lesson 3: What can we find in our school grounds? Lesson 4: Where are the different places in our school? Lesson 5: How do we feel about our playground? Lesson 6: Can we make our playground even better?	*What is it like to live in Shanghai? (links to Chinese New Year) Lesson 1: What can we see in our local area? Lesson 2: Can we map our local area? Lesson 3: Where in the world is China? Lesson 4: What can you see in China? Lesson 5: What is Shanghai like? Lesson 6: How is Shanghai different from our local area?	What is the weather like in the UK? Lesson 1: Where in the world are we? Lesson 2: What can we see in our classroom? Lesson 3: What can we find in our school grounds? Lesson 4: Where are the different places in our school Lesson 5: How do we feel about our playground? Lesson 6: Can we make our playground even better?

Y2	Would you prefer to live in a hot or cold place? Lesson 1: What can we see in our local area? Lesson 2: Can we map our local area? Lesson 3: Where in the world is China? Lesson 4: What can you see in China? Lesson 5: What is Shanghai like? Lesson 6: How is Shanghai different from our local area?	*What is it like to live by the coast? Lesson 1: What can we see in our local area? Lesson 2: Can we map our local area? Lesson 3: Where in the world is China? Lesson 4: What can you see in China? Lesson 5: What is Shanghai like? Lesson 6: How is Shanghai different from our local area?	*Why is our world wonderful? (swapped with Spring – better understanding? Know more?) Lesson 1: Where are the continents? Lesson 2: Where are the coldest places on Earth? Lesson 3: Where is the Equator? Lesson 4: What is life like in a hot place? Lesson 5: Do we live in a hot or cold place? Lesson 6: Would you prefer to live in a hot or cold place?
Y3	*Who lives in Antarctica? (linked to original LTP)	Why do people live near volcanoes?	Are all settlements the same?

	Lesson 1: What is a settlement? Lesson 2: How is land used in my local area? Lesson 3: Can I explain the location of features in my local area? Lesson 4: How has my local area changed over time? Lesson 5: How is land used in New Delhi? Lesson 6: How does land use in New Delhi compare with my local area?	Lesson 1: What can we see in our local area? Lesson 2: Can we map our local area? Lesson 3: Where in the world is China? Lesson 4: What can you see in China? Lesson 5: What is Shanghai like? Lesson 6: How is Shanghai different from our local area?	Lesson 1: What is a settlement? Lesson 2: How is land used in my local area? Lesson 3: Can I explain the location of features in my local area? Lesson 4: How has my local area changed over time? Lesson 5: How is land used in New Delhi? Lesson 6: How does land use in New Delhi compare with my local area?
Y4	Why are rainforests important to us? Lesson 1: What is a settlement? Lesson 2: How is land used in my local area? Lesson 3: Can I explain the location of features in my local area? Lesson 4: How has my local area changed over time? Lesson 5: How is land used in New Delhi?	Where does our food come from? Lesson 1: What is a settlement? Lesson 2: How is land used in my local area? Lesson 3: Can I explain the location of features in my local area? Lesson 4: How has my local area changed over time? Lesson 5: How is land used in New Delhi? Lesson 6: How does land use in New Delhi compare with my local area?	Where are countries located around the world? (Not KAPOW) Lesson 1: Countries in the UK and Ireland Lesson 2: Countries in Asia Lesson 3: Countries in Africa Lesson 4: Countries in North America Lesson 5: Countries in South America Lesson 6: Antartica Lesson 7: Countries in Australia
Y5	*What are rivers and how are they used? (moved from Y4, linked to Spring)	Why do oceans matter?	Would you like to live in the desert?

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Y6	*What is life like in the Alps? (linked to class novel) Lesson 1: Where are the Alps? Lesson 2: What is it like in the Alps? Lesson 3: Why do people visit the Alps? Lesson 4: What is there to do in our local area? Lesson 5: How are the Alps different from our local area? Lesson 6: What is life like in the Alps?	*Where does our energy come from? (linked to Science topics) Lesson 1: Where are the Alps? Lesson 2: What is it like in the Alps? Lesson 3: Why do people visit the Alps? Lesson 4: What is there to do in our local area? Lesson 5: How are the Alps different from our local area? Lesson 6: What is life like in the Alps?	*Why does population change? (linked to 'Moving On') Lesson 1: Where are the Alps? Lesson 2: What is it like in the Alps? Lesson 3: Why do people visit the Alps? Lesson 4: What is there to do in our local area? Lesson 5: How are the Alps different from our local area? Lesson 6: What is life like in the Alps?

	Can I carry out an independent fieldwork enquiry?

Examples of Key Vocabulary

Vocabulary in EYFS				
Place	Home	School	Town	City
Country	World	Land	Water	Beach
Forest	Farm	Park	River	Sea
Near	Far	Here	There	In
On	Under	Over	Next to	Behind
Map	Picture	Route	Path	Street
Road	Sign	Weather	Sun	Wind
Cloud	Snow	Hot	Cold	Warm
Autumn	Winter	Spring	Summer	Tree
Plant	House	People	Journey	Same/ Different

KS1

Category	Vocabulary
Places & Location	place, local area, town, city, village, country, capital, world, continent, ocean
Maps & Skills	map, atlas, globe, aerial view, plan, key, symbol, route, direction
Compass & Direction	north, south, east, west, left, right, near, far
Physical Geography	land, sea, river, mountain, hill, valley, beach, coast, forest
Human Geography	house, building, road, bridge, shop, school, farm, factory
Weather & Seasons	weather, season, sunny, rainy, windy, cloudy, snowy, hot, cold
Travel & Transport	journey, travel, transport, car, bus, train, boat, plane, walk
Comparing & Describing	same, different, similar, change, environment, natural, man-made, busy, quiet

Lower KS2

Category	Vocabulary
Places & Location	location, region, county, city, town, village, country, capital city, continent, ocean
Maps & Geographical Skills	map, atlas, globe, scale, key, symbol, grid reference, aerial view, compass, direction
Compass & Position	north, south, east, west, north-east, north-west, south-east, south-west
Physical Geography	mountain, hill, valley, river, source, mouth, coast, beach, forest, climate
Human Geography	settlement, land use, housing, industry, transport, road, railway, port, factory
Weather & Climate	weather, climate, temperature, rainfall, season, drought, flood, storm
Rivers & Water	river, stream, bank, channel, flow, waterfall
Comparing & Describing	similar, different, change, pattern, environment, natural, human-made, impact
Fieldwork & Enquiry	observe, measure, record, survey, data, photograph, mapwork

Upper KS2

Category	Vocabulary
Places & Location	latitude, longitude, hemisphere, equator, tropic, polar region, time zone, region, continent
Maps & Geographical Skills	map, atlas, globe, scale, key, symbol, grid reference, compass points, contour lines, relief
Physical Geography	mountain range, volcano, earthquake, tectonic plate, fault line, erosion, weathering, climate
Rivers & Coasts	drainage basin, tributary, source, mouth, estuary, meander, erosion, deposition
Human Geography	settlement, land use, population, density, migration, urban, rural, trade, economy
Weather & Climate	climate zone, temperature, rainfall, monsoon, drought, flood, extreme weather
Environmental Geography	environment, sustainability, conservation, renewable energy, pollution, deforestation
Comparing & Enquiry Skills	similarity, difference, pattern, trend, cause, effect, impact, conclusion
Fieldwork & Data	survey, sample, data, graph, chart, analyse, evaluate, evidence

Cultural Capital

Trips to the local area, beaches, rivers, shops should be visited.

Teaching and Learning

Lessons are taught with a range of resources including videos, songs, comprehension style tasks, Geography field-work etc. In each year group, there should be an enquiry question linked to each topic, followed up with field-work evidence.

Adaptive Teaching – Where needed, staff adapt their lesson content and processes to ensure that all children are able to access the new skill or knowledge in a way which is in line with their personal goals or rate of understanding. This means that within a lesson all children will access a challenge with the stretch or support required to complete the activity.

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

Language/vocabulary – Owing to the context of the families that we serve, focusing on language and key vocabulary is essential. 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. Staff are expected to use a range of language within the same concept.

SMSC & British Values

History supports SMSC and British Values by:

- Encouraging teamwork through group work, discussions and fieldwork.
- Develops awareness of environmental protection and climate change.
- Inspires wonder and curiosity about the natural world.

Together, Geography helps children become thoughtful, informed, and responsible citizens.

Inclusion

Effective inclusion ensures that every child, regardless of their ability, background, or learning needs, can fully participate, engage, and make progress in Geography. This involves adapting teaching strategies, resources, and activities so that lessons are accessible to all learners, including those with special educational needs, English as an additional language, or the more able. Examples include using adapted tasks, visual aids, concrete resources, and peer support. Effective inclusion also fosters a positive, supportive classroom environment where every child feels valued, confident to contribute, and encouraged to develop their Historical thinking at their own pace, ensuring that no learner is left behind.

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- Research and information literacy

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- Problem solving and decision making

What should a Geography lesson typically and consistently include?

In EYFS, Geography should be seen throughout Continuous Provision (role play, construction, small world and book areas). Children should have daily exposure to the world and this is developed through discussions, noting the weather, and observing changes outside. Key Vocabulary should be used to develop the children's knowledge of the world, and through oracy, children should start to be able to make links to their home, school and local area. Hearing Key Vocabulary will help to build consistency, as children are hearing these words often.

As the children move to KS1, staff should know what the children have been taught and build upon this, rather than 'start again'. Geography becomes more of a formal activity for the children and becomes more lesson based. There should still be a high focus on Key Vocabulary and this should be built upon and imbedded into the children's learning. Learning should still be practical for these children to enquire and explore. Children should start to develop field work skills in KS1.

In KS2, staff should build upon knowledge the children learnt in KS1, but add more depth and detail to their learning. Again, vocabulary should be at the centre of learning, but children should start to describe using more precise vocabulary. Children should revisit KS1 vocabulary and then introduce KS2. Developing from KS1, children should be able to explain, analyse and connect. Children should complete a fieldwork topic every half term centred around their learning.

Support for Pupils with SEND in Geography

Sound and light issues:
- Interactive whiteboards are non-reflective to reduce glare.

Seating:
- Place pupils who need most support opposite the teacher so they can hear and see teacher prompts.
- Avoid the need for copying lots of information from the board; print for pupils with SEND.

Resources:
- Make sure maps, atlases, artefacts, models and photographs are accessible and labelled clearly.
- Make use of pupils' own digital presentations, e.g. of a visit or field trip, so that everyone can contribute.

Displays:
- Displays are accessible, within reach, visual and tactile
- Create accessible wall displays, including maps an plans and key geographical words.
- Be aware of potentially distracting elements of wall displays.

Working with additional adults
Plan:
- Pre-tutoring of important geographical vocabulary, concepts and/or processes.
- To 'scaffold' speaking or writing e.g. using sentence starters.
- Prepare grids for recording information, writing frames and cloze exercises (where key vocabulary is missing).

Low-arousal areas
- Low-arousal areas are planned for pupils who may need it
- Area includes only immediately relevant materials/resources to minimise distraction.

Multi-sensory approaches
Build on pupils' preferred learning styles when explain concepts, using different media e.g:
- Pupils creating 'story maps' to bring an area to life and link geography with literacy
- Use photographs and audio descriptions to describe patterns, processes and key features
- Pupils can create a 'wordscape' of an area by writing on a photograph or sketch of an area, adjectives and nouns to show its chief characteristics
- Resources that emphasise touch, such as 3D models, help pupils with visual impairments learn about other places, and sonic or tactile maps are available
- Audio descriptions of material can be helpful for pupils with visual difficulties.
- Use mind maps to help pupils see patterns and relationships
- Ask for specialist advice on equipment for pupils with particular SEND.

Unfamiliar learning environments
- Use fieldwork and visits to develop pupils' understanding of different environments.
- Plan early to make reasonable adjustments to include pupils with SEND.
- Check the way markings use round the school, school grounds and any other centres is clear and accessible
- Digital photographs, line drawings and audio descriptions of key locations can be a great supplement the experience
- Make sure there are enough breaks so that pupils, particularly with physical needs.
- Prepare pupils for the environment around them.

ICT
- ICT can be used to make geography lessons more accessible for all pupils. For example, videoconferencing and e-mail with digital photographs attached are useful ways of linking pupils in one school with pupils in another, however far away. Pupils can exchange ideas about their contrasting localities. They can ask questions about the environment (the built-up area as well as the natural environment and the weather), the economics of the area (trade, jobs people do) and people and the way they live (including how disability, gender or age affect social relationships).

Teachers' communication
- Recognise that the geographical language may be challenging and cause barriers for some pupils e.g. the specific use of geographical use of an everyday word e.g. mouth of the river
- Comparisons between places or peoples can create barriers for pupils with communication impairments and/or ASC because of their abstract nature.
- Plan to teach new language explicitly.
- Give pupils opportunities to answer open-ended questions.
- Take care with using analogies, including, the use of cartoon imagery to illustrate social issues.

Grouping pupils
- All forms of pupil grouping including pupils with SEN and/or disabilities
- Transition from whole-class to group or independent work, and back, is clearly signalled.
- Sequence of groupings is outlined for pupils.

Managing group work and discussion
- Ask what role each pupil has taken in a collaborative writing task and give all pupils a role in modelled and collaborative writing.

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 children 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 children 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

KCR COACHING	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	FUNdamentalGames/Skills Coordination Running Throwing Catching Movement	**Gymnastics** Jumping Rolling Developing Balance	**Dance** respond to musical signals types of movement find space hold a position with balance sequences	**Throwing Skills, Catching Skills** Throwing Catching Coordination Teamwork	**Coordination/Dribbling Skills** Coordination Passing Teamwork	**Ball Skills (Tennis Ball)** Throwing Catching Rolling Coordination	**Basic Athletics** Throwing Teamwork Agility Running Tactics Strength Flexibility

Key Stage 1

Year 1	**Football** Dribbling Passing Shooting Teamwork	**Gymnastics** Jumping Rolling Developing Balance	**Dance** Travel Turning Different pathways performance	**Tennis Skills** Throwing Catching Tennis Rackets/ Tennis Balls Encouragement	**Teamwork/ Bonding** Team Leader Teamwork	**Benchball Skills/Basic Benchball** Throwing Catching Agility Coordination Basic Attacking and Defending	**Strike and Field** Throwing Catching Coordination Running Agility	**Athletics** Throwing Teamwork Agility Running Tactics Strength Flexibility
Year 2	**Football** Dribbling Passing Shooting Teamwork	**Gymnastics** Developing Flexibility Strength	**Dance** Compose and perform Gestures Facial expressions.	**Tennis Skills** Throwing Catching Tennis Rackets/ Tennis Balls	**Team Bonding/team work** Team Leader Teamwork communicate cooperate carry out different roles and responsibilities within a team complete challenges listen to others	**Hockey** Teamwork Passing Dribbling Shooting Coordination	**Strike and Field** Throwing Catching Coordination Running Agility Playing competitive Games	**Athletics** Throwing Teamwork Agility Running Tactics Strength Flexibility

Key Stage 2

Year 3	**Basketball** Invasion Games Dribbling Passing Shooting Teamwork Developing Movements	**Gymnastics** Developing Flexibility Strength	**Dance** Travel along pathways Create motifs Combine travelling	**Net/Wall Games** **Badminton** Agility Coordination Teamwork Running Techniques of serves and shots	**OAA** create simple tactics demonstrate leadership qualities communicate effectively solve problems apply simple tactics collaborate create simple attacking and defending tactics	**Hockey** Teamwork Passing Dribbling Shooting Defending and Attacking Coordination Tactics	**Strike and Field** Throwing Catching Coordination Running Agility Playing competitive Games	Athletics Throwing Teamwork Agility Running Tactics Strength Flexibility
Year 4	**Hockey** Teamwork Passing Dribbling Shooting Defending and Attacking Coordination Tactics	**Gymnastics** Developing Flexibility Strength	**Dance** travel rhythm patterns choreograph dance actions I can coordinate a range of actions	**Net/Wall Games** **Badminton** Agility Coordination Teamwork Running Techniques of serves and shots	**OAA** cooperate communicate and collaborate motivation devise a strategy for success	**Basketball** Invasion Games Dribbling Passing Shooting Teamwork	**Strike and Field** Throwing Catching Coordination Running Agility Playing competitive Games	**Athletics** Throwing Teamwork Agility Running Tactics Strength Flexibility

Year 5	**Basketball** Throwing Catching Dribbling Passing Shooting Teamwork	**Dance** Control and Balance Using variety of movements.	**Gymnastics** Dance styles Dance motifs Coordinate actions travel	**Net/Wall Games** **Tennis** Agility Coordination Teamwork Running Techniques of serves and shots	**OAA** use a key correctly on a map to help me navigate use a map To orientate a map, locate points on a map in a set order to complete the orienteering course	**Hockey** Teamwork Passing Dribbling Shooting Defending and Attacking Coordination Tactics	**Strike and Field** Throwing Catching Coordination Running Agility Playing competitive Games Positioning Tactics	**Athletics** Throwing Teamwork Agility Running Tactics Strength Flexibility
Year 6	**Football** Invasion Games Dribbling Passing Shooting Teamwork Developing Movements Focussing on Attacking and Defending Agility Coordination Positioning	**Gymnastics** Developing Flexibility Strength	**Dance** Domino effect in performing actions Contribute ideas Use different levels	**Hockey** Teamwork Passing Dribbling Shooting Defending and attacking Coordination Tactics positions	**OAA** identify the attributes of an effective leader communicate effectively explain the STEP principle and why space is important in an activity organising teams using equipment	**Net/Wall Games** **Netball** Passing Shooting Teamwork Developing Movements Teamwork Developing Movements Focussing on Attacking and Defending Agility Coordination	**Strike and Field** Throwing Catching Coordination Running Agility Playing competitive Games Positioning Tactics	**Athletics** Throwing Teamwork Agility Running Tactics Strength Flexibility

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. Children 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. Staff 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, e.g. Key Stage 1 are taught that a forward roll is known as a forward roll and not a "Roly Poly."

Cultural Capital

Our primary PE curriculum is designed to give every child the "essential knowledge and experiences" required to become a physically literate, confident citizen. We intentionally use PE to tackle socioeconomic barriers, ensure equity of opportunity, and build foundational life skills.

- Dismantle Barriers: Ensure Pupil Premium and disadvantaged children have equal access to sports kits, clubs, and trips.
- Build Physical Confidence: Broaden horizons through exposure to sports outside the standard curriculum.
- Develop the Whole Child: Use physical activity to teach resilience, turn-taking, and emotional regulation.

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.

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 staff 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 children.
- 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 children.
- 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. 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 Sports Safe. 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.

Children 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.

Assessment

All children 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.

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, practice 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.

Reading and Oracy

The teaching of primary PE supports reading and oracy by developing children' ability to listen carefully, understand and follow instructions, and use subject-specific vocabulary to explain skills, tactics and performance. Through partner work, team activities and reflection, children practice speaking clearly, asking questions, giving feedback and justifying their ideas. Reading is supported when children interpret rules, task cards, diagrams and activity instructions, helping them apply literacy skills in a practical context while building confidence in communication.

Transferable Skills To Other Curriculum Areas

- Communication and oracy – explaining ideas, giving instructions, listening and providing feedback.
- Teamwork and collaboration – working effectively with others on shared tasks and goals.
- Problem-solving – identifying challenges, testing solutions and adapting strategies.
- Critical thinking – analysing performance, evaluating outcomes and making improvements.
- Resilience and perseverance – responding positively to setbacks and maintaining effort.
- Self-regulation – managing emotions, behaviour and concentration.
- Leadership – organising others, making decisions and taking responsibility.
- Creativity – developing movement sequences, tactics and original ideas.
- Decision-making – selecting appropriate actions in different situations.
- Goal setting and reflection – planning improvements and evaluating progress.
- Numeracy skills – counting, timing, measuring, scoring and interpreting data.
- Literacy skills – understanding instructions, using subject-specific vocabulary and discussing learning.
- Observation and analysis – identifying strengths, areas for development and patterns.
- Confidence and presentation – performing, demonstrating and speaking in front of others.
- Independence – taking responsibility for equipment, organisation and personal improvement.

These skills transfer readily to subjects such as English, mathematics, science, computing, the arts and humanities, while also supporting children' personal development and readiness for future learning

Curriculum and Assessment Review November 2025

CAR (2025) made the following recommendations which are addressed in the PE action plan and whole schole CAR (2025) action plan:

- 2 hours a week
- Too much emphasis on competitive sport – greater emphasis/balance on inclusive participation
- Focus on physical, social, cognitive and emotional benefits
- Structured outline of what children should learn by the end of each key stage – concise scaffolded approach to attainment targets
- Importance of Dance – higher expectations needed
- 4 strands - movement, performance, choreography and appreciation

What should a PE lesson consistently and typically include?

PE is taught by a PE coach through all year groups which gives consistency on expectations and outcomes in the school

Consistency in EYFS physical education is all about creating calm, predictable, and enriching movement environment where very young children can explore, practise and enjoy physical activity in ways that feel safe and familiar. Because EYFS learning is play-based, consistency looks a little different than in KS1 – its woven into routines, relationships, and the learning environment rather than formal lesson structures.

EYFS focus on

1. **Predictable routines that help children feel secure**
    - A familiar way to start and end movement sessions
    - Repeated warm up songs, games or movement cues
    - Clear, simple expectations for how to use space and equipment.
2. **Repeated opportunities to practise fundamental movement skills**
    - Regular access to activities that develop balance, coordination, running, jumping, climbing, throwing, and catching
    - Revisiting the same skills in different playful context
    - Using the same language and modelling
3. **A well organised environment that children recognise**
    - Equipment stored in the same places
    - Zones that stay familiar
    - Resources that children can access independently
4. **Consistent adult interactions**
    - Predictable encouragement and praise
    - Clear, simple instructions
    - Modelling safe movement
    - Using the same vocabulary across the team

In essence, consistency in EYFS is about predictable routines, repeated skills opportunities, stable environments and steady adult support all delivered through playful child-led experiences that nurture confidence and joy in movement.

Consistency in KS1 is all about creating a predictable, supportive and developmentally appropriate environment where young children can build confidence, skills, and enjoyment in movement. At this age, consistency isn't about rigid routines-it's about giving children the stability and repetition they need to learn well.

1. **Clear, predictable lesson structure**
    - A simple warm up
    - A main activity focusing on one or two key skills
    - A cool down or reflection moment
2. **Repetition of key skills**
    - Regular practise or fundamental movement skills
    - Revisiting skills across the term (e.g. throwing, catching, balancing, jumping)
    - Using similar language and cues each time
    - Repetition builds confidence and physical literacy
3. **Consistent expectations and routines**
    - Clear start/stop signals
    - Agreed rules for safe movement
    - Consistent behaviour expectations
    - Familiar equipment and space
4. **Progressive skill development**
    - Building on previous learning
    - Gradually increasing challenge
    - Ensuring all children experience success
5. **Inclusive and supportive teaching**
    - Regular encouragement
    - Predictable feedback
    - Adaptations that are always available for children who need them.

Consistency in KS2 physical education is about creating a reliable, progressive and high quality learning experience where children build on earlier skills, develop confidence and begin to understand sport, teamwork, and healthy lifestyles at a deeper level. Compared with EYFS and KS1, consistency in KS2 becomes more structured, more skill-focused, and more connected to long-term progression.

1. A clear, structured lesson format

KS2 children benefit from a predictable lesson flow that helps them focus and feel prepared. Consistency often includes:

- A purposeful warm-up
- Skill development or technique teaching
- Application in small-sided games or challenges
- A cool-down and reflection

This structure helps children understand *why* they are learning certain skills.

2. Progressive skill development across the key stage

Consistency means that skills build year on year. You'll see:

- Clear progression from basic to more complex skills
- Repeated practice of core techniques (passing, dribbling, striking, jumping, throwing)
- Increasing tactical understanding
- Opportunities to apply skills in game situations

Children should feel themselves improving over time.

3. Consistent language, cues, and expectations

Staff use the same terminology and coaching points across lessons and year groups, such as:

- "Side-on stance"
- "Follow through"
- "Find a space"
- "Use your core for balance"

This shared vocabulary helps children transfer skills between sports and activities.

4. Consistent behaviour and safety routines

KS2 children are more independent, but they still need:

- Clear rules for equipment use
- Agreed start/stop signals
- Expectations for teamwork, fairness, and respect
- Safe movement in indoor and outdoor spaces

Consistency here builds responsibility and self-management.

5. Regular opportunities for teamwork and collaboration

KS2 PE consistently reinforces social and emotional skills:

- Working in pairs or groups
- Taking turns
- Supporting teammates
- Understanding roles in team games

These routines help children develop confidence and communication.

6. Consistent exposure to a broad, balanced curriculum

A high-quality KS2 PE programme ensures children regularly experience:

- Games
- Gymnastics
- Dance
- Athletics
- Outdoor and adventurous activities
- Swimming (where applicable)

Consistency means children don't miss out on key areas of the curriculum.

7. Consistent assessment and feedback

This doesn't mean formal testing — it means:

- Ongoing observation
- Clear success criteria
- Regular, constructive feedback
- Opportunities for self-assessment

Children understand what they're working towards and how to improve.

In essence consistency in KS2 PE looks like structured lessons, progressive skill development, shared language, predictable routines, and a broad curriculum, all delivered with fairness, encouragement, and high expectations. It ensures every child has the chance to grow physically, socially, and emotionally through movement.

Support for Pupils with SEND in Physical Education

Sound and light issues:
- Background noise and reverberation are reduced
- Video presentations have subtitles for hearing-impaired pupils and those with communication difficulties, where required.

Seating:
- Make sure the changing facilities are accessible.

Resources:
- Resources are accessible, e.g. within reach and
- Labelled clearly to encourage independent use, e.g. using images, colour coding, large print, symbols, Braille, as appropriate.
- Adaptive resources to be used where necessary.

Displays:
- Displays are accessible, within reach, visual and tactile. Displays are informative and engaging visual displays.
- Be aware of potentially distracting elements of wall displays.

Working with additional adults
Consider:
- Risk points in the lesson, e.g. for pupils with sensitivity to noise, smell or touch
- Appropriate support should be available in whole-class instrumental and vocal work.
- Make sure additional adults are trained so they are comfortable with any ICT software and hardware being used.

Low-arousal areas
- It is desirable for pupils to come together in group PE activities, such as Dance and Gymnastics and playing together, but some pupils with SEND may get more satisfaction from individual practical work.

Multi-sensory approaches
Pupils preferred learning styles are identified and built on:
- When teaching e.g. visual, tactile, auditory and kinaesthetic approaches are used, such as supporting teacher talk with visual aids, using subtitled or audio-described film/video
- For recording, alternatives to written recording are offered, e.g. drawing, mind maps, digital images.
- to promote security and aid organisation – eg visual timetables are used to show plans for the day or lesson; visual prompts for routines, such as how to ask for help; shared signals are developed so that pupils can convey their understanding, uncertainty or need for help.
- Orienteering trails may need the use of sound, touch or different colours to help some pupils with navigation.

Unfamiliar learning environments
- Make sure pupils are well prepared for visits – e.g. to sports events, festivals, swimming pools and sports centres. This can include using photographs, videos, objects etc so that pupil are not worried about unfamiliar situations.
- Considerations of alternative routes for orienteering, with wheelchair routes or stable ground for pupils with walking aids
- Specialist outdoor and adventurous activities centres have the equipment and resources for wheelchair users and pupils with mobility difficulties.

Grouping pupils
- All forms of pupil grouping including pupils with SEN and/or disabilities
- Transition from whole-class to group or independent work, and back, is clearly signalled.
- Sequence of groupings is outlined for pupils.

ICT
In physical education, ICT allows pupils to:
- Record their performance using digital cameras or video and replay it to help improve their performance, e.g. using programs such as Dartfish.
- Record, monitor and track personal performance
- Communicate with others
- Watch elite performances, and
- Carry out research – e.g. websites

Teachers' communication
- Some pupils will need tasks to be broken down into smaller sets of instructions. For example, give the first instruction, then once that is completed give more information – rather than presenting all the task requirements in one instruction.
- Some pupils (eg pupils with an autistic spectrum disorder) struggle with rule changes during activities. Consideration and support may be required if tasks have to be modified or adapted part-way through.

Managing group work and discussion
- Plan for pre-tutoring important PE vocabulary, concepts, processes or skills, for pupils who need it.

Modern Foreign Languages

Why French at St Andrews?

Almost 60% of children speak Arabic here at St Andrews; there are some similarities between French and Arabic that can support learning. Both languages have grammatical gender, meaning that nouns are classified as masculine or feminine. Both use a range of verb forms to show tense and person, helping children understand how languages are structured.

In addition, French contains many words that have entered through historical contact with the Arabic-speaking world, particularly in areas such as mathematics, science, and trade. Learning French can therefore help children appreciate the links between different cultures and languages while developing communication skills, confidence, and intercultural understanding.

French is also taught at two out of the three high schools of which St Andrews is a feeder.

Rationale

Teaching French at primary level helps children develop communication skills, cultural awareness, and confidence in language learning from an early age. Learning a foreign language supports cognitive development by improving memory, problem-solving abilities, and listening skills. Young children are particularly receptive to language acquisition, making primary school an ideal time to begin learning French. Many of the children at St Andrew's proficiently speak another language at home.

French is one of the most widely spoken languages in the world and is an official language in many international organisations. Introducing French enables children to understand and appreciate different cultures, traditions, and perspectives, fostering respect and global citizenship.

Through engaging activities such as songs, games, stories, and conversations, children develop curiosity and enthusiasm for languages. Early language learning also strengthens literacy skills by helping children recognise patterns in language, grammar, and vocabulary, which can support their understanding of English.

Teaching French in primary school provides a foundation for future language study in secondary education, building confidence and preparing children for continued learning. It encourages resilience, creativity, and collaboration while broadening children' horizons and helping them become active participants in an increasingly interconnected world.

Overview

French learning starts in Summer term of Year 2 where basic vocabulary starts to be introduced in the form of games and then formal lessons start in Key Stage 2 at St Andrew's. Here is the progression of key skills taught. Stage 1 refers to Year 3 and Stage 4 refers to year 6

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. CLICK FOR EXAMPLE STUDENT	Can recognise and **read out a few familiar words** and phrases.	**Can write or copy a few simple words** or symbols as an emergent writer of the target language.
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. CLICK FOR EXAMPLE STUDENT	Can **understand simple written phrases**. Can match sounds to familiar written words.	Can **spell some familiar written words and phrases accurately** 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. CLICK FOR EXAMPLE STUDENT	Can **understand the main point(s) from a short, written passage in clear printed script**. Can use bilingual 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, spoken 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). CLICK FOR EXAMPLE STUDENT	Can **understand the main points and simple opinions of a longer written passage (e.g. 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.

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 KS2 Scheme of Work Overview

This overview shows the coverage of topics across the four stages of language learning in KS2, for both Video2Teach and Click2Teach 2.0. For detailed information on each stage, refer to the Long-Term Plans linked below. For other key documentation, click the buttons.

Knowledge Organiser | DfE AT Unit Map | Core Skills Progress | Phonics Map

Half Term/ Stage	Stage 1 LTP	Stage 2 LTP	Stage 3 LTP	Stage 4 LTP
Autumn 1	**A new start** (Greetings, feelings, numbers, colours)	**Welcome to school** (Recap core language, rooms in a school, classroom objects)	**Me and my friends at school** (Extended feelings, recap personal information, introduce a friend, subjects and opinions)	**This is me!** (Personal info recap, adjectives to describe personality and appearance, aspirations and professions)
Autumn 2	**Calendar and celebrations** (Bonfire colours, days and months, the date, Christmas)	**My town, your town** (Commands, shops, asking and giving directions)	**Time in the city** (French city, buying a ticket, directions, descriptions, shopping for souvenirs, festive jumper)	**Homes and houses** (Rooms in a house, furniture, describe rooms, castles and castle story and game, elf on shelf)
Spring 1	**Animals** (Animal nouns, singular and plural, opinions, story)	**Alien family** (Epiphany, family members, personal info, face parts and numbers)	**At the market** (Fruit and veg nouns, class survey, prices, market dialogue, recipe)	**Sports** (Sport nouns, opinions, verb to play, sports descriptions)
Spring 2	**Carnival** (Carnival, numbers to 20, core language recap, age, commands, Easter)	**Moving our bodies** (Face and body parts nouns and commands, yoga with body parts, alien creation)	**Clothes** (Clothes nouns, verb to wear, describe using adjectives, read descriptions, design and write)	**My best day ever** (Time, activities during the day, favourite things)
Summer 1	**The Hungry Giant** (Fruit and veg nouns, counting, asking politely, story, board game)	**At the doctors and jungle animals** (Aches and pains, doctor role play, animal nouns, adjectives, simple sentences, story)	**Out of this world** (ID cards, personal info conversations, adjectives and planet descriptions, prior learning recall, planet creations poster)	**Café culture** (Typical French café foods, opinions, ordering politely, menus, café conversation)
Summer 2	**Going on a picnic in France** (Picnic story, food items, polite request, explore France, ask and answer 'where do you live?', simple conversation) **Language Puzzle***	**Summertime** (Weather phrases, seasons, forecast, ice cream flavours, opinions, ordering politely, roleplay) **Language Puzzle***	**Going to the seaside** (Items for the beach, persuasive sentences, visiting the seaside, read and understand facts about the beach) **Language Puzzle***	**Let's Celebrate!** (Read/Hear all about it! Language recall, personal information, family, favourites) *Optional lessons: mocktail, scavenger hunt, language puzzle*

Phonics

French Phonics Map

This map shows a selection of one or two key sounds per half term, and vocabulary from the units containing those sounds, throughout the French Scheme of Work in Click2Teach and Video2Teach 2.0.

Half Term/ Stage	Stage 1	Stage 2	Stage 3	Stage 4
Autumn 1	A new start 'oi' au revoir noir trois	Welcome to school 'eau' ciseaux	Me and my friends at school 'ais' 'ile' anglais utile français difficile facile	This is me! 'eur' auteur professeur docteur
Autumn 2	Calendar and celebrations 'di' 'é' dimanche décembre jeudi février	My town, your town 'ez' 'ou' regardez boulangerie montrez trouvez	Time in the city 'é' musée métro cinéma porte-clé	Homes and houses 'on' maison salon
Spring 1	Animals 'ch' chien chat cheval	Alien family 'il' 'eux' famille cheveux oreilles yeux	At the market 'qu' 'ante' quel soixante cinquante quarante	Sports 'an' 'tion' danse natation amusant handball
Spring 2	Carnival and numbers 'qu' quatorze quinze	Moving our bodies 'ou' bouche genou bougez	Clothes 'j' 'u' jupe pull jaune jupe	My best day ever 'eu' heure ennuyeux
Summer 1	Hungry Giant 'on' melon concombre	At the doctors and jungle animals 'g' singe girafe	Out of this world 'é' prénom Vénus étoiles	Café culture 'an' 'ais/ait' croissant voudrais sandwich plaît
Summer 2	Going on a picnic and where I live 'on' 'an' montagne orange Clermont passant	Summertime 'il' 'ai/ei' brouillard fait vanille voudrais neige	Going to the seaside 'ette' 'er' casquette nager serviette jouer raquettes sauter	Let's celebrate 'ez' 'j' ajoutez j'ai melangez j'habite

Teaching and Learning

During the summer term in Year 2 and throughout Key Stage 2 French is taught on a weekly basis for 30-45 minutes. 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 children 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 children learn 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.

Quality First Teaching in French is secured through a range of supporting strategies:

Strong Foundations

Strong foundations in primary French are established through regular exposure to spoken and written language, enabling children to develop confidence, accuracy, and enjoyment in language learning. Children should progressively build their knowledge of key vocabulary, phonics, and basic grammatical structures while developing the four language skills of listening, speaking, reading, and writing.

Key elements of a strong foundation include:

- Phonics and pronunciation – developing accurate pronunciation and intonation through songs, rhymes, stories, and repeated exposure to French sounds.
- Core vocabulary – learning high-frequency words and phrases related to familiar topics such as greetings, numbers, colours, family, school, food, and hobbies.
- Sentence-building skills – using simple sentence structures to express ideas, ask and answer questions, and communicate basic information.
- Grammar awareness – introducing concepts such as gender, articles, adjectives, and simple verb forms in meaningful contexts.
- Language-learning strategies – encouraging children to recognise patterns, make links between languages, and develop memory and recall techniques.

- Cultural understanding – exploring aspects of French-speaking countries to foster curiosity, respect, and global awareness.
- Confidence and resilience – creating a supportive environment where children are encouraged to experiment with language and learn from mistakes.

By securing these foundations in Key Stage 2, children are well prepared for the increased linguistic demands of Key Stage 3 and are more likely to develop a positive attitude towards language learning and intercultural communication.

Adaptive Teaching

This involves adjusting teaching approaches, resources, support, and challenge so that all children can access and succeed in the same ambitious curriculum. Rather than lowering expectations, staff provide appropriate scaffolds and opportunities that enable every child to develop scientific knowledge and enquiry skills.

Questioning

Effective teacher questioning is a key feature of high-quality French teaching. It encourages children to participate actively, develop speaking and listening skills, and build confidence in using the language. Questions should be carefully scaffolded to support progression from simple recall to more independent language use.

Language/Vocabulary

This is especially important in the context of the families we serve at St Andrew's. Each year group has a list of key vocabulary that should be covered throughout the year. This is taught specifically within lessons and displayed on working walls.

Cultural Capital

Teaching French in primary school makes a significant contribution to children' cultural capital by broadening their experiences beyond their immediate environment and helping them understand the diversity of the wider world. Through learning French, children gain knowledge, skills, and experiences that enable them to engage with different cultures and communities.

Cultural capital in primary French can be developed through:

- Exploring the geography of France and other French-speaking countries and regions around the world.
- Learning about traditions, celebrations, and festivals such as Bastille Day and French Christmas customs.
- Discovering French food, including croissant, baguette, and regional specialities.
- Listening to French songs, stories, and rhymes to experience authentic language and culture.
- Learning about famous French people such as Marie Curie, Claude Monet, and Victor Hugo.
- Comparing daily life, schools, traditions, and lifestyles in French-speaking countries with those in the UK.
- Developing an appreciation of multilingualism and the benefits of communicating with people from different backgrounds.

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. Children 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 (using the form of adaptive teaching) 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 children will need to know before they can access the lesson. SENDCO meets with class staff 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. Staff 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 staff as appropriate and key headlines are fed back to SLT.

Assessment

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

Oracy

Oracy is at the heart of primary French teaching. It enables children to develop the confidence, vocabulary, and communication skills needed to understand and use spoken French in meaningful contexts. Through regular opportunities to listen and speak, children build fluency, improve pronunciation, and become increasingly confident language learners.

In primary French, oracy is developed through:

- Listening carefully to spoken French and responding appropriately.
- Practising pronunciation and intonation through songs, rhymes, stories, and repetition.
- Using key vocabulary and sentence structures to communicate simple ideas and opinions.
- Participating in conversations, asking and answering questions, and performing short dialogues.
- Speaking in full sentences with increasing accuracy and confidence.

- Developing active listening skills, including identifying key words and understanding the gist of what they hear.
- Presenting information orally about themselves, their interests, and familiar topics.

Strategies that support oracy include:

- Choral repetition and echo reading.
- Partner talk and role-play activities.
- Language games and interactive speaking tasks.
- Use of sentence stems and speaking frames.
- Opportunities for performance, such as assemblies, songs, and presentations.

Transferable Skills to Other Curriculum Areas

- Communication
- Listening and attention
- Memory and recall
- Problem-solving
- Critical thinking
- Creativity
- Collaboration
- Resilience and perseverance
- Intercultural understanding
- Confidence and self-expression

These transferable skills support children not only in their academic learning but also in becoming effective communicators, reflective learners, and active citizens in a diverse and interconnected world.

Curriculum and Assessment Review November 2025

The recent Curriculum and Assessment Review in England has highlighted modern foreign languages as a key area for development. While languages remain a statutory part of the Key Stage 2 curriculum, the review identified significant variation in provision, progression, and outcomes across primary schools.

Key recommendations for primary French include:

- A clearer definition of "substantial progress" by the end of Key Stage 2.
- Defined core content for languages, including essential phonics, vocabulary, and grammar that children should learn.
- Improved consistency between primary and secondary language curricula.
- Stronger transition arrangements from Year 6 to Year 7 to reduce repetition and build on prior learning.
- Greater support for non-specialist primary staff delivering French.

These are included in the French Action plan and the 2025-2026 Curriculum and Assessment Review action plan.

What should French lessons typically and consistently include?

1. A Well-Sequenced Curriculum

- Clear progression from Year 3 to Year 6.
- Vocabulary, phonics, grammar, and language structures revisited and built upon over time.
- Lessons linked to the school's overall languages curriculum rather than isolated topics.
- Children remembering and using previously taught language.

2. High Levels of Target Language Use

- Staff using French regularly for routines, instructions, greetings, and classroom interactions.
- Children hearing accurate pronunciation and intonation.
- Opportunities for children to respond in French, even if briefly at first.

3. Strong Focus on Speaking and Listening

- Frequent opportunities to listen attentively to spoken French.
- Children practising pronunciation confidently.
- Choral repetition, partner work, and short conversations.
- Activities that develop comprehension as well as production.

4. Explicit Teaching of Phonics

- Sound–spelling relationships taught clearly.
- Children applying phonics knowledge when reading aloud.
- Improved pronunciation through phonics understanding.
- Connections made between familiar sounds and new vocabulary.

5. Reading and Writing Appropriate to Age and Stage

- Reading words, phrases, and short texts.
- Writing from memory as children progress.
- Building sentences using known vocabulary and structures.
- Not relying solely on copying.

6. Grammar Taught in Context

- Gender of nouns.
- Articles.
- Adjective agreement.
- Basic verb patterns.
- Sentence structure.

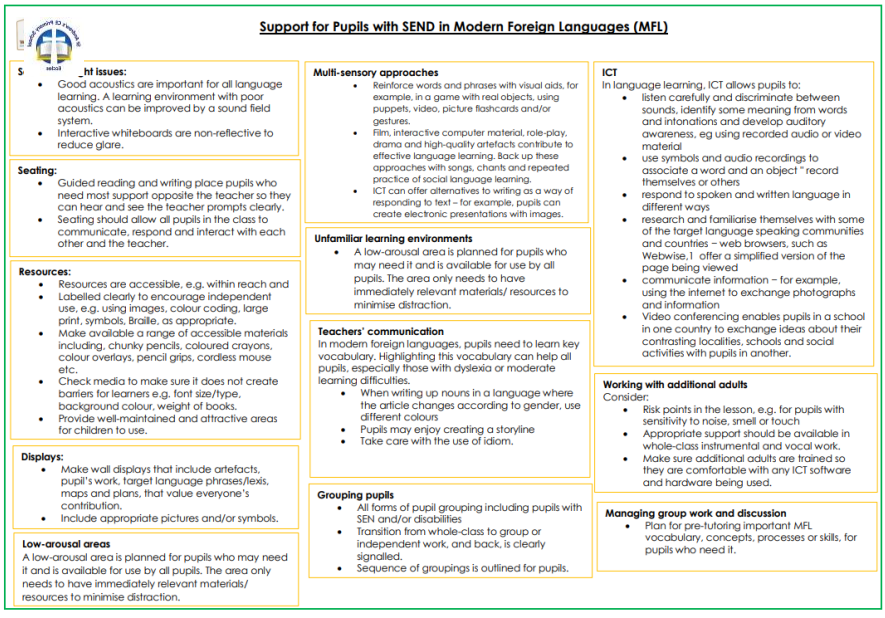
7. High Participation and Engagement

- Most children actively involved.
- High expectations for all learners.
- Inclusive participation.
- Children willing to attempt speaking French without fear of mistakes.

8. Cultural Understanding

Lessons should help children develop awareness of:

- French-speaking countries and communities.
- Cultural traditions and daily life.
- Similarities and differences between cultures



Support for Pupils with SEND in Modern Foreign Languages (MFL)

S ht issues:
- Good acoustics are important for all language learning. A learning environment with poor acoustics can be improved by a sound field system.
- Interactive whiteboards are non-reflective to reduce glare.

Seating:
- Guided reading and writing place pupils who need most support opposite the teacher so they can hear and see the teacher prompts clearly.
- Seating should allow all pupils in the class to communicate, respond and interact with each other and the teacher.

Resources:
- Resources are accessible, e.g. within reach and
- Labelled clearly to encourage independent use, e.g. using images, colour coding, large print, symbols, Braille, as appropriate.
- Make available a range of accessible materials including, chunky pencils, coloured crayons, colour overlays, pencil grips, cordless mouse etc.
- Check media to make sure it does not create barriers for learners e.g. font size/type, background colour, weight of books.
- Provide well-maintained and attractive areas for children to use.

Displays:
- Make wall displays that include artefacts, pupil's work, target language phrases/lexis, maps and plans, that value everyone's contribution.
- Include appropriate pictures and/or symbols.

Low-arousal areas
A low-arousal area is planned for pupils who may need it and is available for use by all pupils. The area only needs to have immediately relevant materials/ resources to minimise distraction.

Multi-sensory approaches
- Reinforce words and phrases with visual aids, for example, in a game with real objects, using puppets, video, picture flashcards and/or gestures.
- Film, interactive computer material, role-play, drama and high-quality artefacts contribute to effective language learning. Back up these approaches with songs, chants and repeated practice of social language learning.
- ICT can offer alternatives to writing as a way of responding to text – for example, pupils can create electronic presentations with images.

Unfamiliar learning environments
- A low-arousal area is planned for pupils who may need it and is available for use by all pupils. The area only needs to have immediately relevant materials/ resources to minimise distraction.

Teachers' communication
In modern foreign languages, pupils need to learn key vocabulary. Highlighting this vocabulary can help all pupils, especially those with dyslexia or moderate learning difficulties.
- When writing up nouns in a language where the article changes according to gender, use different colours
- Pupils may enjoy creating a storyline
- Take care with the use of idiom.

Grouping pupils
- All forms of pupil grouping including pupils with SEN and/or disabilities
- Transition from whole-class to group or independent work, and back, is clearly signalled.
- Sequence of groupings is outlined for pupils.

ICT
In language learning, ICT allows pupils to:
- listen carefully and discriminate between sounds, identify some meaning from words and intonations and develop auditory awareness, eg using recorded audio or video material
- use symbols and audio recordings to associate a word and an object " record themselves or others
- respond to spoken and written language in different ways
- research and familiarise themselves with some of the target language speaking communities and countries – web browsers, such as Webwise,1 offer a simplified version of the page being viewed
- communicate information – for example, using the internet to exchange photographs and information
- Video conferencing enables pupils in a school in one country to exchange ideas about their contrasting localities, schools and social activities with pupils in another.

Working with additional adults
Consider:
- Risk points in the lesson, e.g. for pupils with sensitivity to noise, smell or touch
- Appropriate support should be available in whole-class instrumental and vocal work.
- Make sure additional adults are trained so they are comfortable with any ICT software and hardware being used.

Managing group work and discussion
- Plan for pre-tutoring important MFL vocabulary, concepts, processes or skills, for pupils who need it.

Art

At St Andrew's, Art and Design is taught using the **Kapow Primary Art and Design Scheme of Work**, which provides full coverage of the National Curriculum and ensures progression of knowledge and skills from Year 1 to Year 6.

The Kapow Art scheme is organised into five key areas:

1. **Drawing**
2. **Painting and Mixed Media**
3. **Sculpture and 3D**
4. **Craft and Design**
5. **Art and Design Skills / Knowledge of Artists**

Through these areas, children develop:

- Practical art skills
- Knowledge of artists and designers
- Creativity and imagination
- Evaluation and reflection skills
- Confidence using a range of materials
- Understanding of colour, texture, pattern, line, shape and form

Progression Through the School

Long term plans

St Andrews Geography Curriculum Mapping – Kapow Art Links *swapped from original Kapow Long Term Plan				
	Autumn	Spring	Summer	Cross curricular/links
EYFS	Drawing: Marvellous marks	Painting and mixed media: Paint my world	Sculpture and 3D: Creation station	Craft and Design – Let's get crafty Christmas craft – Salt dough decorations Threaded snowflakes Spring craft – sun catchers Easter craft – Egg threading
Y1	Drawing: Make your mark	Sculpture and 3D: Paper play	Craft and Design – Woven Wonders	Painting and mixed media: Colour splash Mixing colours and printing Links to Science (seasonal changes) /Geography (the weather in the UK) – Seasonal changes/weather – mixing colours to create the changes in colours in seasons

Y2	Drawing : Telling a Story	Craft and Design – Map it out	Sculpture and 3D: Clay houses	Painting and mixed media: Life in colour Colour mixing and exploring texture and pattern. Texture hunt – outside Links to Science – Plants/ Living things and their habitats. Children could find the resources to use for an art piece during a Science lesson.
Y3	Painting and mixed media Pre-historic painting Links to Yr3 History	Sculpture and 3D: Abstract shape and space	Craft and design: Ancient Egyptian scrolls Links to Yr3 History	Drawing – Growing Artist Use of shapes, shading, and texture in art to enhance their drawing skills. Botanical drawings/abstract flowers Links with Science topic – Plants.

Y4	Craft and design: Fabric of nature Geography - rainforests	Painting and mixed media: Light and dark	Sculpture and 3D – Mega Materials	Drawing – Power prints Using tone and proportion when drawing. Henri Matisse – drawing with scissors – this could be a one off piece of writing – Biography. Children can try this method of drawing alongside this.
Y5	Drawing: I need space Links to Science – Earth and Space	Sculpture and 3D: Interactive installation	Craft and design - architecture	Painting and mixed media: Portraits Links with French / PSHE– feelings in French- changing portraits for different emotions. Portraits Links in with writing – Book 'Wonder' – portraits. How we see ourselves.

Y6	Craft and design: Photo opportunity	Drawing: Make my voice heard	Sculpture and 3D: Making memories	Painting and mixed media - Artist study - Drama activity, one off writing pieces, responding to paintings (this could link to writing lessons or PSHE)

Art Skills Progression

Drawing
Children progress from:
- Mark making and simple lines (KS1)
- Shading and texture (LKS2)
- Perspective, proportion and expression (UKS2)

Painting and Mixed Media
Children progress from:
- Colour mixing
- Brush control
- Texture and pattern
- Layering and mixed media
- Developing personal style

Sculpture and 3D
Children progress from:
- Paper and card models
- Clay and simple joining techniques
- 3D structures and installations
- Mixed material sculpture

Craft and Design
Children learn:
- Weaving
- Printing
- Textiles
- Collage
- Architecture and product design
- Digital and photography art

Knowledge of Artists
Children learn about a diverse range of:
- Artists
- Designers
- Architects
- Sculptors
- Craft makers

They learn to:
- Describe artwork
- Compare artists
- Use artists as inspiration
- Develop their own style
- Evaluate their work

Teaching and Learning in Art
Art lessons at St Andrew's include:
- Staff modelling of techniques
- Sketchbook work
- Exploration of materials
- Artist studies
- Discussion and evaluation
- Final outcome pieces
- Opportunities for creativity and independent work

Each unit includes:
- Developing skills
- Practising techniques
- Evaluating artwork
- Creating a final piece

Sketchbooks are used across KS1 and KS2 to:
- Practise techniques
- Record ideas
- Evaluate work
- Develop designs
- Respond to artists

Assessment in Art
Assessment is ongoing and based on:
- Sketchbook work
- Final pieces
- Use of techniques
- Creativity and independence
- Knowledge of artists
- Evaluation of work

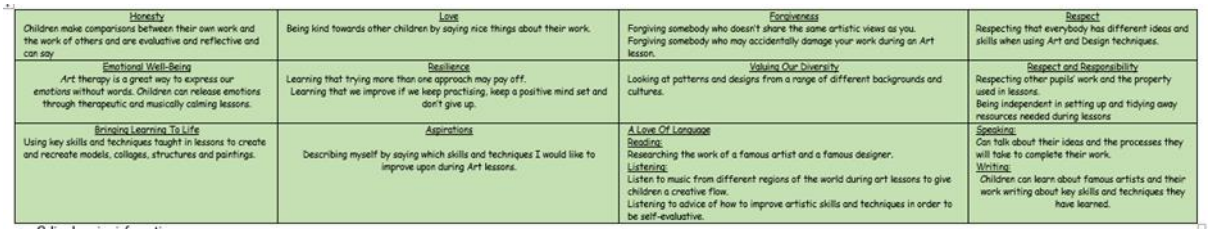
Staff assess children at the end of each unit in line with foundation subject assessment procedures. Assessment is uploaded onto FFT for each class.

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, children are exposed to a variety of artists including; male, female and artists from a variety of ethic and cultural backgrounds.

Children' 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.

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 or Art as the subject leader action plan is then updated purposefully.

Teaching and Learning

EYFS Art – Quality First Teaching

Quality First Teaching in EYFS art is practical, exploratory, and child-centred. Children are given regular opportunities to investigate a wide range of materials, tools, techniques, colours, textures, and processes through both adult-guided and child-initiated activities. Adults model artistic vocabulary and creative processes, encourage curiosity and experimentation, and support children to talk about what they are making and how they are making it. Learning is carefully scaffolded so that all children can develop fine motor control, confidence, imagination, and self-expression. The emphasis is on exploration, creativity, and developing foundational skills rather than producing identical outcomes.

Key Stage 1 Art – Quality First Teaching

Quality First Teaching in Key Stage 1 art develops children' skills, knowledge, and creativity through a broad and engaging curriculum. Staff explicitly model artistic techniques and vocabulary, enabling children to explore drawing, painting, sculpture, and other media with increasing confidence. Lessons provide opportunities for observation, experimentation, and reflection, while building children' understanding of artists, craftspeople, and designers. Staff use questioning, demonstration, and appropriate scaffolding to ensure all children can access learning and achieve success. Children are encouraged to make creative choices, evaluate their work, and develop resilience through refining and improving their ideas.

Key Stage 2 Art – Quality First Teaching

Quality First Teaching in Key Stage 2 art is characterised by a well-sequenced curriculum that progressively develops children' technical skills, artistic knowledge, creativity, and critical thinking. Staff provide clear instruction and modelling while encouraging increasing independence in the use of materials, techniques, and artistic processes. Children learn about a diverse range of artists, movements, and cultural influences, using this knowledge to inform their own work. High-quality questioning promotes analysis, evaluation, and discussion of artistic choices, while regular opportunities for sketching, experimenting, revising, and refining help children

develop as reflective artists. Teaching ensures that all children are challenged appropriately, can articulate their learning using subject-specific vocabulary, and produce work that demonstrates growing confidence, skill, and originality

Strong Foundations

Reading - Strong foundations in reading are developed through art when children engage with a range of texts, images, and visual sources. Children read instructions, artist biographies, information texts, exhibition labels, and visual prompts to gather information and develop understanding. Discussions about artwork encourage children to interpret meaning, make inferences, build vocabulary, and justify opinions using evidence. Exposure to subject-specific language such as texture, composition, tone, and perspective further supports vocabulary development and comprehension.

Writing - Art supports writing by providing authentic reasons to communicate ideas, observations, and evaluations. Children develop oral language through discussion before recording their thoughts in sketchbooks, annotations, artist studies, reflections, and evaluations. They learn to use increasingly sophisticated vocabulary to describe techniques, explain creative choices, and analyse artwork. Creative experiences in art can also inspire narrative, descriptive, and persuasive writing, helping children develop confidence and fluency as writers.

Mathematics - Strong mathematical foundations are developed through art as children explore shape, pattern, symmetry, measurement, proportion, scale, position, and geometry in practical contexts. Children compare sizes, estimate lengths, mix colours using ratios, create repeating patterns, and investigate tessellations and symmetry. As children progress, they apply mathematical thinking when planning compositions, enlarging images, using grids, and understanding perspective. These experiences help children see mathematics as purposeful and relevant while strengthening their spatial reasoning and problem-solving skills.

Adaptive Teaching – Adaptive teaching in primary school art is the process of responding to children' differing needs while maintaining high expectations and ensuring that all children work towards the same ambitious learning objectives. Rather than lowering expectations or providing entirely different tasks, staff make appropriate adjustments to teaching, resources, support, and challenge so that every pupil can access and succeed in the lesson.

- Providing clear modelling and step-by-step demonstrations of techniques.
- Using visual prompts, exemplars, and vocabulary banks to support understanding.
- Breaking complex artistic processes into smaller, manageable steps.
- Offering additional scaffolding for children who need support, such as templates, tracing frames, sentence starters, or guided questioning.
- Adapting tools and materials to meet physical, sensory, or fine motor needs.
- Using targeted adult support to address misconceptions and build confidence.
- Giving children varying levels of independence according to their prior knowledge and skill development.
- Providing extension opportunities that encourage deeper thinking, experimentation, evaluation, and refinement for children who are ready for greater challenge.

In EYFS, adaptive teaching might involve modelling mark-making in different ways, offering a variety of tools and materials, and providing additional sensory experiences or language support to help children express their ideas.

In Key Stage 1, staff may use visual demonstrations, structured success criteria, and guided practice to help children develop confidence with new techniques while encouraging more confident artists to explore alternative approaches.

In Key Stage 2, adaptive teaching often focuses on refining skills, developing independence, and deepening artistic understanding. Staff may use questioning, personalised feedback, differentiated scaffolds, and varied levels of challenge to help children improve their work and articulate their artistic decisions.

Questioning – Effective questioning in primary school art is used to deepen thinking, develop artistic vocabulary, assess understanding, encourage creativity, and promote discussion. High-quality questions help children look closely, think critically, make connections, justify their ideas, and reflect on their artistic choices. Questioning

should be carefully planned, inclusive, and adapted to children' age and stage of development. Effective questioning in art should:

- Be open-ended and encourage discussion.
- Promote observation, interpretation, analysis, and evaluation.
- Develop subject-specific vocabulary.
- Check understanding and identify misconceptions.
- Encourage creativity and problem-solving.
- Provide opportunities for all children to contribute.
- Build confidence by valuing different responses and interpretations.

In EYFS, questioning encourages exploration, observation, and language development. Staff might ask:

- What can you see?
- How does this feel?
- What happens if we mix these colours?
- Can you tell me about your picture?

In Key Stage 1, questioning helps children develop observational skills and begin to discuss artistic techniques and choices. Examples include:

- What colours can you see in this artwork?
- How did the artist create this texture?
- Why did you choose those materials?
- What could you add to improve your work?

In Key Stage 2, questioning becomes more analytical and evaluative. Staff challenge children to justify decisions, make comparisons, and reflect critically on their work and the work of others. Examples include:

- How has this artist influenced your design?
- What effect does the composition create?
- Why did you choose this technique rather than another?
- How could you refine your work to communicate your ideas more effectively?

Language/vocabulary – Staff should effectively explore vocabulary in primary art by explicitly teaching, modelling, revisiting, and applying subject-specific language throughout the artistic process. Vocabulary should not be taught in isolation; children need regular opportunities to hear, discuss, practise, and use artistic language in meaningful contexts.

SMSC & British Values

Through art, children develop spiritually, morally, socially, and culturally by exploring their own creativity, engaging with the ideas and experiences of others, and studying a diverse range of artists and artistic traditions. Art promotes the British Values of democracy, the rule of law, individual liberty, mutual respect, and tolerance by encouraging children to express themselves confidently, work collaboratively, respect different viewpoints, and appreciate the richness of cultural diversity.

Inclusion

Effective inclusion in art ensures that all children can access a broad, ambitious, and creative curriculum. Through adaptive teaching, high expectations, accessible resources, and a diverse curriculum, every pupil is supported to develop artistic knowledge, skills, confidence, and self-expression. Inclusive practice enables all children to participate fully, make progress from their starting points, and see themselves as successful artists.

Learning Environment

All classrooms in St Andrew's have an Art or DT (depending on the focus) 'working wall' which is changed to suit the concept being taught during the week. There is evidence of language relating to the concept being taught and scaffolding materials. 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

Monitoring is completed by the subject leader and involves a termly schedule of learning walks, lesson drop ins, pupil voice meetings, book looks and data scrutiny following 3 assessment points. Outcomes of all monitoring are share at Senior Leadership Team meetings and fed back to Governors annually. Art has its own action plan which is reviewed termly.

Summative Assessment

At the end of each unit of work, class staff assess each child against each objective scoring 1-3 depending on the level of understanding and mastery. The data is collated and analysed by the class staff and subject leader to inform planning.

Formative Assessment

Effective formative assessment in primary school art is an ongoing process that helps staff identify what children know, understand, and can do, so that teaching can be adapted to meet their needs. Through observation, questioning, discussion, sketchbook work, peer and self-assessment, and reviewing practical outcomes, staff gather evidence of children' artistic knowledge, skills, and creative development. Feedback is timely and constructive, helping children reflect on their work, refine techniques, and make improvements while maintaining high expectations and supporting progress for all learners.

Reading and Oracy

Primary school art supports the teaching of reading and oracy by providing meaningful opportunities for children to interpret, discuss, and respond to visual and written information. Children develop reading skills through exploring artist biographies, information texts, instructions, and visual sources, while oracy is strengthened through discussion, questioning, evaluation, and the use of subject-specific vocabulary. By talking about artwork, explaining creative choices, and sharing ideas with others, children build confidence in speaking, listening, reasoning, and communicating effectively.

Transferable Skills to Other Curriculum Areas

English: vocabulary, reading comprehension, speaking and listening, descriptive writing, evaluation.

Mathematics: shape, pattern, symmetry, measurement, scale, proportion, geometry.

Science: observation, recording, classification, investigation, drawing from observation.

History: interpretation of artefacts, understanding historical contexts and cultures.

Geography: mapping, landscapes, environmental awareness, cultural studies.

Design and Technology: designing, planning, making, evaluating, problem-solving.

Computing: digital creativity, graphic design, photography, multimedia presentation.

RE: symbolism, beliefs, traditions, cultural understanding.

PSHE: self-expression, emotional literacy, resilience, confidence, wellbeing.

Music and Drama: creativity, performance, interpretation, communication, cultural appreciation.

Cultural Capital

Primary art supports cultural capital by exposing children to a wide range of artists, artistic traditions, cultures, and creative experiences beyond their immediate environment. Through studying diverse artwork from different periods, countries, and communities, visiting galleries and museums, engaging with local artists, and exploring cultural heritage, children develop knowledge, appreciation, and understanding of the world around them. These experiences broaden horizons, enrich vocabulary, inspire creativity, and provide children with the cultural knowledge and experiences needed to succeed in education and later life.

Curriculum and Assessment Review (November 2025)

The Review made the following recommendations regarding Art:

- Ensure staff confidence and training
- Ensure sequential disciplinary, theoretical and practical knowledge
- Practice, reflection, engagement
- Use of alternative media

These areas are included in the Art Action Plan and are included in the 2025 2026 Curriculum and Assessment Review Action Plan

What should an art lesson consistently and typically include?

Whole School Vision for Art

At our school, art is taught to inspire creativity, imagination and self-expression while developing artistic skills and knowledge.

Through the Kapow curriculum, children are encouraged to:

- Explore and experiment with materials and techniques.
- Develop observational and imaginative drawing skills.
- Express ideas and emotions creatively.
- Learn about artists, designers and craftspeople.
- Evaluate and improve their own work.
- Appreciate art from different cultures and periods.

Consistency across year groups ensures children build artistic confidence and progressively deepen their understanding of art and design.

Whole School Non-Negotiables

The following expectations should be evident in every art lesson across EYFS, KS1 and KS2.

Teaching Expectations

All lessons should:

- Follow the sequence and progression outlined in Kapow.
- Begin with a clear learning objective and success criteria.
- Include opportunities to revisit prior learning.
- Explicitly teach artistic vocabulary.
- Include staff modelling of techniques.
- Allow time for exploration and experimentation.
- Encourage creativity and individuality.
- Include opportunities for reflection and evaluation.
- Celebrate effort, creativity and progress.

Classroom Environment

All classrooms or art spaces should:

- Celebrate children' artwork.
- Display artistic vocabulary where appropriate.
- Promote creativity and experimentation.
- Provide organised access to resources and materials.
- Value the artistic process as well as final outcomes.

Sketchbook Expectations

Sketchbooks should be used consistently across KS1 and KS2 to:

- Explore ideas.
- Practise techniques.
- Record observations.
- Experiment creatively.
- Reflect on learning.
- Evaluate and improve work.

Sketchbooks should:

- Show progression over time.
- Include annotations where appropriate.
- Be valued as working documents.
- Celebrate experimentation rather than perfection.

Consistency in EYFS

In EYFS, art should focus on exploration, creativity and self-expression through a wide range of materials and experiences.

Provision should support:

- Expressive Arts and Design
- Physical Development
- Communication and Language
- Personal, Social and Emotional Development

Children should develop confidence in experimenting with materials, colours, textures and techniques.

What Consistency Looks Like in EYFS

Teaching and Learning

Adults should:

- Model artistic exploration.
- Encourage curiosity and experimentation.
- Introduce and model artistic vocabulary.
- Value the creative process.
- Ask open-ended questions.
- Encourage children to talk about their creations.

Children should:

- Explore materials independently.
- Experiment with colour, texture and form.
- Use tools safely.
- Talk about what they have created.
- Develop fine motor control through creative activities

EYFS Learning Environment

Consistent provision may include:

- Painting stations
- Drawing materials
- Collage resources
- Clay or malleable materials
- Printing opportunities
- Junk modelling
- Easels

- Continuous access to creative resources

Creative opportunities should:

- Be accessible daily.
- Encourage independence.
- Support imaginative thinking.
- Link to wider themes and interests.

Consistency in KS1

In KS1, children should begin developing foundational artistic skills while learning about artists and artistic techniques.

Children should:

- Use a range of materials creatively.
- Develop drawing, painting and sculpture skills.
- Explore colour, pattern, texture, line and shape.
- Learn about artists and designers.
- Begin evaluating their own work

What Consistency Looks Like in KS1

Lesson Structure

Lessons should consistently include:

1. Retrieval or recap activity.
2. Introduction to artists, techniques or concepts.
3. Staff modelling.
4. Opportunities for experimentation.
5. Independent creative application.
6. Reflection and evaluation.

Staff Practice in KS1

Staff should:

- Model artistic techniques clearly.
- Encourage experimentation.
- Use artistic vocabulary consistently.
- Celebrate individuality and creativity.
- Teach children how to use tools safely.
- Provide opportunities for discussion and reflection.

Staff should avoid:

- Over-directing outcomes.
- Expecting identical final pieces.
- Valuing neatness over creativity.

Pupil Expectations in KS1

Children should:

- Use a range of materials and techniques.
- Experiment with colour and texture.
- Develop observational skills.
- Talk about artists and artwork.
- Explain choices they have made.
- Reflect on and improve their work.

KS1 Evidence and Assessment

Evidence may include:

- Sketchbooks
- Finished artwork
- Photographs
- Staff observations
- Pupil explanations

Consistency in KS2

In KS2, children should deepen their understanding of artistic techniques, develop greater control and explore art critically.

Children should:

- Improve mastery of artistic techniques.
- Use sketchbooks purposefully.
- Develop personal artistic style.
- Study a range of artists and movements.
- Evaluate and refine their work.
- Express ideas and meaning through art.

What Consistency Looks Like in KS2

Lesson Delivery

Lessons should consistently:

- Build on prior artistic knowledge.
- Include explicit modelling.
- Provide opportunities for experimentation.
- Encourage independence and decision-making.
- Include evaluation and refinement.
- Promote discussion about art and artists.

Children should understand artistic processes as well as final outcomes.

Staff Practice in KS2

Staff should:

- Teach increasingly sophisticated techniques.
- Encourage creative risk-taking.
- Model evaluation and refinement.
- Promote discussion and analysis.
- Use questioning to deepen artistic thinking.
- Encourage personal responses to art.

Staff should create opportunities for children to:

- Develop individual style.
- Experiment independently.
- Analyse artists critically.
- Refine and improve work.

Pupil Expectations in KS2

Children should:

- Work increasingly independently.
- Use sketchbooks effectively.
- Apply techniques with increasing control.
- Explain artistic choices.
- Evaluate and refine their work.
- Use artistic vocabulary confidently.
- Discuss artists and artistic styles critically.

Children should understand that art is subjective and open to interpretation.

Support for Pupils with SEND in Art and Design

Sound and light issues:
- Interactive whiteboards are non-reflective to reduce glare.

Seating:
- Place pupils who need most support opposite the teacher so they can hear and see teacher prompts.
- Avoid the need for copying lots of information from the board; print for pupils with SEND.

Resources:
- Use systems so that items such as pencils and scissors can be found and out away in the right place easily.
- Make tasks accessible by using specialist equipment and generic aids e.g. frames
- Provide a range of drawing aids such as grids.

Displays:
- Displays are accessible, within reach, visual and tactile.
- Displays are informative and engaging visual displays.
- Be aware of potentially distracting elements of wall displays.

Working with additional adults
Consider:
- Risk points in the lesson, e.g. for pupils with sensitivity to noise, smell or touch
- Where it would be useful to pre-tutor important art and design vocabulary, concepts or processes
- Whether pupils need support in using art and design equipment

Low-arousal areas
- Low-arousal areas are planned for pupils who may need it
- Area includes only immediately relevant materials/resources to minimise distraction.

Multi-sensory approaches
- Allow time for sensory exploration. Use a variety of materials and processes to make images and artefacts.
- Use real objects related to the topic e.g. for a project on the built/made environment, pupils might explore the properties of bricks, pebbles, stones, gravel, wood, hessian, bubble wrap, metal and plastic, which they can touch, see and smell. These can be used to bring out ideas and feelings and can be displayed and/or photographed.
- Use the body in direct ways to create outcomes or products – e.g. using hands and feet to create prints or casts in wet sand or clay, or using hands and fingers to create marbling patterns with oil, safe colouring agents and water for a project on water patterns.
- Explore natural materials related to the topic through sight, sound, smell and/or taste – e.g. in topics on food, fruit or vegetables, pupils can investigate differences and similarities in a range of cultures by selecting produce from particular countries (eg Indian spices).
- Use subject matter such as 'myself' to explore different aspects of personality and physical self.
- Help pupils explore the wider contexts through stories, film and role play e.g. creating 'sensory stories' and acting out processes.
- Pupils could share a mind map of ideas with a partner or with a larger group – e.g. on recognising personal likes and dislikes, feelings and ideas
- – while responding to the colours and marks used in Rothko's paintings or the different kinds of expressions captured in portrait photography.

Unfamiliar learning environments
- Pupils are prepared adequately for visits.

Grouping pupils
- All forms of pupil grouping including pupils with SEN and/or disabilities
- Transition from whole-class to group or independent work, and back, is clearly signalled.
- Sequence of groupings is outlined for pupils.

ICT
In art and design, ICT can:
- help to develop pupils' subject knowledge – e.g. recognising how artists and designers use ICT in their own work to create images and artefacts, and then using these as models to support activities and ideas in the classroom
- support activities where pupils do not have the necessary mobility and dexterity – e.g. using software to simulate traditional materials and techniques
- allow pupils to explore environments or activities that could be dangerous – eg using software that simulates tessera work in mosaic technique
- enable pupils to research recommended websites online – e.g. websites of museums
- Capture images or processes and replay them at different speeds and at different magnifications to support pupils' knowledge, understanding and skills in practical work
- Extend the range of the senses
- Allow pupils to review and evaluate work by viewing scanned or photographed images
- Enable pupils to share information with others

Teachers' communication
- Use the qualities and characteristics of objects and materials to explore and develop the language needed to describe and discuss what pupils have observed or experienced
- Highlight: new words for the lesson; key vocabulary linked to learning objectives; practical skills that will be needed; things to observe; questions to be thinking about in groups
- The language of art and design may be challenging for many pupils e.g. the specific uses in art of everyday words such as 'expression'.

Managing group work and discussion
- Ask what role each pupil has taken in a collaborative writing task and give all pupils a role in modelled and collaborative writing.

DT

Rationale

At St Andrews we believe Design & Technology is a vital part of preparing children for an ever-changing world. From Nursery through to Year 6, our DT curriculum is designed to inspire creativity, problem-solving, and resilience. We aim to equip every child with the skills to design, make, and evaluate products that solve real-life problems, using a range of materials and technologies. Our intent is to provide a progressive, hands-on learning experience that nurtures curiosity and encourages innovation. Children learn to think critically, work collaboratively, and apply knowledge from across the curriculum to create purposeful designs. By the time they leave our school, children will have developed practical skills, an understanding of design processes, and the confidence to take risks and learn from mistakes—essential qualities for future success.

Our school's Design and Technology curriculum ensures that the National Curriculum's statutory requirements are taught throughout the topics of Cooking and Nutrition, Structures, Mechanisms, Mechanical Systems, Electrical Systems and Textiles. In EYFS, our school's bespoke curriculum has been drawn from 2025 EYFS Statutory Guidance, Curriculum and Assessment Review (2025) Development Matters and Birth to Five Matters frameworks.

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.
- A sequenced progression of skills, knowledge and technical knowledge which are taught throughout the design, make and evaluate process, year upon year.
- Focused key vocabulary for each topic for each year group.
- Clear mapping for SEND children to make sure that the curriculum is inclusive by design and is broad, balanced and ambitious for all.

We follow a broad and balanced Design and Technology curriculum. Our 'Kapow' scheme builds on previous learning and provides both support and challenge for learners. Units of D&T are taught each term where staff follow their year group's skills for the design, make and evaluate stages of the National Curriculum. Every year group teaches cooking and nutrition, whilst the other areas of DT; mechanisms, structures, textiles and electrical systems (KS2) are taught on a cycle. Children will work through an iterative process and follow a sequential unit of lessons to design, make and evaluate a purposeful product.

Spirituality in DT:

Spirituality can be discovered through Design and Technology as our children engage in hands-on, creative projects that encourage a connection between their inner-selves and the tangible world. DT provides a unique avenue for our learners to express their spirituality by designing and constructing objects that hold personal meaning or significance. Through the process of crafting, prototyping, and problem-solving, our children not only develop practical skills, but also gain a deeper understanding of their own creative capabilities and the interconnectedness of their creations with their beliefs and values. Staff often encourage reflection on the purpose and impact of the designed artefacts, fostering a sense of mindfulness and purpose in the creative process. Thus, Design and Technology becomes a platform for our children to explore and express their spiritual dimensions through the act of making and shaping their understanding of the world.

EYFS

Children in the Early Years are taught in a variety of ways; through adult-led and supported tasks and child-initiated learning in provision areas. Practitioners take into account the Characteristics of Effective Learning when they are planning, leading or supporting learning. Technologies are used within our provision as are a variety of tools which our children can learn both from and with, in order to integrate technology effectively within our

Early Years practice. Cooking and Nutrition experiences are delivered via adult inputs and are based on current learning, core books and children's interests.

EYFS children are assessed against our school's EYFS curriculum checkpoints for 3-4 years, Reception and the Early Learning Goals. Assessments in EYFS are recorded termly on a tracking sheet and judgements are made with consideration of staff observations taken from both adult-led and independent tasks, outcomes of work and moderation style conversations which take place regularly in the moment and also within EYFS planning meetings.

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 a balanced diet has on health. For the remaining 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 taught over a half term, either in a block or through weekly lessons.
Each year group's curriculum map provides key knowledge and skills based objectives, key vocabulary, and the end points against which children are assessed. Within years 1-6 assessments are reported on FFT Aspire.

Design and Technology Curriculum overview.				
	Autumn	Spring	Summer	
Nursery	Cooking and Nutrition: Making cakes. Textiles: Weaving and threading practise. 3D form and sculpture: using playdough with tools.	Cooking and Nutrition: Baking gingerbread men. Paper craft - Making a paper story puppet.	Junk modelling: Make a bird house. Cooking and Nutrition: Making pizza barms. Papercraft – making a character mask.	
Reception	Cooking and Nutrition Seasonal Soup	Structures: Junk Modelling	Structures: Boats	
Y1	Mechanisms: Matching slider game	Structures: Stable structures.	Cooking and Nutrition: Smoothies	
Y2	Cooking and Nutrition: A balanced diet – Making wraps	Structures: A chair for a bear	Textiles: Pouches	
Y3	Electrical Systems: Electric poster	Mechanical Systems: Pneumatic toys	Digital world: Wearable technology	Cooking and Nutrition – Eating seasonally – making a tart
Y4	Electrical Systems: Torches	Cooking and Nutrition: Adapting a recipe – biscuits.	Textiles: Fastenings	Structures: Helmets
Y5	Mechanical systems: Gears and pulleys.	Structures: Bridges	Electrical Systems: Wobble bots	Cooking and Nutrition: Developing a recipe – making a Bolognese sauce

Y6	Digital world: Navigating the world.	Textiles: Bags.	Mechanical systems: Automata toys.	Cooking and Nutrition – Come dine with me – Making a 2 course meal.

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 a topic's overview of learning and the expected endpoints; assessment of initial knowledge and introduction to new key vocabulary.
- Lessons focused on researching about and the evaluation of existing products. Setting a design-criteria which is based on the users needs. Practising new technical skills and using oracy to explain new learning and knowledge.

- Designing and making prototypes. Reviewing and evaluating how well their product is going before then creating a final product.

Summative Assessment

At the end of each unit of work, class staff assess each child against each objective scoring 1-3 depending on the level of understanding and mastery. The data is collated and analysed by the class staff and subject leader to inform planning.

Formative Assessment

Effective assessment for learning (AfL) in DT is the ongoing process of gathering information about children' understanding during lessons to inform teaching and support learning. It focuses on identifying what children already know, what they can do, and where they need help, rather than just judging performance. Key strategies include asking targeted questions, observing work, using mini-quizzes, and encouraging self- and peer-assessment. Effective AfL provides immediate feedback that helps children understand their mistakes and next steps, promotes reflection on learning, and allows staff to adapt planning and teaching to meet individual needs.

How reading and oracy are taught through the Curriculum

We believe Design and Technology provides a natural opportunity for children to practise and improve English skills such as spoken language and reading. Throughout their creative journey, children are introduced to subject-specific vocabulary. They have the opportunity to develop their oracy as they compare ideas, methods and approaches in their own work and that of other children, and say what they think and feel about them in written evaluations. Children also analyse and respond to the work of other designers, architects or products using subject-specific language, and to make informed comments to justify their ideas.

Transferable Knowledge and Links to other Curriculum Areas

The evaluation of products requires children to articulate their ideas and to compare and contrast their views with those of other people. Through discussion, children learn to justify their own views and clarify their design ideas. We encourage the children to develop a sense of responsibility in following safe procedures when making things. They also learn about health and healthy diets and the importance of hygiene when preparing food. Their work encourages them to be responsible by working safely, effectively and responding to a brief to create a purposeful product. Children rely on their 'Growth Mindset' when working through Design and Technology.

Cultural Capital Opportunities

At our school we intend that children should master Design and Technology to such an extent that they can go on to have careers within DT and make use of design and technology effectively in their everyday lives. Teaching staff are encouraged to broaden the experience of the topics for the children through promotion of real-life context, off-site visits, visitors into school and shared experiences with the wider school community. The Design

Technology curriculum is delivered through stand-alone Design Technology sessions with a balance between direct teaching and child-led exploration.

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. Staff 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 resources in order to make them accessible, without reducing the learning intention. Here at St Andrews we also have a clear SEND curriculum progression map which has been created to give staff a direct focus of where and how to support our SEND leaners to enable them to achieve their full potential.

Planning

Long-term curriculum overviews have been created by the subject leader for each year group, detailing which topics are to be covered and in which term. Our KAPOW provides our Design Technology Medium-term planning and provides a breakdown of lesson sequences, curriculum objectives/end points, key knowledge and skills to be taught in each lesson, and a list of key vocabulary. Within their short term planning, staff will detail how their adaptive teaching approach ensures maximum learning for all children.

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 and tools used within Design and Technology lessons have risk assessments which are readily available for all staff to access at any time. 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.

Curriculum Impact

Our children enjoy and value Design and Technology and know why they are doing things, not just how. Children will understand and appreciate the value of Design and Technology in the context of their personal wellbeing and the creative and cultural industries and their many career opportunities. Progress in Design and Technology is demonstrated through regularly reviewing and scrutinising children's work, to ensure that progression of skills is taking place. The Design and Technology curriculum will contribute to children's personal development in creativity, independence, judgement and self-reflection. This would be seen in them being able to talk confidently about their work, and sharing their work with others. Progress will be shown through outcomes and through the important record of the process leading to them.

Monitoring and Evaluation procedures

The subject leader caries out termly monitoring in order to review the effectiveness of curriculum's intent, its implementation and assessment. Monitoring then informs the subject leader's Action Plan and the subject's next steps. The school's monitoring procedures include updating the subject curriculum indicator audit, completing planning scrutinies (where necessary), book looks, pupil voice interviews, reviewing photograph evidence, conducting lesson drop ins, and analyzing FFT Aspire assessment data.

The Governing Body also monitors the coverage of our National Curriculum subjects through visits to the school and by meeting yearly with the Design and Technology Subject Leader for an update on the impact the curriculum is having on our children.

Curriculum and Assessment Review (November 2025)

The Review made the following recommendations regarding DT:

- Specifies core knowledge and skills to be included
- Think like designers and engineers – problem solvers
- Work with a range of materials
- Sustainability – 'green knowledge' and social responsibility
- Importance of a finished product
- Food and nutrition – discrete identity within DT – how to cook healthy, nutritious meals

These areas are included in the DT Action Plan and are included in the 2025 2026 Curriculum and Assessment Review Action Plan.

What should a DT lesson typically and consistently include?

EYFS:

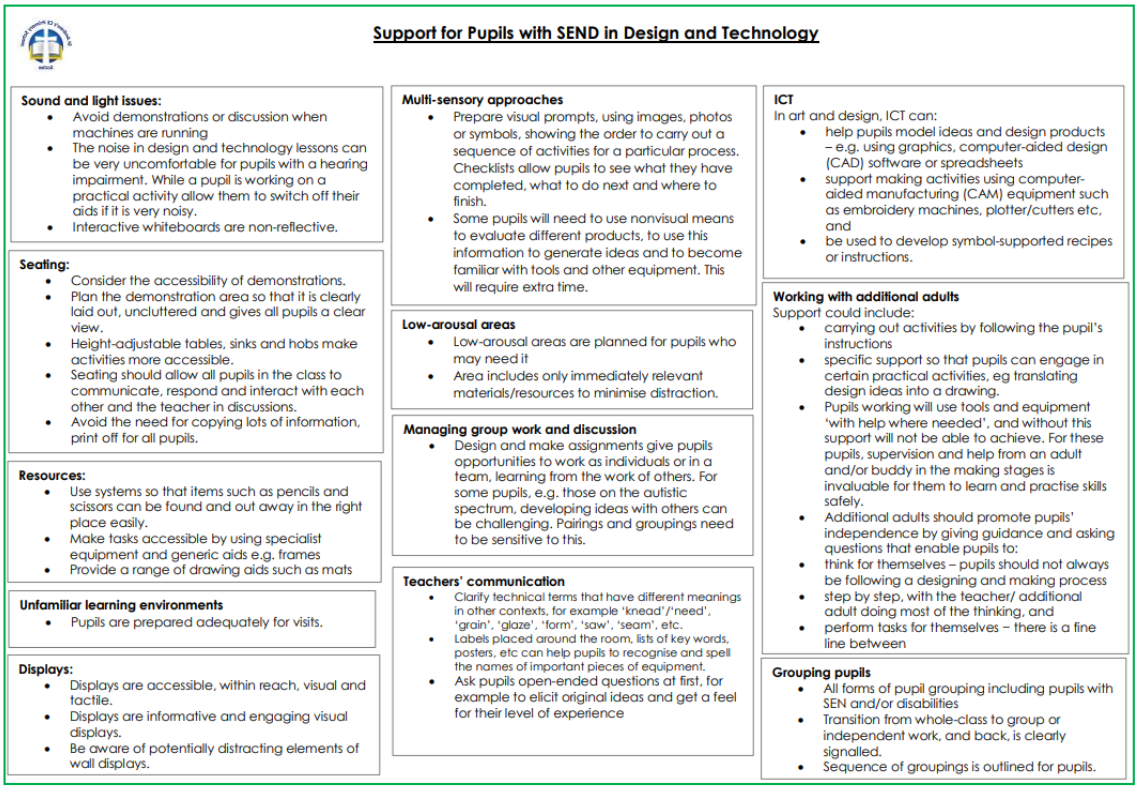
- Opportunities to build, design and explore joining techniques though construction play, Lego, junk modelling, exploring threading, weaving, and a use of a variety of tools e.g. masking tape, sellotape, scissors, hole punchers, tweezers, paper clips and split pins, glue, string and wool.
- Exploration of first steps in cooking and nutrition: playdough area (rolling pins, use of cutters and utensils e.g. knife, fork, whisk, spatula).
- Children being self-sufficient at snack times e.g. peeling their own fruit.
- Exploring whole and parts of fruits and vegetables in exploration trays.
- Mud kitchen enhancements (changed seasonally) with a variety of tools and props accessible e.g. baking trays, utensils.
- Baking opportunities (cakes, biscuits, pizza, bread).
- Designing opportunities e.g masks.
- Developmentally staged scissors.

KS1:

- High focus of vocabulary and oracy development across all year groups – talking about techniques used, how well things are going within the process, the user.
- Opportunities for independent fruit peeling at snack times and cutting their dinner with a knife and fork.
- Opportunities for developing joining: using glue, tape, staplers, paper and safety pins.
- Developmentally staged scissors – accessible for all users.
- A station for developing fine motor skills needed for DT progression e.g. opportunities for threading, cutting, sticking, lacing etc.
- Evaluation skills: I like it / dislike it because….

- Recording work: Evidence of all stages of the DT cycle Plan, Do, Review: photographs, simple drawings and sketches.
- Evidence of prototypes before evaluating their product and making further improvements to it.
- Exploration of skills: folding, cutting, sticking, joining, exploring uses of materials.
- Safety protocols and risk assessments followed with a high focus in every lesson.
- Higher focus of scaffolded work.
- Baking opportunities through enrichment time.

- KS2:
  High focus of vocabulary and oracy development across all year groups – Discussions of purpose, users and function, problem solving including technical vocabulary.
- Opportunities for independent fruit peeling at snack times and cutting their dinner with a knife and fork.
- Developmentally staged scissors – accessible for all users.
- Recording work: Evidence of all stages of the DT cycle Plan, Do, Review: photographs, more details and labelled drawings and a variety of diagrams e.g. thumbnail and exploded and nets.
- Opportunities to research existing products which are already out there.
- Recipe cards for children to follow, adapted for children who need clear visual aids.
- Evidence of prototypes before evaluating their product and making further improvements to it.
- Evaluation skills: Clearly set against the design brief and the needs of the user. Elaborating about what was good, which materials worked best, what would be better next time.
- Skills: Accurate measuring, use of stronger materials, lamination processes, using more technical resources e.g. switches and motors.
- Safety protocols and risk assessments followed with a high focus in every lesson.
- Work becomes less scaffolded with increased independence.
- Baking opportunities through enrichment time.



Support for Pupils with SEND in Design and Technology

Sound and light issues:
- Avoid demonstrations or discussion when machines are running
- The noise in design and technology lessons can be very uncomfortable for pupils with a hearing impairment. While a pupil is working on a practical activity allow them to switch off their aids if it is very noisy.
- Interactive whiteboards are non-reflective.

Seating:
- Consider the accessibility of demonstrations.
- Plan the demonstration area so that it is clearly laid out, uncluttered and gives all pupils a clear view.
- Height-adjustable tables, sinks and hobs make activities more accessible.
- Seating should allow all pupils in the class to communicate, respond and interact with each other and the teacher in discussions.
- Avoid the need for copying lots of information, print off for all pupils.

Resources:
- Use systems so that items such as pencils and scissors can be found and out away in the right place easily.
- Make tasks accessible by using specialist equipment and generic aids e.g. frames
- Provide a range of drawing aids such as mats

Unfamiliar learning environments
- Pupils are prepared adequately for visits.

Displays:
- Displays are accessible, within reach, visual and tactile.
- Displays are informative and engaging visual displays.
- Be aware of potentially distracting elements of wall displays.

Multi-sensory approaches
- Prepare visual prompts, using images, photos or symbols, showing the order to carry out a sequence of activities for a particular process. Checklists allow pupils to see what they have completed, what to do next and where to finish.
- Some pupils will need to use nonvisual means to evaluate different products, to use this information to generate ideas and to become familiar with tools and other equipment. This will require extra time.

Low-arousal areas
- Low-arousal areas are planned for pupils who may need it
- Area includes only immediately relevant materials/resources to minimise distraction.

Managing group work and discussion
- Design and make assignments give pupils opportunities to work as individuals or in a team, learning from the work of others. For some pupils, e.g. those on the autistic spectrum, developing ideas with others can be challenging. Pairings and groupings need to be sensitive to this.

Teachers' communication
- Clarify technical terms that have different meanings in other contexts, for example 'knead'/'need', 'grain', 'glaze', 'form', 'saw', 'seam', etc.
- Labels placed around the room, lists of key words, posters, etc can help pupils to recognise and spell the names of important pieces of equipment.
- Ask pupils open-ended questions at first, for example to elicit original ideas and get a feel for their level of experience

ICT
In art and design, ICT can:
- help pupils model ideas and design products – e.g. using graphics, computer-aided design (CAD) software or spreadsheets
- support making activities using computer-aided manufacturing (CAM) equipment such as embroidery machines, plotter/cutters etc, and
- be used to develop symbol-supported recipes or instructions.

Working with additional adults
Support could include:
- carrying out activities by following the pupil's instructions
- specific support so that pupils can engage in certain practical activities, eg translating design ideas into a drawing.
- Pupils working will use tools and equipment 'with help where needed', and without this support will not be able to achieve. For these pupils, supervision and help from an adult and/or buddy in the making stages is invaluable for them to learn and practise skills safely.
- Additional adults should promote pupils' independence by giving guidance and asking questions that enable pupils to:
- think for themselves – pupils should not always be following a designing and making process
- step by step, with the teacher/ additional adult doing most of the thinking, and
- perform tasks for themselves – there is a fine line between

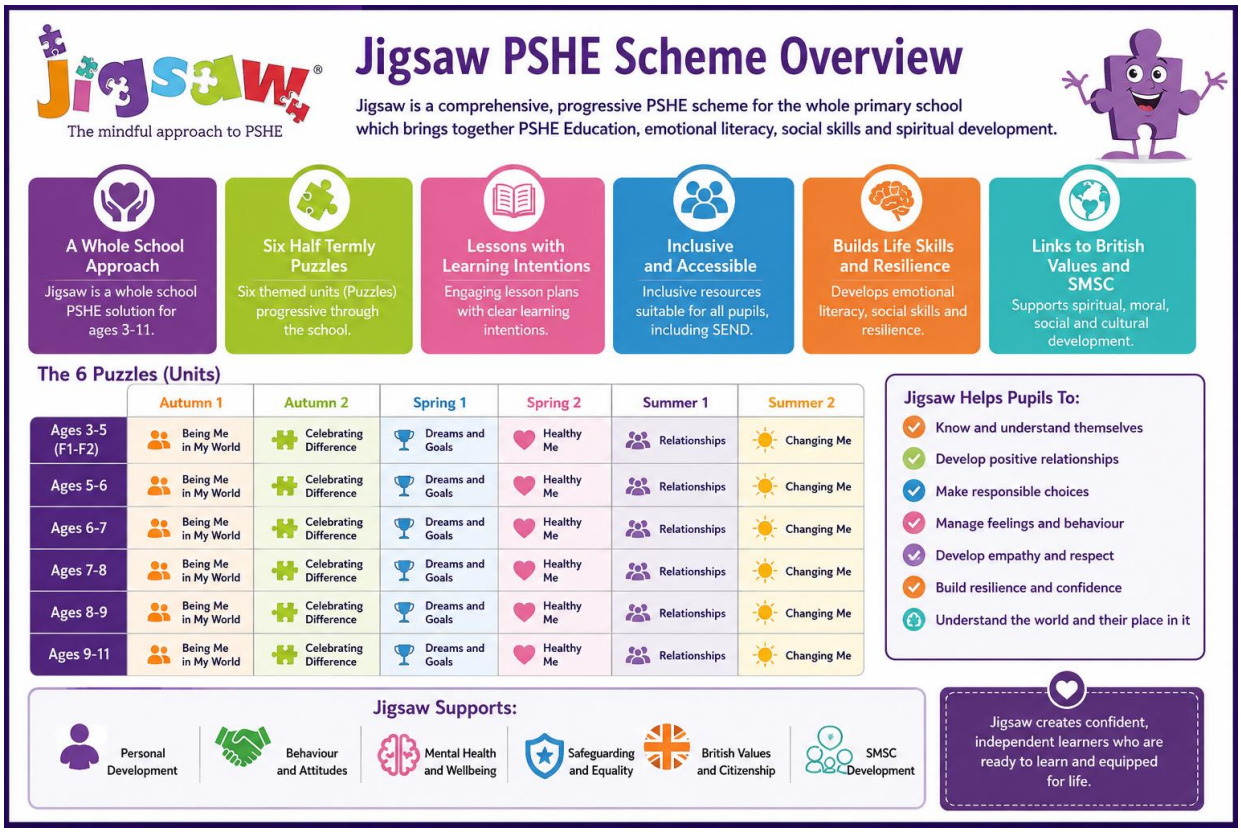
Grouping pupils
- All forms of pupil grouping including pupils with SEN and/or disabilities
- Transition from whole-class to group or independent work, and back, is clearly signalled.
- Sequence of groupings is outlined for pupils.

PSHE

Rationale

Here at St Andrews we use the Jigsaw scheme to teach PSHE. It provides a coherent and progressive framework for developing children' personal, social, emotional, and health-related knowledge and skills. Its whole-child approach recognises the interrelationship between emotional wellbeing and academic achievement. Through structured, age-appropriate learning experiences, children develop self-awareness, resilience, empathy, and responsible decision-making skills. The scheme's emphasis on inclusion, positive relationships, and active participation supports a safe learning environment in which children can explore sensitive issues confidently. By revisiting key themes throughout primary education, Jigsaw promotes long-term personal development while supporting statutory requirements for Relationships and Health Education.

Overview



Teaching and Learning

Strong Foundations – Jigsaw PSHE supports reading through the use of stories, scenarios, discussion prompts and information texts that encourage children to develop comprehension, inference and empathy. Children learn to interpret different viewpoints and understand real-life situations, strengthening their ability to engage critically with texts.

Writing is developed through reflective activities, goal setting, personal responses and opportunities to record opinions and ideas. Children are encouraged to write for meaningful purposes, helping them to organise their thoughts, communicate effectively and apply literacy skills in real-world contexts.

Mathematical understanding can be reinforced through Jigsaw topics such as healthy lifestyles, financial education and personal goal setting. Children may collect and interpret data, manage simple budgets, measure progress towards goals and use mathematical thinking to make informed decisions, demonstrating the relevance of mathematics in everyday life.

Adaptive Teaching - The Jigsaw PSHE scheme supports adaptive teaching by providing flexible activities and discussion opportunities that can be tailored to meet the needs of all learners. Staff can adapt questioning, resources and levels of support to ensure that every pupil can access and engage with the learning. Lessons use a variety of teaching approaches, including visual prompts, collaborative activities, role play and reflection, enabling children to access learning in different ways. This helps to meet the diverse needs of children, including those with SEND and English as an Additional Language (EAL). Jigsaw promotes an inclusive learning environment where children are encouraged to share ideas and experiences at their own level. Through careful scaffolding, modelling and targeted support, staff can help all children develop their understanding, confidence and personal, social and emotional skills.

Questioning - The Jigsaw PSHE scheme promotes effective questioning by encouraging children to think deeply about personal, social and emotional issues. Open-ended questions are used throughout lessons to develop reflection, reasoning and discussion, allowing children to explore different perspectives and justify their views.

Staff use questioning to assess understanding, challenge misconceptions and extend learning. Carefully planned questions encourage children to make connections between their own experiences and wider social issues, supporting critical thinking and personal development.

Questioning within Jigsaw also helps to create an inclusive and supportive classroom environment. Children are encouraged to listen to others, respond respectfully and build upon ideas, developing confidence in expressing their thoughts and opinions.

Language/vocabulary - The Jigsaw PSHE scheme supports the effective teaching of vocabulary by introducing and revisiting key subject-specific language throughout each unit. Children are explicitly taught the meaning of important words and concepts related to relationships, wellbeing, health, diversity and personal development.

Staff reinforce vocabulary through discussion, role play, reflection and collaborative activities, enabling children to use new language confidently in different contexts. Regular opportunities to hear, practise and apply vocabulary help deepen understanding and improve communication skills.

The progressive structure of Jigsaw ensures that vocabulary is built upon year by year, allowing children to develop a richer understanding of PSHE concepts. This supports both oracy and literacy development while enabling children to articulate their thoughts, feelings and experiences effectively.

SMSC & British Values - The Jigsaw PSHE scheme actively promotes SMSC development by providing opportunities for children to explore their own beliefs and values, build positive relationships and develop an understanding of the world around them. Through discussion, reflection and collaborative learning, children strengthen their spiritual, moral, social and cultural understanding.

British Values are embedded throughout the Jigsaw curriculum. Children learn about democracy by sharing their views and respecting the opinions of others, while lessons on rules, rights and responsibilities help them understand the importance of the rule of law. Individual liberty is promoted through encouraging informed choices and personal responsibility, and mutual respect and tolerance are developed through learning about diversity, inclusion and different communities.

By exploring real-life issues and different perspectives, Jigsaw helps children become respectful, responsible and active members of society. This prepares them for life in modern Britain and supports their personal development alongside their academic learning.

Inclusion - The Jigsaw PSHE scheme supports effective inclusion by providing a curriculum that values and celebrates diversity. Lessons encourage children to recognise and respect differences, helping to create a safe, welcoming and inclusive learning environment where every child feels valued. Jigsaw uses a range of teaching approaches, including discussion, visual resources, role play and collaborative activities, allowing children with different needs and learning styles to access the curriculum. Staff can adapt activities and provide appropriate support to ensure all children can participate fully.

The scheme promotes equality, empathy and mutual respect, helping children to develop positive relationships and an understanding of different experiences, backgrounds and cultures. This supports a strong sense of belonging and ensures that all children can engage confidently in their learning and school community.

Learning Environment

- Established discussion rules or class charters.
- High levels of pupil participation and engagement.
- Respectful dialogue between children.
- Use of PSHE vocabulary.
- Inclusive resources and displays.
- Opportunities for pupil voice and reflection.
- Evidence of learning about relationships, wellbeing, diversity and citizenship.
- Children demonstrating confidence, empathy and understanding of how to stay safe and healthy.

Monitoring

Monitoring is completed by the subject leader and involves a termly schedule of learning walks, lesson drop ins, pupil voice meetings, book looks and data scrutiny following 3 assessment points. Outcomes of all monitoring are share at Senior Leadership Team meetings and fed back to Governors annually. PSHE has its own action plan which is reviewed termly.

Summative Assessment

At the end of each unit of work, class staff assess each child against each objective scoring 1-3 depending on the level of understanding and mastery. The data is collated and analysed by the class staff and subject leader to inform planning.

Formative Assessment

Effective assessment for learning (AfL) in PSHE is the ongoing process of gathering information about children' understanding during lessons to inform teaching and support learning. It focuses on identifying what children already know, what they can do, and where they need help, rather than just judging performance. Key strategies include asking targeted questions, observing work, using mini-quizzes, and encouraging self- and peer-assessment. Effective AfL provides immediate feedback that helps children understand their mistakes and next steps, promotes reflection on learning, and allows staff to adapt planning and teaching to meet individual needs.

Reading and Oracy

The Jigsaw PSHE scheme supports reading through the use of stories, scenarios, discussion prompts and age-appropriate texts that help children develop comprehension, inference and empathy. Children are encouraged to explore different viewpoints and make connections between what they read and real-life situations, strengthening their understanding and engagement with texts.

Jigsaw places a strong emphasis on oracy through regular opportunities for discussion, reflection and collaborative learning. Children are encouraged to express their ideas clearly, listen actively to others and build upon different perspectives, helping to develop confidence, vocabulary and effective communication skills. Through structured talk activities, role play and partner discussions, children learn to articulate their thoughts and feelings respectfully and thoughtfully. These experiences support both spoken language development and the ability to communicate effectively in a range of social and learning contexts

Transferable Skills to Other Curriculum Areas

- Speaking and listening – participating in discussions, debates and presentations.
- Communication skills – expressing ideas clearly and responding appropriately to others.
- Vocabulary development – learning and using subject-specific and emotional language.

- Reading comprehension – understanding texts, inferring meaning and exploring different perspectives.
- Writing skills – recording reflections, opinions, goals and responses for different purposes.
- Critical thinking – analysing situations, evaluating choices and considering consequences.
- Problem-solving – identifying solutions and making informed decisions.
- Reasoning and justification – explaining opinions and supporting ideas with evidence.
- Collaboration and teamwork – working effectively with others towards shared goals.
- Active listening – showing respect for others' views and responding thoughtfully.
- Resilience and perseverance – managing challenges and learning from mistakes.
- Self-reflection – evaluating personal strengths, progress and areas for development.
- Goal setting – planning, monitoring and reviewing progress.
- Organisation and independence – taking responsibility for learning and personal actions.
- Empathy and perspective-taking – understanding the feelings and experiences of others.
- Decision-making – considering risks, consequences and responsible choices.
- Data handling and interpretation – using surveys, charts and information linked to health and wellbeing.
- Financial literacy – budgeting, saving and understanding money management.
- Research and enquiry skills – gathering information and exploring issues from different viewpoints.
- Citizenship skills – understanding rights, responsibilities and participation in society

Cultural Capital

Cultural Capital Offer			
	Autumn	Spring	Summer
Whole School	• 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		
	• Panto • Christmas Plays & Celebrations • Harvest • Black History Month • Poetry Week • Parliament Week (KS2)	• Enterprise Week • RHS Bridgewater • World Book Day • Sports Week • PE Week 21st March	• 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

Curriculum and Assessment Review (November 2025)

These areas are included in the PSHE Action Plan and are included in the 2025 2026 Curriculum and Assessment Review Action Plan.

- Financial education
- Democracy and Government
- Laws and rights
- Media Literacy
- Climate and sustainability

- Equality and discrimination
- Oracy

What should a PSHE lesson typically and consistently include?

- Develop emotional literacy.
- Build positive relationships.
- Understand physical and mental wellbeing.
- Respect themselves and others.
- Develop resilience and confidence.
- Become responsible and active citizens.
- Understand how to stay safe and healthy.

All lessons should:

- Follow the sequence and progression outlined in Jigsaw.
- Begin with a clear learning intention.
- Include opportunities to revisit prior learning.
- Explicitly teach and model key vocabulary.
- Establish and reinforce class agreements.
- Promote discussion and pupil voice.
- Encourage reflection and empathy.
- Provide a safe and respectful environment.
- End with opportunities for reflection or calm closure.

Classroom Environment

- Promote inclusion and respect.
- Be emotionally safe spaces.
- Display class charters or agreements where appropriate.
- Encourage positive relationships.
- Celebrate diversity and individuality.
- Promote emotional wellbeing.

Jigsaw Expectations

- Calm Me time.
- Opportunities for discussion.
- Reflection activities.
- Use of Jigsaw vocabulary and concepts.
- Circle time approaches where appropriate.
- Clear links to the Jigsaw Puzzle pieces.

Staff should ensure:

- Sensitive topics are handled appropriately.
- All children feel respected and included.
- Ground rules are consistently applied.
- Children understand confidentiality boundaries.

Assessment Expectations

Staff should:

- Use ongoing formative assessment.

Consistency in EYFS

In EYFS, PSHE should focus on helping children understand themselves, manage feelings, build relationships and develop independence.

Provision should support:

- Personal, Social and Emotional Development
- Communication and Language
- Understanding the World

Children should develop confidence, emotional awareness and positive relationships through play, routines and structured discussion.

Teaching and Learning

Adults should:

- Model positive relationships.
- Support emotional regulation.
- Use consistent emotional vocabulary.
- Encourage turn-taking and sharing.
- Promote kindness and empathy.
- Provide opportunities for discussion and reflection.

Children should:

- Begin recognising and naming feelings.
- Develop friendships.
- Learn classroom routines and expectations.
- Express needs appropriately.
- Begin resolving simple conflicts.
- Develop independence and confidence.

EYFS Learning Environment

Consistent provision may include:

- Feelings displays
- Calm areas or reflection spaces
- Circle time opportunities
- Emotion cards or visuals
- Role-play opportunities
- Books exploring emotions and relationships

Adults should consistently:

- Model respectful communication.
- Support emotional expression.
- Reinforce routines and expectations.
- Praise positive behaviours.

Consistency in KS1

In KS1, children should begin developing a stronger understanding of emotions, relationships, health and wellbeing.

Children should:

- Recognise and manage emotions.

- Build positive relationships.
- Understand simple strategies for staying healthy and safe.
- Develop confidence and self-esteem.
- Begin understanding similarities and differences.

What Consistency Looks Like in KS1

Lesson Structure

Lessons should consistently include:

1. Calm Me or settling activity.
2. Retrieval or recap activity.
3. Introduction to the learning.
4. Discussion and collaborative activities.
5. Reflection opportunities.
6. Calm or reflective ending.

Staff Practice in KS1

Staff should:

- Create safe opportunities for discussion.
- Model respectful communication.
- Encourage active listening.
- Use consistent PSHE vocabulary.
- Reinforce class agreements.
- Support children in expressing opinions respectfully.

Staff should avoid:

- Forcing children to share personal experiences.
- Dismissing children' feelings or perspectives.
- Allowing judgemental or disrespectful comments.

Pupil Expectations in KS1

Children should:

- Participate respectfully in discussions.
- Listen to others.
- Recognise and discuss feelings.
- Begin understanding healthy relationships.
- Understand simple safety rules.
- Develop resilience and confidence.

<u>Consistency in KS2</u>

In KS2, children should deepen their understanding of wellbeing, relationships, identity, responsibility and citizenship.

Children should:

- Develop emotional resilience.
- Understand healthy relationships.
- Explore identity and diversity.
- Understand physical and emotional changes.
- Make informed and responsible choices.
- Prepare for transition and future challenges.

Lesson Delivery

Lessons should consistently:

- Build on prior PSHE learning.
- Encourage thoughtful discussion.
- Promote respectful debate.
- Provide opportunities for reflection.
- Reinforce emotional safety.
- Encourage empathy and understanding.

Children should understand not only what to think about issues, but how to think critically and respectfully.

Staff Practice in KS2

Staff should:

- Facilitate open and respectful discussion.
- Handle sensitive topics professionally.
- Encourage empathy and inclusion.
- Use questioning to deepen thinking.

- Reinforce respect for different viewpoints.
- Promote emotional literacy and resilience.

Staff should create opportunities for children to:

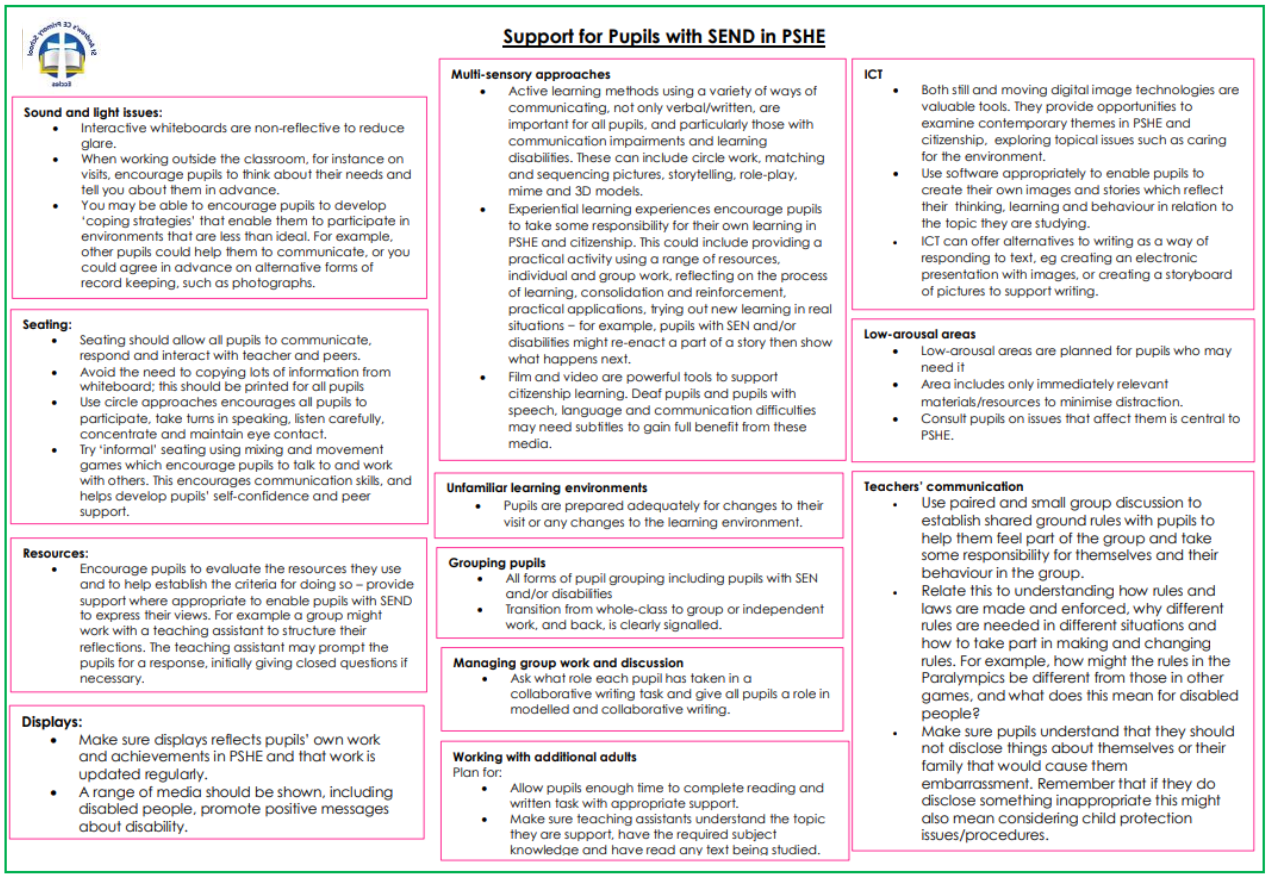
- Reflect on personal growth.
- Discuss real-life scenarios.
- Develop problem-solving skills.
- Consider consequences and responsibilities.

Pupil Expectations in KS2

Children should:

- Participate respectfully in discussions.
- Explain thoughts and opinions appropriately.
- Show empathy and understanding.
- Understand healthy and unhealthy behaviours.
- Apply strategies for emotional wellbeing.
- Respect differences and diversity.
- Demonstrate increasing responsibility.

Children should feel confident discussing issues appropriately and seeking support when needed.



Support for Pupils with SEND in PSHE

Sound and light issues:
- Interactive whiteboards are non-reflective to reduce glare.
- When working outside the classroom, for instance on visits, encourage pupils to think about their needs and tell you about them in advance.
- You may be able to encourage pupils to develop 'coping strategies' that enable them to participate in environments that are less than ideal. For example, other pupils could help them to communicate, or you could agree in advance on alternative forms of record keeping, such as photographs.

Seating:
- Seating should allow all pupils to communicate, respond and interact with teacher and peers.
- Avoid the need to copying lots of information from whiteboard; this should be printed for all pupils
- Use circle approaches encourages all pupils to participate, take turns in speaking, listen carefully, concentrate and maintain eye contact.
- Try 'informal' seating using mixing and movement games which encourage pupils to talk to and work with others. This encourages communication skills, and helps develop pupils' self-confidence and peer support.

Resources:
- Encourage pupils to evaluate the resources they use and to help establish the criteria for doing so – provide support where appropriate to enable pupils with SEND to express their views. For example a group might work with a teaching assistant to structure their reflections. The teaching assistant may prompt the pupils for a response, initially giving closed questions if necessary.

Displays:
- Make sure displays reflects pupils' own work and achievements in PSHE and that work is updated regularly.
- A range of media should be shown, including disabled people, promote positive messages about disability.

Multi-sensory approaches
- Active learning methods using a variety of ways of communicating, not only verbal/written, are important for all pupils, and particularly those with communication impairments and learning disabilities. These can include circle work, matching and sequencing pictures, storytelling, role-play, mime and 3D models.
- Experiential learning experiences encourage pupils to take some responsibility for their own learning in PSHE and citizenship. This could include providing a practical activity using a range of resources, individual and group work, reflecting on the process of learning, consolidation and reinforcement, practical applications, trying out new learning in real situations – for example, pupils with SEN and/or disabilities might re-enact a part of a story then show what happens next.
- Film and video are powerful tools to support citizenship learning. Deaf pupils and pupils with speech, language and communication difficulties may need subtitles to gain full benefit from these media.

Unfamiliar learning environments
- Pupils are prepared adequately for changes to their visit or any changes to the learning environment.

Grouping pupils
- All forms of pupil grouping including pupils with SEN and/or disabilities
- Transition from whole-class to group or independent work, and back, is clearly signalled.

Managing group work and discussion
- Ask what role each pupil has taken in a collaborative writing task and give all pupils a role in modelled and collaborative writing.

Working with additional adults

Plan for:
- Allow pupils enough time to complete reading and written task with appropriate support.
- Make sure teaching assistants understand the topic they are support, have the required subject knowledge and have read any text being studied.

ICT
- Both still and moving digital image technologies are valuable tools. They provide opportunities to examine contemporary themes in PSHE and citizenship, exploring topical issues such as caring for the environment.
- Use software appropriately to enable pupils to create their own images and stories which reflect their thinking, learning and behaviour in relation to the topic they are studying.
- ICT can offer alternatives to writing as a way of responding to text, eg creating an electronic presentation with images, or creating a storyboard of pictures to support writing.

Low-arousal areas
- Low-arousal areas are planned for pupils who may need it
- Area includes only immediately relevant materials/resources to minimise distraction.
- Consult pupils on issues that affect them is central to PSHE.

Teachers' communication
- Use paired and small group discussion to establish shared ground rules with pupils to help them feel part of the group and take some responsibility for themselves and their behaviour in the group.
- Relate this to understanding how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules. For example, how might the rules in the Paralympics be different from those in other games, and what does this mean for disabled people?
- Make sure pupils understand that they should not disclose things about themselves or their family that would cause them embarrassment. Remember that if they do disclose something inappropriate this might also mean considering child protection issues/procedures.

Music

Rationale

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

The Charanga Musical School Scheme provides staff with week-by-week lesson support for each year group in the school. It is ideal for specialist and non-specialist staff 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:

- Listening and Appraising
- Musical Activities
- Warm-up Games
- Optional Flexible Games
- Singing
- Playing instruments
- Improvisation
- Composition
- Performing

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

Music is assessed using staff 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 Years 1-6 every two weeks and a selection of music being played at the start and end of daily assemblies. A choir club runs throughout the autumn term.

Strong Foundations Our school uses the *Strong Foundations* document to support the development of a high-quality music curriculum that is inclusive, well sequenced and accessible to all children. The guidance informs curriculum planning to ensure that children build secure musical foundations through regular opportunities to listen, sing, perform and compose. Learning is carefully structured so that knowledge of pulse, rhythm, pitch and notation is developed progressively from the early years through to Key Stage 2.

The *Strong Foundations* document also supports teaching practice by emphasising the importance of active musical engagement and consistent vocabulary, enabling children to develop both musical understanding and confidence. Staff use the guidance to ensure that lessons include clear modelling, repetition and opportunities

for children to practise and refine skills over time. Assessment is used to inform planning and identify children who may need additional support, ensuring that all children can participate and succeed in music. As a result, children develop a secure understanding of musical concepts and a positive attitude towards music as a creative and expressive subject.

Adaptive Teaching – Where needed, staff adapt their lesson content and processes to ensure that all children are able to access the new skill or knowledge in a way which is in line with their personal goals or rate of understanding. This means that within a lesson all children will access a challenge with the stretch or support required to complete the activity.

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

Cultural Capital

Cultural Capital Offer			
	Autumn	Spring	Summer
Whole School	• 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		
	• Panto • Christmas Plays & Celebrations • Harvest • Black History Month • Poetry Week • Parliament Week (KS2)	• Enterprise Week • RHS Bridgewater • World Book Day • Sports Week • PE Week 21st March	• 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

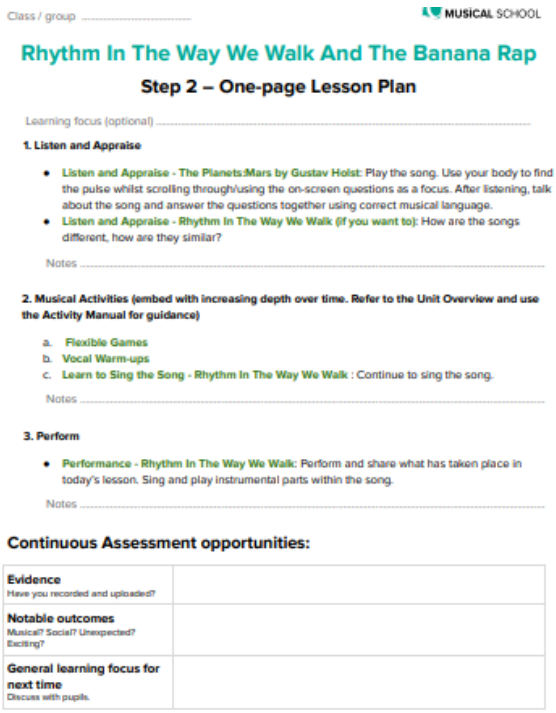
SMSC & British values

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 staff support, visuals and pre and post tutoring to support their needs.

Planning

The Charanga Scheme is delivered though 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)

a. **Flexible Games**
b. **Vocal Warm-ups**
c. **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.	

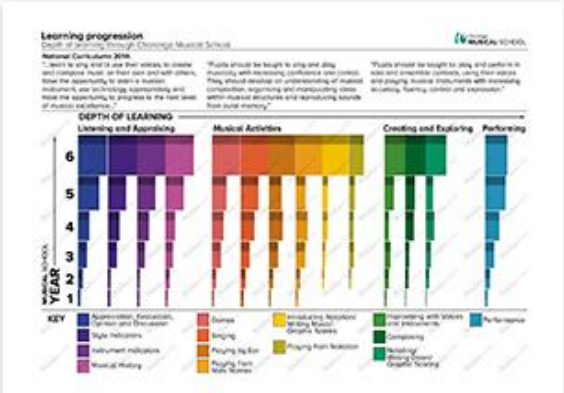
Example of a Year One lesson plan.

	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

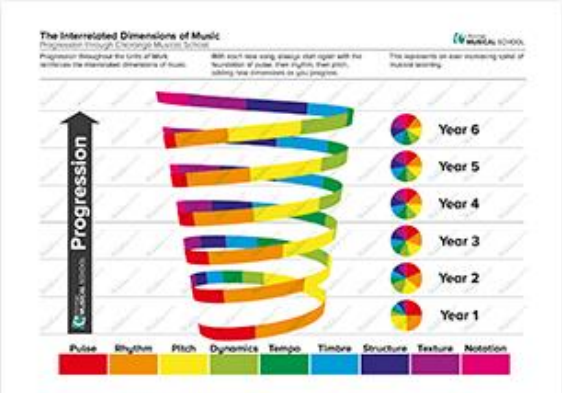
Overview & Planning YEAR 3	Let Your Spirit Fly 1 2 3 4 5 6	Glockenspiel Stage 1 1 2 3 4 5 6	Three Little Birds 1 2 3 4 5 6	The Dragon Song 1 2 3 4 5 6	Bringing Us Together 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6
Overview & Planning YEAR 4	Mamma Mia 1 2 3 4 5 6	Glockenspiel Stage 2 1 2 3 4 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



Learning Progression



Interrelated Dimensions

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 staff during CPD)

EYFS (Charanga Musical Explorers)	KS1 (Charanga Units)	KS2 (Charanga Units)
Sound	Pulse	Tempo
Listening	Rhythm	Dynamics
Sing / Singing	Pitch	Timbre
Loud / Quiet	Beat	Texture
Fast / Slow	Tempo	Structure
High / Low	Dynamics	Notation
Voice	Instruments	Composition
Move to music	Pattern	Improvisation
Start / Stop	Melody	Harmony

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 staff 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.

Curriculum and Assessment Review (November 2025)

The Review made the following recommendations regarding Music:

- Clear and specific knowledge and skills – sequences and equitable curriculum pathway
- 3 pillars of music – technical, constructive, expressive
- Teaching of musical instruments

These areas are listed on the Music Action Plan and are included in the 2025 2026 Curriculum and Assessment Review Action Plan.

What should a music lesson typically and consistently include?

In all phases:

- Active participation
- Singing (pitch, confidence, memory)
- Playing instruments (rhythm, memory)
- Wide range of genres and cultures
- Express opinions, identify features and compare music
- Use of musical vocabulary
- Performance opportunities
- Enjoyment and engagement
- Repetition and practice

Performance

- EYFS - exploration of sounds (voice and instruments)
- KS1 - structured singing, simple instruments
- KS2 - more controlled performance

Musical Vocabulary and Awareness

- EYFS - beat, sounds
- KS1 - simple patterns and symbols
- KS2 - more formal notation and correct use of musical terms

Use of instruments

- EYFS - free exploration
- KS1 - simple patterns
- KS2 - structured compositions

Support for Pupils with SEND in Music

Sound and light issues:

- Interactive whiteboards are non-reflective to reduce glare.
- Ear-defenders to be used for some pupils through the session.
- Regular breaks for some pupils outside of the classroom.

Seating:

- Make sure pupils have adequate space to play instruments. Younger pupils can sit on the floor.
- Pupils sing better if they are standing – make provision for this at some point of the session.
- Seating should allow all pupils in the class to communicate, respond and interact with each other and the teacher in discussions.

Resources:

- Provide access to adapted instruments or ICT to overcome difficulties with mobility or manipulative skills.
- Make sure pupils are physically able to play the instruments they are asked to play. Percussion instruments can be adapted for pupils with physical disabilities.

Working with additional adults

Consider:

- Risk points in the lesson, e.g. for pupils with sensitivity to noise, smell or touch
- Appropriate support should be available in whole-class instrumental and vocal work.
- Make sure additional adults are trained so they are comfortable with any ICT software and hardware being used.

Low-arousal areas

- It is desirable for pupils to come together in group music-making activities, such as singing and playing together, but some pupils with SEND may get more satisfaction from individual practical work.

Multi-sensory approaches

- Include a number of different activities in the music lesson, such as singing, moving, playing instruments and composing.
- Younger pupils respond particularly well to puppets and picture, which add another dimension to their learning.
- Physical involvement is an important aspect of music learning. Action songs and rhymes for younger pupils help pupils to begin to internalise rhythmic and pitch concepts.
- Provide opportunities to learn about music through physical contact with an instrument and/or sound source where pupils are unable to hear sounds clearly or not at all.
- Make sensitive use of audio and video recordings to keep records of pupils' work. Always make sure pupils are comfortable with this.
- Older pupils can keep their own file records using computer programs.

Displays:

- Displays are accessible, within reach, visual and tactile.
- Displays are informative and engaging visual displays.
- Be aware of potentially distracting elements of wall displays.

Unfamiliar learning environments

- Pupils are prepared adequately for visits.

Grouping pupils

- All forms of pupil grouping including pupils with SEN and/or disabilities
- Transition from whole-class to group or independent work, and back, is clearly signalled.
- Sequence of groupings is outlined for pupils.

ICT

In music, ICT can:

- Be included in music lessons, e.g. look at the potential of Automulch for pupils with ASC, Soundbeam for pupils with physical disabilities, the Cakewalk sequencer for pupils with sight impairments, and Band-in-a-boc or ejay to motivate pupils with behavioural, emotional and social difficulties.
- Create compositions directly on screen e.g. using programs such as Cubase, Dance ejay and Sibelius Compass
- Listen independently to music online and
- Undertake independent cross-curricular research topics, such as finding out about the music industry or musicians.

Teachers' communication

- Display key words and concepts clearly – commercial posters and diagrams are readily available.
- Use pupils' own work – graphic scores – as visual support.
- Use modelling and practical demonstration to support verbal questioning.
- Modelling, demonstration and imitation help pupils begin to understand musical concepts. This can be done without the use of verbal instruction.

Adopt the model:

- join in with
- imitate
- practise, and
- initiate.

- Creating 'graphic scores' or pictorial representations of compositions becomes another means of non-verbal communication.

Managing group work and discussion

- Ask what role each pupil has taken in a collaborative musical task and give all pupils a role in modelled and collaborative musicality.