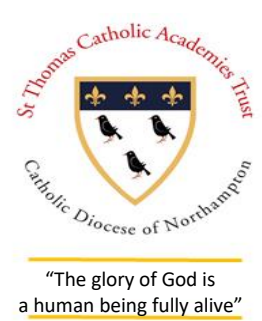




St. ANTHONY'S CATHOLIC PRIMARY SCHOOL & NURSERY

In the Diocese of Northampton



Learning, Growing
And Living with Jesus

Head Teacher: Mrs S Oppé, LLB, MA
Farnham Rd, Farnham Royal, Slough, Berkshire SL2 3AA
Tel: 01753 645828 | Email: post@stanthonys.slough.sch.uk

Curriculum Policy Saint Anthony's Catholic Primary School and Nursery

Reviewed September 2021



At St Thomas Catholic Academy Trust (STCAT) we are driven by a moral purpose and clear Gospel values that ensures every child has the right to outstanding teaching. It is our vision that we deliver a curriculum which is based on the National Curriculum that is underpinned by respect and guardianship of God's world which will become part of every child's learning experience.

The learning is optimised in appreciating and respecting God's creation and building purposeful concepts to prepare children for the wider world. It is our ambition that our children will benefit from a broad and cohesive curriculum which will empower them to have naturally inquisitive minds and develop a natural curiosity of God's world around them. Our aim is to instill a love for learning and give our children the mind-set to think, enquire and be resilient. It introduces pupils to the best that has been thought and said and helps engender an appreciation of human activity and achievement.

Our curriculum:

- Takes account of the overall vision of the trust and the context of the schools in the trust including the needs and opportunities in their local community
- Is a progression model that covers all aspects of the curriculum as set out in the National Curriculum with clearly defined ambitious end goals that form a firm foundation for future learning.
- Is coherently planned and sequenced so clearly defined skills, knowledge and concepts can be built up over time to a cumulative sufficiency and new learning is linked logically to prior and future learning with core concepts being revisited and interleaved into learning experiences
- Seeks to overcome disadvantage by building cultural capital and enable those with additional needs to fully access the curriculum and achieve well
- Is rigorous and sets out our high expectations for all pupils, seeking to challenge and engage them actively in learning

St Anthony's Catholic Primary School & Nursery has a commitment to safeguarding, and the welfare and wellbeing of children.

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- Ensures that teachers are fully supported to develop their own subject knowledge and skills so they can teach with fluency and confidence
- Ensures that teachers have the resources they need to create stimulating active and relevant learning experiences
- Enables pupils to embed their learning in their long-term memory so they can apply their knowledge and skills with fluency
- Enables pupils to use and apply knowledge and skills within and across subjects; integrating knowledge into larger ideas
- Enables pupils to become active learners who can seek out new ideas and information for themselves through enquiry, research and wider reading
- Creates a context to apply learning in reading writing and maths and develop pupils' transactional language so they can fully articulate what they know
- Is kept under review to ensure that it is relevant to our learners and effective in developing the skills, knowledge and concepts.

To achieve these objectives, we will:

- Map out the curriculum for each subject so that knowledge, skills and concepts build incrementally to ensure pupils have depth of understanding of both substantive and syntactic knowledge that they can use and apply with fluency
- Look for relevant and purposeful links between subjects and themes that will bring coherence and enable learners to integrate their learning into larger ideas about the world we live in, its people and cultures.
- Identify the core domains of each subject to ensure that there is a common understanding of the knowledge, skills and concepts needed to gain depth of understanding
- Identify ambitious end goals for each subject theme so we can ensure that knowledge, skills and concepts are securely embedded in the long-term memory and learners can apply them with fluency
- Support subject leaders to become experts with the skills and knowledge of both their subject and the pedagogy needed to teach it effectively so that they can support the professional development of staff in their school
- Provide a comprehensive resource bank that all schools can draw on including resources to improve teacher knowledge and understanding, fiction and non-fiction texts, digital media, practical materials including tools and equipment, artefacts and models
- Provide pedagogical guidance for teaching each subject effectively
- Make specific links with reading, writing and maths and ensure that oracy is a key feature of learning experiences.

Math curriculum intent:

At St Anthony's we strive to provide pupils with a creative and ambitious mathematics curriculum. It is rich in skills and knowledge, which ignites curiosity and prepares them well for everyday life. We aim to provide pupils with consistently good and outstanding teaching so that it enables pupils of all abilities to achieve well and make good progress. Staff are committed to analysing how the class might work together on the same key point, whilst at the same time challenging and supporting students to gain depth of understanding and proficiency in mathematics. This supports the mastery approach that we are following.

Aims

To ensure that all pupils:

- Become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- Reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.
- Can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Scope

We aim to fulfil these aims by using a range of techniques in our teaching. Concrete manipulatives are used so that the pupils can touch and move objects to explore and reinforce concepts in maths. The pupils will then progress onto using pictorial representations which include jottings. After that they will progress onto the abstract; the written method.

EYFS

By the end of Early Years Foundation Stage, the pupils should be able to:

- Count up to ten
- Recognise numbers 1 to ten
- learn to count in ones, twos and fives.
- Count out objects
- Place numbers in order
- Use number lines
- Understand addition and subtraction
- Compare different numbers and recognising that they're larger or less
- Start to name and recognise 2D and some 3D shapes
- Start to use time by putting events in chronological order
- introduce pupils to understand the length of time by using a timer

Key Stage 1 and Key Stage 2

Year 1

By the end of key stage 1

- confident with saying whole numbers, counting forwards and backwards and have a good understanding of place value.
- work with the four operations (multiplication, division, subtraction and addition). They will use practical, pictorial and concrete resources to consolidate their understanding of them.
- Pupils will engage in practical activities to develop their knowledge of length, mass, capacity/volume, time and money.
- the pupils mathematical vocabulary to describe shapes; they will also learn to draw, describe, compare and sort them.

Year 2

Once the pupils finish year 2, they should

- confidently know their numbers bonds to 20. In class, they will regularly practice saying them so that they become fluent in saying them and can recall them instantly.
- have a solid understanding of place value
- know the 2, 5 and 10 times tables
- read and spell the key vocabulary that they are exposed to in their lessons.

Year 3 & Year 4

In year 3 and 4 the pupils will be taught to:

- use their knowledge of the four operations with whole numbers with confidence and they will deepen and explore their knowledge of place value. This will allow the pupils to become use written and mental methods more efficiently and fluently.
- Apply their knowledge of the four operations they will apply it to answering word problems which involve whole numbers, simple fractions and decimal place value.

By the end of year 4, the pupils must:

- recall the multiplication facts up to 12x 12 accurately and fluently.
- read and write mathematical vocabulary.

- use their reasoning skills and demonstrate the ability to apply it when looking at shapes and discussing their properties.
- with increasing accuracy, they should be able to use measuring instruments and make connections between measure and number.

Year 5 & Year 6

Once the pupils move into the upper end of key stage 2 (year 4 and 5), children should be able to

- Extend their understanding of the number system and place value.
- Apply their knowledge of the four operations to word problems. They will involve multiplication, division, decimals, percentage and ratio.
- Arithmetic will continue to be a big focus and the pupils should be fluent in using the written formal methods which include long division and multiplication.
- Read, pronounce and spell key mathematical vocabulary.

At St Anthony's School, pupils are taught the key elements of balanced maths instruction through:

Daily counting – the pupils will count forwards, backwards and from different starting points. They will also count in fractions and decimals.

Early Morning Maths booster – these sessions focus on pupils who need an additional support with their number knowledge, arithmetic and reasoning.

Maths Mastery lessons- the pupils are taught the strategies to understand and interpret mathematical questions using the concrete, pictorial and approach.

Online activities- the pupils have access to Times Tables Rock Stars and IXL; this will enable them to develop and consolidate their knowledge and understanding of number and mathematical concepts.

Sequencing:

Interconnecting subjects together is something that generates deeper learning and aids retention of previous learning. The curriculum touches upon many mathematical areas that can be employed into in other subjects such as the use of symmetry and tessellation in ART, Active Maths that using maths in outdoor learning, angles and direction PE, estimating in science and the use of question stems to scaffold strong responses within math lessons. There is also a strong focus on mathematical vocabulary which pupils are encouraged to use in different contexts which again promotes their critical thinking skills.

Rigour:

Through our approach, we want to foster a love of mathematics within school and help them to become competent mathematicians. As the pupils progress with their education, we want them to understand the world and be able to reason mathematically and know how mathematics can be a powerful tool in all aspects of their life.

English Intent

At St Anthony's we believe that students deserve a broad and ambitious English curriculum, rich in experiences, skills and knowledge, which ignites curiosity and prepares them well for future learning or employment. Our English curriculum will give students the opportunity to:

- Read complex passages confidently and methodically, in order to breakdown the language and structure to establish and analyse meaning;
- Demonstrate mastery of reading through discussion and writing;
- Enjoy a wide range of fiction and non-fiction texts which help them to connect with the world around them;
- Develop cultural capital that will help remove barriers to achievement in school, future learning and the world of work;
- Write clearly, fluently and accurately in plain English, showing flair and creativity where appropriate;

- Develop detailed ideas in writing, adapting language to audience and purpose;
- Use a wide range of appropriate and ambitious vocabulary with precision;
- In talk, articulate and express their ideas, views and opinions about a wide range of topics clearly, confidently and respectfully;
- Develop their character, including resilience, confidence and independence, so that they contribute positively to the life of the school, their local community and the wider environment.

At Saint Anthony's we have split our English curriculum into four main groups. Reading, Writing, Phonics and Spelling.

Reading intent:

At Saint Anthony's we use a variety of strategies, along with a rich diet of fiction and non-fiction texts, that allow the children to understand the meaning and context of vocabulary in both every day, written and academic language. We believe reading is crucial for children's development and potential success in life. We strive to remove the barriers of learning linked to reading, determining future academic success. It is fundamental that strong foundations are taught with a consistent whole school approach which is progressive throughout the child's academic journey. Through immersion in language and words, we aim to reduce the gap between advantaged and disadvantaged children.

Aims

We aim for all our children to be readers who have a genuine love for reading and can read with increasing expression and passion, and notably for enjoyment. We aim to immerse our children in a range of genres to develop passionate critical readers. We intend to develop children who love to read and read for pleasure, who will inversely have a wider knowledge of the world and who are proven to be successful in their future by accessing words in different areas. We provide opportunities for all our children to access a range of language linked to different themes within the curriculum.

Our aims are:

- To teach our pupils to become expressive, independent and reflective readers who read a range of texts for a variety of purposes;
- To ensure that all pupils are able to read and comprehend in line with the national expectations;
- To deliver a structured and progressive whole school approach to the teaching of reading across the curriculum;
- To create a vibrant classroom environment dedicated to reading in order to increase the love of reading;
- To use a range of text that reflect the diversity of our children, community and society;
- To have staff who foster and develop a love of reading through positive modelling of reading and books;
- To select appropriate resources to motivate, challenge and extend pupils effectively;
- To identify pupils who require additional support and intervene at an early stage;
- To monitor reading progress and levels of attainment closely and to use this assessment to narrow identified gaps;
- To identify language and word barriers prohibiting successful access of texts;
- To promote an ethos of achievement by setting high expectations and challenging comprehension targets.

Scope:

At Saint Anthony's School a 'reading journey' begins with learning to read and moves onto 'reading to learn'. Through reading, enjoying, using and analysing a range of text- types with children, we aim to offer greater breadth of experience, interest, knowledge and understanding of the purposes and features of

different genres. Different text-types are studied within the context of other areas of the curriculum so the children can see purposeful reading in action. Vocabulary is developed through everyday language within every lesson which enables children to access language within texts. Teachers will model reading to the children as a reading expert.

EYFS

In the Early Years children learn to recognise the sounds around them. In Reception the children are taught to read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They read some common irregular words and demonstrate understanding when talking with others about what they have read.

Key Stage 1 and Key Stage 2

To become successful readers, children are taught reading through two dimensions: 'word reading' and 'comprehension' that are used in parallel to understand the text being read.

Year 1 & Year 2

Word reading

The pupils are taught to:

- to apply phonic knowledge and skills to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain graphemes, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables
- read words with common suffixes
- read exception words
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- reread these books to build up their fluency and confidence in word reading

Comprehension

The pupils are taught to develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- being introduced to non-fiction books that are structured in different ways
- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases
- building a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.

As well as understanding both the books that they can already read accurately and fluently and those that they listen to by:

- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read, and correcting inaccurate reading
- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen on the basis of what has been read so far

The pupils participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say as well as explaining and discussing their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Year 3 & Year 4

- Word reading

Pupils are taught to:

- apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
- everyday words and academic language is explicitly identified across the curriculum
- vocabulary sheet for topic/ curriculum areas will be developed

Comprehension

The pupils are taught to develop positive attitudes to reading, and an understanding of what they read, by:

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]

The pupils develop their understanding of what they read, in books they can read independently, by:

- checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than 1 paragraph and summarising these

- identifying how language, structure, and presentation contribute to meaning

The pupils are taught to retrieve and record information from non-fiction and to participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Year 5 & Year 6

Word reading

Pupils are taught to:

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet, as well as known words in different contexts such as factor, prime, fall in maths
- everyday words and academic language is explicitly identified across the curriculum
- vocabulary sheet for topic/ curriculum areas will be developed

Comprehension

The pupils are taught to maintain positive attitudes to reading and an understanding of what they read by:

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

The pupils are developing their understanding of what they read by:

- talk within the classroom
- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views

At Saint Anthony's School, pupils are taught the key elements of balanced reading instruction through:

Daily phonics sessions - Phonics is taught as the main approach to early reading. The children are taught to recognise letters understanding the sounds they make and then blending them together to create words. The 'tricky words' and are taught through sight recognition.

Daily individual reading- During these sessions pupils are developing their reading fluency and comprehension. Over the course of the week each pupil reads to an adult either independently or within a group. The pupils are given oral praise and feedback about their reading in order to help them develop specific aspects of it further, aiding progression.

Early Morning Reading -These sessions focus on pupils who need additional support with their reading, phonics and comprehension.

Guided reading sessions -During these sessions pupils are taught to develop their fluency and reading skills to improve their comprehension, through modelling both from adults and peers.

Comprehension lessons- During these lessons pupils are taught the strategies to understand and interpret skills based around inference, deduction and information retrieval through discussions, written and oral tasks and the exploration of new vocabulary. Solo Taxonomy is embedded in comprehension lessons allowing pupils across the school to gain a deeper understanding of the text through progressive tasks and skilful questioning which requires pupils to think more deeply through the use of the taxonomy.

Home reading - All pupils are expected to read daily at home and parents/carers are asked to write comments on their children's' reading and understanding in their reading journals. EYFS and KS1 pupils take a book home weekly to share with their parents. The aim is to develop their love of reading

Children visit the school library where they are supported in choosing books from a range of genres to enthuse their love of reading. Parents/carers are encouraged to read to their child/ren daily from EYFS - KS2. This is being rolled out for all of ks2 with a book in box.

Sequencing:

Disciplinary literacy is promoted in all areas of school learning and activity. Cross-curricular work offers a creative way to develop children's knowledge, skills and understanding while motivating them to learn through stimulating, interconnected topics. A study which crosses subject boundaries allows for investigations that engage children's imagination. It also gives teachers opportunities to encourage active enquiry, taking the initiative, discussion and debate by children. Using our reading approach, children are encouraged through structured questioning, to make abstract connections from their prior knowledge to make links to the text that they are reading. Teachers ensure that there is a strong connection between the History/Geography topics that are being studied and the book that is being read and discussed in their reading lessons. This ensures more opportunity for rich vocabulary and a wider understanding in their reading.

Rigour:

Through our reading approach, the children are expected to be able to read age related texts and comprehend them. We aspire to instil a love of reading within school which can then be extended to the child's home. Through our approach and high expectations, the pupils will have an embedded culture of reading in their lives.

Phonics Intent

Statement Principles of Phonics:

Children have access to a high quality systematic scheme of work. At Saint Anthony's Primary School, we follow the 'Letters and Sounds' scheme, alongside 'Jolly Phonics' teaching. Children start learning their sounds in Nursery and are encouraged and supported to become fluent readers by the time they are 5

years old. Our aim, is that, all of our children will be fluent readers and have secured word recognition skills by the end of Key Stage One.

Being able to read is the most important skill children will learn during their early schooling and has far-reaching implications for lifelong learning and success.

Aims

To ensure that all pupils:

- Are taught discrete and daily phonics lessons progressing from simple to more complex sounds
- Learn the different phonemes (single letter sounds), digraphs (two letters that make one sound), trigraphs (three letters that make one sound) and alternative spellings for the words.

For example, 'ee' in 't-r-ee' and 'ea' in 'p-ea'

- are assessed each half term to review progress
- are provided opportunities for a multi-sensory teaching approach from a variety of visual, auditory, kinaesthetic activities which are designed to secure essential phonics knowledge and skills
- are taught to segment and blend the sounds in a word
- are taught to use their 'robot arms' to aid segmenting and blending a word
- are taught to identify phonemes, digraphs and trigraphs in words
- are taught how to spell high frequency words which do not always follow the grapheme/ phoneme correspondence rules
- are taught tricky words throughout the Letters and Sounds programme of study

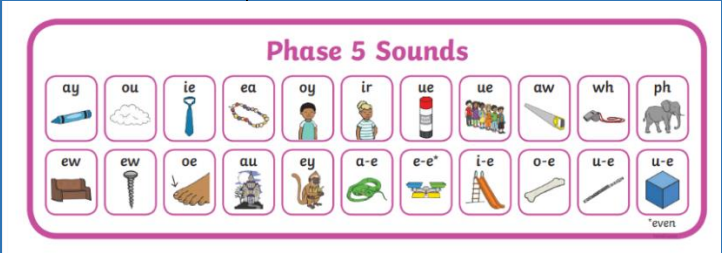
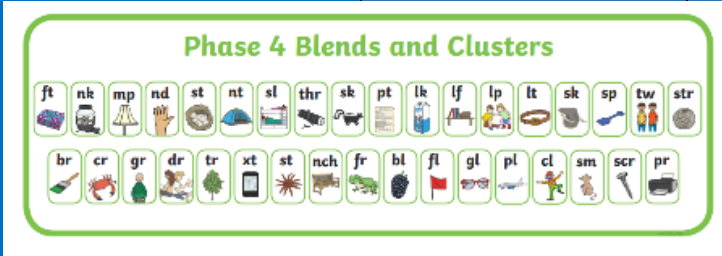
Scope:

EYFS & Key stage 1 / KS2 if needed

Pupils are taught through different Phonics Phases and each phase has different sounds to learn.

Year Group	Advent	Lent	Pentecost
Nursery	Phase 1	Phase 2 (Children who are ready)	Consolidate phase 1 and 2
Reception	Phase 2 Blending and segmenting	Phase 3	Consolidate Phase 2 and 3

Year 1	Phase 3/4	Phase 4 and 5	Consolidate Phase 5
Year 2 KS2	Consolidate phonics for children who did not pass their Year 1 phonics test Phonics will take place for children who are yet to consolidate their sounds. Teacher identify these children and put support into place for them.		



Coherence and Sequencing:

The children will learn their phonics through the use of different phases. We follow the sounds in order and the children work in ability groups.

Correct articulation

Correct articulation is vital in helping children to learn to blend sounds together. We make sure that the sound produced (each individual phoneme) is as precise and accurate as possible and that no additional sounds are added. For instance, the sound /s/ that starts 'sock' needs to sound /ssss/ and not /suh/. The clearer the sound, the easier it is for a child to blend together (synthesise) the individual sounds to read a word because there are no unnecessary sounds getting in the way.

In every discrete phonics lesson:

- In each class there will be focus phonemes for the week for the whole class to be working on.
- The sound will be differentiated according to the ability of each child in the class.
- Planning of the phonemes will show a journey across the week and will develop as the week goes on
- New phonemes will be taught using the correct articulation and terminology and all children will use this terminology in their learning. E.g, phonemes, digraphs, trigraphs, split-digraph
- At the start of every lesson phoneme flashcards are used as a quick warm up to refresh and rehearse previous sounds for each phase. This will be differentiated for each year group. Phoneme flashcards can also be used throughout mini-plenaries and independent learning when children are practising phonemes.

Lessons follow the structure outlined below through the teaching of skills.

REVISIT & REVIEW: Revise previously taught sounds and graphemes using flashcards

TEACH: Introduce new sound and grapheme using flashcards and the Interactive Resources.

PRACTISE: Pupils practise new and revised sounds and graphemes

APPLY: Pupils extend their core skills with words and sentences using sound mats to support writing

CONSOLIDATE: Pupils use the Interactive Resource activities to consolidate code knowledge and their skills

PRACTISE READING: Pupils read Floppy's Phonics fiction and non-fiction books as independently as possible

Feedback will be given throughout the lesson to individuals to move learning forwards and drive progress. Children will be given extensions to learning opportunities for children to apply phonemes in context.

Other adults will impact learning throughout the whole phonics lesson by using questions and reinforcement of key strategies taught with individuals. They will model and demonstrate new learning with groups/individual children.

Outcomes to learning will be demonstrated in a variety of ways depending on the strategy/learning opportunity. E.g, multi-sensory resources will support learning in a practical way but there will also be opportunities to rehearse and explore writing of key phonemes and words.

Rigour:

Phonics is taught every day in EYFS and Year 1. This is to support the children's development to ensure they do their best for the 'Phonics Test' at the end of Year 1.

In order to make the test as successful as possible, class teachers:

- ensure there is progress in the acquisition of phonic knowledge and skills with due regard to the National Curriculum for English and the non-negotiables for each phase.
- develop and update skills, knowledge and understanding of phonics
- Identify needs in phonics and adapt planning to suit all children.
- Keep appropriate on-going records
- Plan effectively for phonics, liaising with phonics leader when necessary
- Inform pupils and parents of their progress, achievements and attainment

Year 1 National Phonics Screening Check

The Year 1 phonics screening check is a compulsory short assessment to confirm whether individual pupils have learnt phonic decoding to an appropriate standard. It is administered during the summer term by your child's class teacher. The check involves pupils reading 40 words- 20 real words and 20 pseudo words. Your child's class teacher will send further details about the phonics screening check during the Summer Term.

Intervention

Children who still need extra support to develop their phonic knowledge across the EYFS, Key Stage 1 and 2 are identified and targeted for intervention. There are a range of intervention strategies which the school uses and the most appropriate one is selected once a child's needs have been assessed.

Writing Subject intent:

At Saint Anthony's we believe that a high-quality writing curriculum will help our pupils to communicate their knowledge, understanding and creative ideas of the world around them, with clarity and fluency. Through the use of 'The Write Stuff' by Jane Considine (TWS), we support that to be an effective writer, you should be taught through the three zones of writing: the ideas of writing, the tools of writing and the techniques of writing. Pupils are the teachers 'writing apprentices'. Teachers model the process through inner talk during modelled writing. Writing is vital for modern life. It is a formal and informal capture of clear thinking, of factual and creative imagination. Writing is inextricably linked to reading, along with speaking. TWS provides teachers with a clear structure to develop children as writers with grammar firmly embedded into the writing and teaching process.

Aims:

Learning and embedding the skills for writing is crucial to successful learning and has a direct implication on progress in all other areas of the curriculum. At Saint Anthony's we inspire our pupils to be writers who have an honest vision for writing and can write with increasing confidence and enthusiasm, through equipping them with the ideas, tools and techniques of writing.

We will:

- Embed the writing model of Jane Considine: 'The Write Stuff', ensuring all staff has explicit training to inspire and encourage all the pupils in our school. <http://www.thetrainingspace.co.uk/>

- Have consistency of approach and progression from Early Years Foundation Stage through to Year 6 through the use of The Write Stuff approach to teaching writing.
- Inspire pupils to write, by all aiming to making the class sentence stack.
- Inspire pupils to write, encouraging them positively to experiment and improve their work.
- Provide pupils with experiences to enable to them access and explore language
- The teaching of grammar is taught within the context of a writing lesson.
- Writing is taught in small chunks to make it accessible for all.
- A no hands up approach is followed to make pupils active in the writing process
- Provide pupils with an inspirational and stimulating writing environment surrounded by print in a variety of forms and contexts.
- Teach all writing strategies, including spelling, grammar, vocabulary, sentence structure and composition.
- Teachers teach pupils the skills of editing and improving writing.
- Teachers model inner writer thinking.

Scope:

Early Years Foundation Stage

The Early Learning Goals are used to ensure continuity and progression from the foundation stage through to Year 6. The Development Matters statements and the Characteristics of Effective Learning document are used as an assessment and planning tool. Pupils are encouraged to write for themselves from the very beginning as emergent writers. They are encouraged to read their own writing. Written work is valued through sharing it with both adults and peers and through display or writing for a particular purpose. The pupil's understanding of the written language is developed by purposeful activity.

Reception classes start to introduce 'The Write Stuff' by Jane Considine, as they become more confident. This takes in grammar and vocabulary to build up their sentence structure, to develop their imagination and have a greater depth and understanding of the books they are reading and themes they are experiencing.

Year 1- Year 6

The pupils are taught the three zones of writing (the ideas, the tools and the techniques) through 'The Write Stuff' approach. Non-fiction is broken into plot points to focus the writing into meaningful steps. Fiction writing is broken into shapes that the pupils follow to learn the non-fiction style. Each lesson is broken into 3 learning chunks making writing accessible to all children of all abilities, with the more-able aiming to deepen the moment to become mastery writers. Through the teacher initiating and modelling, pupils are enabled to write achievable chunks of writing. Pupil writing is used for the class sentence stack, where they are praised for their sentences. Grammar is taught within the context of the writing lessons and the three zones form the writing rainbow. The lens of the writing rainbow develops the pupils understanding of the composition of writing. Editing skills are developed through live editing of the sentence stack. Opportunities for independent writing are given to all pupils to apply their learning.

Coherence and Sequencing:

Our Foundation Stage pupils are immediately involved in varied activities to develop essential pre-writing skills in line with the Early Learning Goals. In P.E sessions, there is much emphasis on developing gross and fine motor skills and strengthening muscles in the upper body, arms, fingers and coordination, preparing pupils for hand eye coordination to enhance handwriting skills. At the beginning of the year, pupils are taught to 'take a line for a walk'. To develop understanding of line and pencil manipulation. Pupils are also introduced to writing the individual letters and correct formation, using rhymes and sayings. Pupils are taught to sit with a good posture and to hold a pencil with the correct grip. At Saint Anthony's we teach joined handwriting using a cursive script and in the lower years, we use the terminology of 'giraffe tall necks' for ascenders, and 'monkey tails' for descenders, with visual aids for impact whereas the terminology of ascenders and descenders is used in the upper years.

Handwriting is taught daily in EYFS and KS1. **Year 3 and 4 pupils have two 30-minute handwriting sessions a week.** Year 5 and 6 implement handwriting interventions that are provided for pupils who are not at

expected standard. They receive additional support to ensure they are capable of writing with a pen and then receiving their pen-licence.

As pupils progress through school, there is an increasing focus on fluency, consistency and speed. All pupils initially write with a pencil; however, from Year 4 pupils can move on to using a pen when they are ready. It is expected that all teachers and support staff model the cursive handwriting style at all times including on the white board and marking books.

Writer of the month

Celebrates the writing achievement of a pupil in each year group, who are invited to afternoon tea with the head teacher each month.

Spelling, Punctuation and Grammar (SPaG) Intent

At Saint Anthony's we believe the importance of grammar is the way in which sentences are used in spoken language, reading and writing. Children are taught that sentences are the construct which help give words their sense. Our aim when teaching grammar is to enable pupils to become conscious of patterns of language which they can apply in their own work to enhance meaning. The purpose of punctuation is to clarify the meaning of texts. Readers use punctuation to help make sense of written texts while writers use punctuation to help communicate intended meaning to the reader.

Aims

At Saint Anthony's, we aim to teach pupils about spelling, grammar and punctuation, emphasising examples of language, including pupils' own writing and on the exploration of language as a system. We will:

- Teach spelling, punctuation and grammar systematically through the school.
- Teach phonological awareness, word recognition, graphic knowledge and spelling knowledge.
- Make sure that all staff in school are positive role models both in their spoken and written use of accurate grammar and spelling.
- Make sure that all staff have high expectations of pupils with regard to the accuracy of spelling, punctuation and grammar in spoken and written form.
- Implement 'The Spelling Book' by Jane Considine, as a methodical and systematic, whole school, approach to spelling in line with the National curriculum.

Scope

The teaching of grammar works on a spiral curriculum, so grammatical terms are often revisited throughout the academic year. It is therefore paramount that content in earlier years be revisited in subsequent years to consolidate knowledge and build on pupils' understanding. Teachers should also go beyond the content set out if they feel appropriate.

Key Stage 1

In Key Stage 1 the emphasis is on developing pupils' general awareness of language, both written and spoken. Pupils are encouraged to attempt more complex spoken language and to observe the use of punctuation in written texts as a pointer for pausing, intonation and as an aid to meaning. They recognise sentences, expect them to make sense and use basic sentence structure in their own writing. Some punctuation marks are used in context. More complex sentences are developed through the use of an increasing range of connectives; this is taught through weekly grammar sessions.

Key Stage 2

In Years 3 and 4 pupils continue with 'The Write Stuff'. They are introduced to the grammatical functions of different types of word and they begin to explore how sentences are constructed, supported by the writing rainbow. The emphasis is less on grammatical labelling (the naming of parts of speech) but instead on discovering their function, i.e. what words can be made to do. Explicit teaching of a wider range of spelling, grammar and punctuation marks occurs within writing lessons and this is reflected in pupils' independent writing.

In Years 5 and 6 this basic knowledge is extended through the close reading and discussion of carefully chosen text types in 'The Write Stuff' programme. In their writing pupils are encouraged to draw on this understanding to develop a sense of style, to experiment with the construction of complex sentences and to restructure sentences for clarity and effect. This will necessitate the use of a wider range of punctuation marks, including punctuation within a sentence.

Spelling:

The teaching of spelling is in line with the requirements of The National Curriculum. To be able to spell correctly is a writing and life skill. When spelling becomes automatic, pupils are able to concentrate on the content of their writing and the making of meaning.

In Reception and KS1, daily phonics is important to the pupil's learning of spelling. This is taught through the schemes of 'Letters and sounds' and 'Jolly Phonics', using a variety of methods such as flash cards, ICT - phonics play, puppets, staff dressing up, pupil wearing hats with sounds etc., ensuring that learning is fun and interactive.

Through the spelling scheme, The Spelling Book by Jane Considine, specifically created to meet the demands of the national curriculum and beyond, KS1 and KS2, is based on strong phonics knowledge with a focus on teaching pupils the connections between words, sound association, etymology and patterns. It allows pupils to use their increasing understanding of the morphology (word structure) and orthography (spelling structure) of words to support their spelling. Helping the pupils to understand how to use and apply known spelling patterns (and to develop strategies to tackle tricky words) it is crucial to helping them to become confident when spelling and investigating words. Immersion in words and vocabulary through exploration, improves the spelling of children.

Spelling skills in Year 2 – Year 6 are taught each week during two thirty minute sessions, with the exception of KS1 where it is taught daily. The lessons are taught over a two-week structure where children investigate a hypothesis and investigate patterns within the two-weekly spelling list. Spelling is taught in-house and does not rely on parents teaching the patterns of words. This is to decrease the gap between advantaged and disadvantaged pupils. Activities are taught to investigate and support spelling patterns and strategies and rules that can be taught in the context of writing. When writing, pupils are encouraged to focus on higher order thinking skills and should simply 'have a go' at spelling using prior knowledge.

Sequencing

Spelling, grammar and punctuation is at the centre of cohesive writing in all subjects. The objectives relating to grammar are located within sentence level work and shown within the steps to success of each writing lesson. Shared reading and writing provides a helpful context for the discussion and demonstration of grammatical features at word level (morphology), sentence level (syntax) and text level (conventions of style and organisation).

Rigour

Pupils' acquisition and command of grammar is key to their learning and progress and success across the whole curriculum. Teachers should therefore develop their grammar and spellings actively in all lessons, building systematically on pupils' current knowledge. They should increase pupils' store of knowledge in general; simultaneously, they should also make links between known and new grammatical terms and insist that they are used in their writing.

Spelling Supremo

At Saint Anthony's we have a weekly class spelling supremo, who is a pupil who has worked to improve their spelling and word knowledge throughout the week or might have supported other pupils to improve their

spelling skills. Their achievements are celebrated in class and during our whole school Celebration Assembly each Friday, where they are awarded the supremo award. A termly supremo will also be awarded for most improved attitude towards spellings and words.

Science Curriculum Intent

The learning in Science is optimised in appreciating and respecting God's creation and building purposeful concepts to prepare children for the wider world. It is our ambition that our children will become Scientists as learners and will empower them to have naturally inquisitive minds and develop a natural curiosity of God's world around them. Our aim is to instil a love for Science and give our children the mind-set to think, enquire and be resilient, just like the pioneers of Science have done in the past.

The Science curriculum is planned and sequenced so that new knowledge and skills build on what has been learnt before, with a clear framework of progression to ensure a smooth transition that builds towards clearly identified endpoints. It reflects on our school's local context and the cultural capital needed to succeed in life. The Science lessons taught will develop knowledge and skills so children are secure and can achieve end of outcomes with a depth of understanding. These skills and knowledge will be embedded, allowing children to transfer prior learning and become critical thinkers. Our children will therefore leave primary education with a clear understanding of the key scientific principles and impact they themselves can have on the world around them.

Throughout the Science curriculum is the constant thread of being able to work scientifically and scientific vocabulary which is built on over time so children use it with familiarity, accuracy and precision.

Aims

To ensure that all pupils:

- We will look at and discuss what our results mean. Analyse, interpret and evaluate.
- We are curious and not afraid of taking risks or asking questions.
- We will explore the exciting ways our world works.
- We can use scientific vocabulary.
- We can share with others what we already know.
- We can choose how we will record our exploring and present what we find in a variety of ways
- We listen to others but can discuss and challenge our ideas.

Scope:

Each year group will study topics from at least 2 of the scientific areas.: biology, chemistry and physics. The topics are taught in a sequence to allow the accumulation of knowledge and scientific skills.

In the lower year groups, topics are based around their experiences of the world around them.

Year 1:	Biology: Living things and their habitats (plants), animals including humans, seasons. Physics: everyday materials
Year 2	Biology: Living things and their habitats (plants), animals including humans, animals including humans –animals Physics: uses of everyday materials
Year 3	Biology: Living things and their habitats (plants), animals including humans. Physics: Light, forces and magnets, rocks and soils.
Year 4	Biology: Living things and their habitats (plants), animals including humans. Physics: Electricity, sound. Chemistry: States of matter
Year 5	Biology: Living things and their habitats (plants), animals including humans. Physics: Forces, Earth and Space. Chemistry: Properties of materials
Year 6	Biology: Living things and their habitats (plants), animals including humans. Physics: Light, electricity.

Coherence:

The curriculum builds progressively moving from what the children know about the world and then moving to more abstract concepts. Understanding of the different branches of science are embedded at the start of each topic, as well as the scientific skills they will be using for each lesson e.g. observation, identifying, measurement, classifying etc. Where it is appropriate, links are made to math skills in terms of data

handling. This ranges from completing tables to creating line graphs. Children are encouraged to think about scientific rigour - what makes a fair test - in all experimental procedures, where it is applicable.

Sequencing:

This curriculum is built around a skills progression approach. As the children move through the year groups they will be acquiring more sophisticated scientific skills. An example of this is in the topic: living things. In year 1, children will be able to identify and describe parts of the plant. By year 6, they will be able to classify living organisms and give reasoned justifications for their answer.

Rigour:

This area of the curriculum will be monitored across the academy. Work from similar topics will be compared between year groups and across the academy to ensure consistency and progression. Regular meetings of the science team will continue to take place throughout the year to assess the embedding of the new curriculum.

Year	1	2	3	4	5	6
Biology	Living things and their habitats - plants	Living things and their habitats - plants	Living things and their habitats - plants	Living things and their habitats	Living things and their habitats	Living things and their habitats
						Evolution and Inheritance
	<u>Animals including humans</u>	<u>Animals including humans</u>	<u>Animals including humans</u>	<u>Animals including humans</u>	<u>Animals including humans</u>	<u>Animals including humans</u>
	<u>Seasonal Changes</u>	<u>Living things and their habitats – animals</u>				
Physics			<u>Light</u>			<u>Light</u>
				<u>Electricity</u>		<u>Electricity</u>
			<u>Forces and Magnets</u>		<u>Forces</u>	
				<u>Sound</u>		
			<u>Rocks and soils</u>		<u>Earth and space</u>	
Chemistry	<u>Everyday Materials</u>	<u>Uses of everyday materials</u>		<u>States of matter</u>	<u>Materials and their properties</u>	

History Curriculum Intent

Statement Principles of History:

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.

Aims

To ensure that all pupils:

- Know and understand the history of the UK 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.

Scope:

EYFS & Key stage 1

Pupils are taught about:

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- Events beyond living memory that are significant nationally or globally
- The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods
- Significant historical events, people and places in their own locality

Year Group	Advent 1	Lent 1	Pentecost 1
EYFS			
R			
Year 1	Our school - history within living memory and beyond living memory	200 years of Transport linked to the invention of the locomotive and the aeroplane	The London Olympics 1908, 1948, 2012
Year 2	Great Fire of London	Windsor – Castles Locally agreed study	Great Explorers Shackleton and Armstrong

Coherence and Sequencing:

In planning to ensure the progression the people, events and changes outlined are used to introduce pupils some of the historical periods that they will study more fully at key stages 2 and 3. Clearly defined domains of learning ensure that pupils acquire knowledge, skills and concepts over time and can use and apply their learning across different themes. Rigour: The curriculum is designed to enable pupils to develop an awareness of the past, using common words and phrases relating to the passing of time and to know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They learn and use a wide vocabulary of everyday historical terms. They taught to ask and answer questions, choosing and using parts of stories and other

sources to show that they know and understand key features of events. They learn about some of the ways in which we find out about the past and identify different ways in which it is represented. Progression is secured through clearly defined end goals enabling teachers to identify and address any gaps in learning.

Key stage 2 Scope:

Pupils continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.

Key stage 2 Historical Themes

Year Group	Advent 1	Lent 1	Pentecost 1
Year 3	Changes in Britain from the Stone Age to Iron Age	Ancient Egypt	?
Year 4	Ancient Greece and their influence on the western world	The Roman Empire and its impact on Britain	Locally agreed study unit: Railways and Canals
Year 5	Britain's settlement by the Anglo Saxons	The Viking and Anglo-Saxon Struggle for England	Mayan Civilisation *
Year 6	Locally devised study unit * The War	Kings and Queens of England – the changing power of the monarchy *	The Industrial Revolution – a turning point in History

Coherence and Sequencing:

Planning ensures progression through teaching the British, local and world history combining a broad overview with depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content. Clearly defined domains of learning ensure that pupils acquire knowledge, skills and concepts over time and can use and apply their learning across different themes.

Rigour:

Pupils learn about connections, contrasts and trends over time and develop the appropriate use of historical terms. They regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They construct informed responses that involve thoughtful selection and organisation of relevant historical information. They understand how our knowledge of the past is constructed from a range of sources. Progression is secured through clearly defined end goals enabling teachers to identify and address any gaps in learning. Progression is secured through clearly defined and ambitious end goals enabling teachers to identify and address any gaps in learning.

Geography Curriculum Intent

Statement Principles of Geography:

A high-quality geography education will 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 will 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 will 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 frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims To ensure that all pupils: 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.

Scope

Key stage 1

Pupils are taught locational knowledge, place knowledge, human and physical geography and geographical skills and field work looking at an ever-widening scope of experience from their immediate locality, the British Isles and the wider world.

Year Group	Advent 1	Advent 2	Lent 2	Pentecost 2
EYFS				
R				
Year 1	The seasons and weather – whole year theme	Our neighbourhood	Transport links – our town as a transport hub - road rail and air	The British Isles – countries, capitals and location in the world
Year 2		Where we come from – mapping the world – migration	Local area compared Challenging stereotypes of wealth and poverty through one image (Certain African countries/Mumbai)	The world – oceans and continents, hot and cold places

Coherence and Sequencing:

In planning to ensure the progression the people, events and changes outlined below are used to introduce pupils some of the geographical knowledge and skills that they will study more fully at key stages 2 and 3. Clearly defined domains of learning ensure that pupils acquire knowledge, skills and concepts over time and can use and apply their learning across different themes

Rigour:

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness forming a basis for learning in KS2. Progression is secured through clearly defined end goals enabling teachers to identify and address any gaps in learning. Progression is secured through clearly defined and ambitious end goals enabling teachers to identify and address any gaps in learning.

Key stage 2

Scope

Pupils should be taught to locational knowledge, place knowledge, human and physical geography, geographical skills and fieldwork

Year Group	Advent 2	Lent 2	Pentecost 2
Year 3	The topography of Great Britain – Erosion - coasts, mountains and valleys, biomes	Rivers and the water cycle	Changing climate and weather linked to global warming
Year 4	Major continents of the world - geographical features – climate zones, biomes and human characteristics	The Growth of Cities – location, communication, and change over time comparing London, New York and Rome	Agriculture – comparison of agriculture in the East Anglia with southern Italy
Year 5	Focus on Europe Countries, capitals, topography and politics	Oceans – all the water in the world	The physical geography and human geography of Mexico
Year 6	Great Britain – the four countries of the UK, where people live	Mountains, Earthquakes and volcanoes how the	Mans impact on the environment – climate change,

Coherence and Sequencing:

The curriculum is designed to encompass an ever-broadening scope of learning from the immediate locality to the wider world together with increased complexity of geographical skills, knowledge and concepts. Clearly defined domains of learning ensure that pupils acquire knowledge, skills and concepts over time and can use and apply their learning across different themes.

Rigour:

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Progression is secured through clearly defined and ambitious end goals enabling teachers to identify and address any gaps in learning.

Art and Design Curriculum Intent

Statement Principles of Art:

A high-quality Art education will inspire in pupils a love of creativity, enabling them to appreciate works of art and to express themselves through Art. Teaching will equip pupils with knowledge about different medias and techniques, and introduce them to great artists, craft makers and designers. As pupils progress, they will develop as artists and will be able them to express themselves through works of art of their own making. They will learn about the processes an artist goes through and be able to evaluate and analyse their art and the work of others. Through the development of a variety of skills, all pupils will be able to experience success.

The pupils will be confident to express their ideas, thoughts and feelings and be able to reflect, question, compare and contrast. These are valuable skills which are transferable to many different subjects.

Aims

To ensure that all pupils:

- Produce creative work, exploring their ideas and recording their experiences.
- Stimulate creativity and imagination in order to enable the children to express their ideas, thoughts and feelings through practical experience and different medias.
- Become proficient in drawing, painting, sculpture, and in 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.
- Are supported to understand and appreciate art from a variety of cultures, styles and periods of time.

Scope:

EYFS & Key stage 1

Pupils are taught:

- To use a range of materials creatively to design and make products.
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- To use sketchbooks from Year 1 onwards as a special book to keep their art work and record the progression of skills as they move through the year group and school.
- To develop a wide range of art and design techniques using colour, pattern, textures, line, shape, form and space.
- About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Year Group	Advent 1	Lent 1	Pentecost 1
EYFS	<p>Expressive arts and design: Exploring and using media and materials</p> <p>ELG: They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <ul style="list-style-type: none"> • Skills progression: Opportunities for fine motor control are planned into morning activities and resourcing for Child Initiated; these are developed as the children make progress. The art corner is equipped with various materials and tools to support the children in their experimentations, and updated in lieu of planned teaching and learning opportunities. 		
R	<p>ELG: Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology and art.</p> <ul style="list-style-type: none"> • Skills progression: Through a combination of carefully planned for and spontaneous provocation in Child Initiated, pupils learn to use their imagination in response to role play situations, storytelling and different materials/opportunities in art. Teacher Directed (planning and review sessions, in particular) provides scaffolding for thinking through ideas, uses and purposes of different media and materials. Children learn to express and represent their ideas more independently as the terms go on, practising key skills in design, technology and art. 		
Year 1 Exploring and developing ideas	<p>I can select the best work and say why it's my favourite.</p> <p>I can give my opinion of the artwork.</p> <p>I can say what I like/dislike about the art.</p> <p>I can say what I think is going on in this art work.</p> <p>I can tell you about the colours in the artwork.</p>		

	<p>Clay I can use both hands and tools to build. I can use tools to carve into media. I can use a modelling media to make different shapes. I can make simple joins by manipulating modelling material.</p>	<p>I can observe bodies (encourage accurate drawings of people.) I can draw simple 2D shapes.</p> <p>Poster Paint I can use painting as a means of expressing myself. I can experiment with paints. I can create work by printing with paints. I can use appropriate language to describe my work. I can discuss what happens when I mix different colours together.</p>	<p>I can experiment with a wide range of tools, material and surfaces including wax pastels. I can explore different textures and experiment with mark - building on previous experience. I can observe and draw landscapes as accurately as possible, some small discussion of proportion and where the sky is. I have an awareness of different textures and can talk about how they feel. I can create my own collage using a selection of different materials. I can discuss how textiles can create things such as curtains, clothing and decoration. I can use various collage materials to make a specific picture. I can use overlapping and overlaying to create effects I can find collections of colours such as different sorts of green. I can use language to describe colours e.g. bright, colourful, light and dark. I can use different tools to apply colours.</p>
Year 2	<p>I can look at drawings and comment thoughtfully. I can say if I would like the artwork in my house and give reasons for my answer. I can say what things are similar or different in the artwork. I can say how I think the artist made this artwork. I can say which colour was used most in the artwork and why this might have been used.</p>	<p>I can experiment with tools and surfaces. I can continue to draw a way of recording my personal experiences and feelings. I can begin to discuss use of shadows, use of light and dark. I can colour in neatly using different pressure to create different shades.</p> <p>Poster Paint I can select an appropriate tool for the job. I can use contrasting colours in my work. I can mix primary colours to create secondary colours.</p>	<p>I have an awareness of the variety of colours in the environment.</p> <p>Natural Materials I have an awareness of natural and man-made forms. I can shape and form from direct observation. I can use a range of decorative techniques I can make constructions from natural materials. I can replicate patterns and textures in a 3D picture. I can talk about my own work and that of other sculptors.</p> <p>I can work out ideas through sketching. I can work out ideas through sketching.</p>

	<p>I can talk about my own work and that of artists.</p> <p>I can use the paints for different effects such as using a brush in different ways such as flicking, dripping and splattering</p> <p>I can make as many tones of one colour as possible using primary colours and white.</p> <p>I can make a colour wheel to show primary and secondary colours.</p>		
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Coherence and Sequencing:

Throughout Nursery, children always have access to an art area that is equipped with a variety of resources for the pupils to experiment with and use. This experience is then built upon in Reception with further opportunities to develop their own ideas, using resources of their choice. The pupils learn about the purposes of different medias and materials and are encouraged to use their imaginations to express their ideas with increasing independence. The pupils are all given sketchbooks at the beginning of Year 1 to record their artistic journey and progression of skills as they move up through the school. The planning ensures that the pupils are taught to use a range of medias and are introduced to concepts that they will continue to build on in Key Stage 2. The clearly set out areas of learning ensure that the skills and concepts they learn are further developed as they move through the school.

Rigour:

The curriculum is designed to enable pupils to explore different medias, techniques and styles to reflect the depth and breadth of knowledge of the subject. The pupils have opportunities to learn about famous artists and are constantly asked to reflect on their work and the work of others. They are encouraged to develop and express their own thoughts and opinions. The pupils develop their skills by learning about art and design techniques using colour, pattern, textures, line, shape, form and space. They are encouraged to express themselves by reflecting on their work and discussing similarities and differences between their work and the work of different artists. Progression is secured through clear objectives and success criteria. The pupils are also taught to evaluate and analyse creative works using the language of art, craft and design.

Music Curriculum: Intent Statement of Principles/ Philosophy

Music is a powerful and unique form of communication that can inspire and motivate children. It is a vehicle for personal expression and plays an important part in helping children to feel part of a cohesive community. Music reflects the culture and society we live in and enables children to better understand the world around them. At Saint Anthony’s we provide opportunities for all children to create, play, perform and enjoy music; to develop the skills to critically appreciate a wide variety of musical forms and to make judgements about the quality of music. It is a creative and fun activity but can also be a highly challenging subject.

Aims

To ensure that all children:

- Develop proficiency and enjoyment as musicians, actors and dancers

- Know and understand how sounds are made and then organised into musical structures using interrelated dimensions of pitch, duration, dynamics, tempo, timbre and texture.
- Know how music is made through a variety of instruments and have access to peripatetic music lessons
- Know how music is composed and written down (using technology as appropriate)
- Know how music is influenced by the time, place and purpose for which it was written by evaluating the work of a range of composers and musicians from a variety of historical periods.
- Develop the interrelated skills of performing, composing and appreciating music
- Acquire audience skills such as listening and viewing responsibly, distinguishing musical instruments and responding to changes in character and mood.
- Interpret and present their own or others' work to a range of audiences
- Express feelings, ideas, experiences and beliefs in a variety of ways through the exploration and organisation of sound.
- Develop an appropriate vocabulary to help them understand and discuss their own work and that of others
- Improve coordination, flexibility, agility, strength and fine motor skills.

Scope:

EYFS & Key Stage 1

Pupils are taught how to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the interrelated dimensions of music

Year Group	Advent	Lent	Pentecost
Reception	'Myself' singing simple rhymes/songs/action songs from memory in unison. Exploring sounds - hands and feet Keeping a steady beat - simple rhythm patterns Christmas 'Nativity'	'In the Kitchen' - rhythm chants. Sound 'sandwiches' using voices and kitchen utensils. 'Hidden in the Jungle' song. Exploring 'Texture' - sounds in layers Following a grid score	Stories in sound "Jack and the Beanstalk" Vocal/body sound effects Pitch - high/low sounds, 'climbing' notes Use of tuned and untuned percussion ICT - 2Simple music toolkit - rhythm patterns
Year 1	'Little Red riding Hood' Exploring rhythms, singing techniques, dynamics Christmas production	'The Orchestra' Layout, sections, sounds 'Carnival of the Animals' Saint-Saens. How different instruments evoke a particular animal, staccato/legato	Pirate Songs/Sea Shanties Sea creatures – sound effects. Introduction to rhythm reading 'visual musical minds' World music : Native American rhythms
Year 2	Exploring sound patterns and shapes - simple musical terms Environmental sounds - creating sound effects with voices and	Chinese New Year 'Lovely Jasmine' (Mo Li Hua) song with actions. Pentatonic accompt. on tuned/untuned instruments.	African Drumming Djembes - learning call and response rhythms Songs 'A Keelie' 'Halima Pakole' 'Dipidu' with tuned percussion accompt

	<p>tuned\untuned instruments</p> <p>Composing simple tunes using graphic scores</p> <p>Singing - unison/simple 2 parts, rounds</p> <p>ICT 'Dotty rhythms' using 2Simple music toolkit</p>	<p>Listening to/comparing 2 pieces Holst "Mars" and Saint Saens "Aquarium".</p> <p>Music/mood Ravel's "Bolero" conveying emotion through music.</p> <p>Movement piece.</p>	<p>Songs in a round: 'Senwa Dedende' 'Hey Ungua' with djembes</p> <p>Preparation of "Africa Assembly" and workshop with parents.</p>
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Key Stage 2

Pupils are taught to:

- play and perform in solo and ensemble contexts, using their voices and playing instruments with increasing accuracy, fluency, control and expression
- sing with expression in unison and in parts
- improvise and compose music for a range of purposes using the interrelated dimensions of music
- use and understand staff and other musical notations
- listen with attention to detail and recall sounds with increasing aural memory
- appreciate and understand a wide range of high-quality live and recorded music taken from different traditions, great composers and musicians
- develop an understanding of the history of music

Year Group	Advent	Lent	Pentecost
Year 3	<p>Recorder</p> <p>Learning breath control, finger patterns of B, A and G</p> <p>Reading and following music notation</p> <p>'Celebrations' creating and performing a Fanfare for Christmas</p>	<p>Recorder</p> <p>Learning E, D, and C Melodies and patterns using notation.</p> <p>Easter Production</p> <p>Songs/dances/drama Recorder accompt on 2 pieces</p>	<p>Recorder</p> <p>Developing repertoire of songs/instrumental pieces for concert to parents at end of term.</p>
Year 4	<p>'Opposites and Contrasts' - loud/soft, short/long etc ('Pictures at an Exhibition' Mussorgsky)</p> <p>'Batman Returns' Elfman</p> <p>Simple group compositions exploring a range of instruments</p> <p>Christmas Production</p>	<p>'Forest Music' - creating atmosphere/tension evocative night/morning sounds. Exploring continuous sounds eg. tremelo, glissando etc.</p> <p>Class piece performed and recorded to accompany video of 'The Forest Awakes'</p>	<p>'The Seasons' Spring/Summer (Vivaldi 'Four Seasons')</p> <p>Musical texture /structure. Identifying/ creating a story with sound and melody.</p> <p>'Weather Witch' song and soundscape. Weather symbols matched to sounds</p>
Year 5	<p>Introduction to Opera</p> <p>Definition/conceits/history of opera. Italy/Royal Opera House.</p>	<p>Opera</p> <p>Collating lyrics from Literacy.</p>	<p>Opera</p> <p>Recording rehearsal tracks for class practises.</p>

	'Pinocchio' use of 'vocal effects' in singing a particular character. Recitative - creating short excerpt from class storyboard. Importance of lyrics in telling story.	Creating/improvising melodies for 10 songs in small groups. Deciding roles to be taken ie. soloists, chorus, dancers and Orchestra.	Rehearsal of soloists/small groups Orchestra start to learn/rehearse accompaniments for songs. Move from music room to hall for rehearsals with cast. Performance of Yr 5 Opera to school and parents.
Year 6	Singing rounds in 3 parts acapella. Diction, dynamics in vocals. Pulse/rhythm - reading and playing from notation Creating complex ostinato patterns as accompt. Keyboards - 'Where is the Love' (Blackeyed Peas) Improvising melodic ideas - developing musical vocabulary. ICT Compose World Create - compositions with a partner.	S.American Music - rainforests 'Cotopaxi' form/structure, melody Singing/chanting patterns with ostinato accompaniment 'The Firebird' Stravinsky Composition/creating atmosphere Musical colour/dynamics Drones & rhythmic dance music	'The Elements' Earth, Air, Wind & Fire. Combining sound & movement. Inventing dramatic musical textures. Music and sound effects for production of Shakespeare play.

Coherence and Sequencing:

The music curriculum is designed to provide exciting learning opportunities that enable all children to make good progress whatever their ability. This is done by setting suitable learning challenges and responding to each child's different needs.

Singing is central to the St Anthony's Music curriculum and permeates all aspects of school life. The School Choir meets on a weekly basis and performs at public events throughout the year. Children take part in regular hymn practices which enhance our Liturgical celebrations.

Assessment:

Children's work is assessed by observation during lessons where interaction with the teacher is continuous. Older pupils are encouraged to make judgements about how they can improve their own work and offer constructive ideas to others. Completed projects are recorded and the teacher makes a summary judgement about each pupil in relation to the National curriculum guidelines.

PSHE Curriculum Intent

As a Catholic Academy our mission is to provide an excellent Catholic education to the pupils in our community of schools. Our aim is to educate the whole child: mind, body and spirit, and this is manifested with the Gospel values at the centre of everything we do. We believe that each person is made in the image of God and as such, has an equal right to an education which gives them lifelong skills and prepares them to take their place as part of society and live lives that are healthy, safe and responsible. This is done not only through a comprehensive PSHE curriculum that focuses on specific aspects, but is threaded throughout all areas of our schools.

Implementation:

Our PSHE curriculum is kept relevant and uses a spiral approach across all key stages which ensures themes are revisited developmentally. We plan our schemes of work following national guidance and

comprehensively address both statutory and non-statutory aspects of PSHE to provide a challenging and engaging programme.

In Early Years, PSHE is an integral part of the topic work covered throughout the year.

PSHE is taught in discreet lessons which will:

- Cover the three main areas of Health and Wellbeing, Relationships and Living in the Wider World
- Teach explicitly about an issue (including Rights and the Law)
- Teach explicitly how to manage an issue (developing resilience, strategies, language and skills)

There are many other cross curricular opportunities where pupils are taught aspects of PSHE including:

- RE – *religious and moral beliefs, values and practices across different faiths that influence personal and social issues and relationships, global responsibility*
- Science – *drugs (including medicines), sex and pregnancy, health, safety and the environment, healthy eating*
- RSE – *relationships, mutual respect, growing and changing, puberty, sex and pregnancy*
- PE – *Healthy eating, the effects of exercise on the mind and body, health and safety, development of personal and social skills through team and individual activities*
- Maths – *recognising and using money, counting and sharing*
- Computing – *internet safety*

Pupils are also involved in PSHE through:

- Assemblies (key 'awareness days' marked, visitors – e.g. CSO)
- Pupil Voice/School Council
- Faith Ambassadors
- Anti-bullying Council
- Family Heads
- Prefects
- Visitors/celebration days in school/workshops
- Schools Linking Project
- Choir
- Before and After school clubs
- Feast Day celebrations
- Black History Month

As a result of PSHE in our schools, pupils will:

- be able to communicate, demonstrate and apply the British Values of Democracy, Tolerance, Mutual Respect, Rule of Law and Freedom to their daily lives
- Pupils will demonstrate a healthy outlook towards school – attendance and behaviour will be at least good
- achieve at least age-related expectations across the wider curriculum
- become independent, healthy, responsible and active members of society
- be equipped with the knowledge, skills and attitudes needed for a successful and happy onward journey towards life and work in the modern world

Nursery	Health and Wellbeing: Name basic emotions they may feel
Reception	Name and sign basic emotions Explore emotions through roleplay Listen to others suggestions and plan how to achieve an outcome without adult help Hygiene – basic hygiene equipment and routines Family – different family dynamics
Year 1	Recognise basic emotions in themselves and why this may happen Identify the importance of having friends Understand the importance of family Dental hygiene Keeping clean to keep bugs away Healthy eating – identifying fruit and vegetables and where they grow Growing and changing from baby to senior citizen and different needs

	<p>Sun safety</p> <p>Personal safety – stranger danger</p> <p>Internet safety – exploring what information to give out and to whom/who to go to for help</p>
Year 2	<p>Begin to recognise emotions in others</p> <p>Offer suggestions as to how to cope with and alter a negative emotion</p> <p>Making friends</p> <p>Actions and consequences</p> <p>Aspirations</p> <p>Healthy eating – identifying main food groups and making healthy choices</p> <p>Road safety – Green X code</p> <p>Drug safety – identifying harmful substances in the home, including medicines</p> <p>Differences between male and female/naming body parts</p>
Year 3	<p>Offer solutions when there are disagreements between friends</p> <p>Begin to compare emotional feelings with physical and mental feelings</p> <p>Lifestyle choices – a balanced approach</p> <p>ask for help and learn basic techniques for resisting pressure to do something they are uncomfortable with</p> <p>Internet safety – understanding the concept of 'private', keeping information secure, being respectful to others online</p> <p>Healthy eating – create a healthy meal using all the main food groups in correct proportion</p> <p>Safety – how to call for help in an emergency</p>
Year 4	<p>Understand that determination and perseverance are needed to overcome a challenge</p> <p>Identify basic "coping strategies" for dealing with difficult emotions</p> <p>Identify strengths and set goals</p> <p>Puberty – body changes</p>
Year 5	<p>Make links between a balanced lifestyle and being happy</p> <p>Identify situations where people may need support with their mental health</p> <p>Identify stress and stressful situations and think of ways of dealing with them</p> <p>Managing conflict</p> <p>Rights, Law and Order</p> <p>Tobacco –</p> <p>Substance abuse – definition and how to resist pressure</p> <p>Drugs – legal and illegal</p> <p>Alcohol – drink aware, definition, dangers and decisions</p> <p>Menstruation – what happens and how to cope</p> <p>Puberty and hygiene</p>
Year 6	<p>Understand different levels of confidence and how this affects life</p> <p>Understand that "being healthy" incorporates body, mind and lifestyle</p> <p>Explain the various aspects of mental health</p> <p>Puberty and reproduction</p> <p>Understanding relationships</p> <p>Conception and pregnancy</p> <p>Communicating in relationships</p>

PE Curriculum intent

At St Anthony's, we strive to create a culture which aims to inspire an active generation to enjoy PE, encourage each other and achieve. We provide a safe and supportive environment for children to flourish in a range of different physical activities which is essential in supporting their physical, emotional, spiritual, social and moral development.

We offer a dynamic, varied and stimulating program of activity to ensure that all children progress physically through an inspirational, unique and fully inclusive PE curriculum. We encourage all children to develop their understanding of the way in which they can use their body, equipment and apparatus safely yet imaginatively to achieve their personal goals. All children have the opportunity to enjoy being physically active, maintain a healthy lifestyle and using the medium of sport, increase their self-esteem. We aspire for children to adopt a positive mind-set and believe that anything can be achieved with determination and resilience.

The aim of Physical Education is to promote physical activity and healthy lifestyles. Children are taught to observe and produce the conventions of fair play, honest competition and good sporting behaviour as individual participants, team members and spectators. Thus embedding life-long values such as co-

operation, collaboration and equity of play. We provide opportunities for children to learn how to stay safe by having swimming lessons in Year 4 to enable the children to be more confident in the water.

Our PE Curriculum, runs alongside the PSHE and science curriculum in order to teach the children about the importance of healthy living and learning about the need for good nutrition. At St Anthony's we aim for children to develop the necessary knowledge and skills which will have a positive impact on their future by becoming physically active citizens to benefit their long-term health and well-being.

Implementation:

Children are taught regularly by our sports coaches from Nursery to Year 6. The curriculum is further enhanced by participation in numerous sporting tournaments with other schools in the area and after school clubs. Our sport coaches supervise and run sports activities at lunchtime, including: football, hockey, basketball and netball. Children are encouraged to become 'Active Leaders' whereby they will be able offer a range of sporting activities for children to participate in at lunchtime. As an Active School, we aim to ensure that the children participate in active lessons outside of their regular PE lessons. This involves incorporating moments within lessons whereby the children can be active.

EYFS

As part of the EYFS statutory framework pupils are taught:

- Physical development - involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.
- Moving and handling: children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively.
- Health and self-care: children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

Key stage 1

Pupils develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They are able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils are taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

Key stage 2

Pupils continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They enjoy communicating, collaborating and competing with each other. They develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils are taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounder's and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- Swimming