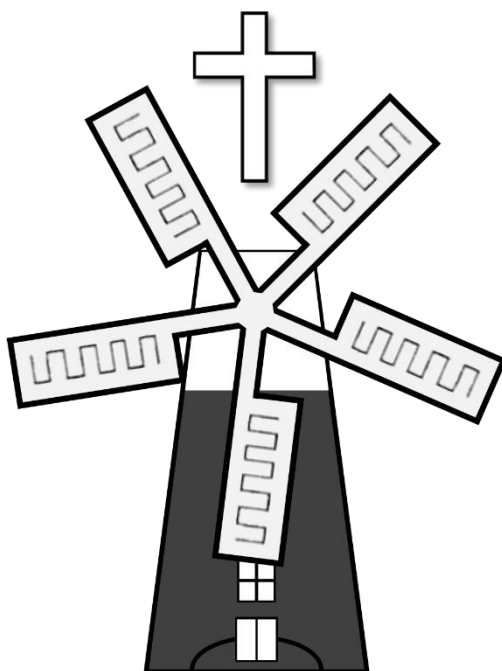


The St. Peter & St. Paul CE Primary School Burgh-Le-Marsh

"Striving for excellence together in a caring Christian community."



RESPECT

COMPASSION

COURAGE

OUR CURRICULUM





INTRODUCTION

Our curriculum is based on the 'National Curriculum for Key Stages 1 & 2' and the 'Statutory Framework for the Early Years' in Reception. Refer to <https://www.gov.uk/education/school-curriculum> for the latest documentation.

Our rigorous, well planned curriculum combined with high quality teaching ensures that children are supported to be well rounded, empathetic young people who have a genuine love of learning. Children develop a strong sense of moral purpose in addition to a respect for and understanding of people.

The curriculum is all the planned activities that we as a school organise in order to promote learning, personal growth and development. It includes, not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experiences of our children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others, whilst developing knowledge, skills and attitudes to learning, in order that they achieve their true potential.

This document should be read in conjunction with our 'Teaching and Learning' policy.

AIMS AND VALUES

At our school we strive to enjoy our learning and make it as meaningful and relevant as possible. We aim to offer children a high quality education in a safe, calm, creative, inclusive and stimulating environment. Every child is valued as an individual; we aim to nurture well rounded, respectful and confident children who will develop skills for life-long learning. We nurture our children on their journey and encourage them to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world. We take our responsibility to prepare children for life in modern Britain very seriously and ensure that the fundamental British Values are introduced, discussed and lived out through the ethos and work of our school.

Our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth. We organise our curriculum so that we promote co-operation and understanding between all members of our community. We are fortunate at our school to have a spacious learning environment. This is respected and used by all in school and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.

At our school our values permeate all areas of school life and are reflected by our core values:

RESPECT COMPASSION COURAGE

At our school, we offer balanced and broad based curriculum which aims to:

- provide high quality education suitable for the needs of each child, using a wide range of teaching methods and experiences;
- provide an environment that is safe and secure for all members of the school community;



- provide a happy and stimulating learning environment which promotes curiosity, creativity, enjoyment and interest in all aspects of learning;
- help children fulfil their potential by acquiring relevant knowledge, skills and practical abilities and by developing their confidence;
- develop lively and enquiring minds by encouraging children's natural curiosity and imagination;
- reflect and promote the values and teaching of the Christian faith (whilst respecting other cultures and beliefs) and maintain close links to the church;
- maintain high standards of work, behaviour and self-discipline;
- provide a personal and social education which will encourage children to become independent, confident, self-disciplined and motivated;
- help children understand the world in which they live, its social and economic order and the interdependence of individuals, communities and nations;
- promote good physical, emotional and mental health experiences to enable everyone in the school to enjoy a healthy lifestyle;
- support all members of the school staff to be confident in their respective roles, working together as a team, co-ordinated by effective leadership;
- establish effective partnerships between home, school, church and the community that are fundamental to the well-being of the children and the successes of the school.

As a school, we are committed to our mission statement – 'Striving for excellence together in a caring Christian community.'

ORGANISATION AND PLANNING

Subject statements for all curriculum subjects, including key aspects of lessons in those subjects, are included at the end of this policy. The subjects which comprise our curriculum are:

- The 'Early Years Foundation Stage' Curriculum
- Core Subjects: English, Maths and Science
- Foundation Subjects: PE (including swimming), History, Geography, Design and Technology (DT), Art & Design, Computing, Music and Modern Foreign Language (MFL)
- Other Subjects: Religious Education (RE) in accordance with the Lincolnshire Agreed Syllabus and Personal, Social, Health and Economic Education (PSHE)

Our curriculum is delivered using a variety of approaches and resources depending on the nature of the subject being taught and the needs of the children. All teachers are responsible for planning, evaluating and teaching in their classes. The 'Statutory Framework for the Early Years' and the 'National Curriculum' stipulates the expectations which form the long-term plan known as our Curriculum Map. From this, teachers are able to devise medium term plans to achieve balance and coverage over an extended period of time (e.g. 1 or 2 'short' terms). More detailed short term planning will focus on the teaching process. For more detail, refer to our 'Teaching and Learning' policy.

KEY SKILLS

At our school we recognise the importance of key skills. Opportunities will be made available across the curriculum to develop:



- application of number;
- communication;
- computing skills
- problem solving;
- working with others;
- improving own learning and performance.

Thinking skills will also be developed across the curriculum. This will include:

- creative thinking;
- enquiry;
- information processing;
- reasoning;
- evaluation.

INCLUSION AND DIFFERENTIATION

Our curriculum is inclusive. In order to provide all pupils with relevant and appropriate work at each stage we:

- set suitable learning challenges
- respond to pupils' diverse needs, including, for example, those identified in School Support Plans.
- endeavour to overcome potential barriers to learning
- learning is planned and adapted to enable children to broaden, deepen and accelerate their understanding and development of skills and knowledge.

Children are challenged to think at depth and deepen their learning across the curriculum. Regular formative assessments identify children/groups of children for differentiated activities.

Our curriculum is inclusive and links back to our core values:

RESPECT COMPASSION COURAGE

Extra support and interventions are provided for children as necessary and in line with our SEND policy.

RISK ASSESSMENT

Whilst planning for the curriculum, teachers will give consideration to any relevant risks. If appropriate, these will be highlighted on planning and the appropriate documents completed to meet with health and safety regulations.



English at St. Peter & St. Paul CE Primary School

'English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.'

The National Curriculum in England, Key Stages 1 and 2 framework document, September 2013

INTENT

It is our intention when teaching the English curriculum that our pupils acquire the necessary knowledge, skills and understanding to become lifelong learners and linguists. We strive to ensure that all our pupils receive a well-rounded learning experience when reading, writing, speaking and listening which will equip them with the fundamental tools to achieve in the school and beyond. It is our intention to immerse pupils in the wonders of quality texts to instil a love for reading, a passion for discovery and a confidence to explore their imagination.

English is a core subject of the National Curriculum and a prerequisite for educational and social progress as it underpins the work undertaken in all other areas of the curriculum. The acquisition of language skills is of the utmost importance to us here at Burgh School. Confidence in basic language skills enables children to communicate creatively and imaginatively, preparing them for their future journey through education and beyond.

IMPLEMENTATION

Our English curriculum creates opportunities to develop reading fluency and comprehension with a focus on key reading strategies and skills: develop grammar and punctuation knowledge and understanding to use and apply across the wider curriculum, explore the writing structure and features of different genres, identify the purpose and audience, plan and write an initial piece of writing with a clear context and purpose before evaluating the effectiveness of writing by editing and redrafting.

Reading attainment and motivation

Reading starts within our EYFS provision through our Phonics scheme: Letters and Sounds, which is supported by Jolly Phonics. This gives our children a great foundation to reading, which is then taken into Year 1 and carried into Year 2 if needed. Throughout the school, English lessons are based around books of different genres, which aids children in their learning. In addition, throughout the school year the importance of reading is enhanced through World Book Day, author and poet visits, Book Fairs, reading certificates for the amount of reads at home to further enrich our English curriculum. Also, children have access to our school library, which is also open once a week for children to browse books with their parents/ guardians.



Each week, we spend time enjoying reading for pleasure in our classrooms during a dedicated reading for pleasure time. When we read for pleasure, pupils are able to choose the books they wish to read and enjoy, choose to read topic books related to our wider curriculum or pick a book from our school library.

Additionally, three times a week, pupils share a story in their classrooms and adults read a class book aloud to the children to further promote a love for reading.

Language Acquisition & Vocabulary Development

We endeavour to ensure we provide our pupils with a 'language rich' environment; we do this with our links to the School Library, which ensures we have a wide range of texts displayed around our school, to correlate with our wider curriculum. We work closely with book fairs in raising the profile of reading to ensure we share the importance of reading with our parents, carers and wider community. Within our classrooms, we explore ambitious vocabulary across the wider curriculum to ensure we acquire an understanding of a breadth & depth of language through the use of our knowledge organisers and working walls.

At Burgh School, we aim to share our vision of high aspirations for all of our pupils through our high expectations across the wider curriculum; by setting these high expectations, our pupils are aware of the standards we expect in all lessons and learning opportunities.

As children's reading develops at different rates, teaching is tailored to each child and their ability. Children will read daily in the classroom, either in shared reading, one to one reading or guided reading groups. Children are encouraged to read a range of books in school and at home and communication between staff and parents is encouraged.

We aim to bring reading to life and give it purpose by using music, drama and performance.

Writing

It is our vision that every child will learn to write by being given real and exciting materials and opportunities. We will share excellent writing to inspire children to emulate different styles. We encourage children to read their work for enjoyment, to read it aloud to others and provide audiences for writing. We want children to have an understanding that writing has a real purpose and that word choice and style can bring about change.

Narrative writing topics are based on quality stories and the children are given time to immerse themselves in the text and get to know the characters and story format. Children are encouraged to read a wide variety of genres, they have access to this through a well resourced reading scheme which they read at home with parents and also in school with staff.

Through non-narrative units, the children learn the features of a range of text types. They apply these in a variety of exciting contents, which are often cross-curricular.

The knowledge and skills of punctuation and grammar are discretely taught and then applied in a relevant context.

Spelling

Spelling rules and strategies are taught through a weekly spelling lesson and assessed through weekly tests, as well as children's spelling in the context of their writing. A structured scheme is used to aid pace & progression



Handwriting

We teach children at Burgh School to write using a cursive script from year 2 and before if their ability allows. We know that using a cursive script helps most children become more confident, fluent writers and also helps improve spelling.

At Burgh School, we believe that good presentation skills are important as we want children to value their own work and for others to do the same. By introducing and teaching a consistent cursive script, our aim is then for children to be able to focus upon the content of their writing rather than on the mechanics of handwriting. We aim for our children to develop a clear cursive handwriting script that they are proud of.

IMPACT

The English subject leader and other senior leaders will monitor and evaluate the quality of English education. A Monitoring and Evaluation Plan will be used to guide actions whilst being mindful of teacher wellbeing. All actions will be evaluated, and any feedback shared with the appropriate person whilst considering next steps.



Mathematics at

St. Peter & St. Paul CE Primary School

'Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.'

The National Curriculum in England, Key stages 1 and 2 framework document, September 2013

INTENT

At St Peter & St Paul CE Primary school, we value every pupil and the contribution they have to make. As a result, we aim to ensure that every child acquires the intended knowledge and skills through a coherently planned and sequenced inclusive curriculum appropriate for their age. The Mathematics curriculum is ambitious for all children, building upon what children know and can do, enabling them to develop the mathematical skills they need to succeed in the next stage of learning. The Mathematics curriculum is designed and delivered in a way that allows children to transfer key knowledge to long-term memory. It is sequenced so that new knowledge and skills build on what has been taught before and children can work towards clearly defined end points.

The purpose of mathematics in our school is to develop:

- unconscious competence and confidence in mathematical knowledge, concepts and skills;
- an ability to communicate, read, write and apply mathematics;
- an ability to use and apply mathematics across the curriculum and in real life;
- resilience to solve problems, to reason, to think logically and to work systematically and accurately;
- a positive attitude towards mathematics and an awareness of the relevance of mathematics in the real world;
- initiative and an ability to work both independently and in cooperation with others;
- an understanding of mathematics through a process of enquiry and experiment.

IMPLEMENTATION

At St Peter & St Paul CE Primary School, **staff** will:

- have sufficient mathematical and teaching content knowledge to deliver topics effectively;
- plan and deliver learning in manageable steps;
- plan opportunities to revisit previously learned knowledge, concepts and procedures;
- be flexible with planning so that they can address identified gaps in children's mathematical knowledge that hinder their capacity to learn and apply new content;



- model new procedures and use resources and approaches that enable children to understand the mathematics they are learning and make independent choices regarding when and what to use;
- provide opportunities for enactive – iconic – symbolic representations as children learn and secure a conceptual understanding;
- support children in developing fluency, and not simply memorising facts, so that they can unconsciously apply their knowledge as skills;
- identify opportunities for reasoning and problem solving in all areas of mathematics regardless of age or ability, allowing children to make connections;
- create an environment that supports the intent of our ambitious curriculum;
- promote a confident, positive attitude towards the learning and use of Mathematics making it an enjoyable experience;
- encourage children by believing that every child, with hard work, can be good at Mathematics.

At St Peter & St Paul CE Primary School, we aim to ensure that all **children** will:

- become fluent in the fundamentals of mathematics and embed these in their long-term memory;
- reason mathematically;
- solve problems by applying their mathematics to a variety of routine and non-routine problems;
- develop an enjoyment of learning through practical activity, investigation, exploration, challenge and discussion;
- appreciate and understand the importance of Mathematics in everyday life;
- foster positive attitudes towards Mathematics.

In Mathematics **Teaching and Learning** will:

- provide children with a minimum of a discrete one-hour maths lesson per day which will be inclusive to all children;
- offer daily opportunities for counting forwards and backwards;
- encourage mathematical talk including the use of correct vocabulary;
- use a variety of teaching and learning styles in lessons;
- use the principles and aims of the National Curriculum for Mathematics 2014 at the heart of mathematics teaching and learning and teachers will follow a long-term plan for mathematics ensuring equal coverage of the curriculum in Years 1-6;
- ensure EYFS children learn through a mixture of adult led activities and child-initiated activities both inside and outside of the classroom;
- take teaching objectives from the National Curriculum and Early Years Development Matter and Goals to ensure pitch of teaching and learning is appropriate for age-related expectations;
- ensure staff teach written calculation in-line with Jenny Cook's 'A Journey To Written Calculation' – all staff have engaged in training during Autumn 2019 and any new staff will be trained accordingly;
- encourage children to consider if the mathematics can be done mentally before resorting to a written method;
- expect teachers to make short-term plans appropriate for the needs of their class whilst ensuring all children have access to achieving their age-related expectations;
- require support staff to work under the direction of the class teacher;



- promote a conceptual understanding through the provision of enactive – iconic – symbolic representations;
- teach children a variety of methods for recording their work and they are encouraged and helped to use the most appropriate and efficient method of recording;
- not require children to record anything in their books when lessons are purely practical, however the learning journey will be evident in teacher's planning and annotations;
- identify rapid intervention needs as part of teaching and learning and acted on swiftly to ensure security of pupil's understanding and readiness to progress;
- challenge children who grasp concepts rapidly through deep and rich learning opportunities before pace through the curriculum – 'depth before pace';
- look for opportunities for use and application of mathematics outside of the discrete lesson;
- link skills across the curriculum where appropriate.

In Mathematics **Assessment** will:

- support the teaching, determining what children know, understand and can do so that all teaching meets the needs of all children;
- identify learners who may need early help and learners who need challenge;
- check that children embed and use knowledge fluently and flexibly, evaluate the application of skills and/or check for understanding to inform teaching.
- not be used in a way that creates unnecessary burdens on staff or children;
- make assessments of previously covered (last lesson, last week, last term) learning objectives to check that all children have gained the intended understanding and unconscious competence in knowledge, concepts and procedures taught through 'Cool Maths';
- make assessments of upcoming learning objectives (next week) to check that all children have foundations in place and are ready for the next stage in learning through 'Cool Maths';
- make regular use of 'Distance Marking Sheets' to support teacher workload whilst being effective in moving learning forwards. The assessments are used to inform groupings, plan next steps and adapt teaching and learning considering how to address gaps in pupils' knowledge and skills and how to offer opportunities for deeper thinking;
- ensure support staff feedback observations / assessments to the class teacher immediately after or during the session;
- provide written or oral feedback, work does not necessarily need to receive narrative marking; sometimes acknowledgement marking, short, challenging comments or oral feedback will be more effective;
- ensure marking will distinguish between a pupil's simple slip and a misconception that reflects a lack of understanding. Where slips occur, teachers will encourage children to correct them using a dot. Where misconceptions appear, teachers will identify them using →. Teachers may decide to take alternative course of action for misconceptions. For instance, with a small number of children, the teacher may arrange same-day intervention whilst for a large number of children, the errors will be addressed in the next lesson;
- require children to self-assess each piece of learning through a traffic light (written work) or a thumb (practical work);
- use formal testing in KS1&2 on three occasions over the academic year using the Rising Stars PUMA assessments or the STA KS1/2 Tests. Results are reported on Target Tracker and used to inform discussions at Pupil Progress Meetings including decisions regarding intervention groups;
- ensure summative teacher assessments are used at the end of EYFS and Key Stage 1 in line with statutory guidance;



IMPACT

The mathematics subject leader and other senior leaders will monitor and evaluate the quality of mathematics education. A Monitoring and Evaluation Plan will be used to guide actions whilst being mindful of teacher wellbeing. All actions will be evaluated, and any feedback shared with the appropriate person whilst considering next steps.



Science at St. Peter & St. Paul CE Primary School

'A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.'

The National Curriculum in England, Key stages 1 and 2 framework document, September 2013

Science at our school aims to ensure that our children:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future

At our school, we offer the children high quality first-hand experiences which develop children's natural curiosity. Scientific enquiry is at the heart of exciting and enriching Science lessons of biology, chemistry and physics and through this, children master both investigative and practical skills that underpin the development of scientific knowledge.

We encourage children to ask their own questions about the world around them and through a carefully planned cross-curricular approach, we develop the children's own interests which helps to develop a sense of excitement and curiosity about natural phenomena. We make good use of the facilities that we have at Burgh to ensure enriching learning experiences, including both indoors and outdoors.

At our school we strive to make learning science fun and exciting. Science is taught by giving our children chance to test, make mistakes and improve. It builds knowledge and develops children's understanding of the world through first hand experiences and exploration.

We support children in spotting patterns, understanding what they have found out and talking about their learning. We strive to provide an environment where children are willing to take risks when trying out their ideas and are given the opportunities to develop their scientific enquiry. We want to inspire and challenge our pupils to become independent thinkers, who use their knowledge of Science to develop their understanding of the constant changing world they live in.

We aim to ensure that our children can learn about how Science impacts upon and underpins much of our lives in today's society, while practical activities should stimulate their curiosity and develop a clear understanding for the future. This is done through engaging Science lessons, practical experiments, visits, talks, and links with our local community.



The Science curriculum for Primary Education explores Science through the disciplines of biology, chemistry and physics. At our school we use these areas to encourage our children to:

- Be enthused about natural phenomena;
- Rationalise and explain what they see and find;
- Ask questions, predict, investigate, analyse and draw conclusions to things occurring in the world around them.

Furthermore, we enable our children to make links to the uses and implications that Science has, which then can apply to their lives today and which will be relevant to them in the future.

The specific areas of Science covered across Key Stage 1 and Key Stage 2 are:

- Working scientifically;
- Living things and their habitats;
- Animals, including humans;
- Properties and changes of materials;
- Earth and Space;
- Forces;



Religious Education (R.E.) at St. Peter & St. Paul CE Primary School

At our school, RE aims to *'produce pupils who are religiously literate and able to hold balanced and informed conversations about religion and beliefs. Good RE should:*

- *develop pupils' knowledge and understanding of Christianity as well as other principal religions and world views*
- *focus on concepts as well as content, within the context of enquiry based learning*
- *explore authentic religious material, e.g. sacred texts*
- *reflect diversity in terms of the changing religious landscape of the UK (see 2011 census below) so that they are prepared for life in modern Britain*
- *engage and challenge pupils*
- *reflect pupils' own experiences and provide a safe space for discussion*
- *present religious belief as a real, lived phenomenon, not something exotic or belonging to the past*
- *take into account the increase in the number of people with non-religious beliefs and identities*
- *provide opportunities for personal reflection and spiritual development*
- *help to prepare pupils for adult life, enabling them to develop respect and sensitivity for others'*

The Lincolnshire Agreed Syllabus for Religious Education 2018-2023

At our school, we aim for children to develop the following key skills in RE:

1. Investigation and enquiry: asking relevant and increasingly deep questions; using a range of sources and evidence, including sacred texts; identifying and talking about key concepts.
2. Critical thinking and reflection: analysing information to form a judgement; reflecting on beliefs and practices, ultimate questions and experiences.
3. Empathy: considering the thoughts, feelings, experiences, attitudes, beliefs and values of others; seeing the world through the eyes of others.
4. Interpretation: interpreting religious language and the meaning of sacred texts; drawing meaning from, for example, artefacts and symbols.
5. Analysis: distinguishing between opinion, belief and fact; distinguishing between the features of different religions.
6. Evaluation: enquiring into religious issues and drawing conclusions with reference to experience, reason, evidence and dialogue.

Our school works to the Lincolnshire Agreed Syllabus for Religious Education. This includes studying Christianity and other religious faiths – currently Hinduism and Islam. Other world religions are studied through additional units of work (e.g. Judaism). The aim is for children to respect and be tolerant of others' beliefs and cultures. Collective Worship takes place every day and is an opportunity to meet as a school community. It is broadly Christian though non-denominational, and tends to have a moral emphasis rather than being instructional. Every day children are able to participate in prayers during worship and as part of the daily routine at lunchtime and the end of our school day. On Fridays, Collective Worship is normally led by Father Terry, and other local religious leaders regularly lead our assemblies on other occasions. Parents and friends of our school are invited to our services in the Parish Church throughout the year.

Parents have the right to choose to withdraw their child or children from all or part of the Religious Education and Collective Worship provided. Such instances are very rare, but alternative provision will be made for any children withdrawn.



P.E. (Physical Education) at St. Peter & St. Paul CE Primary School

'A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.'

The National Curriculum in England, Key stages 1 and 2 framework document, September 2013

Physical Education at our school aims to ensure that our children:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

P.E. and Sport in our school is very important and we offer a wide range of activities to the children, both within P.E. lessons and through clubs after school. We have been awarded the Sports Mark in recognition of the quality of sporting activities being offered to our children. We aim to ensure that all pupils have the opportunity to develop competence to excel in a broad range of physical activities and that they engage in competitive sports. We also encourage the children to understand how their bodies feel during exercise and the importance of being active.

Each week the children take part in Physical Education lessons which cover dance, gymnastics, athletics, games, swimming and 'Outdoor and Adventurous Activities' (OAA). We also make provision for high quality P.E. to be taught by external coaches on a regular basis throughout our school. They cover a variety of sports including hockey, high-five netball, tag rugby, Kwik Cricket, football, volleyball, tennis, multi-skills, fencing, archery, new-age kurling, athletics and golf. In Key Stage 2, the children also have the opportunity to receive swimming lessons at a local pool, where they are taught by qualified swimming instructors. The cost for this is met from our school budget.

As a school, we value the importance of competitive sport and aim to enter a wide variety of the competitions organised within our local area. We believe that competing against children from other schools develops ability, confidence, teamwork and, of course, citizenship.



Computing at St. Peter & St. Paul CE Primary School

'A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.'

The National Curriculum in England, Key stages 1 and 2 framework document, September 2013

Computing at our school aims to ensure that our children:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology

Computing (formerly ICT) addresses the challenges and opportunities offered by the technologically rich world in which we now live. Through this subject, children will develop an understanding of computational systems of all kinds, not just traditional “computers”. They are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming. Building on this knowledge and understanding, children are equipped to use information technology to create programs and a wide range of digital content. Computing also ensures that pupils become digitally literate—able to use, and express themselves and develop their ideas through, information and communication technology—in a way which enables them to be safe, responsible and active participants in a digital world.

What does this look like in the classroom? Younger children learn what “algorithms” are. These are essentially “sets of instructions” and the concept may be explained using recipes or by breaking down the steps of children’s morning routines. They will also be creating and “debugging” (finding mistakes in) simple programs of their own, developing logical reasoning skills and taking their first steps in using devices to “create, organise, store, manipulate and retrieve digital content.” As children move through our school they will be creating and debugging more complicated programs with specific goals and getting to grips with concepts including variables and “sequence, selection and repetition in programs.” They will still be developing their logical reasoning skills and learning to use websites and other internet services. There will be ongoing practice using devices for collecting, analysing and presenting back data and information.



Geography at St. Peter & St. Paul CE Primary School

'A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.'

The National Curriculum in England, Key stages 1 and 2 framework document, September 2013

Geography at our school aims to ensure that our children:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length

Through Geography the children develop a desire to explore the world. They have opportunities to investigate and compare local, national and international locations, developing mapping skills and geographical knowledge, understanding and vocabulary. Children also explore geographical features such as mountains, rivers and volcanoes. Fieldwork is also developed with children where appropriate allowing them the opportunity to develop life skills.

As children progress, their growing knowledge will help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of different landscapes. Children leave our school with geographical knowledge, understanding and skills that allow them to explain how the Earth's features, both in their local area and places further away from our school, are shaped, interconnected and changed over time.



History at St. Peter & St. Paul CE Primary School

'A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.'

The National Curriculum in England, Key stages 1 and 2 framework document, September 2013

History at our school aims to ensure that our children:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

At our school we believe that History is a practical and engaging subject which motivates and inspires our children to gain a coherent knowledge and understanding of Britain's past and that of the wider world. Through the study of individuals, societies, cultures and countries within which they lived, History enables pupils to gain awareness of what happened in the past and reasons for these events.

History helps our children understand the complexity of people's lives, the process of change, diversity of societies, the relationships between different groups as well as the changes and challenges of their own time. At our school we teach History through our learning challenge curriculum. Children learn through linked up teaching and exposure to a wealth of trips, artefacts and visitors into school. Drama and dressing up is used to bring the past back to life and children genuinely develop a thirst for learning about historical events, people and societies.



Art & Design at St. Peter & St. Paul CE Primary School

'Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.'

The National Curriculum in England, Key stages 1 and 2 framework document, September 2013

Art and Design at our school aims to ensure that our children:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

Art and Design at our school enables children to record from their observations and imagination using a range of materials and stimuli. They are shown how to use colour, texture, pattern, and sculpture to produce pieces of work using a variety of skills and tools. Children work collaboratively as well as on their own through art activities. They are encouraged to think carefully about ways in which their/others work could be improved by saying what they think and feel about it. Children have the opportunity to study and work in the style of real artists. Our school has also held arts days to work on larger projects through established links with local artists.



Design and Technology at St. Peter & St. Paul CE Primary School

'Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.'

The National Curriculum in England, Key stages 1 and 2 framework document, September 2013

Design and Technology at our school aims to ensure that our children:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook

Our school provides the children opportunities to develop imaginative thinking when designing and making. They are encouraged to investigate how things work and are taught how to use tools and equipment safely and techniques for making a product. The children are shown technological processes, products and their manufacture in the real world. The children develop ideas and models through designing, planning, making and evaluating what they have done. An area of particular focus at our school is Food Technology and all children are provided with opportunities in this aspect of the curriculum.



French at St. Peter & St. Paul CE Primary School

'Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.'

The National Curriculum in England, Key stages 1 and 2 framework document, September 2013

French at our school aims to ensure that our children:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can express themselves in writing at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt

In our school French is taught on a weekly basis to all Key Stage 2 children as part of our curriculum. We teach children to know and to understand how to ask and answer questions, use correct pronunciation and intonation, memorise words and interpret meaning. Learning a language can help children to understand the culture, similarities and differences of another country. It can help them to be successful in the modern world and may open up job opportunities later in life. In teaching French, we make links across the curriculum so our children are able to make connections with countries studied in Geography and History. We are giving our children their first step into a world full of languages and opportunities.



Music at St. Peter & St. Paul CE Primary School

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

The National Curriculum in England, Key stages 1 and 2 framework document, September 2013

Music at our school aims to ensure that our children:

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

We provide opportunities for all children to create, play, perform and enjoy music and to develop the skills to appreciate a wide variety of musical forms. Children are encouraged to know and understand how sounds are made and then organised into musical structures. They explore how music is composed, written down and influenced by the time, place and purpose for which it was written. We also currently provide opportunities for the children to be able to play an instrument via whole class tuition in Year 3.



PSHE Education at St. Peter & St. Paul CE Primary School

PSHE (Personal, Social, Health and Economic) education encompasses the social, moral and personal issues which are part of living in the world around us. Children are encouraged to develop their understanding of the way in which communities learn to live together in harmony, through sharing the values of honesty, caring, truth and respect. This area of the curriculum underpins qualities and skills that promote positive behaviour and effective learning. Themes covered include self-awareness, managing feelings, motivation, empathy and social skills. These in turn support the children in understanding another's point of view, working together in a group, sticking at things when they get difficult, resolving conflict and managing emotions.



APPENDIX 1:

LONG-TERM CURRICULUM PLANS



FOUNDATION STAGE OVERVIEW

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
THEMES	Superheroes & Me	Make Believe	People Who Help Us	New Life	Oceans of Fun	Minibeasts
PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT	All About Me Routines Turn-Taking & Sharing	Christmas Special Times For Us All (Celebrations)	Our Senses Feelings	Our Beautiful World Discovery	Special Places Where We Live	Our Living World Moving On
COMMUNICATION & LANGUAGE	Busy Bee Sharing (Summer Work) Gruffalo's Cave Following Instructions	Santa's Workshop Listening, Responding, Performing	People Who Help Us How & Why Questioning	Hatching Development Of Explanation	Pirates & Under The Sea Responding To New Stories With A "Watery Theme"	Minibeast Hunt Bug Lab How & Why Questioning
PHYSICAL DEVELOPMENT	Changing Skills Spatial Awareness Cooking Skills	Changing Skills Spatial Awareness Sticky Kids	Sticky Kids Balance	Action Kids Ball Skills	Action Kids Parachute Fun Sports Day Practice	Action Kids Parachute Fun Bat & Ball Skills
LITERACY	Baseline Assessments Jolly Phonics Letters & Sounds Julia Donaldson	Jolly Phonics Letters & Sounds Julia Donaldson Christmas	Jolly Phonics Letters & Sounds Chinese New Year Instructions	Jolly Phonics Letters & Sounds Animals Easter	Jolly Phonics Letters & Sounds Sea/Pirate Stories Writing Focus	Jolly Phonics Letters & Sounds Eric Carle Writing Focus
MATHEMATICS	Baseline Assessments Ten Town Positional Language	Ten Town Shape Pattern	Ten Town Capacity Measuring	Ten Town Ordering Sequencing	Ten Town Counting Direction Estimation	Ten Town Counting In 10s Double & Half
UNDERSTANDING THE WORLD	Our School Food All About Me Autumn	The Nativity	Keeping Fit & Healthy Technology Chinese New Year Winter	Spring Planting New Life Technology	The Sea Underwater Life Maps & Globes	Summer Observations Recordings
EXPRESSIVE ARTS & DESIGN	Singing Superhero Fun Painting/Collage	Performance Christmas Gifts Printing	Jolly Phonics Songs Instruments Painting	Singing Phonics Sculpture - Clay	Singing Phonics Instruments Textiles	Singing Phonics Composing Construction
VISITORS VISITS EVENTS	Charlotte Andrews P.E. Church Visit Superhero Fun Day Baseline Assessments	Christmas Arts Day Nativity Sing-A- Long Zoolab	People Who Help Us	People Who Help Us Living Eggs Class Trip Assessments	Pirate Fun Day Sports Day	Minibeast Adventure End-Of-Year Assessments



YEAR 1 CURRICULUM OVERVIEW

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
ENGLISH	Reading – word reading (Systematic Phonics Programme - phonics groups to develop segmenting & blending of words) & comprehension Writing – transcription, handwriting, composition, grammar, vocabulary Speaking & listening – skills development All aspects of English are taught through class appropriate genres including instructions, recounts, letters, story writing, labels, lists, captions & poetry					
MATHS	Number – Number & place value, addition & subtraction, multiplication & division, fractions Measurement Geometry – properties of shape, position & direction. All aspects of Maths are taught through class appropriate differentiation & assessed on a regular basis. Concepts & strategies are taught in line with the School Calculation Policy.					
SCIENCE Ongoing focus: Working Scientifically	Animals & Humans Identify & name a variety of common animals AUTUMN	Everyday Materials Distinguish between an object & the material from which it is made. Identify & name everyday materials. Describe the simple physical properties. Compare & group materials by their properties. WINTER		Plants identify & name a variety of common & wild plants & trees. Identify & describe the basic structure of a variety of common flowering plants. SPRING		Animals & Humans Identify & name a variety of common animals including fish, carnivores, herbivores & omnivores. Describe & compare the structure of a variety of common animals, fish, amphibians, reptiles, birds & mammals including pets. SUMMER
PHYSICAL EDUCATION (P.E.)	Multi-skills Dance	Multi-skills Dance	Games Skills Gymnastics	Games Skills Gymnastics	Games Skills	Games Skills
RELIGIOUS EDUCATION (R.E.)	What do Christians believe God is like?	Who do Christians believe made the World?	God - Islam	Community - Islam Easter	Places of worship (including Christianity)	
COMPUTING	Basic skills (e.g. Logging on, typing, mouse control)		Beebots Control Technology	Coding - “We are programmers”		“We Are Collectors”
HUMANITIES (HISTORY & GEOGRAPHY)	Homes		Mapping Skills Our School, Burgh, the UK & the World Continents & Oceans	Place knowledge Non-European: India Key physical & human features, comparisons, location knowledge	Key People in History Florence Nightingale & Edith Cavell	Location and direction
ART & DESIGN TECHNOLOGY	Painting Food	Homes, including mechanisms Hinges, leavers, & sliders	Drawing Food	Sculpture Clay – Diva Lamps	Painting Food	Drawing
MUSIC Ongoing: Weekly FS1/KS1 singing & weekly whole-school singing	What makes a good listener? Listening games	Christmas Production Performance	Exploring Instruments	Indian Music Listening & responding	Weather – The Four Seasons Listening, responding & composing	
PERSONAL, SOCIAL, HEALTH & ECONOMIC (PSHE) EDUCATION: PSHE Education at our school equips pupils with a sound understanding of risk & with the knowledge & skills necessary to make safe & informed decisions.						



YEAR 2 CURRICULUM OVERVIEW

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
ENGLISH	Reading – word reading (Systematic Phonics Programme - Phonics to develop segmenting & blending of words) & comprehension Writing – transcription spelling, handwriting, composition, grammar, vocabulary Speaking & listening – skills development All aspects of English are taught through class appropriate genres including instructions, recounts, letters, story writing, labels, lists, captions, poetry & non-chronological reports.					
MATHS	Number – Number & place value, addition & subtraction, multiplication & division, fractions Measurement Geometry – properties of shape, position & direction. Statistics – interpreting & constructing data in various forms. All aspects of Maths are taught through class appropriate differentiation & assessed on a regular basis. Concepts & strategies are taught in line with the School Calculation Policy.					
SCIENCE Ongoing focus: Working Scientifically	Use of everyday materials		Animals including humans	Living things & habitats	Plants	
PHYSICAL EDUCATION (P.E.)	Multi-skills	Multi-skills	Games Skills	Games Skills	Tennis	Rounders
RELIGIOUS EDUCATION (R.E.)	Being Human - Islam	Why does Christmas matter to Christians?	Life Journey - Islam	Why does Easter matter to Christians?	Thankfulness (including Christianity)	
COMPUTING	Using technology purposefully		Word processing		Coding - Programming	
HUMANITIES (HISTORY & GEOGRAPHY)	Events beyond living memory T1: Fire of London (event) T2: Poppy Day & Guy Fawkes (event & people) Compass directions (maths link)		Map keys & basic symbols Knowledge of countries/UK	Place knowledge: Small area of the UK (Scotland) Key knowledge of human & physical features, Katie Morag		Seasides Map work & routes (key locational knowledge) Coastal Study
ART & DESIGN TECHNOLOGY	Drawing	Painting	Painting Textiles Puppets	Collage	Collage	3D modelling
	Food					
MUSIC Ongoing: Weekly FS1/KS1 singing & weekly whole-school singing	Harvest Carnival of the Animals	Listening & composing fireworks music Handel	Singing	Singing Tempo	Singing	Singing Music to represent sounds
Personal, Social, Health & Economic (PSHE) Education: PSHE education at our school equips pupils with a sound understanding of risk & with the knowledge & skills necessary to make safe & informed decisions.						



YEAR 3 CURRICULUM OVERVIEW

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
ENGLISH	Reading – Word reading & comprehension Writing – transcription, spelling, handwriting, composition, drafting & editing, vocabulary, grammar & punctuation Speaking & listening – skills development All aspects of English are taught through class appropriate genres including instructions, descriptions, news reports, recounts, letters, story writing, labels, lists, captions, drama, poetry & non-chronological reports.					
MATHS	Number – Number & place value, addition & subtraction, multiplication & division, fractions Measurement - Timetables Geometry – properties of shape, position & direction. Statistics – data handling All aspects of Maths are taught through class appropriate differentiation & assessed on a regular basis. Concepts & strategies are taught in line with the School Calculation Policy.					
SCIENCE Ongoing focus: Working Scientifically	Animals, including humans (including nutrition, skeletons, muscles)		Forces & Magnets	Rocks & Soils	Plants	Light
PHYSICAL EDUCATION (P.E.)	Hockey	Indoor Athletics	Volleyball	Dance	Swimming Invasion Games	Swimming OAA
RELIGIOUS EDUCATION (R.E.)	God - Hinduism	God - Islam	What is the Trinity?		Why do Christians call the day Jesus died 'Good Friday'?	Big questions
COMPUTING	Coding - 'We are programmers'		PowerPoint – 'We are presenters'		'We are communicators'	
HUMANITIES (HISTORY & GEOGRAPHY)	Ancient Egypt Achievements of earliest civilisations, overview of chronology & an in-depth study.		Mountains in the UK Human & physical geography of a UK region.	UK Coastlines (linked to science)	Changes in Britain from Stone Age to Iron Age	
					Coastal Study	
ART & DESIGN TECHNOLOGY	Drawing	Food	Sculpture Fossils & Footprints		Painting linked to history – Cave Paintings	Artists
MUSIC Ongoing: Weekly whole-school singing	Ukulele Learning to play an instrument 'Harvest Singing'	Ukulele Learning to play an instrument	'Animal Magic'	'Dragon Scales'	'Painting with Sound'	'Salt, Pepper, Vinegar, Mustard'
FRENCH	Greetings, colours, numbers to 20	How old am I? Days of the week, months of the year, numbers to 31, my family	Animals	Food	My body / clothes	I like / I don't like
Personal, Social, Health & Economic (PSHE) Education: PSHE education at our school equips pupils with a sound understanding of risk & with the knowledge & skills necessary to make safe & informed decisions.						



YEAR 4 CURRICULUM OVERVIEW

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
ENGLISH	Reading – Word reading & comprehension Writing – transcription, spelling, handwriting, composition, drafting & editing, vocabulary, grammar & punctuation. Speaking & listening – skills development All aspects of English are taught through class appropriate genres including instructions, descriptions, news reports, recounts, letters, story writing, labels, lists, captions, poetry & non-chronological reports.					
MATHS	Number – Number & place value, addition & subtraction, multiplication & division, fractions Measurement Geometry – properties of shape, position & direction. Statistics – data handling All aspects of Maths are taught through class appropriate differentiation & assessed on a regular basis. Concepts & strategies are taught in line with the School Calculation Policy.					
SCIENCE Ongoing focus: Working Scientifically	States of Matter	Electricity	Sound	Animals, including humans	Living things & their habitats	
PHYSICAL EDUCATION (P.E.)	Hockey	Indoor Athletics	Swimming Volleyball	Swimming Football	Gymnastics	Athletics
RELIGIOUS EDUCATION (R.E.)	Community: Hinduism/Islam		Big Questions	What do Christians learn from the creation story?	Pilgrimage	
COMPUTING	Coding – “We are programmers”		“We are musicians” (linked to music)		“We are web designers” HTML	
HUMANITIES (HISTORY & GEOGRAPHY)	The Roman Empire & its impact on Britain		Europe Similarities & differences regarding human & physical geography.		Rivers & Water	Britain's settlement by Anglo Saxons & Scots Coastal Study
ART & DESIGN TECHNOLOGY Ongoing focus: ‘Food’ - developing cooking skills)	Sculpture Mosaics, coins Games linked to ‘Electricity’ Science work		Drawing Musical instruments linked to ‘Sound’ Science work		Painting	
MUSIC Ongoing: Weekly whole-school singing	Ukulele Learning to play an instrument		“We are musicians” (linked to Computing & Science)		Elements of Music- Percussion (un-tuned instruments)	
FRENCH	The body	Describing people	At school	My home	My town	Games and sports
Personal, Social, Health & Economic (PSHE) Education: PSHE education at our school equips pupils with a sound understanding of risk & with the knowledge & skills necessary to make safe & informed decisions.						



YEAR 5 CURRICULUM OVERVIEW

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
ENGLISH	Reading – Word reading & comprehension Writing – transcription, spelling, handwriting, composition, drafting & editing, vocabulary, grammar & punctuation. Speaking & listening – skills development All aspects of English are taught through class appropriate genres including instructions, descriptions, news reports, recounts, letters, story writing, labels, lists, captions, poetry & non-chronological reports.					
MATHS	Number – Number & place value, addition & subtraction, multiplication & division, fractions (including decimals & percentage) Measurement Geometry – properties of shape, position & direction. Statistics – data handling All aspects of Maths are taught through class appropriate differentiation & assessed on a regular basis. Concepts & strategies are taught in line with the School Calculation Policy.					
SCIENCE Ongoing focus: Working Scientifically	Forces		Properties & changes in materials		Living things & their habitats	Earth, Sun & Moon
PHYSICAL EDUCATION (P.E.)	Outdoor and Adventurous Activities (OAA)	Swimming Indoor Athletics	Netball	Hockey	Dance	Athletics
RELIGIOUS EDUCATION (R.E.)	Being Human: Hinduism/Islam		What difference does the resurrection make for Christians?	Was Jesus the Messiah?	Expressing beliefs through the arts	
COMPUTING	“We are bloggers”			“We are game developers”		
HUMANITIES (HISTORY & GEOGRAPHY)	North America (including human & physical features & grid references)		Ancient Greece			Costal Study
ART & DESIGN TECHNOLOGY	Food	Artwork based on ‘Hundertwasser’	Food	Sculpture	Food	Painting
MUSIC Ongoing: Weekly whole-school singing	‘Harvest Thanksgiving’	Cyclic Patterns	‘Roundabout’ Singing and playing music in two parts	‘Journey into space’ Composing a soundtrack	‘Songwriter’ Linking lyrics and melody	‘Stars, hide your fires’ Class performance
FRENCH	Family	Actions	Eating out	Hobbies	Seasons	A school trip
Personal, Social, Health & Economic (PSHE) Education: PSHE education at our school equips pupils with a sound understanding of risk & with the knowledge & skills necessary to make safe & informed decisions.						



YEAR 6 CURRICULUM OVERVIEW

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
ENGLISH	Reading – Word reading & comprehension Writing – transcription, spelling, handwriting, composition, drafting & editing, vocabulary, grammar & punctuation. Speaking & listening – skills development All aspects of English are taught through class appropriate genres including instructions, descriptions, news reports, recounts, letters, story writing, labels, lists, captions, poetry & non-chronological reports.					
MATHS	Number – Number & place value, addition & subtraction, multiplication & division, fractions (including decimals & percentage) Measurement, Ratio & proportion, Algebra Geometry – properties of shape, position & direction. Statistics – data handling All aspects of Maths are taught through class appropriate differentiation & assessed on a regular basis. Concepts & strategies are taught in line with the School Calculation Policy.					
SCIENCE Ongoing focus: Working Scientifically	Electricity	Living things & their habitats	Evolution	Animals including humans	Light	
PHYSICAL EDUCATION (P.E.)	Swimming Invasion Games	Outdoor and Adventurous Activities (OAA)	Netball	Hockey	Athletics	Rounders
RELIGIOUS EDUCATION (R.E.)	What does it mean if God is loving and holy?	Do you have to believe in God to be good?	Creation and Science: Conflicting or complimentary?		Life Journey Hinduism/Islam	
COMPUTING	E-safety		Coding		Creating & marketing an app	
HUMANITIES (HISTORY & GEOGRAPHY)	Maya Empire A non-European society which contrasts British history		South America Similarities & differences regarding human & physical geography		(SATs term)	Empire & Civilisation
ART & DESIGN TECHNOLOGY	Painting (linked to the Maya topic) 'Technology of the Future' (linked to the Electricity topic)		Printing		Sculpture	
MUSIC Ongoing: Weekly whole-school singing	'Harvest Thanksgiving'		South American Music		Composing & Performing Singing & performing music as part of a group	
FRENCH	The environment	On holiday	In France	A weekend with friends	The future	Jobs
Personal, Social, Health & Economic (PSHE) Education: PSHE education at our school equips pupils with a sound understanding of risk & with the knowledge & skills necessary to make safe & informed decisions. (e.g. Term 2 Bikeability, Term 4 PGL Residential)						



APPENDIX 2:

ENGLISH ESSENTIALS & ENGLISH COVERAGE



English Essentials

At our school:

- All children are exposed to group and whole class guided reading opportunities.
- All pieces of English work begin with the long date.
- Younger children (Year 1) at our school focus on writing the day of the week, noting that it is a proper noun which needs a capital letter. Printed labels may be used to support the writing of the date.
- All pieces of work have a Learning Objective (or a title if this is more appropriate for a particular piece of work).
- Handwriting practise opportunities are provided within long pieces of writing. We use the MSL scheme, which is implemented from Year 1. Children in Reception focus on individual letters.
- There will be at least one opportunity for cross-curricular writing each 'short' term.
- All editing is carried out using purple pen. This includes when editing is being modelled by adults (for example on the board).
- The children have their Spelling Logs on their desks at all times when there are writing opportunities. If trying a word, children do this in the Spelling Log, which is then be checked by an adult and corrected if necessary.
- The children's Spelling Logs contain a copy of their Common Exception Words, along with individualised words (if different). Any spellings achieved are highlighted.
- Children are encouraged to use common Exception Words within their writing.
- Spellings are taught in two x 20 minute sessions each week. This is in addition to any testing opportunities and may include teaching of spellings rules, dictations, dictionary links or sentence work. Targeted spellings are made available in the shared network drive, along with planning and teaching ideas if necessary. These are linked to Year-group rules and Common Exception Words.
- Individual children with personalised spelling targets (e.g. those identified on a School Support Plan) may have focused sessions in addition to the two x 20-minute class sessions.
- Classes have a weekly Grammar focus. This is either taught as a specific skill or embedded within an English lesson.
- Specific Grammar terminology is modelled by all staff. Year group terminology is available on the shared network drive for reference.
- Grammar teaching recaps previous year group terminology and expectations, as well as focussing on the current Year group.
- All work is acknowledged by the teacher, even if it is peer marked or marked by a Teaching Assistant.
- All work is traffic lighted by teacher in some way (e.g. ticking agreement with the child's traffic light or writing a new traffic light).

Year 1Autumn Term

Unit	Unit	Unit	Unit
Signs and Captions (1 week)	Patterned Text/ Repeating Refrains (Kakadu Jack) (Handa's Surprise) (My House is Your House) (Polar Bear, Polar Bear What can you hear?) (5 week)	Traditional Tales (The Three Little Pigs Goldilocks) (5 week)	The Christmas Story/Nativity performance (2 week)
Grammar lessons	Grammar lessons	Grammar lessons	Grammar lessons
<ul style="list-style-type: none"> Introducing punctuation 	<ul style="list-style-type: none"> Sentence structure punctuation (capital letters, full stops and finger-spaces) 	<ul style="list-style-type: none"> sequencing sentences using 'and' 	<ul style="list-style-type: none"> Proper names and the personal pronoun 'I'
PHONICS (recap P3 phonemes and recap P4)		PHONICS Introduce P5 phonemes	
Topic links	Topic links	Topic links	Topic links
	DT/Food – Caribbean Fruit Salad	DT – building houses	Christmas

Spring Term

Unit	Unit	Unit	Unit
Instructions Biscuit Bear The Gingerbread Man (4 weeks)	Pirates/Poetry (Instructions related to maps) (Pirates love Underpants) (2 weeks)	Information/non-fiction texts (3 weeks)	Questions and Answers (2 weeks)
Grammar lessons	Grammar lessons	Grammar lessons	Grammar lessons
<ul style="list-style-type: none"> Singular and plural Past/present tense – suffixes Verbs/nouns 	<ul style="list-style-type: none"> Adding suffixes – er/est 	<ul style="list-style-type: none"> Exclamation marks 	<ul style="list-style-type: none"> Question marks
PHONICS Phase 5			
Topic links	Topic links	Topic links	Topic links
Computing – Beebots DT/food – baking Gingerbread Men	Geography – maps Computing – Beebots	Science/Geography - Seasons	

Summer Term

Unit	Unit	Unit	Unit
Stories with Repeating Patterns (Shark in the Park, You Noisy Monkey) (2weeks)	Superheroes (3 weeks)	Letter Writing (4 weeks)	Poetry (4 weeks)
Grammar lessons	Grammar lessons	Grammar lessons	Grammar lessons
Prefix 'un'	<ul style="list-style-type: none"> Singular and plural Past/present tense – suffixes Verbs/nouns	Recap & review needs of cohort	Recap & review needs of cohort
PHONICS			
Phase 5			
Topic links	Topic links	Topic links	Topic links

Year 2Autumn Term

Unit	Unit	Unit	Unit
Narrative Writing about real events/personal experiences	Instructions Reading and writing instructions	Poetry Reading and writing poems	Dictionary skills/Alphabetical ordering Playscripts
Grammar lessons	Grammar lessons	Grammar lessons	Grammar lessons
Word classes Basic punctuation	Word classes Sentence types	Apostrophes to show omission	Commas in a list
Topic links	Topic links	Topic links	Topic links
History -Fire of London/burning houses	DT - baking	History – Bonfire night	Christmas production (speaking and listening skills)

Spring Term

Unit	Unit	Unit	Unit
Narrative Traditional stories	Explanation texts	Character descriptions	Recount – Writing about real events/personal experiences
Grammar lessons	Grammar lessons	Grammar lessons	Grammar lessons
Suffixes Expanded noun phrases	Co-ordination and subordination	Tenses Apostrophes to mark possession	Compound words
Topic links	Topic links	Topic links	Topic links
DT - puppets	Science – Life cycles		R.E – Holy week

Summer Term

Unit	Unit	Unit	Unit
Recount – Writing about real events/personal experiences Letter writing	Non-Chronological report	Narrative – books by the same author	Recount – Writing about real events/personal experiences
Grammar lessons	Grammar lessons	Grammar lessons	Grammar lessons
Sentence structure	Punctuation Paragraphs	Homophones	Revision of all grammar
Topic links	Topic links	Topic links	Topic links
Science - visit to Eco Centre	Science – animals Geography – Seaside resorts		History – seasides/lifeboat



Year 3

Year 4Autumn Term

Unit	Unit	Unit	Unit
NARRATIVE FICTION – Charlie and the Chocolate Factory (4 weeks)	Discussion text- Should chocolate be allowed in packed lunches at BJS? (3 weeks)	Diary writing- Grandpa Chatterji (4 weeks)	Non-chronological reports- The life at Burgh Primary School. (3 weeks)
Grammar lessons	Grammar lessons	Grammar lessons	Grammar lessons
<ul style="list-style-type: none"> Conjunctions Inverted commas Paragraphs 	<ul style="list-style-type: none"> Direct speech Revising Nouns Determiners 	<ul style="list-style-type: none"> Homophones Speech punctuation 	<ul style="list-style-type: none"> Conjunctions Embedded subordinate clauses Modal verbs
Topic links	Topic links	Topic links	Topic links

Spring Term

Unit	Unit	Unit	Unit
Narrative- Fiction Gladiators (3 weeks)	Playscripts- Gladiators (3 weeks)	Persuasive writing (2 weeks)	Explanation text (4 weeks)
Grammar lessons	Grammar lessons	Grammar lessons	Grammar lessons
<ul style="list-style-type: none"> Fronted adverbials Prepositions Direct speech 	<ul style="list-style-type: none"> Punctuation Tenses 	<ul style="list-style-type: none"> Prefixes and Suffixes Modal verbs 	<ul style="list-style-type: none"> Homophones Simple/ Complex sentences
Topic links	Topic links	Topic links	Topic links

Summer Term

Unit	Unit	Unit	Unit
Story writing- Fiction			
Grammar lessons	Grammar lessons	Grammar lessons	Grammar lessons
<ul style="list-style-type: none"> Adverbs Prepositions Subordinate clauses 			
Topic links	Topic links	Topic links	Topic links

Year 5Autumn Term

Unit	Unit	Unit	Unit
<i>Looking at narrative</i> <i>Character descriptions</i> <i>Setting</i>	Poetry To recognise similes and metaphors Writing poetry Explanation texts- causal connectives	Formal and informal letter writing Trip to London 3 little pigs	Non- chronological reports. Look at features and writing on as a project
Grammar lessons	Grammar lessons	Grammar lessons	Grammar lessons
<ul style="list-style-type: none"> • Fronted adverbials • Paragraphs • Prepositions- all Year 4 revision • Speech and punctuation correctly • Clauses • Spelling 	<ul style="list-style-type: none"> • Relative Clauses • Relative pronouns • Spelling 	<ul style="list-style-type: none"> • Modal verbs • Continuing revision • Spelling 	<ul style="list-style-type: none"> • Adverbs • Continuing revision • Spelling
Topic links	Topic links	Topic links	Topic links
Linked a lot to class book that we are reading at the minute	Linked to fireworks and remembrance day due to the time of year.		Link this to Science forces, as well as Topic NA.

Spring Term

Unit	Unit	Unit	Unit
To look at Greek myths and legends Look at character descriptions Retell myths Writing endings to well known myths Creating own demi-gods Features of a myth Write and plan their own Greek myth Narrative poetry- The highwayman Acting and dancing in here Writing monologues		Persuasion Adverts Letters	Persuasion using a point of view
Grammar lessons	Grammar lessons	Grammar lessons	Grammar lessons
<ul style="list-style-type: none"> • Parenthesis • Using brackets • Using Dashes • Using commas • Spelling 	<ul style="list-style-type: none"> • Recognising expanded noun phrases • Using expanded noun phrases 	<ul style="list-style-type: none"> • Past tense verbs • Presents tense verbs • Future tense verbs • Making sure there is agreement of tense in writing 	



	<ul style="list-style-type: none"> Punctuating expanded noun phrases Spelling 	<ul style="list-style-type: none"> How do we know which tense to use? Spelling 	
Topic links	Topic links	Topic links	Topic links

Summer Term

Unit	Unit	Unit	Unit
Debates Bias in writing		Recap narrative for assessment purposes Go over anything else that needs addressing	
Grammar lessons	Grammar lessons	Grammar lessons	Grammar lessons
<ul style="list-style-type: none"> Using commas for ambiguity Using commas for a list Using commas for parenthesis Commas for speech Spelling 	<ul style="list-style-type: none"> Concentrating on cohesion in writing Using paragraphs Using fronted adverbials to link Adverbials of time Linking paragraphs Spelling 		Prefixes Suffixes Spelling
Topic links	Topic links	Topic links	Topic links
Science life cycles	Current topical issues at the time		



Year 6

Year 5 / 6 PoS

Year 6 content

Autumn Term

Unit	Unit	Unit	Unit	
Narrative Setting description (2 weeks)	Narrative Suspense (2 weeks)	Persuasive Holiday brochure (2 weeks)	Information Text (3 weeks)	Biography Charles Dickens (3 weeks)
Grammar lessons	Grammar lessons	Grammar lessons	Grammar lessons	Grammar lessons
<ul style="list-style-type: none"> Word classes Sentence starters 	<ul style="list-style-type: none"> Tenses (simple, progressive, perfect) Speech punctuation 	<ul style="list-style-type: none"> Modal verbs 	<ul style="list-style-type: none"> Formal / informal language Bullet points 	<ul style="list-style-type: none"> Passive Voice Clauses – main, subordinate, relative
Plus ongoing revision for SATs				
Topic links	Topic links	Topic links	Topic links	
Topic linked – based on 'Jaguarstones' – Class novel linked to ancient Maya topic.				
Info text written in Topic				

Spring Term

Unit	Unit	Unit	Unit	
Narrative Chalk (Dialogue focus) (2 weeks)	Report Animalium (2 weeks)	Narrative Alma (2 weeks)	Recount PGL (1 week)	Persuasive – Formal and Informal Room 101 (3 – 4 weeks)
Grammar lessons	Grammar lessons	Grammar lessons	Grammar lessons	Grammar lessons
Colons / semi-colons	Hyphens for clarity	Expanded noun phrases		Subjunctive form
Plus ongoing revision for SATs				
Topic links	Topic links	Topic links	Topic links	
	Science link			

Summer Term

Unit	Unit	Unit	Unit
Diary Blood droplet (2 weeks)	Poetry Imagery 2 weeks	Production / Leavers Assembly / Recount – end of Year Report writing Speaking and listening focus	
Grammar lessons	Grammar lessons	Grammar lessons	Grammar lessons
Revision	Revision		
Topic links	Topic links	Topic links	Topic links
Science			



APPENDIX 3:

MATHEMATICS ESSENTIALS & MATHEMATICS COVERAGE

**(Note: Numbered weeks are may vary depending
on the ongoing needs of the children)**



Mathematics Essentials

At our school:

- Maths is taught every day for at least an hour.
- Every lesson contains at least two minutes of counting forward AND backward. As appropriate, this will be in different steps, using decimals and fractions, from different starting points. This involves actions, counting stick, silly voices etc.
- Problem solving and reasoning forms part of every lesson.
- Age appropriate number lines are displayed in all classrooms.
- Arithmetic activity (such as Test Base, Fluency in Five etc.) is completed every week and includes all four operations, fractions, decimals, percentages as appropriate to the year group. We follow the school's 'Progression in Calculation' document.
- Correct vocabulary is modelled and used by all staff, as is the use of concrete / pictorial / written methods (as appropriate).
- Children have easy access to concrete materials in lessons.
- Learning walls are used, updated and appropriate.
- 'Cool Maths' (questions on topics not currently being taught) is carried out weekly. This informs assessment and interventions as necessary.
- No rubbers are used in Maths (apart from drawing activities). If a change is necessary, the whole number (or calculation) is neatly crossed out and rewritten.
- We use blue plain Maths books for Shape, Space and Measures and we use orange squared Maths books for number and calculation work.
- Calculations are presented to the children horizontally. Children write the calculations in their books as required. There is no expectation that answers are written separately.
- Word problems are stuck into books (either individually or as sheet). Answers to worded problems are written separately so these are clear.
- Children complete maximum of three corrections per piece of work. If they have made more mistakes than this, they may need additional support or intervention. If the error is in a calculation, the whole calculation needs to be re-written. In common with the rest of the curriculum, corrections are completed in purple pen.
- All work is acknowledged by the teacher, even if it is peer marked or marked by a Teaching Assistant.
- All work is traffic lighted by teacher in some way (e.g. ticking agreement with the child's traffic light or writing a new traffic light).
- As well as the Maths 'Working Wall', at least one other display in the classroom has some form of Maths on it.



YEAR 1

WEEK	AUTUMN TERM		Y1
1			To sort objects/pictures according to their own criteria.
2	Number Number and Place Value	Number: Place Value (within 10)	To count read and write any number backwards from 0- 10.
3		Number: Place Value (within 10)	To count read and write any number backwards from 0- 10.
4		Number: Place Value (within 10)	To find one/one less than a number up to 10. To use the language greater than, less than and equal to. -Identify and represent numbers using objects and pictorial representations, using the lang of equal to, more than, less than (fewer), most, least.
5		Number: Place Value (within 10)	--Relate addition to counting on (& combining 2 sets of objects – consolidation of Rec work) Addition and Subtraction within 10. Introduce part whole model and mathematical symbols for addition
6		Number Addition and Subtraction within 10.	-part part whole model (for addition) - Read, write and interpret mathematical symbols including addition.
7		Number Addition and Subtraction within 10.	Recognise that addition can be done in any order and use practical and informal written methods to support addition of one-digit number.
8	Number Number and Place Value	Number Addition and Subtraction within 10.	To represent & use number bonds and related subtraction facts to 10, including zero.
9		Number Addition and Subtraction within 10.	To represent & use number bonds and related subtraction facts to 10, including zero.
10		Number Addition and Subtraction within 10.	To subtract 1 digit numbers from 10 (extend to 20).
11		Number Addition and Subtraction within 10.	To solve missing number problems.
12		Geometry: Shape	To recognise 3D and 2D shapes (including rectangles, squares, circles and triangles, cuboids, cubes, pyramids and spheres)
13		Geometry: Shape	To recognise 3D and 2D shapes (including rectangles, squares, circles and triangles, cuboids, cubes, pyramids and spheres)
14		Number: Place Value (within 20)	-Count read and write numerals to 20, in numbers and words. -given a number identify one more and one less.
15		CONSOLIDATION/RE-VISIT WEEK	



WEEK	SPRING TERM		Y1
1	Number Number and Place Value	Number Addition and Subtraction within 20.	-Add by counting on and subtract by counting back (add and subtract 1 digit and 2 digit numbers to 20, including 0) -Represent and use number bonds and related subtraction facts within 20. -Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems. - read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.
2		Number Addition and Subtraction within 20.	
3		Number Addition and Subtraction within 20.	
4		Geometry: Shape	To recognise 3D and 2D shapes (including rectangles, squares, circles and triangles, cuboids, cubes, pyramids and spheres) -Sequence events in chronological order -Recognise and use lang. Relating to dates, days of week, weeks, months, years - tell the time to hour and half past the hour.
5		Measurement: Time	
6		Measurement: Time	
7	Number Number and Place Value	Number: Place Value (within 100) Multiples of 2,5,10	-count to and across 100, forwards and backwards, beg. with 0 or 1, and any given number. -count, read and write numbers to 100. -One more, one less.
8		Number: Place Value (within 100) Multiples of 2,5,10	
9		Measurement: Money	Recognise and know the value of different denominations of coins and notes.
10		Measurement: Length and Height	-Compare, describe and solve practical problems for lengths and heights. -measure and begin to record lengths and heights. -Compare, describe and solve practical problems for mass or weight. - measure and begin to record mass/weight. -Compare, describe and solve practical problems for capacity and volume (and time). - measure and begin to record capacity/volume and time (hours, minutes, seconds)
11		Measurement: Weight and Mass	
12		Measurement: Volume and capacity	



WEEK	SUMMER TERM		Y1
1	Number Number and Place Value	Number: Multiplication and Division, reinforce multiples of 2,5,10)	-Count in 10s, 2s and 5s -Solve one step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays (with the support of the teacher) -Make equal groups -Add equal groups -Make arrays -make doubles -make equal groups - grouping make equal groups - sharing
2		Number: Multiplication and Division, reinforce multiples of 2,5,10)	
3		Number: Multiplication and Division, reinforce multiples of 2,5,10)	
4		Number: Fractions	
5		Number: Fractions	
6	Number Number and Place Value	Measurement: Time	-Sequence events in chronological order -Recognise and use lang. Relating to dates, days of week, weeks, months, years - tell the time to hour and half past the hour.
7		Geometry: position and direction	-Describe position, directions and movements, including whole, half, quarter and three-quarter turns.
8		Measurement: Money	Recognise and know the value of different denominations of coins and notes.
9		Number: Place Value (within 100)	count to and across 100, forwards and backwards, beg. with 0 or 1, and any given number. -count, read and write numbers to 100. -write numbers to 20 in numerals and words. -One more, one less. - count in multiples of 2s,5s and 10s.
10		Number: Place Value (within 100)	
11		Number: Fractions	
12		Number: Fractions	Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.



YEAR 2

WEEK	AUTUMN TERM		Y2
1	Number: Place Value		To read and write numbers to 100. To count in ones to 100 forwards and backwards.
2	Number Number and Place Value	Number: Place Value	To compare and order numbers up to 100; use the <, > and = signs
3		Number: Place Value	To recognise the place value of each digit in a 2-digit number.
4		Number: Place Value	To identify, represent and estimate numbers using different representations, including a number line. To recall and use addition and subtraction facts to 20 fluently; use related facts to 100
5		Addition and Subtraction	
6		Addition and Subtraction	To add and subtract a 2-digit number and ones/tens. To add three 1-digit numbers.
7		Addition and Subtraction	To add two 2-digit numbers.
8	Number Number and Place Value	Addition and Subtraction	To subtract two 2-digit numbers.
9		Measures	To compare and sequence intervals of time; to tell the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times: To know the number of minutes in an hour and the number of hours in a day.
10		Multiplication and Division	To recall and use the multiplication and division facts for the 2,5 and 10 times tables, including odd and even numbers.
11		Multiplication and Division	To calculate mathematical statements for multiplication and division and write them using the correct signs.
12		Multiplication and Division	To show that multiplication can be done in any order but division can not.
13		Fractions	To recognise, find, name and write fractions of shapes.
14		Fractions	To recognise, find, name and write fractions of quantities, length and sets of objects.
15		Fractions	To recognise, find, name and write 1/3, ½, ¼, ¾ of amounts.



WEEK	SPRING TERM		Y2
1	Number Number and Place Value	Number: Place Value	To use place value and number facts to solve problems. To read and write numbers in words.
2		Measures	To recognise and use symbols for pounds and pence; combine amounts to make a particular value. To find different combinations of coins that equal the same amount of money
3		Addition and Subtraction	To solve problems with addition and subtraction using concrete apparatus and mental and written methods. To recognise that they are the inverse operation of each other.
4		Measures	To choose appropriate standard units to estimate and measure length/height in any direction/capacity/mass/temperature.
5		Shape	To identify and describe the properties of 2D shapes, including the line of symmetry.
6		Shape	To identify and describe the properties of 3D shapes,
7	Number Number and Place Value	Statistics	To interpret and construct simple pictograms, tally charts, block graphs and simple tables.
8		Position and Direction	To order and arrange combinations in patterns and sequences; to describe position, direction and movement in a straight line and rotations.
9		Measures	To choose and use the appropriate standard measures to estimate and measure length/height in any direction; mass; temperature and capacity to the nearest appropriate unit.
10		Measures	To choose and use the appropriate standard measures to estimate and measure length/height in any direction; mass; temperature and capacity to the nearest appropriate unit.
11		Fractions	To recognise, find, name and write fractions of quantities, length and sets of objects.
12		Multiplication and Division	To solve problems using materials, arrays, repeated addition, mental methods etc.

WEEK	SUMMER TERM		Y2
1	Number Number and Place Value	Number: Place Value	To use place value and number facts to solve problems.
2		Addition and Subtraction	To use the inverse operation to check answers.
3		Measures	To solve problems involving different measures.
4		Multiplication and Division	To solve problems using materials, arrays, repeated addition, mental methods etc.
5		Fractions	To recognise, find, name and write fractions of quantities, length and sets of objects.
6	Number Number and Place Value	All 4 Operations	To solve calculations and problems.
7		All 4 Operations	To solve calculations and problems using all 4 operations
8		Position and Direction	To order and arrange combinations in patterns and sequences; to describe position, direction and movement in a straight line and rotations.
9		Multiplication and Division	To solve problems using materials, arrays, repeated addition, mental methods etc.
10		Measures	To solve problems involving different measures.
11		Fractions	To recognise, find, name and write fractions of quantities, length and sets of objects.
12		Statistics	To ask and answer questions about counting, sorting, totalling and comparing data.



YEAR 3



YEAR 4

WEEK	AUTUMN TERM	Y4
1	Number- Place Value <u>Measurement L+P</u>	Roman Numerals and Round to the Nearest 10 (Kilometres)
2	Number- Place Value <u>Measurement L+P</u>	Round to the nearest 100 and count in 1000s (Kilometres)
3	Number- Place Value <u>Measurement L+P</u>	1000s 100s 10s 1s (Perimeter on a Grid)
4	Number- Place Value <u>Measurement L+P</u>	Partitioning and Number Line to 10,000 (Perimeter on a Grid)
5	Number- Place Value <u>Measurement L+P</u>	1,000 More of Less and Compare 4 digit numbers (Perimeter of a Rectangle)
6	Number- Place Value <u>Measurement A</u>	Ordering Numbers and Round to the nearest 1,000 (What is Area)
7	Number- Place Value <u>Measurement A</u>	Count in 25s and Negative Number and Consolidation (What is Area)
8	Addition and Subtraction <u>Measurement A</u>	Add and subtract 1s, 10s, 100s and 1000s Add two 4-digit numbers – no exchange
9	Addition and Subtraction <u>Measurement A</u>	Add two 4-digit numbers – one exchange Add two 4-digit numbers – more than one exchange
10	Addition and Subtraction <u>Measurement A</u>	Estimate and use inverse operations to check answers to a calculation.
11	Multiplication and Division <u>Money</u>	Recall and use multiplication and division.
12	Fraction <u>Money</u>	Recognise and show families of common equivalent fractions.
13	Decimals <u>Money</u>	Recognise and write decimal equivalents of any number (tenths, Huns)
14	Decimals <u>Money</u>	Find the effect of dividing a one or two digit number by 10 or 100.
15	Multiplication and Division <u>Money</u>	Count in multiples of 6,7,9,25 and 1000

WEEK	SPRING TERM	Y4
1	Decimals <u>Money</u>	Solve simple measure and money problems.
2	Fractions <u>Money</u>	Recognise and show, using diagrams, families of common fractions.
3	Geometry POS <u>Money</u>	Identify acute and obtuse angles and compare and order angles.
4	Geometry POS <u>Money</u>	Compare and classify geometric shapes, quadrilaterals, triangles.
5	Fractions <u>Money</u>	Count up and down in hundredths
6	Fractions <u>Money</u>	Solve problems involving increasingly harder fractions, quantities.
7	Fractions <u>Money</u>	Add and subtract fractions with the same denominator.
8	Multiplication and division <u>Time</u>	Use place value, known and derived facts to multiply/ divide mentally.
9	Multiplications and division <u>Time</u>	Solve problems involving multiplying and adding, distributive law.
10	Multiplications and division <u>Time</u>	Use place value, know and derived facts to multiply and divide mentally.
11	Multiplication and division <u>Time</u>	Recognise and use factor pairs.
12	Consolidation	

WEEK	SUMMER TERM	Y4
1	Statistics <u>Time</u>	Interpret and present discrete and continuous data.
2	Statistics <u>Time</u>	Solve and comparison, sum and difference problems.
3	Addition and subtraction <u>Geometry POD</u>	Solve addition and subtraction two step problems.
4	Decimals <u>Geometry</u>	Convert between different units of measure.
5	Multiplication and division <u>Geometry POD</u>	Multiply two digit and three digit numbers by a one digit number.
6	Multiplication and division <u>Geometry POD</u>	Solve problems involving multiplying and adding, distributive law
7	Decimals <u>Geometry POD</u>	Compare numbers with the same number of decimal places
8	Decimals <u>Geometry POD</u>	Round decimals to with one decimal place.
9	Decimals <u>Geometry POD</u>	Find the effect of dividing a one or two digit number.
10	Geometry POS <u>Geometry POD</u>	Identify lines of symmetry in 2D shapes.
11	Geometry POS <u>Geometry POD</u>	Complete a simple symmetric figure with lines of symmetry.
12	Consolidation	



YEAR 5

WEEK	AUTUMN TERM		Y5
1	Place value		Reading and writing numbers Working with numbers to 10000
2	Number and Place Value	Place value	Value of a digit Roman numerals
3		Place value	Rounding numbers up to the nearest 1000 Working with numbers to 100000
4		Place value	Adding and subtracting in powers of 10. Comparing and ordering numbers to 100000. Also looking at fractions of quantities.
5		Place value	Rounding numbers to the nearest 100000. Rounding within 1 million
6		Place value- addition	Negative numbers Column addition
7		Addition/ subtraction	4 digit numbers addition 4 digit subtraction Estimation and approximation
8	Number and Place Value	Addition and subtraction	Inverse operation Multi-step problems
9		Statistics Some of this taught through Science	Read and interpret line graphs Draw line graphs Use line graphs to solve problems Read and interpret tables Two way tables Timetables Solve comparison, sum and difference problems using information presented in a line graph. Complete, read and interpret information in tables including timetables
10		Fractions	Comparing and ordering fractions with denominators that are multiples
11		Fractions	Recognising equivalent fractions Adding and subtracting fractions with denominators that are multiples Simplifying fractions
12		multiplication	Multiples Factors
13		Multiplication	Prime numbers Prime factors
14		Multiplication	4X1 digit 4X2 digit Word problems and missing number problems etc
15		Division	4x1 division Practically with exchanging and then remainders



WEEK	SPRING TERM		Y5
1	Number Number and Place Value	Division	4 x 1 division with formal written method, interpreting remainders Word problems
2		Measure	Measure and calculate the perimeter of composite rectilinear shapes
3		Measure	Calculate and compare the area of rectangles and estimate area of irregular shapes.
4		Measure	To estimate volume and capacity
5		Fractions	To recognise mixed number as improper fractions and convert between the 2.
6		Fractions	To multiply mixed numbers and proper fractions by whole numbers, supported by materials and diagrams.
7	Number Number and Place Value	Fractions	Read and write decimal numbers as fractions Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalences.
8		Multiplication	Multiply and divide whole numbers by 10, 100, 1000. Scaling
9		Measure	Convert between different units of metric measure
10		Measure	Understand and use approximate equivalences between metric and imperial Time
11		Measure	Time
12		Shape	Identify 3D shapes, including cubes and cuboids from 2D representations

WEEK	SUMMER TERM		Y5
1	Number Number and Place Value	Shape	Use the properties of rectangles to deduce missing facts
2		Position and direction	Identify, describe and represent the position of a shape following a reflection or translation
3		Fractions	Read, write, order and compare numbers with up to 3dp
4		Fractions	Round decimals with up to 2dp
5		Fractions	Understand a per cent symbol
6	Number Number and Place Value	Fractions	Solve problems converting fractions to decimals etc.
7		Shape	Know angles are measured in degrees Estimate and compare, obtuse, right, acute angles Draw given angles and measure them in degrees
8		Shape	Identify that angles at a point are 360 Angles on a straight line are 180 Other multiples of 90
9		multiplication	Going over long multiplication in particular so that they are ready for Y6.
10		division	Bus stop division going to practical if needed.
11		Addition/ subtraction	Multi-step word problems revision
12		All four operations extra- whatever needed	



YEAR 6

WEEK	AUTUMN TERM		Y6
1	Place Value		Numbers to 10,000,000 Negative numbers
2	Square, prime, cube, BIDMAS, factors, multiples	Place Value	Rounding, comparing and ordering
3		Addition and Subtraction	Adding, subtract whole numbers
4		Multiplying and Dividing	Long and short multiplication
5		Multiplying and Dividing	Short division
6		Multiplying and Dividing	Long division
7		Calculations	
8	Number Square, prime, cube, BIDMAS, factors, multiples	Fractions	Equivalence, simplifying, order and compare, fractions on a number line
9		Fractions	Adding and subtracting fractions
10		Fractions	Multiplying fractions by integers, fractions of amounts
11		Decimals	Place value, fraction decimal equivalence
12		Decimals	Multiply and divide by 10, 100, 1000 Multiply and divide decimals by integers
13		Percentages	FDP equivalence, order FDP, percentages of amounts
14		Measure	Basic area and perimeter - rectangles, area of a triangle
15		Measure	Area of a triangle, area of parallelograms

WEEK	SPRING TERM		Y6
1	Number Number and Place Value	Ratio	All WRM small steps
2		Position and direction	Coordinates in 1 quadrant and 4 quadrants, translation, reflection
3		Algebra	All WRM steps
4		Fractions	Multiplying fractions by fractions, problem solving (inc add / subtract fractions)
5		Fractions	Dividing fractions, problem solving (all operations etc)
6		Decimals	Calculating with decimals (revise long and short division)
7	Number Number and Place Value		PGL x 3 days 2 days x revision surgeries
8		Decimals/Measures	Conversions, Problem solving, (include measure)
9		4 operations	Problem solving and reasoning
10		Geometry	Angles
11		Geometry	Circles and nets (visualising)
12		Statistics	Pie charts and Mean

WEEK	SUMMER TERM		Y6
1	Number Number and Place Value	Revision	
2		Revision	
3		Revision	
4		SATS WEEK	
5		Post SATs activities / catch up	
6	Number Number and Place Value	Post SATs activities / catch up	
7		Post SATs activities / catch up	
8		Post SATs activities / catch up	
9		Post SATs activities / catch up	
10		Post SATs activities / catch up	
11		Post SATs activities / catch up	
12		Post SATs activities / catch up	