



St. Mary's Church of England Primary School

'Dream, Believe, Achieve!'

'With God, all things are possible.' Matthew 19:26

Whole School Curriculum Map

2022 to 2024



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St. Mary's Curriculum Vision, Intent and Curriculum Drivers

At St. Mary's Church of England Primary School, we consider the extent to which we are equipping pupils with the knowledge and cultural capital they need to succeed in life.

Through our Christian Faith, we acknowledge our responsibility to all, to enrich lives and show love and respect within our school family. We believe in lifelong learning aiming to equip our children to live life today and for tomorrow rooted in Christian love.

At St. Mary's, we '*Dream, Believe, Achieve!*' because

'With God all things are possible' (Matthew 19:26)



Our Curriculum Drivers

As a school we believe that there are three 'curriculum drivers' that personalise our curriculum. These have been chosen through consultation with staff and governors – identifying the needs and interests of the pupils at St. Mary's Church of England Primary School. They are: -

Global Christians

We are a church school and a loving Christian family. We want our children to grow up loving our world, feeling a valuable part of it, knowing they have a contribution to make. We recognise and respect the range of beliefs and cultures within our world. Christian values and the love of God are at the heart of teaching and learning.

Creative Citizens

Our school is at the heart of the local community. Children will be given opportunities to represent the school in the local community and further afield through events such as sport and music. We want to enrich our curriculum and broaden opportunities for the children by using our whole community and unique location. We will plan to stimulate our children's minds and bodies and nurture their skills and talents through opportunities for creative expression.

Possibilities and Aspirations

We know we are preparing our children for the rest of their lives. We aim to help them;

- Discover their individual skills and talents
- Seek challenges and make good progress
- Have high aspirations for their future.



Rationale

Our academic curriculum is based upon the following:

- a. Statutory Guidance within the National Curriculum*
- b. The guidance provided by the Leicestershire C. of E. Diocese for the religious education of our children.*
- c. Best practice and highly regarded, effective learning resources, which will inspire and motivate our children to excel; to become, for example, the nation's future scientists, artists or engineers.*

Our curriculum is implemented in the following ways:

- Sequential knowledge and skills, which meet the needs of learners within each key stage and year group.*
- Learning is organised, usually on a 2-year rolling programme for each phase, and across all year groups by subjects. These are known as curriculum maps.*



KEY SKILLS

ENGLISH

To deliver an innovative English curriculum which enables and empowers children's written and oral communication and creativity

Throughout the school pupils are taught to read easily and with understanding -developing the ability and desire to read widely and deeply for pleasure and information.

They acquire and can apply the key skills of spelling, grammar and punctuation. They write clearly, accurately coherently, neatly and with pride

MATHS

To ensure that pupils become fluent in the fundamentals of maths, know and can confidently apply key skills and reason mathematically.

It is essential that all children have a secure and confident grasp and can apply age-appropriate key skills and mathematical vocabulary which allows them to access a deeper understanding and make links between areas of maths, applying their mathematical knowledge to science and other subjects.

PERSONAL DEVELOPMENT AND VALUES



PERSONAL SKILLS- Developing Character Traits	CHRISTIAN VALUES	BRITISH VALUES
Resilience; Empathy; Excellence; Communication; Self- Teamwork. awareness; Positivity;	Our school is a safe and happy place, based on Christian principles, where we care for each other, grow together, follow our dreams and aspire for excellence in all we do.	Democracy Mutual Individual respect liberty Rule of Law Pride Tolerance Inclusiveness



CREATIVITY

ART & DESIGN

We want to foster a love of art in our children. We believe that art gives our pupils the skills, concepts and knowledge necessary for them to express responses to ideas and experiences. It fires their imagination.

A carefully planned curriculum, incorporating first hand experiences, will enable children to communicate creatively through use of colour, texture and form. Ensuring a progression of skills and a deeper understanding of art.

DESIGN TECHNOLOGY

We want our pupils to use of a broad range of skills and understanding to design and make products that solve real & relevant problems in a variety of contexts.

This should also enable pupils to engage in enterprise activities.

EXPRESSIVE ARTS & PE

An appreciation of music, dance, drama and languages as essential elements of cultural capital.

We place great value on children's ability to express themselves through the arts, dance, drama & languages. PE and Sport are well promoted through the curriculum.



HISTORY AND HERITAGE

HISTORY

Our history curriculum traces British history and the great civilisations of the world

We aim to provide pupils with the knowledge, skills and understanding to appreciate our history and that of human creativity, endeavour & exploration through time.

CULTURAL HERITAGE

We feel that it is important that children understand and value their own identity and heritage

This includes their cultural roots, as citizens of Leicestershire, the UK and as members of a global society.

UNDERSTANDING THE WORLD

GEOGRAPHY

Our Geography curriculum engages children in the study of the wider world, people, places & the environment

Children need to have a knowledge of the world—oceans continents, major countries & cities, social and physical geography, the environment and sustainability.

CURRENT AFFAIRS

It is equally important that our children have an age-appropriate understanding of British and World News

Current affairs include matters of political importance such as Brexit, who is our Prime Minister; propaganda and fake news.



DISCOVERY

SCIENCE

Developing scientific knowledge and conceptual understanding, and a thirst for investigation, experimentation, exploration and discovery.

Through practical investigation and the development and application of key scientific skills from year to year.

TECHNOLOGY/ COMPUTING

We feel it is vital for children to understand and apply the fundamental principles of computing, and have knowledge and awareness of E-safety.

This includes logic, algorithms and data representation, as well as digital technology.



Through our Christian vision we want our children, staff and parents to *dream* big.

Our children, parents and staff hold a common ambition for excellence.

We *believe* in ourselves, our ability and our capacity to make our dreams a reality.

Together, working with our community, we will *achieve* excellence, ensuring the very best for our children, enabling them to develop the knowledge, skills and character to not just excel in the modern world but to help shape it for the better.

To realise our vision, we need:

- High quality teaching and learning to achieve good or better outcomes for our pupils.
- Exemplary behaviour and attitudes to learning.
- High quality personal development for both staff and pupils alike.
- A reflective, strong leadership and management team to drive standards.

Our school is:

A special place full of learning, laughter and friendship, of optimism and hope.

A place where all children feel safe, happy and valued.

A place where all pupils develop a love of learning inspired by quality teaching.

A place where we build on each child's individual strengths and talents.

A place where we teach moral Christian & British values and build the foundation for lifelong friendships.



A place where we work in close partnership with the Church & community to develop citizens who will lead happy rewarding lives.

A place where pupils can aspire for excellence in all they do.

A place where we will continually seek improvement and high expectations for all.

A place where we will build learning partnerships with all associated with our school, enabling parents to have an active role in their children's learning



Our intention for teaching and learning:

Every child a reader: A reading-rich curriculum which enhances learning, supports the development of communication skills and results in the acquisition of knowledge which is retained, so that pupils know more, remember more and learn more.

Being good citizens: A curriculum which celebrates difference, develops an understanding of right and wrong, and which ensures pupils develop a strong moral compass.

A love for learning and being curious: A curriculum that is exciting and engaging, which challenges children to think, question, problem solve and reason and offers hands on experiences.

Learning behaviours for success: A curriculum which nurtures the learning behaviours and character traits that will help children to succeed in life:
Resilience; Excellence; Self-awareness; Positivity; Empathy; Communication;
Teamwork.



At St. Mary's Church of England Primary School, we follow the Early Years Curriculum and the National Curriculum and strive to enrich the curriculum wherever possible with:

Educational Visits

Annual residentials from Years 2-6.

Visitors

Extra-curricular Activities

Outdoor Learning

Hooks that engage and give a context to learning

Optional homework learning projects

Learning, Christian and British Values are taught throughout our topics.

Responding to events in the news

Charity days



Our Christian Values

We have six Christian Values that are embedded in school life. They are:

Friendship, Respect, Perseverance, Courage, Compassion and Thankfulness.

Each value is linked to a story from the Bible and backed up with a biblical reference.

This helps to explain what each value means.

As the children move through St. Mary's they will develop a deeper understanding of the story and its meaning.

Each value is taught as a theme, during collective worship; one for every half term.

Every fortnight, children are chosen for a commendation in a VIP assembly.

They have demonstrated how our Christian values are acted upon and are given a lanyard, to identify them as positive role models for others.



Christian Values CURRICULUM MAP: Autumn 2021 – Summer 2023

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Additional Coverage
YEAR R	Friendship.	Respect.	Perseverance.	Courage.	Compassion.	Thankfulness.	Other Significant Religious, Social or Cultural Events.
YEAR 1	Proverb 17:17 ‘A friend loves at all times, and a brother is born for a time of adversity.’	Romans 13 states that we should ‘Pay others the honour and respect you owe them’.	‘I can do all things through Him who strengthens me.’ Philippians 4:13	Jesus told his followers that, ‘If anyone wants to be my disciple, let them deny themselves and take up their cross and follow me.’ (Matthew 16:24).	‘Be compassionate and kind to one another, forgiving each other, just as in Christ God forgave you.’ Ephesians 4:32	Jesus gave thanks to God (Matthew 11.25) and although the word ‘thankfulness’ is not common in the Gospels, recognition of his dependence on the Father infuses the whole life of Jesus.	
YEAR 2	‘Wounds from a friend can be trusted, but an enemy multiplies kisses.’ (Proverbs 27:6)	‘Do unto others as you would have them do unto you.’ John 2	‘Let us run with perseverance the race marked out for us.’ Hebrews 12:1	‘Be on your guard; stand firm in the faith; be courageous; be strong.’ (1 Corinthians 16:13)	We will be linking Compassion to ‘The Parable of the Good Samaritan’ (Luke 10:25-37)	Paul frequently encourages us to ‘be thankful’ (Colossians 3:15), to ‘give thanks in all circumstances’ (1 Thessalonians 5:18) and says that our lives should ‘overflow with thankfulness’ (Colossians 2:7). For Christians the greatest of all acts of worship is simply called ‘thanksgiving’ or Eucharist.	
YEAR 3	We will be linking Friendship to the story of ‘Jesus heals a paralysed man’ (Luke 5:17-26)	We will be linking Respect to the story of ‘Jesus in the Temple’ -(John 2:41 - 52)	We will be linking Perseverance to the story of ‘Noah’s Ark’ (Genesis 6-9)	We will be linking Courage to the story of ‘David and Goliath’ (Samuel 1:17)		“Give thanks to the LORD, for he is good; his love endures forever.” Psalm 107:1	
YEAR 4							
YEAR 5							
YEAR 6							
						Jesus' Golden Rule is: "Do unto others as you would have them do unto you."	



SMSC (Spiritual, Moral, Social & Cultural Development) and British Values at St Mary's Church of England Primary School.

A definition of SMSC

The spiritual development of pupils is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values.
- sense of enjoyment and fascination in learning about themselves, others and the world around them.
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

The moral development of pupils is shown by their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and in so doing, respect civil and criminal law of England.
- understanding the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.



The social development of pupils is shown by their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds.
- willingness to participate in a variety of communities and social settings, including by volunteering,
- co-operating well with others and being able to resolve conflicts effectively.
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

The cultural development of pupils is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others.
- Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain.
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.



- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities.
- interest in exploring, improving understanding of and showing respect for different faiths and
- cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socioeconomic groups in the local, national and global communities.

SMSC is an over-arching umbrella that encompasses personal development across the curriculum and activities in school.

It is the heart of what education is all about – helping pupils grow and develop as people.



Our Implementation of the curriculum.

Current Year: B: 2023 – 2024 & Year A was 2022 – 2023.



Our Curriculum Offer 2023 – 2024

Why send your child to St. Mary's?

Across the seven years, we hope that your child will enjoy experiencing a wide range of fun and challenging activities.

Whilst at St. Mary's, we can offer your child:

A supportive Christian ethos, whilst using the 'Everyone's Welcome' scheme to promote inclusion.
Strong pastoral care, including the promotion of pupil well-being and mental health, with support through the 'Happier Lunchtimes' play initiative.

Enhancing our PSHE, through music and an active learning style, using Rock Kidz.
Anti-Bullying Alliance Award.

A novel-based approach and immersive displays to enable a deeper level of understanding in English, with accompanying class sets of each novel.

The opportunity to experience a theatre or pantomime performance.

Opportunities to engage in learning through drama, using Now > Press > Play.

Performances by each class and year group, during the academic year, to promote the experience of performing in front of an audience, whilst also developing self-confidence, clear diction and effective oracy.



The opportunity to take part in a healthier lifestyle, through the use of the 'daily mile walks', 'Active travel to school'.

Opportunities to engage in sporting challenges, using a character-building programme, designed by ex-military leaders, known as 'Commando Joe's'.

Opportunities to represent the school in a range of sports, such as football, netball and hockey.

Opportunities to learn how to swim from years 1 to 6, for 6 weeks, each academic year.

Sports coaches, who provide school sports activities during lunchtimes, support the implementation of the P.E. curriculum and also provide a range of after-school activities.

Opportunities to learn Times Tables, using TTRockstars, from Yr 2 - 6.

Practical maths equipment in every classroom.

Opportunities to learn Spanish, from EYFS to year 6, using 'Language Angels'.

Opportunities to take part in STEM (Science, Technology and Engineering), and art and design events, and other live experience days.

Cooking experiences, as part of the 'Food for Life' Award.

Provided with 3 main meal choices at lunchtime every day.

Engaging with local, national and international community events and organisations, such as Hinckley Christmas Fair, live stream video links or visits from role models in the community.

Worship in church twice a week, and significant events in the Christian calendar held in Church.



Encouraging pupils to provide leadership roles, including the school parliament.
Opportunities to act as subject ambassadors, initially with eco-warriors and also to promote art, through the school art council.

Year 6 have the opportunity to work towards the position of head boy or girl and their deputies.

Inspiring and stimulating displays, which support and identify the development of children's learning, whilst celebrating their achievement.

Weekly updates on news and current affairs, using Picture News and Newsround.

Opportunities to learn a musical instrument, at an individual, group or whole class basis, using instruments including violins, recorders, glockenspiels and ukuleles.

Opportunities to develop singing with a professional, experienced singing teacher, at lunchtimes.

Music programme supported by 'Leicestershire Music'.

School choir, held after school, and provides opportunities to perform at different events.

Sets of iPads in every classroom.

A class set of laptops.

Other ICT equipment, such as Beebots and drones.

Sets of atlases and Bibles

A well-stocked library, centrally located in the school.

A vending machine for books.

A large stock of books, banded according to each stage of learning.



Continuous Provision approach to learning from EYFS to the end of year 2, which aims to develop independence, problem solving, creativity and the embedding of key concepts.

A provision for outdoor learning.

Opportunities for gardening across KS1 and KS2, using wooden planter boxes around the school site.
Partnership Links with NWSLC to further enhance our curriculum offer.

Highly experienced Teaching Assistants to support learning in each class setting.

Wrap around care, provided by the organisation, 'Kid space', which uses our onsite facilities.

Holiday Care provided by the organisation, 'Super Star Sport'.



The body of knowledge and skills which form the extent of the curriculum.

English and Maths Knowledge & skills		Subject specific knowledge and wider curriculum skills		Personal skills & SMSC	Christian Values		
Reading	Number	Science	Design & Technology	Character Education – Routes to Resilience Commando Joe’s Everyone’s Welcome	Focus for each half term: Intrinsic to the curriculum and explored in floor books		
Writing	Calculation	History			Friendship	Respect	
Phonics & Spelling	Measurement	Geography	Music		Perseverance	Courage	
Punctuation	Fractions	Art & Design	PE.		Compassion	Thankfulness	
Grammar	Decimals	R.E.(locally agreed syllabus)	P.S.H.E.- Cambridge Programme, Protective Behaviours Programme	Personal skills and Christian Values are promoted in daily acts of collective worship.			
Handwriting	Percentages						
Drama	Geometry	Computing		To encourage high standards and good presentation, the children are encouraged to use the phrase below:			
Speaking	Algebra/Inverse operations	MFL - Spanish					
Listening	Statistics			“Good, better, best. Never Let it rest. Until your good is better and your better is best”. Tim Duncan			
Other forms of enrichment: A Visit to the theatre for a pantomime and also attending performances created by students at the NWSL college. Opportunities to listen to musical performances, from either visitors to the school or opportunities to visit music performances at the local church.		Other forms of enrichment: Whole school art projects, Anti-bullying week, Safer Internet Day. Science Day. Participation in local tournaments to promote success in different aspects of P.E.		At St. Mary’s we expect the children to work hard and behave well. Our school code of conduct is based on the following three principles taken from UNICEF.			
Extra-Curricular Provision for English and Maths: Times Tables Rockstars, ActivLearn – Bug Books, Bug Book Phonics. Home to School Online Learning Platform: Seesaw		Other Extra-curricular Provision: Breakfast/after school club provided by ‘Kid space’. After-school Clubs: KS1 and KS2 Football, Spy-club, Lego Club, Archery club, Dance club, Spanish for KS1 and Yr 3/4 Other forms of enrichment: Virtual or actual visits to or from local institutions, including other churches, representatives of charities, other organisations and companies.		Everyone has: The right to feel safe The right to learn. The right to be treated with respect.			
				Developing Creativity and Future Careers The school has developed a partnership with ‘North Warwickshire and South Leicestershire College’. to provide access to a wider range of resources. The partnership with students and college staff may also offer inspiration for future career choices.			



Recognition of achievement in the curriculum

Children hold the positions of Head Boy and Head Girl, and Deputy Head boy and Deputy Head Girl. They are involved in making decisions that affect the school environment, participate in setting school expectations. They are given lanyards to denote their role model status and they are recognised in a board in a school corridor, so that all pupils know who they are and why they are important.

Our children receive recognition for achievement during collective worship, including those that have demonstrated the school's Christian values. These pupils are known as VIPs, and are given lanyards for a period of time.

Success in personal development and excellence in personal conduct, behaviour best attendance in schools is recognised through the awarding of certificates. Year group achievements are also communicated to parents in the school newsletter and outside the school premises on external notice boards.

The school aims to promote a positive role model for reading, and encourages children to read for pleasure, based upon a minimum expectation of 5 reads per week. Teachers also promote the role of reading, through daily reading sessions and the promotion of books. Children have the opportunity to be entered into a weekly draw, 1 for each year group, to select a golden ticket. The winner can then choose a book, from the book vending machine.

The school acknowledges the importance of learning times tables and encourages children to participate in other home activities, which supplement the learning for each half term.



Our Curriculum Leaders 2023 – 2024

Subject Expertise & responsibilities

Responsibility for Safeguarding is that of all staff and they have all received up to date training, including DSLs. DSLs are the headteacher, deputy headteacher, SENCo and Family Support worker. They are promoted clearly in the foyer of the main entrance.

All subject areas have a staff member, who is responsible for being the voice for that subject across the school. Each subject lead is provided with a release time of one afternoon, every 2 weeks. Our staff have a range of subject expertise, though the school also draws upon other sources where appropriate. This may include the use of peripatetic music teachers and sports coaches.

Teacher subject knowledge

Subject leads share knowledge, including information from DfE, STA or OFSTED research, and their subject priorities with staff during meetings or via electronic communication, whichever is most appropriate.

Staff may attend network meetings available, through Loughborough Learning Alliance or Forest Way Alliance. High quality research based national training for Subject leaders is provided by Gateway Alliance.

Staff (this includes teachers, teaching assistants, support staff and governors) attend INSET and other agreed CPD courses, when available, that will have an impact on school improvement, or support pupil welfare, such as First Aid or ELSA.

Staff have been provided with CPD, to enable them to develop their subject leadership role, and evaluate their aspect of the curriculum.



All subject areas have a staff member, who is responsible for being the voice for that subject across the school, as well as developing and monitoring their subject area. These are as follows:

Subject	Personnel
English	Helen Talbot (SLT)
Maths	Aidan Roper (SLT)
Science	Emma Marvin (SLT)
Computing	Vicki Palmer (SLT)
Physical Education	Jeff Bond
History	Jane O'Hara
Geography	Alison Parry
R.E./SMSC	Sarah Malin
Art and Design	Kate Corley
Design and Technology	Krupa Rajpara
PSHE/British Values	Sarah Mosedale (SLT)
Music	Charlotte Jenkinson
Modern Foreign Languages - Spanish	Richard Cramp

SLT = Senior Leadership Team



Whole School Areas	Personnel
Collective Worship	Rachel Ayres (SLT)
SEND/Mental Health/Attendance/Pupil Welfare	Vicki Palmer Sam Perkins Caroline Bell
Well-being	Jeff Bond
EYFS	Emma Marvin
Phonics	Emma Marvin/Sarah Mosedale
Curriculum Development	Richard Cramp
Assessment	Richard Cramp
Higher Attainers	Richard Cramp



Our Curriculum Maps: 2022 - 2024

Learning Organisation	National Curriculum Progression	Class Organisation
St. Mary's teaches a range of topics, with a key subject focus, from which key knowledge and skills are taught through. Links are also made with other subjects where appropriate. However, some units within subjects may stand alone, if this best suits the needs of the subject content. In EYFS and KS1, the timetable is organised around learning areas set up in the classroom, with discreet teaching of phonics and mathematics. St. Mary's uses a novel study approach from Y1 to Y6, to enrich, inspire and enliven the English curriculum. Immersive corners in each classroom, provide opportunities for children to visualise each novel. R.E. is taught as a themed week, or as stand-alone units, with 50% coming from the locally agreed syllabus and 50% coming from the new, 'Understanding Christianity' resource, supplied by the diocese.	Staff timetable the subjects over a week or half term, so that subjects are taught. Subject leads have an overview of the knowledge and skills taught, showing how key concepts are developed and built upon. Each Science, History and Geography topic theme has a knowledge organiser at the start, to enable pupils to be clear about key concepts and vocabulary that they are expected to learn. These key words are also shared in topic displays around the classroom. They are also assessed using pre and end of topic quizzes, in these 3 subject areas.	Curriculum maps are organised over a 2-year rolling programme for years 1-2, 3-4, and 5-6, due to the school being a one and a half-form entry primary school, with the maximum in a cohort being 45. Classes are arranged into the following: Yr F - 2 mixed ability classes. Yr 1/2 - 3 classes of yr 1/2 Yr 3/4 - 3 classes of yr 3/4. Yr 5/6 - 3 classes of yr 5/6.



EYFS CURRICULUM MAP: Autumn 2023 – Summer 2024

Year & Cycle	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Additional Coverage
YEAR R	All about me A new class a new start. In this topic we will look closely at what makes us different and celebrate those differences together. We will begin to learn about one another in the class, through 'me bags', and discover the rules and expectations of both the school and the classroom. We will look and talk about our families and their importance.	People who help us It's time to celebrate and discover the people who help us, at home, in school and in our community. We will learn about important jobs of our emergency services and the vital roles they play in keeping us safe. We will discover if things have changed, 'medically', over the years and rules we can follow for keeping ourselves safe i.e. fire safety, road safety etc.	Heroes and princesses Let's immerse ourselves into the magical world of heroes and princess and pretend to be our very own characters. We will discover the qualities and traits that make a great hero or princess and discover famous heroes and princess in a range of traditional tales.	How does your garden grow With the days warming, flora and fauna exploding to life, it is a perfect time to be a gardener. As gardeners we will immerse ourselves into the wonderful world of plants and trees. We will explore the life cycles of different plants and trees, learn their names and have a go at growing our very own gardens.	Adventures Near Far Let's imagine ourselves to be visitors from another world who have stumbled upon our beautiful blue marble known as Earth. Here we will look closely at the wonderful world, discovering different countries, cultures, climates and wildlife. We will also explore the problems planet Earth faces and how we can help the human race to look after their home. When our job is done we will then discover the beauties of the solar system and the planets which dance around in their orbits. We will also try to understand the role of the sun and its overall importance in the solar system	Mini-beasts and Mega-beasts We'll begin by shrinking ourselves down and immersing ourselves into a world of miniature, looking closely at the many different types of amazing insects and animals we find both here and in other parts of the world. Next we will become giants and cautiously set foot into a world once owned by mega-beasts... the dinosaurs. We will begin to understand why dinosaurs were classified as carnivores, herbivores and omnivores, and learn their names.	Additional coverage will include learning about key events throughout the year which are listed below: Black History Month Diwali Guy Fawkes Bonfire Night Remembrance Day Anti-bullying Week Christmas E-Safety Week Valentine's Day Shrove Tuesday & Lent, Mother's Day Ramadan, Easter Eid, Wellbeing Week Queen's Platinum Jubilee, Queen's Birthday Father's Day National Days St Andrews Day (Scotland) St Georges Day (England) St David's Day (Wales) St Patricks Day (Ireland)



English CURRICULUM MAP Autumn 2022 – Summer 2024

Year & Cycle	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Additional Coverage
YEAR R	Stories related to All About Me! (see MTP for details) Name writing Labelling Simple sentence writing	Stories related to People Who Help Us Developing sentence writing Writing words and captions Labelling Letter writing	Stories related to Superheroes and Princesses Sentence writing Menus Description Speech Bubbles Factual writing	Stories related to How does your garden grow! Description Story sequencing Labelling Rewrite Extended sentences	Stories related to Adventures near and Far! Labelling Instructions Poems Postcards Story retell	Stories related to Mini-beasts and Mega-beasts! Life-cycle books Signs Explanations A visitor's guide Recount of trip	
YEAR 1/2 A	<u>Dogger</u> Traction Man Narrative with familiar setting Lost Poster Retelling Description	<u>The Scarecrow's Wedding</u> Lists Character description Speech Alternative endings	<u>Papa Piccolo</u> Sequencing Retell the main events of a story Character Description	<u>Vlad and The Florence Nightingale</u> Adventure Fact finding Questions Recount Reading Comprehension	<u>Jack and The Beanstalk</u> Traditional tales Dialogue Diary entry Alternative ending	<u>The Proudest Blue</u> Comparing settings Character descriptions Writing in the first person Letter writing	
YEAR 1/2 B	<u>Oi Frog</u> Stories with predictable and patterned language Verbs and adjectives Letters Rhyming words	<u>Paddington Bear</u> Alliteration Description Speech Book Review Recount <u>The Gunpowder Plot</u> Firework poetry	<u>Percy the Park Keeper/Percy's Bumpy Ride</u> Settings Character Description Book Review Narrative writing	<u>Way Home for Wolf</u> Non-chronological reports Explanations Instructions	<u>The Lighthouse Keeper's Lunch</u> Drama Newspaper report Dialogue Alternative endings	<u>Lila and the Secret of Rain</u> Memories Expanded noun phrases Poem Own version of story	



Year & Cycle	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Additional Coverage
YEAR 3/4 A	<u>The Battle of Bubble and Squeak</u> Playscript Descriptive writing Diary writing Stories that raise issues and dilemmas		<u>The Lion, The Witch and The Wardrobe.</u> Description Dialogue Recounts		<u>The Iron Man</u> Fantasy Reports Newspaper reports Instructions Explanations		
YEAR 3/4 B	<u>How To Train Your Dragon</u> Stories set in imaginary worlds Film narrative Debate/argument		<u>Charlotte's Web</u> Novels and stories by significant children's authors Play scripts Recounts Description		<u>101 Dalmatians</u> Older literature Stories that raise issues and dilemmas Novels and stories by significant children's authors		
YEAR 5/6 A	<u>Holes</u> Stories that raise issues and dilemmas Journalistic writing Debate/argument Formal and informal writing Dilemmas Narrative Alternative endings		<u>Private Peaceful</u> Biography and autobiography Stories with historical settings Stories that raise issues and dilemmas Letter writing Diary entry Narrative		<u>Harry Potter and The Philosopher's Stone</u> Stories set in imaginary worlds Novels and stories by significant children's authors	<u>Greek Myths</u> increasing familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction and books from other cultures and traditions	
YEAR 5/6 B	<u>Stig of The Dump</u> Adventure and mystery Instructions Balanced Arguments Newspaper reports	<u>Clockwork</u> checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context persuasive text narrative descriptive setting	<u>Street Child</u> Stories with historical settings Stories that raise issues and dilemmas Diary writing Narrative Explanations Biography of a significant individual	<u>Poetry</u> Classic/narrative poems Choral and performance The power of imagery	<u>Danny The Champion of The World</u> Adventure and mystery Stories that raise issues and dilemmas Play scripts Novels and stories by significant children's authors		



Reading book bands CURRICULUM MAP: Autumn 2023 - Summer 2024

Year	Autumn	Spring	Summer	Additional Coverage
YEAR R	Lilac/Pink/Red/Yellow	Lilac/Pink/Red/Yellow	Lilac/Pink/Red/Yellow	
YEAR 1	Red/Yellow/Blue/Green/Orange	Red/Yellow/Blue/Green/Orange	Red/Yellow/Blue/Green/Orange	
YEAR 2	Blue/Green/Orange/Turquoise/ Purple/Gold/White/Lime	Blue/Green/Orange/Turquoise/ Purple/Gold/White/Lime	Blue/Green/Orange/Turquoise/ Purple/Gold/White/Lime	
YEAR 3	Purple/Gold/White/Lime/Brown/ Grey	Purple/Gold/White/Lime/Brown/ Grey	Purple/Gold/White/Lime/Brown/ Grey	
YEAR 4	White/Lime/Brown/ Grey/Blue (KS2)	White/Lime/Brown/ Grey/Blue (KS2)	White/Lime/Brown/ Grey/Blue (KS2)	
YEAR 5	Brown/Grey/Blue (KS2)/ Red (KS2)/Free Readers	Brown/Grey/Blue (KS2)/ Red (KS2)/Free Readers	Brown/Grey/Blue (KS2)/ Red (KS2)/Free Readers	
YEAR 6	Grey/Blue (KS2)/ Red (KS2)/Free Readers	Grey/Blue (KS2)/ Red (KS2)/Free Readers	Grey/Blue (KS2)/ Red (KS2)/Free Readers	



Phonics CURRICULUM MAP: Autumn 2023 – Summer 2024

Year & Cycle	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Additional Coverage
YEAR R	Phase 2 s, a, t, p i, n, m, d g, o, c, k ck, e, u, r h, b, f, ff l, ll, ss		Phase 3 j, v, w, x y, z, zz, qu sh. th, ch, ng	Phase 3 ai, ee, oo/oo oa, ar, or, igh ur, ow, oi, ear er, air, ure	Phase 4 CVCC & CCVC Adjacent consonants		
YEAR 1	Phase 4 CVCC & CCVC Adjacent consonants	Phase 5 ay, ou, ie, ea oy, ir, ue, aw wh, ph, ew oe, au, ey, a-e, e-e i-e, o-e, u-e, s (z)	Phase 5 i/o > alternative pronunciations c/g > alternative pronunciations u/ow > alternative pronunciations ie/ea > alternative pronunciations er/ch > alternative pronunciations	Phase 5 a > alternative pronunciations y > alternative pronunciations ou > alternative pronunciations e/ey > alternative pronunciations ch/j > alternative pronunciations	Phase 5 n, r, m, > alternative pronunciations s, z, > alternative pronunciations u, ear > alternative pronunciations ar, ur > alternative pronunciations air > alternative pronunciations or > alternative pronunciations	Phase 5 oo, oi > alternative pronunciations ee > alternative pronunciations igh > alternative pronunciations oa > alternative pronunciations (y) oo/oo > alternative pronunciations sh > alternative pronunciations	Phonics Screening Scheck
YEAR 2	Phase 6						Phonics Screening Check



Spelling CURRICULUM MAP: Autumn 2023 – Summer 2024

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Additional Coverage
YEAR R							
YEAR 1	ai, oi, e-e, ay, oy, a-e, i-e, o-e, u-e, ar, ee, ea, er, oe		ir, ur, oo/oo, oa, ou, ow/ow, ue, au ew, ie, igh, or, ore		ore, aw, air, ear, are, compound words -y, wh, ph, nk, Days of the week K, Prefix - un, Plurals - s/es ff, ll, ss, zz, ck, v Suffixes - ing, ed, er, est, tch		Y1 Common Exception Words
YEAR 2	dge, ge, gi/gy j, ci/ce/cy, Silent - kn, gn, wr le, el, al ll, -y (igh) plural - ies -y (ee) suffixes - ied, ing		-y (ee) Suffixes - er, est, ed, ing Split digraph -e + y 1 syllable words + double consonant + er/est/ed/ing all/al (orl) al (silent l) o (u) -ey/ey (ee) wa, (wo) qu, wor, (wur) war wa (wo) s (z) Suffix - tion Possessive apostrophe		Suffixes - ment, ness, ful, less, ly y>i + suffix contractions homophones/near homophones		Y2 Common Exception Words



Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Additional Coverage
YEAR 3	Vowel > double consonant + suffix unstressed vowel + suffix y, (i) ou (u) Prefixes - un, dis, mis, in		Prefixes - re, super Suffix - ly le > ly s (z) Suffix - ture -cher/tcher		Suffixes - sion, ous, tion ch (k/sh) sc, (s) -ey/ei (ay) homophones/near homophones		Y3/4 Common Exception Words
YEAR 4	Vowel > double consonant + suffix unstressed vowel + suffix Prefixes - il, im, ir, sub, inter, anti, auto Suffix - ation		ic > ally Suffixes - ous, tion, ssion, sion, cian -ue/oe > ly		ei/eigh/ey (ay) -gue (g) -que (k) sc (s) ch (k/sh) homophones/near homophones		Y3/4 Common Exception Words
YEAR 5	Suffixes - cious, tious, cial, tial, Suffixes - ant, ance, ant, ance, ent, ence Suffixes - able, ably, ible, ibly		-fer + suffixes Prefixes - co, re ie, ei + exceptions (ee) -ough		Silent - k, w, b, t, h, s homophones/near homophones		Y5/6 Common Exception Words
YEAR 6	Suffixes - cious, tious, cial, tial Suffixes - ant, ance, ent, ence, ency Suffixes - able, ably, ation, ible		Suffixes - able, ably, ible ei (ee/e/igh) -ough, - augh (or) Silent - b, n, g, c, p		homophones/near homophones		Y5/6 Common Exception Words



Mathematics CURRICULUM MAP 2023 - 2024

Year	Autumn	Spring	Summer
YEAR R	<i>Getting to know you</i> Baseline and looking at counting principles (1-1, stable order, cardinal etc) <i>Just like me!</i> • Match and sorting • Comparing amounts • Compare size, mass & capacity Make simple patterns <i>It's me 1, 2, 3!</i> • Representing, comparing & composition of 123 • Circles and triangles Spatial awareness (Positional language) <i>Light and dark</i> • Four • Five • One more and one less • Shapes with 4 sides Night and day (time)	<i>Alive in 5</i> • Introducing zero • Comparing numbers to 5 • Composition of 4 & 5 • Compare mass • Compare capacity <i>Growing 6, 7, 8</i> • 6, 7, 8 • Making pairs • Combining 2 groups • Length and height • Time <i>Building 9 and 10</i> • 9 & 10 • Comparing numbers to 10 • Bonds to 10 • 3-D shape Pattern	<i>To 20 and beyond</i> • Building numbers beyond 10 • Counting patterns beyond 10 • Spatial reasoning (1) <i>First Then Now</i> • Adding more • Taking away • Spatial reasoning (2) <i>Find my pattern</i> • Doubling • Sharing and grouping • Even and odd • Spatial reasoning (3) <i>On the move</i> • Deepening understanding (problem solving) • Patterns and relationships • Spatial reasoning (4)



Year	Autumn	Spring	Summer
YEAR 1	Unit 1: Numbers to 10 Unit 2: Part-whole within 10 Unit 3: Addition within 10 Unit 4: Subtraction within 10 Unit 5: 2D and 3D shapes	Unit 6: Numbers to 20 Unit 7: Addition and subtraction within 20 Unit 8: Numbers to 50 Unit 9: Introducing length and height Unit 10: Introducing mass and capacity	Unit 11: Multiplication and division Unit 12: Fractions Unit 13: Position and direction Unit 14: Numbers to 100 Unit 15: Money Unit 16: Time
YEAR 2	Unit 1: Numbers to 100 Unit 2: Addition & subtraction (1) Unit 3: Addition & subtraction (2) Unit 4: Properties of shapes	Unit 5: Money Unit 6: Multiplication & division (1) Unit 7: Multiplication and division (2) Unit 8: Length & height Unit 9: Mass, capacity and temperature	Unit 10: Fractions Unit 11: Time Unit 12: Problem solving & efficient methods Unit 13: Position and direction Unit 14: Statistics



Year	Autumn	Spring	Summer
YEAR 3	Unit 1: Place value within 1,000 Unit 2: Addition & subtraction (1) Unit 3: Addition & subtraction (2) Unit 4: Multiplication & division (1) Unit 5: Multiplication & division (2)	Unit 6: Multiplication and division (3) Unit 7: Length and perimeter Unit 8: Fractions (1) Unit 9: Mass Unit 10: Capacity	Unit 11: Fractions (2) Unit 12: Money Unit 12: Time Unit 13: Angles and properties of shapes Unit 14: Statistics
YEAR 4	Unit 1: Place value- 4-digit numbers (1) Unit 2: Place value- 4-digit numbers (2) Unit 3: Addition & subtraction Unit 4: Measure - area Unit 5: Multiplication & division (1)	Unit 6: Multiplication & division (2) Unit 7: Measure - area Unit 8: Fractions (1) Unit 9: Fractions (2) Unit 10: Decimals (1)	Unit 11: Decimals (2) Unit 12: Money Unit 13: Time Unit 14: Geometry- angles and 2D shapes Unit 15: Statistics Unit 16: Geometry- position and direction
YEAR 5	Unit 1: Place value within 1,000,000 (1) Unit 2: Place value within 1,000,000 (2) Unit 3: Addition & subtraction Unit 4: Multiplication & division (1) Unit 5: Fractions (1) Unit 6: Fractions (2)	Unit 7: Multiplication & division (2) Unit 8: Fractions (3) Unit 9: Decimals and percentages Unit 10: Measure - perimeter and area Unit 11: Graphs and tables	Unit 12: Geometry- properties of shapes Unit 13: Geometry- position and direction Unit 14: Decimals Unit 15: Negative numbers Unit 16: Measure - converting units Unit 17: Measure - volume
YEAR 6	Unit 1: Place value within 10,000,000 Unit 2: Four operations (1) Unit 3: Four operations (2) Unit 4: Fractions (1) Unit 5: Fractions (2) Unit 6: Measure - imperial & metric	Unit 7: Ratio and proportion Unit 8: Algebra Unit 9: Decimals Unit 10: Percentages Unit 11: Measure - perimeter, area & volume	Unit 12: Statistics Unit 13: Geometry- properties of shapes Unit 14: Geometry - position and direction Unit 15: Problem solving



Science CURRICULUM MAP: Autumn 2022 – Summer 2024

Year & Cycle	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Additional Coverage
YEAR R	<u>My body</u> Senses Body parts What can my body do Healthy bodies/healthy living	<u>Materials and change</u> What are things made from? Sorting into material groups Melting/freezing Observing changes in experiments	<u>Living things I know</u> Living things/non living Identifying plants and animals: minibeasts	<u>Living things, I know</u> Living things/non living Identifying plants and animals: minibeasts	<u>The natural world</u> What is a habitat? What can we find in different areas. Floating/sinking	<u>The natural world</u> Life Cycles (frogs, butterflies) Exploring our natural local area: identifying minibeasts. Growing plants	*Ongoing coverage of these topics throughout the year *Opportunities for experiments that inspire awe and wonder to stimulate thinking and curiosity. British science week: March



Year & Cycle	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Additional Coverage
Year 1/2 A	<u>My body</u> Identify and label body parts. Uses of different parts for different activities. The 5 senses	<u>Growth and survival</u> Health, growing up and offspring. Needs of humans Changes as we grow Effects of environment on survival. Balanced diets/staying healthy	<u>Living in habitats</u> Things that are alive and dead Habitat suitability Food chains	<u>The secret world of plants</u> Identify the things most plants need to germinate and mature. why do we cultivate plants? Light and germination. How plants make their own food by photosynthesis. Explore and compare plants that are living, dying or dead, and discover how to help dying plants live longer, or reproduce. Plants reaching maturity. How commercial plant growers, harvest mature plants, ways to ensure plants can be re-grown or stimulate fruit production.	<u>Super scientists</u> <u>Isaac Newton</u> Effects of gravity on objects. Travelling of light through transparent objects. <u>Graham</u> <u>Alexander Bell</u> Can sound travel through objects. <u>Investigating senses and reflexes (linked with historical discoveries).</u> Experiments to test reflexes and senses.	<u>Super scientists</u> How scientists how found out about germs and diseases. How are germs transferred by touching? <u>Thomas Edison</u> Investigate electrical circuits to make a light bulb light up.	Seasonal change is covered throughout the year, to observe ongoing changes in the natural world <u>British science week: March</u> <u>Links with PE: exercise and the effects on the body</u>



YEAR 1/2 B	<u>Everyday Materials</u> Sorting and classifying materials What makes a material suitable for its use? Exploring how materials can change their shape. Different materials being used for the same product.	<u>Exploring materials and change</u> Material inventions and discoveries. Reversible and irreversible changes	<u>Identifying animals</u> Identifying common animals. Identifying uk mammals. Identify and compare common uk birds, reptiles, fish and amphibians. Identifying and sorting herbivores, carnivores and omnivores. Understanding how to care for and look after animals.	<u>Seasonal changes</u> observing seasonal change what happens at different seasons hibernation. How animals are affected by the seasons. How humans are affected by the seasons. Weather and length of day linked with the seasons.	<u>Identifying plants</u> Name and label common plants. Sorting and classifying plants. Identify and describe wild plants. Identify and describe trees. Identify parts of a plant. Observing growing plants.	<u>Growing Plants</u> Observe plant growth Needs of plants Different seeds grow into different plants. Plants can grow from bulbs. How and why seeds are dispersed. Investigating conditions that affect germination. How plants can as they mature.	Seasonal change is covered throughout the year, to observe ongoing changes in the natural world British science week: March exercise and the effects on the body: measuring and comparing fitness levels
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Year & Cycle	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Additional Coverage
YEAR 3/4 A	<u>Rocks, Fossils and soils</u> Types of rocks/grouping Investigating different rock types Investigate properties What is soil? Fossil formation	<u>Forces and magnets</u> What is a force? Different types of forces Friction Magnets, their properties and reactions to materials	<u>Changing sound</u> Sound and vibrations How sounds are made and reach our ears? Pitch and volume Distance and sound	<u>Light and shadow</u> How we see? Night and day Light sources and reflections The sun Opaque objects and shadows How light travels. Shadow change	<u>How plants grow</u> Functions of plants/parts of a plant Seeds: Pollination, seed formation seed dispersal Different types of seeds. Needs of types of plants Life cycle		British science week: March exercise and the effects on the body: measuring and comparing fitness levels
YEAR 3/4 B	<u>Health and movement</u> Food groups/healthy eating Diet of humans and animals Skeleton and muscles	<u>Circuits and conductors</u> Uses of electricity Dangers of electricity Making circuits Switches Conductors and insulators	<u>Eating and digestion</u> Classifying: carnivore, omnivore and herbivore Construct and interpret food chains Functions of the digestive system Types of teeth Ways to keep teeth healthy	<u>States of matter</u> Compare and group materials Solids, liquids and gases and their properties. Materials and changes (hot/cold) Temperatures and effects on changes of states of matter. Evaporation/condensation Water cycle.	<u>Living environments</u> Habitats, why organisms live in different habitats. Grouping organisms according to characteristics. Classifying animals/ classification keys Identifying British plants Human impact on environments		British science week: March exercise and the effects on the body: measuring and comparing fitness levels



Year & Cycle	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Additional Coverage
YEAR 5/6 A	<u>Earth and space</u> Movement of the Earth, Moon and the planets Seasons Solar system Rotation of Earth (Day and night)	<u>Classifying organisms</u> Grouping organisms according to characteristics. Classification (Carl Linnaeus model) Classification of plants, animals and microorganisms Identifying and classifying organisms in the local area.	<u>Forces in action</u> Gravity/Friction Air/water resistance Levers and Pulleys. Types of forces Gears	<u>Life cycles</u> Sexual reproduction in flowering plants Asexual reproduction Sexual reproduction in animals Life cycles of animals in local environment. Compare how animals and plants reproduce and grow Naturalists	<u>Changes and reproduction</u> Stages of growth and development Compare gestation periods in humans and other animals. Child development and needs of children at different stages. Changes and puberty in both girls and boys Changes in adulthood through to old age.		British science week: March PE: measuring heart rate, effects of exercise, naming muscles
YEAR 5/6 B	<u>Healthy Bodies</u> Scientific ideas about health and diet. Food groups and nutrition Skeleton and muscles Human circulatory system Effects of alcohol, tobacco and drugs.	<u>Seeing light</u> Shadows: how they are formed and can be changed. The eye Reflection and refraction Colours in white light	<u>Properties and changes of materials</u> Dissolving in liquids to form a solution Use knowledge or solids, liquids and gases to decide how mixtures and solutions can be separated Reversible and irreversible changes Materials and heat Compare and group materials by their properties	<u>Changing circuits</u> Electricity and static electricity Circuits and using symbols in circuits Investigate the lightness or a bulb or speed of a motor.	<u>Evolution and inheritance</u> Fossils Genetic inheritance and differences Environmental adaption (plants and animals) Darwin: Evolution and Inheritance. Evolutions of animals and plants		British science week: March PE: measuring heart rate, effects of exercise, naming muscles



R.E. CURRICULUM MAP: Autumn 2022 – Summer 2024

Year & Cycle	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Additional Coverage
YEAR R	Creation Why is God so important to Christians? Incarnation Why do Christians perform nativity plays?		Which stories are special and why?	Salvation Why do Christians put a cross in an Easter garden?	What places are special and why?	Where do we belong?	
YEAR 1/2 A	Who is a Muslim and how do they live?	God What do Christians believe God is like?	Gospel What is the good news Jesus brings?	Salvation Why does Easter matter to Christians?	Who is a Muslim and how do they live?	What makes some places sacred to believers?	
YEAR 1/2 B	Creation Who made the world?	Incarnation Why does Christmas matter to Christians?	Who is Jewish and how do they live?		What does it mean to belong to a faith community?	How should we care for others and the world?	
YEAR 3/4 A	People of God What is it like to follow God?	Incarnation What is the trinity? (whole school-God)	What do Hindus believe God is like?	Kingdom of God When Jesus left, what was the impact of Pentecost?	How do festivals and family life show what matters to Jews?	How and why do people try to make the world a better place?	
YEAR 3/4 B	Creation What can Christians learn from the creation story?	What does it mean to be a Hindu in Britain today?	Gospel What kind of world did Jesus want?	Salvation What do Christians call the day Jesus died 'Good Friday'?	How and why do people mark significant events of life?	How do festivals and worship show what matters to a Muslim?	



YEAR 5/6 A	Gospel What would Jesus do?	God What does it mean if God is holy and loving? Incarnation Was Jesus the messiah?	Why do Hindus try to be good?	People of God How can following God bring freedom and justice?	What does it mean to be a Muslim in Britain today?	
YEAR 5/6 B	Creation Creation and science – competing or complimentary?	What matters most to Humanists and to Christians?	Why is the Torah so important to Jewish people?	Salvation (yr 5) What did Jesus do to save human beings?	Why do some people believe in God and some people not?	Kingdom of God What kind of King is Jesus?

Colour Code:

Leicestershire Syllabus

Understanding Christianity



SMSC CURRICULUM MAP: Autumn 2022 – Summer 2024

The themes and units of work covered within PSHE and the use of the Cambridgeshire Personal Development Programme contribute to the different aspects of SMSC. Those listed in brackets show areas where there are links, rather than explicit teaching content.

Social Development	Moral Development
Beginning and Belonging	Rights, Rules and Responsibilities
Rights, Rules and Responsibilities	Anti-bullying
My Emotions	Diversity and Communities
Family and Friends	Financial Capability
Working Together	Managing Risk
Anti-bullying	Drugs Education
Diversity and Communities	Safety Contexts
Managing Risk	(Beginning and Belonging)
Personal Safety	(Family and Friends)
Sex and Relationships Education	(Working Together)
Healthy Lifestyles	(Sex and Relationships Education)



Spiritual Development	Cultural Development
My Emotions	Beginning and Belonging
Working Together	Diversity and Communities
Sex and Relationships Education	(Rights, Rules and Responsibilities)
Managing Change	(Family and Friends)
Sex and Relationships Education	(Anti-bullying)



BRITISH VALUES CURRICULUM MAP: *Autumn 2023 – Summer 2025*

Strand	Theme	Aspect of British Values
Myself and My Relationships	My Emotions	Self-knowledge and self-esteem and responsibility for behaviour
Myself and My Relationships	Family and Friends	Respect for others, tolerance and harmony
Myself and My Relationships	Anti-bullying	Rules and the law, responsibility for behaviour, respect for others, tolerance and harmony, discrimination
Citizenship	Rights, Rules and Responsibilities	Responsibility for behaviour, rules and the law, public institutions (including parliament), democracy, having a voice and making a positive contribution.
Citizenship	Diversity and Communities	Respect for others, tolerance and harmony, between different cultural traditions, discrimination, contributing to their locality and to society.
Citizenship	Working Together	Self-knowledge and self- confidence, responsibility for behaviour, showing initiative, having a voice, and making a positive contribution.
Economic Wellbeing	Financial Capability	Charitable organisations



PREVENT CURRICULUM MAP: Autumn 2023 – Summer 2025

Work with pupils that supports this agenda is covered through the school's Personal Development Programme. Aspects also run throughout the curriculum and also through assemblies, educational visits, and School Parliament.

The following themes in the Cambridgeshire programme include content that supports aspects of the Prevent Agenda

Strand	Theme	Aspect of Prevent
Myself and Relationships	Beginning and Belonging (and other themes – Personal Safety, My Emotions)	When where and how to get help (safety circles/network of support)
Myself and Relationships	My Emotions	Self-esteem, resilience, confidence, managing emotions
Myself and Relationships	Anti-bullying	Mutual respect and understanding
Citizenship	Rights, Rules and Responsibilities	Democracy, government, rules/laws, responsibilities, debates, understanding values, critical thinking
Citizenship	Working Together	Resilience, determination, confidence
Citizenship	Diversity and Communities	Diversity of national, regional, religious and ethnic identities in the UK Mutual respect and understanding
Healthy and Safer Lifestyles	Understanding and Managing Risk	Recognising and managing risk, making safer choices, resisting pressure
Healthy and Safer Lifestyles	Personal Safety	Pressure from others that threatens their safety and wellbeing



Wider Coverage of SMSC and British Values

There are many links and coverage through other subject areas and also through activities where these are promoted and explored. Some examples are:

- Through daily Collective Worship, encouraging pupils to explore aspects of SMSC/British Values further and encouraging pupils to reflect and learn from reflection.
- Developing an ethos in school where all pupils can grow and flourish, respect others and be respected through the school's vision statement and grow the necessary Character strengths to succeed in school and in life.
- Preparing our pupils for life in a diverse society, which is modern Britain today by teaching the Local Authority's 'Everyone's Welcome' programme which
- uses the 'No Outsiders' resources and framework to teach about equality and diversity, in line with British Values, Ofsted Guidelines and the Equality Act (2010).
- Helping pupils develop their Christian Values of Friendship, Respect, Perseverance, Courage, Compassion and Thankfulness.
- Reinforcing the Christian Values through classroom and corridor displays and integration into lessons. Celebrating through weekly Celebration Assemblies.
- Providing a clear moral code of behaviour that is applied consistently across school.
- Opportunities to explore values and beliefs including religious and non-religious beliefs and the way in which they affect peoples' lives through the RE curriculum.
- Responding as a church school family to local and national issues e.g. food shortages, charitable donations.
- Promoting teaching styles which value pupils' questions and give them space to explore their own thoughts and ideas.
- Provide opportunities to ask and explore 'why?', 'what?', 'how?', 'where?', 'when?'
- Enable pupils to make connections between aspects of their learning through relevant links within and across the curriculum.
- Providing opportunities for engaging in democratic process through elections for School Parliament, Heads and Deputies. Ensuring all pupils in school have a voice that is listened to through being able to provide ideas and feedback to



School Parliament and to be able to participate in questionnaires.

- Encouraging pupils to take responsibility for their actions-respect for property, care for the environment and developing codes of behaviour.
- Providing models of moral virtue through literature and across other areas of the curriculum.
- Encouraging opportunities across the curriculum for pupils to work collaboratively (E.g. PE-team games, Commando Joes-Character Education)
- Providing corporate positive experiences through for example, assemblies, team activities, residential experiences, school productions.
- Providing positive and effective links with the world of work and the wider community (visitors in school to talk about their jobs, community support with local history, jobs associated with science, experiences provided by the local church).
- Provide opportunities for pupils to exercise leadership and responsibility - through Ambassadors and Lunchtime Leader roles.
- Provide opportunities for pupils to understand and learn about aspects of their own culture and the culture of others through customs, history, geography, technology, artefacts, music, art, sculpture, dance, food technology and their significance and meaning in culture and also vocabulary development
- and literature.
- Enrichment opportunities provide a means for pupils to discover hidden talents and skills and develop their interests further through planned curriculum experiences and also after-school opportunities.
- The school actively engages with safety programmes throughout the age ranges including work with the Fire Service and liaison with the Community Police and the NSPCC/Google.
- The school provides regular workshops for parents.
- Developing partnerships with outside agencies to extend pupils cultural awareness for example through theatre, museum, concert and gallery visits, resident artists, residential trips, school to school partnerships, college collaboration, world of work.
- A regard for the heights of human achievement in all cultures and society (assemblies, Black History Month, History, Geography, Science, Technology, Art).



PSHE CURRICULUM MAP: Autumn 2022 – Summer 2024

Year & Cycle	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Additional Coverage
YEAR R	Beginning & Belonging FS Protective Behaviours (4 weeks before half-term) You Choose	Family & Friends (incl. Anti-Bullying) My Emotions Blue Chameleon	Me and my World (Year A) Identities & Diversity (Year B) Red Rockets & Rainbow Jelly	My Body and Growing Up The Family Book	Keeping Safe (incl. Drug Education) Mommy Mama and Me	Healthy Lifestyles	
YEAR 1/2 A	Beginning & Belonging Y1 Protective Behaviours (4 weeks before half-term) Elmer	Family & Friends Anti-Bullying My Grandpa is amazing Now Press Play: Mental Health	Working Together Financial Capability Ten Little Pirates Now Press Play: Online Safety	Sex & Relationships Education My World, Your World	Managing Risk Safety Contexts	Healthy Lifestyles Max the Champion Now Press Play: Healthy Living	
YEAR 1/2 B	Rights, Rules & Responsibilities Y2 Protective Behaviours (4 weeks before half-term) Blown Away	My Emotions Anti-Bullying The Odd Egg Now Press Play: Bullying	Diversity & Communities The Great Big Book of Families	Drug Education Just Because	Personal Safety The First Slodge	Managing Change	



Year & Cycle	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Additional Coverage
YEAR 3/4 A	Beginning & Belonging Y3 Protective Behaviours (4 weeks before half-term) Beegu	Family & Friends Anti-Bullying The Hueys in the New Jumper Now Press Play: Mental Health	Working Together Financial Capability Two Monsters Now Press Play: Online Safety	Sex & Relationships Education This is our house	Managing Risk Safety Contexts Oliver	Healthy Lifestyles	
YEAR 3/4 B	Rights, Rules & Responsibilities Y4 Protective Behaviours (4 weeks before half-term) The Flower	My Emotions Anti-Bullying Red: A Crayon's Story Now Press Play: Bullying	Diversity & Communities The Way Back Home	Drug Education Dogs don't do ballet	Personal Safety King and King	Managing Change	
YEAR 5/6 A	Beginning & Belonging Y5 Protective Behaviours (4 weeks before half-term) The Artist Who Painted a Blue Horse	Family & Friends Anti-Bullying The Whisperer (This would fit well with Anti-Bullying Week) Now Press Play: Mental Health	Working Together Financial Capability How to Heal a Broken Wing Now Press Play: Online Safety	Sex & Relationships Education And Tango Makes Three	Managing Risk Safety Contexts Rose Blanche	Healthy Lifestyles Now Press Play: Transition (Y6)	



YEAR 5/6 B	Rights, Rules & Responsibilities Y6 Protective Behaviours (4 weeks before half-term)	My Emotions Anti-Bullying	Diversity & Communities My Princess Boy	Drug Education The Island	Personal Safety Sex & Relationships Education	Managing Change Now Press Play: Transition (Y6)	
	Dreams of Freedom	Where the Poppies Now Grow Now Press Play: Bullying			Love You Forever		

Colour Code:

PSHE; Citizenship

Myself & My Relationships

Citizenship/Economic Wellbeing

Healthy and Safer Lifestyles

Citizenship

Safeguarding; Protective Behaviours Scheme

Inclusivity: No Outsiders in our school/Everyone's Welcome books



Character Education CURRICULUM MAP: Autumn 2022 - Summer 2024

Year & Cycle	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Additional Coverage
YEAR R	Incy Wincy Spider <i>Resilience</i>	Jack and Jill <i>Empathy</i> If you're happy and you know it <i>Self-Awareness</i>	Humpty Dumpty <i>Positivity</i>	Twinkle, Twinkle <i>Excellence</i>	3 Blind Mice <i>Communication</i>	Row, Row, Row your boat. <i>Teamwork</i>	



YEAR 1/2 A	Traditional Tales Communication & Excellence Children will learn to: - To talk and share information with their team mates in a clear way. - To work as a group to achieve a shared outcome - To take turns - To be creative	Samuel Pepys Passion, Communication & Teamwork Children will learn to: - To know when to ask for help and how to get help without asking an adult (self - help) - That sometimes we need to keep trying to be successful and this is ok - How to follow rules and why this is important	Queen Resilience, Passion & Teamwork Children will learn to: - To keep trying - To better regulate their behaviours through self-control - To know how to keep themselves safe when meeting new people - To work as a team to achieve outcomes	
YEAR 1/2 B	Simba and Me Self-awareness, Empathy & Resilience Children will learn to: - To learn what qualities make a good friend - How to help our friends - The importance of good manners - To begin to self-regulate any negative behaviours	Steve Backshall Teamwork Children will learn to: - To have a better understanding of the emotions we feel - To know that we can affect the feelings of others - How to look after our pets - To know that we can learn from our mistakes	Pocahontas Empathy, Self-Aware, Communication Children will learn to: - How to be polite to others - To be thoughtful of others and be kind - How to talk clearly and give accurate instructions - To listen to feedback from others - To be self-critical/reflective	



YEAR 3/4 A	Levison Wood Teamwork, Resilience & Excellence Children will learn to: • To give attention to someone who needs help • To know how to look after themselves and their environment • The importance of praise • How to work together towards a shared goal • To see the purpose of rules and the responsibility of keeping to them	Nellie Bly Empathy, Passion, Resilience & Self-aware Children will learn to: • How to care for themselves • How behaviour impacts upon how others see us • To be able to make visitors feel welcome • To identify ways to spot a false rumour	Leif Erikson Empathy, Resilience, Self-aware & Compassion Children will learn to: • To consider the needs and feelings of others • About treating others as they would wish to be treated • To be self-controlled even when under pressure • To accept apologies and not hold grudges • That honesty is the best policy	
YEAR 3/4 B	Ed Stafford Teamwork, Communication, Self-aware & Excellence Children will learn to: • The importance of having rules • The qualities of a good friend • The importance of trust and respect • How to care for the environment • The importance of teamwork and taking a team member role	Kira Salak Empathy, Passion & Excellence Children will learn to: • To use appropriate language to express themselves • To recognise the importance of flexibility within friendships • To be patient and think before acting • The importance of appreciating other people • To recognise the need to reduce waste	Sir Ernest Shackleton Self-aware, Resilience, Communication, Passion & Teamwork Children will learn to: • How to be patient • How to compete in tasks against others • To have the will to succeed • To use self-discipline and control • How to make an honest choice	



YEAR 5/6 A	Tim Peake Self-aware, Communication, Empathy & Resilience Children will learn to: • To understand there are two sides to a story • Strategies to 'see' the truth and be honest • How to forgive and be sorry • To think in order to solve problems • To be respectful and show courtesy to others	Amelia Earhart Empathy, Excellence, Communication & Teamwork Children will learn to: • The importance of being patient • The difference between human rights and needs • How to make people feel respected and valued • About not holding grudges	Spartacus Empathy, Teamwork, Resilience & Passion Children will learn to: • The effect of pollution on the environment and the body • About the implications of peer pressure • To be kind and share time with others • About rules and the reasons for them • About caring for others with respect	
YEAR 5/6 B	Ranulph Fiennes Teamwork, Empathy, Resilience, Excellence & Self-aware Children will learn to: • About doing their best • To look after themselves - what they eat and personal hygiene • The importance of being helpful • That actions have different benefits • To try different things even though they may lack confidence to do them	Nancy Wake Teamwork, Resilience & Self-aware Children will learn to: • The qualities/values of a good friendship • How to show determination and complete challenges • The importance of self-discipline when under pressure • How to support raising funds for charity	Ibn Battuta Empathy, Resilience, Excellence & Self-aware Children will learn to: • The importance of doing their best • The difference between just/unjust situations • The difference between discrimination and discriminatory behaviour • To try to do something even when difficult	



Art and D&T CURRICULUM MAP: Autumn 2022 – Summer 2024

Year & Cycle	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Additional Coverage
Additional Coverage	Creation Week W/C 4 th October 2021	Whole School Self Portraits		Battle of Bosworth History Arts Week W/C 2 nd February 2021		St. Mary's Summer Exhibition W/C 20 th June 2022	
YEAR R	All About Me Printing using different media to create an autumn tree Self - portraits. Creating playdough families Explore materials and tools freely. Exploring our senses through using paint and other materials. Acrimbolde Explore materials and tools freely. Join materials and explore textures Build models using construction equipment. Make apple crumble	People who Help Us Autumn patterns and colours. Drawing people who help us using pastels. Learning about Andy Warhol and applying his techniques to children's art. Create colourful, collages/colours of different festivals Firework pictures. Christmas decorations and cards. Explore materials and tools freely. Join materials together. Build models using construction equipment.	Heroes and Princesses Self - portraits. Develop colour-mixing techniques. Learning about Roy Lichtenstein and applying his techniques to children's superhero art. Potato print patterns based on our book Supertato. Designing superhero capes using different playdough colours. Add more detail to pictures. Join and combine materials to make castle models. Making Chinese decorations.	How Does Your Garden Grow Artist Focus 'Orla Kiely', wall printing Opportunities to use pastels to draw flowers, birds and design insect hotels. Transient art flowers and beanstalks Character drawing from 'Jack and the Beanstalk'. Vincent Van Gogh - Sunflowers. Making different sized beanstalks inspired through our work on Jack and the Beanstalk Construction equipment to build beanstalks Making clay coil plant pots	Adventures Near and Far Observational drawing and painting of natural objects both on Earth and in space. Experiment with colour, design, texture, form and function Painting on a range of media. Create a Space scene Safely use a selection of materials, tools and techniques safely. Construct with a range of materials. Use junk modelling to create different modes of transport.	Mini Beasts and Mega Beasts Create different textures patterns colours of nature. Explore Symmetry in the natural world Explore camouflage in nature and experiment with colour and pattern to create camouflage paintings. 3D Animal models- using construction kits, play dough/ clay.	Creation Story Whole School Self Portraits Drawing Initiative History Arts Week Summer Exhibition



		Emergency services 3D models (Homework)	Split pin superheroes	Easter crafts- hats, cards and Easter eggs 3D flowers Design and make fairy gardens (Homework)		Create a zoo with enclosures, paths, signs. Make animal homes/ beds using recycled materials	
YEAR 1/2 A	Spirals Using drawing, collage and mark- making to explore spirals. Introducing sketchbooks.	Stable Structures Use a range of materials and components Build and explore how to strengthen structures	Making Birds Sculptural project beginning with making drawings from observation, exploring media, and transforming the drawings from 2d to 3d to make a bird.	Moving Mini beasts Use a variety of mechanisms e.g. levers, sliders, wheels and axles.	Inspired by Flora & Fauna Explore how artists make art inspired by flora and fauna. Make collages of MiniBeasts and display as a shared artwork.	Puppets Evaluate a range of puppets Use a variety of materials and textiles to create a puppet.	RE Week Arts Week Summer Exhibition
YEAR 1/2 B	Vehicles Investigate different vehicles. Design and create a vehicle using appropriate resources.	Explore & Draw Introducing the idea that artists can be collectors & explorers as they develop drawing and composition skills.	Eat more fruit and veg Principles of a healthy and varied diet Know where different foods come from	Simple Printmaking Explore simple ways to make a print. Use line, shape, colour and texture to explore pattern, sequencing and symmetry.	Expressive Painting Explore how painters sometimes use paint in an expressive and gestural way. Explore colour mixing and experimental mark making to create abstract still lifes.	Perfect Pizzas Use a range of ingredients. Prepare their own pizza	Creation Story Collages, paintings and prints. Whole School Self Portraits Project Battle of Bosworth Charcoal drawings and textile rose art. Summer Exhibition Printing painting and collage work based on the book Painting a Rainbow.



Year & Cycle	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Additional Coverage
Additional Coverage	Creation Week W/C 4 th October 2021	Whole School Self Portraits		Battle of Bosworth History Arts Week W/C 2 nd February 2021		St. Mary's Summer Exhibition. June 2023	
YEAR 3/4 A	<u>Gestural Drawing with Charcoal</u> Making loose, gestural drawings with charcoal, and exploring drama and performance.	<u>Making Mini Greenhouses</u> Explore the purpose of a greenhouse. Design and make a stable structure for a greenhouse. Explore with a range of materials.	<u>Working with Shape and Colour</u> "Painting with Scissors": Collage and stencil in response to looking at artwork.	<u>Light Up signs</u> Experiment with electrical circuit components to create LED signs.	<u>Making Animated Drawings</u> Explore how to create simple moving drawings by making paper "puppets" and animate them using tablets.	<u>Seasonal Foods</u> Compare different fruits and vegetables which are grown all year round. To learn about nutritional value of foods.	RE Week Arts Week Summer Exhibition
YEAR 3/4 B	<u>Story Books</u> To examine a variety of books with moving mechanisms and create their own.	<u>Exploring Pattern</u> Exploring how we can use colour, line and shape to create patterns, including repeating patterns.	<u>British Inventors</u> Learn about the invention of; telephones, World wide web, reinforced concrete and waterproof fabric.	<u>Exploring Still Life</u> Explore artists working with the genre of still life, contemporary and more traditional. Create your own still life inspired art work.	<u>Seasonal Food</u> Compare different fruits and vegetables which are grown all year round. To learn about nutritional value of foods.	<u>Festival Feasts</u> How might we use food and art to bring us together?	Creation Story Whole School Self Portraits Project Battle of Bosworth Summer Exhibition Tudor Portraits Seasonal Stockings



Year & Cycle	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Additional Coverage
YEAR 5/6 A	Typography & Maps Exploring how we can create typography through drawing and design, and use our skills to create personal and highly visual maps.	Birdhouse builders To compare different birdhouse designs. Explore the different woodwork equipment needed to make a birdhouse.	Set Design Explore creating a model set for theatre or animation inspired by poetry, prose, film or music.	Chinese inventions Explore the four great inventions of China and choose materials to make their own kite.	Fashion Design Explore contemporary fashion designers and create your own 2d or 3d fashion design working to a brief.	Programming Pioneers Explore electrical components and learn to use different software.	RE Week Arts Week Summer Exhibition
YEAR 5/6 B	2D Drawing to 3D Making Explore how 2D drawings can be transformed to 3D objects. Work towards a sculptural outcome or a graphic design outcome.	Building Bridges Investigate how bridges are constructed. Design a bridge which meets the criteria.	Exploring Identity Discover how artists use layers and juxtaposition to create artwork which explores identity. Make your own layered portrait.	Fashion and Textiles To investigate different pattern pieces and learn how to hand sew.	Activism Explore how artists use their skills to speak on behalf of communities. Make art about things you care about.	Burgers Discover the different elements to a burger. Calculate measurements for each ingredient. Design and make.	Creation Story Whole School Self Portraits Project Battle of Bosworth Summer Exhibition Cooking skills linked to food for life

Colour Code:

Art and Design

Design and Technology



Computing CURRICULUM MAP: Autumn 2022 – Summer 2024

Year & Cycle	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Additional Coverage
YEAR 1/2 A	Introduction to Technology	Digital Photography	Digital Paint	Making Music	Grouping Data	Pictograms	Online Safety
YEAR 1/2 B	Technology Around Us	Digital Writing	Moving a Robot	Robot Algorithms	Introduction to Animation	Programming Quizzes	Online Safety
YEAR 3/4 A	Connecting Computers	The Internet	Sequencing Sounds	Events and Actions	Data Logging	Photo Editing	Online Safety
YEAR 3/4 B	Desktop Publishing	Audio Editing	Animation	Branching Databases	Repetition in Shape	Repetition in Game	Online Safety
YEAR 5/6 A	Sharing Information	Communication	Web Page Creations	Spreadsheets	Physical Computing	Selection in Quizzes	Online Safety
YEAR 5/6 B	Vector Drawing	3D Modelling	Video Editing	Flat-File Databases	Variables in Games	Sensing	Online Safety



History and Geography CURRICULUM MAP: Autumn 2022 - Summer 2024

Year & Cycle	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Additional Coverage
YEAR R	All about me	People who Help	Heroes and Princesses	How does your garden grow	Adventures near and far	Minibeasts and Megabeasts	
YEAR 1/2 A	Toys past & present Comparing toys from grandparents to present day.	At the farm (2) To be able to explore features, navigate using a map and compare farms to cities.	Around the world (2) To be able to locate countries of the world and name their characteristics	Women Who Changed the World-Florence Nightingale And Mary Seacole	Castles Norman Britain	My world and me (2) To create and use maps and look at human and physical features in the world.	
YEAR 1/2 B	Where do I live? (1) To be able to name the continents, countries of the UK and describe where they live.	Gunpowder, Treason and Plot Guy Fawkes and the Gunpowder Plot	Intrepid Explorers Neil Armstrong & Christopher Columbus	Let's go on safari (1) To study Africa and its climate, weather, landscape, animals and people and compare to UK.	Weather patterns (1) To be able to talk about different weather patterns and compare to other places.	At the Seaside What were holidays like in the past in Victorian Britain	
YEAR 3/4 A	European neighbours (4) To be able to identify and compare the countries and their capital cities whilst looking at human and physical features.	Prehistoric Britain Early humans to the Bronze Age	Anglo Saxons Who were the Anglo Saxons, Picts and Scots	Earning a living (3) To look at jobs and un/ employment and how children earn a living around the world.	Where does our food come from? (4) To look at different climatic zones and know where the food comes from to the UK by talking about trade links.	Early Civilisations Writing, trade, maths, inventions, buildings of early life on Earth	
YEAR 3/4 B	Ancient Egypt Egyptian life	In the desert (4) To locate deserts and desertification and study the features and people who live there.	Mayans Mayan life	Mexico today* (3/4) To locate Mexico on a map and compare with the UK. To explore the physical features, weather and culture.	Village settlers (3) To find out about the needs of early settlers and where they settled. To design a village with this information using mapping skills.	Invaders and Settlers Start of Roman Britain to its end	*just for 2021/22 to be replaced by Countries of the World



Year & Cycle	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Additional Coverage
YEAR 5/6 A	Crime and Punishment From Romans to 21 st Century	Extreme earth (6) To investigate the extremes of weather conditions around the world. E.g. tsunamis, earthquakes.	Shang Dynasty China's royal past	Rivers (5) To study the features of a river system, why they are important and the cause and effect of pollution.	South America (5) To study the climate, landscape, industry and compare to the UK.	Ancient Greeks Who were the Greeks and what was life like in Ancient Greece	
YEAR 5/6 B	Atlantic Slave trade Between Britain, Africa and the Americas	The United Kingdom (5) To be able to identify the countries, locate towns and cities, and the explore physical features of the UK.	Local study- Victorian Britain Hinckley - how the railway affected Hinckley during the industrial revolution (link to Geography)	Local study (6) To explore the economic activity, land use, settlements, climate and rivers of the local area. (link to History)	North America (6) To name the countries, compare climates, time zones, capital cities, with the UK and study its human and physical features	Rebuilding Britain How Britain changed after WW2	

Colour Code: History Geography



MFL- Spanish CURRICULUM MAP: Autumn 2022 – Summer 2024
Current year is B: 2023 – 2024 and Year A was 2022 – 2023

Year & Cycle	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Additional Coverage
YEAR R	Nursery Rhymes Twinkle, Twinkle Little Star	Greetings Say hello, goodbye, their name and ask how are you?	Superheroes Introduce the names of 6 colours. Grammar – Introduce concept of gender, and the determiner 'a' has a male and female form.	Colours and numbers Know the names of 10 colours and count to 10.	Under the sea Know the names of some sea creatures. Grammar – Know that 'the' has male and female determiners.	Minibeasts Know the names of some minibeasts. Share a story about these creatures in their sports day.	Classroom Commands + Songs and games from earlier units to revisit vocabulary



Year & Cycle	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Additional Coverage
YEAR 1/2 A	I'm Learning Spanish Begin to know some Hispanic countries, some colour names, numbers to 10 and some greetings.	Extras: KS2 - Colours Know the names of 10 colours.	Extras- KS2 - Numbers Know and count numbers up to 30.	Fruit Know the names of 10 fruits. Grammar - Introduce that 'a' has a male and female determiner.	Vegetables Know the names of 10 vegetables. Grammar - Introduce that 'the' has a male and female determiner, in the plural form, and how to say 'I would like'.	Ice cream Know the names of 10 ice cream flavours. Grammar - Know how to say 'I would like'. Introduce that the adjective comes after the noun, and the conjunction 'and'.	Classroom Commands + Songs and games from earlier units to revisit vocabulary
YEAR 1/2 B	Greetings Say hello, goodbye, their name and ask how are you?	Transport Know the names of 7 modes of transport. Grammar - Know that 'the' has male and female determiners.	In my town Name 7 places/buildings in a town. Grammar - Say the name of a place in a sentence.	Animals Know the names of 10 animals. Grammar - Know that 'a' has a male and female determiner. Introduce the irregular 1 st person of 'to be'.	Extras - KS2 - Days of the Week/ Months of the year	I know Grammar (verbs) To know 10 action verbs. Grammar - Introduce the negative form of a verb and the conjunction 'but'.	

Colour Code

3 new standards of language acquisition across EYFS/KS1 have been introduced by Language Angels, known as 'Little Angels', plus separate elements regarding core vocabulary, grammar, phonics, as well as traditions and celebrations:

These are:

- Starting Off - Aimed at new starters to Spanish, or where no prior units are required to have been taught.
 - Moving On - Aimed at children who have begun to acquire some Spanish vocabulary, or these units require prior units to have been taught.
 - Moving Up - Aimed at children who have acquired more Spanish vocabulary and require prior units to have been taught.
- KS2
- Early Language Teaching - Aimed at new starters to Spanish, or where no prior units are required to have been taught.



Year & Cycle	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Additional Coverage
YEAR 3/4 A	I'm Learning Spanish Begin to know some Hispanic countries, some colour names, numbers to 10 and some greetings.	Presenting Myself Know how to count to 20, be able to say their age and where they live, Also, be able to say how they feel. Grammar - Introduce adjectives and how they have a gender. Feliz Navidad Spanish Christmas	My family Know the names of some family members. Grammar - Introduce that 'my' has a singular and plural form.	My Pets Know the names of 8 pets. Grammar - Know that 'a' has a male and female determiner. Introduce the irregular 1 st person of 'to have'.	My home Know the names of some rooms in a house. Grammar - Introduce the word for 'there is/are', and how to change to the negative form.	What is the weather? Know 9 expressions about weather and the 4 names of compass points. Grammar - Introduce the irregular 3 rd person verb 'to do/make'.	Classroom Commands + Songs and games from earlier units to revisit vocabulary
YEAR 3/4 B	In the classroom Know the names of 12 classroom objects. Grammar - Know that 'my' has a singular and plural form. Know how to say 'to have' also using negative form.	At the café Know some words for food and drink. Grammar - Introduce that 'a' has male and female determiners, in both the singular and plural forms.	What is the date? Know days of the week/months of the year and numbers 21 to 31. Know how to ask and answer about a birthday. Grammar - Know that capital letters are not used for days of the week/ months of the year, and how to punctuate a question.	I know Grammar (verbs) To know 10 action verbs. Grammar - Introduce the negative form of a verb and the conjunction 'but'	Shapes Know the names of 10 shapes. Grammar - Know that 'a' has a male and female determiner.	Seasons (KS2) Know the names of the 4 seasons and say what the weather is like. Grammar - Introduce that 'the' has male and female determiners, in singular and in plural forms.	



Year & Cycle	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Additional Coverage
YEAR 5/6 A	Presenting Myself Know how to count to 20, be able to say their age and where they live, Also, be able to say how they feel. Grammar - Introduce adjectives and how they have a gender. & My family Know the names of some family members. Grammar - Introduce that 'my' has a singular and plural form.	My Home Grammar - Introduce the word for 'there is/are', and how to change to the negative form. Feliz Navidad Spanish Christmas	In the classroom Know the names of 12 classroom objects. Grammar - Know that 'my' has a singular and plural form. Know how to say 'to have' also using negative the form.	At the café Know some words for food and drink. Grammar - Introduce that 'a' has male and female determiners, in both the singular and plural forms.	Clothes Know some words for items of clothes. Grammar - Know that 'my' has a singular and plural form, and know adjectival gender agreement for colours.	What is the date? Know days of the week/months of the year and numbers 21 to 31. Know how to ask and answer about a birthday. Grammar - Know that capital letters are not used for days of the week/ months of the year, and how to punctuate a question.	Classroom Commands + Songs and games from earlier units to revisit vocabulary



YEAR 5/6 B	Shapes Know the names of 10 shapes. Grammar - Know that 'a' has a male and female determiner.	I know Grammar (verbs) Know 10 action verbs. Grammar - Introduce the negative form of a verb and the conjunction 'but' - I know (verbs)	At school Know the names of 10 subjects and the 7 days of the week. Grammar - Introduce that 'the' has male and female determiners, in singular and in plural forms.	The Weekend Begin to tell the time. Know 10 activities and interests. Grammar - Know the conjunctions for 'and' and 'but', and introduce the conjunctions 'after' 'also' and 'later'.	Me in the World To be aware of cultural and religious events in the Hispanic world. Also, links to the environment.	Extras - Mental maths Calculate sums and know words for add, subtract and equals, using numbers to 20.	
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Colour Code

There are 3 standards of language acquisition across KS2, plus separate elements regarding core vocabulary, grammar, phonics, as well as traditions and celebrations:

- **Early Language Teaching** - Aimed at new starters to Spanish, or where no prior units are required to have been taught.
- **Intermediate Language Teaching** - Aimed at children who have begun to acquire some Spanish vocabulary, or these units require prior units to have been taught.
- **Progressive Language Teaching standard** - Aimed at children who have acquired more Spanish vocabulary and require prior units to have been taught.



Music CURRICULUM MAP: Autumn 2022 – Summer 2024

Year & Cycle	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Additional Coverage
YEAR R	Me!	My Stories Community Performances	Everyone!	Our World Easter service - Worship through Song	Unit 1 Pulse	Unit 2 Voice	Singing Assemblies, developing musical cultural capital Rock Kidz African drumming workshop - 2022
	Use of music to rehearse fluency in phonics and number recognition. Use of nursery rhymes to develop language, listening and attention skills, whilst developing cultural capital.						
YEAR 1/2 A	Introducing Beat How Can We Make Friends When We Sing Together?	Adding Rhythm and Pitch How Does Music Tell Stories about the past?	In The Groove	Round and Round	Unit 1 Year 1 Pulse	Unit 2 Year 1 Voice	Singing Assemblies, developing musical cultural capital Rock Kidz
	Harvest Festival service - Worship through Song African drumming workshop	Community Performances Christmas service - Worship through Song		Easter service - Worship through Song Violinist performance			
	Rocksteady Tuition, including performances to an invited audience. Piano and Violin Tuition.						
YEAR 1/2 B	Unit 1 Year 2 Pulse	Unit 2 Year 2 Voice	Unit 3 Year 1 Rhythm	Unit 4 Year 1 Pitch	Unit 5 Year 1 Technology, Structure and Form	Unit 6 Year 1 20 th Century Music	
	Harvest Festival service - Worship through Song Weekly ukulele lessons	Weekly ukulele lessons Community Performances Christmas service - Worship through Song		Easter service - Worship through Song	Year 2 - Weekly Violin lessons.		
	Rocksteady Tuition, including performances to an invited audience. Piano and Violin Tuition.						



Year & Cycle	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Additional Coverage
YEAR 3/4 A	Developing Notation How Does Music Bring Us Closer Together?	Enjoying Improvisation What Stories Does Music Tell Us about the Past?	Three Little Birds	The Dragon Song	Unit 1 Year 3 Pulse	Unit 2 Year 3 Voice	Singing Assemblies, developing musical cultural capital
	Harvest Festival service - Worship through Song Weekly ukulele lessons African drumming workshop	Community Performances Christmas service - Worship through Song Weekly ukulele lessons	Weekly ukulele lessons	Easter service - Worship through Song Weekly ukulele lessons Leics Make Music Festival	Weekly ukulele lessons		Rocksteady Tuition, including performances to an invited audience. Piano Tuition. Violin Tuition
YEAR 3/4 B	Unit 1 Year 4 Pulse	Unit 2 Year 4 Voice	Unit 3 Year 3 Rhythm	Unit 4 Year 3 Pitch	Unit 5 Year 3 Technology, structure and form	Unit 6 Year 3 20 th Century Music	Recorder Tuition (Year B)
	Harvest Festival service - Worship through Song Weekly recorder lessons Weekly ukulele lessons	Community Performances Christmas service - Worship through Song Weekly recorder lessons	Weekly recorder lessons	Easter service - Worship through Song Weekly recorder lessons	Weekly recorder lessons		Ukulele Tuition (years 3 and 4 Year A & B) Leicestershire Makes Music Festival Rock Kidz



Year & Cycle	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Additional Coverage
YEAR 5/6 A	Developing Notation How Does Music Bring Us Closer Together?	Enjoying Improvisation What Stories Does Music Tell Us about the Past?	Make You Feel My Love	The Fresh Prince of Bel-Air	Unit 1 Year 5 Pulse	Unit 2 Year 5 Voice	Singing Assemblies, developing musical cultural capital
	Harvest Festival service - Worship through Song Weekly ukulele lessons African drumming workshop	Community Performances Christmas service - Worship through Song	Weekly ukulele lessons	Easter service - Worship through Song Leics Make Music Festival	End of term - Yr 5/6 Performance		Rocksteady Tuition, including performances to an invited audience.
YEAR 5/6 B	Unit 1 Year 6 Pulse	Unit 2 Year 6 Voice	Unit 3 Year 5 Rhythm	Unit 4 Year 5 Pitch	Unit 5 Year 5 Technology, structure and form	Unit 6 Year 5 20 th Century Music	Piano Tuition. Violin Tuition
	Harvest Festival service - Worship through Song Weekly recorder lessons	Community Performances Christmas service - Worship through Song	Weekly recorder lessons	Easter service - Worship through Song	End of term - Yr 5/6 Performance		Leicestershire Makes Music Festival Rock Kidz



P.E. CURRICULUM MAP: Autumn 2022 – Summer 2024

Year & Cycle	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Additional Coverage
YEAR R	Body Management - Unit 1 & Manipulation and Coordination - Unit 1	Gymnastics - Unit 1 & Dance - Unit 1	Gymnastics - Unit 2 & Dance - Unit 2	Body Management - Unit 2 & Manipulation and Coordination - Unit 2	Speed, Agility & Travel - Unit 1 & Cooperate and solve problems - Unit 1	Speed, Agility & Travel - Unit 2 & Cooperate and solve problems - Unit 2	Yoga Commando Joes
YEAR 1/2 A Based on PE Hub year 1 planning	Run, Jump, Throw - Unit 1 & OOA	Gymnastics - Unit 1 & Run, Jump, Throw - Unit 2	Attack, Defend, Shoot - Unit 1 & Dance - Unit 1	Dance - Unit 2 & Attack, Defend, Shoot - Unit 2	Hit, Catch, Run - Unit 1 & Send & Return - Unit 1	Send & Return - Unit 2 & Hit, Catch, Run - Unit 2	Yoga Commando Joes
YEAR 1/2 B Based on PE Hub year 2 planning	Run, Jump, Throw - Unit 1 & OOA	Gymnastics - Unit 1 & Run, Jump, Throw - Unit 2	Attack, Defend, Shoot - Unit 1 & Dance - Unit 1	Dance - Unit 2 & Attack, Defend, Shoot - Unit 2	Hit, Catch, Run - Unit 1 & Send & Return - Unit 1	Send & Return - Unit 2 & Hit, Catch, Run - Unit 2	



YEAR 3/4 A Based on PE Hub year 3 planning	Basketball & Netball	Gymnastics - Unit I & Handball	Dance - Unit I & Tag Rugby	Football & OOA	Athletics & Hockey	Cricket & Rounders	Yoga Commando Joes Bleep Test
YEAR 3/4 B Based on PE Hub year 4 planning	Basketball & Netball	Gymnastics - Unit I & Handball	Dance - Unit I & Tag Rugby	Football & OOA	Athletics & Hockey	Cricket & Tennis	
YEAR 5/6 A Based on PE Hub year 5 planning	Football & Basketball	Gymnastics - Unit I & Dance - Unit I	Tag Rugby & Handball	OOA & Netball	Athletics & Hockey	Cricket & Rounders	Yoga Commando Joes Bleep Test
YEAR 5/6 B Based on PE Hub year 6 planning	Football & Basketball	Gymnastics - Unit I & Dance - Unit I	Tag Rugby & Handball	OOA & Netball	Athletics & Hockey	Cricket & Tennis	

Notes:

1. We are currently providing the PE curriculum through the PE Hub. Pupils will build on a progressive skills and knowledge based journey through each year group, enhancing the skills in the same subjects as they progress through school.
2. For the PE programme to work, we began with Year A.
3. The PE curriculum has also been designed to run alongside the School Games competitions we are involved in throughout the year in KS1 & KS2. This means that the map
4. may need to be altered, to take account of these events. Also, there may be times when, due to weather, the planned outdoor activities may need to be altered.



Resources

To enable the effective implementation of our curriculum, requires a range of resources.

Resources are driven by the needs of the LIP (Learning Improvement plan). All subject leads have an action plan, with key priorities linked to improving pupil outcomes, and an allocated budget to support this.

Core subjects

English

- Nelson handwriting scheme.
- Sets of books, for each book study in KS1 and KS2.
- A library, with stock updated regularly.
- A large library in the town centre, with opportunities to link with the school, such as the Summer Reading Challenge.
- The school is using the phonics scheme, called Bug Club Phonics. These are stored outside EYFS.
- Book banded books are supported by the Bug Club scheme, stored in a corridor leading to EYFS.
- Headstart scheme for spelling for Y1 to 6.
- Sets of dictionaries in each KS2 class.
- Sets of thesauri in each KS2 class.
- Now Press Play, to support the teaching of drama across the curriculum.
- Resources for the immersive corners are stored in the lockable outdoor unit.

Maths

- Power Maths provides planning, pupil textbooks and practice books, from Y1 to 6. Most textbooks are stored in the hall, and a few are stored in the reprographics room.
- Practical maths resources are stored in each classroom or are stored outside, or in the corridor by Picasso classroom.
- Timetables Rockstars provides support on the speed of recall of times tables, from Yr 2 - 6.

Science

- Science resources are stored in cupboards in the Annex.



Foundation subjects

- R.E. is supported by the online resource tool 'Understanding Christianity'.
- The locally agreed syllabus, provided by the Leicestershire Diocese.
- The Church next door to the school.
- Sets of Bibles.
- Other churches in the local area.

- Outdoor learning facilities, including maths planters for each phase.
- Practical equipment stored outside in the hut and in the reprographics room, for different aspects of EYFS and KSI curriculum.
- Each topic in KSI, is stored outside Picasso classroom.
- 2 different class sets of atlases.
- PE planning is provided through the PE HUB online tool.
- PE resources, are stored in lockable units outside, as well as separate resources for lunchtime play.
- PE equipment is also stored in the Annex, hall and cupboard.
- The leisure centre is used for swimming.
- The local areas, known as Argents Mead and Queen's Park, are used for the Daily Mile Walk initiative.
- Character Education is supported through the use of the scheme Commando Joe's. The resources for this scheme are kept in a storage unit in the hall and an outdoor lockable unit, in the playground.

- 8 iPads in each classroom for pupil use.
- Every member of staff has their own iPad.
- Class set of laptops
- All classrooms have touch screen whiteboards.
- Computing curriculum uses the scheme created by 'The national centre for computing education',
- Software, such as Word, Excel, PowerPoint, and Scratch, or apps on the school iPads.

- PSHE is taught using the 'Cambridge PSHE' scheme.
- To ensure the teaching of the Equality Act, the school uses the scheme, known as 'Everyone's Welcome'.

- The teaching of a modern foreign language, Spanish, is supported through the scheme, 'Language Angels'. Resources enable the teaching of Spanish from EYFS to Y6.



- Access Art – an online scheme designed to support the teaching and learning of quality artistic outcomes for primary schools.
- Design and technology is supported through the plan Bee scheme. Resources are stored in the lockable units in the Annex.
-
- Leicestershire Music – an online scheme, designed to support the teaching and learning of quality outcomes for schools.
- Peripatetic teacher provided, to support the teaching of the music curriculum.
- A cupboard in the hall, contains musical instruments.
- Rock steady music teachers, used to support the teaching of musical instruments.
- Peripatetic music teacher to support the teaching of piano and other musical instruments.



Whole School

- Assessment has a range of online software tools, included in the appendix policy, though key ones include the tracking system, Insight, and the testing for reading and maths, provided by Renaissance, known as star tests.
- Assessment of Phonics is carried out, using the online tool, Phonics Tracker.
- The assessment of the foundation subjects, is supported in science, geography and history, using, pre and post unit quizzes, to check children 'know and remember more'.
- As part of tracking the progress of SEND pupils and interventions conducted by staff, the school has a subscription to EduKey. This is an online portal for supporting the writing and evaluating of Individual Learning Plans.
- Padlet - an app available on iPads and laptops, to support the digital portfolio of subject leads.
- Loughborough Teaching alliance.
- Forest Way Alliance
- Gateway Learning Alliance
- The school has developed a partnership with 'North Warwickshire and South Leicestershire College'. to provide access to a wider range of resources. The partnership with students and college staff may also offer inspiration for future career choices for pupils.
- Teaching assistants working in each class, or phase and some 1:1 TAs.
- Office staff provide administrative support. This is led by the office manager, (Danielle Tanser) and supported by the office administrator (Caroline Bell).
- Financial support is provided by finance officer, (Sue Sutton), as well as the local authority bursar visiting once per week.
- ParentPay provides an online portal for parents to provide financial contributions towards trips or to pay for school meals.
- The school uses a mobile app, to support the communication with parents, known as Teachers2parents.
- The school website hosts a range of different information available. All statutory information is posted here, alongside other useful information.
- The school twitter account is used to promote learning as it takes place, or to celebrate learning experiences.
- Safeguarding, attendance and pupil welfare is supported through DSLS and also via the direct monitoring by the SENCo and the Family Liaison officer.
- All children are provided with a strategy around safeguarding, using the scheme, 'Protective Behaviours'.
- Wrap around care, provided by the organisation, 'Kidspace', which uses our onsite facilities.
- Holiday Care provided by the organisation, 'Super Star Sport'.



The Impact of our curriculum is realised in the following ways:

Standards

Children will make progress and attain in line with or better than National expectations. They are given opportunities to achieve greater depth. Assessment documents show that knowledge and skills are embedded throughout the curriculum

Learners

Children are confident and successful learners demonstrating our Christian Values and recognising the character traits that will help them to make the right choices in their learning, aiming to challenge themselves.

Personal development and Well-being

Children show exemplary behaviour in and outside school making the right safety choices and choices that benefit the community and School. They know how to look after them-selves and develop strategies to recognise and manage their own well-being.



EXPECTATIONS AND ACCOUNTABILITY

The children are at the heart of everything that we do.

Therefore, curriculum leadership is driven in the following way, to provide the best outcomes for our children.

HEADTEACHER

- Attainment, progress and overall school performance – reporting to Governors, LA, Ofsted.
- Moderation of standards in all subjects and year groups.
- Moderation of teaching and learning
- Whole school well-being, welfare and health and safety.
- As the DSL, ensuring that KCSIE is kept up to date and monitoring impact.
- Managing expenditure to ensure effective outcomes for pupils.

DEPUTY HEAD

- Monitoring performance of ALL leaders.
- Moderation of standards in all subjects and year groups – quality of work, presentation and handwriting, outcomes.
- Monitoring the implementation of more able provision.
- Leading on the English curriculum.

SENDCO

- Strategic overview and management of SEND provision in school.
- Monitoring the implementation of SEND and Pupil Premium provision across the school.
- Liaison between SEN and other services to support the needs of all pupils.
- Provides CPD on effective strategies to support pupil outcomes within class settings.
- Delivers CPD on KCSIE.



Governing Board

- They represent all stakeholders, and can act as a conduit for the general community that the school encompasses.
- As the school is at the centre of a large market town, the school has many opportunities to engage the local community, and is keen to promote itself and enhance its reputation to provide a high-quality education for children in the local area.
- The Christian ethos ensures that children of all faiths and none are admitted, as are children from a variety of socio-economic and ethnic backgrounds.
- Governors, and in particular, the chair, hold the headteacher to account, for the performance of the school. They also undertake joint monitoring sessions with members of SLT.
- The Headteacher provides termly reports to the whole governing body, commenting on issues such as attendance, pupil mobility, school policies, and progress on the LIP.
- Reports to the performance and standards committee, on the attainment and progress of pupils, clarifies in more detail, how the school is taking action to improve outcomes for pupils. They also request annual reports from key members of staff, such as English and Maths leads.
- The resources committee, in liaison with reports from the county bursar, consider the budget and look in detail at cost centres.
- The appraisal committee considers the performance of staff, against teacher standards, including progression through the main and upper pay band.
- Governors are supported in their judgement of the school, through the use of external advisors, who provide training and advice.

Local Authority

- As the school is still under Local Authority control, and so not part of a MAT, the school receives support and challenge from the School Effectiveness Team, led by Lisa Morgan.

Department for Education

- Provides the overall framework for the education and welfare of the children of St Mary's.
- Provides national and school level data.
- Provides guidance on health and safety law, including KCSIE.



PHASE LEADERS

- A vision statement, and a document, clarifying the Intent, Implementation and Impact, of that subject.
- Provide curriculum maps in each subject, provided by each subject lead, organising the learning from EYFS to year 6.
- Annual Subject Action Plan
- Dissemination of medium-term planning to class teachers.
- Develop their Subject Portfolios, including digital portfolios on Padlet. These provide evidence of continuous learning journey from EYFS – Y6. (displays, levelled pupils work, monitoring evidence), tracking a theme through the school, e.g. printing in art).
- Undertake subject pupil work scrutiny
- Listen to pupil voice – responses and surveys, e.g. end of Topic Quizzes at the start and end of a topic – to establish that pupils know more and remember more.
- Engage in personal professional development
- Organise events in school – e.g. Viking Day (History)
- Provide staff training and CPD in their subject.
- Ensure that the school is working towards LIP priorities.
- Report to SLT, Governors and other external visitors, such as OFSTED.

CURRICULUM LEAD

- Full wider Curriculum responsibility
- Curriculum vision map and long-term plan
- Monitoring of dissemination of medium-term planning to class teachers (Knowledge Organisers & Topic Overviews)
- Monitoring of teacher's Half-termly Topic plan.
- Monitoring curriculum standards at age-appropriate level.
- Curriculum resources
- Reporting to Governors on curriculum.
- Subject Leader training.



SUBJECT LEADS

- There are curriculum maps in each subject, provided by each subject lead, organising the learning from EYFS to year 6.
- Each subject lead has produced a vision statement, and a document, clarifying the Intent, Implementation and Impact, of that subject.
- Annual Subject Action Plan
- Dissemination of medium-term planning to class teachers (Knowledge Organisers & Topic Overviews)
- Development of Subject Portfolios - evidence of continuous learning journey from EYFS - Y6. (displays, levelled pupils work, monitoring evidence), tracking a theme through the school, e.g. printing in art).
- Subject work scrutiny
- Pupil voice - responses and surveys, e.g. end of Topic Quiz - to establish that pupils know more and remember more.
- Subject personal professional development
- Subject events in school - e.g. Viking Day (History)
- Staff training and CPD in their subject.
- Working towards LIP priorities.
- Report to SLT, Governors and other external visitors, such as OFSTED.

CLASS TEACHERS

- Standards of teaching & learning in their class.
- Pupil attainment and progress - accurate assessment
- High quality handwriting and presentation.
- Age-appropriate key skills in reading, writing and maths for example finger-tip quick times tables, spelling accuracy.
- Well-matched work - SEND provision & more able.
- Well-ordered and inspiring learning environment- display, access to resources etc.
- High quality immersive corners.
- Evidence of appropriate and challenging continuous provision in EYFS and KS1.
- Exceptionally high reading profile in classroom.
- Strong evidence of writing across the curriculum.



OUR CHILDREN and PARENTS

- Requests are made from parents and pupils to take part in regular surveys of their experiences of school, such as the Pupil SEF. These responses are fed back and identify any main priorities for school improvement.
- Children are provided with leadership roles.
- These children hold the positions of Head Boy and Head Girl, and Deputy Head boy and Deputy Head Girl. They are involved in making decisions that affect the school environment, participate in setting school expectations and are given lanyards to denote their role model status. They are displayed in the main school corridor.
- Year 6 have the opportunity to become collective worship leaders, in which they will prepare and support acts of worship, and also select prayers to share with the rest of the school.
- Elections to the school Parliament, in which representatives from each class, are given opportunities to make decisions which affect others. School council representatives run regular, informal consultations on pupil welfare and concerns. They are given lanyards to denote their role model status and are displayed in the main school corridor.
- Each class has an art ambassador, who is linked to the school Art Council and are given lanyards to denote their role model status. They are displayed in the main school corridor.
- Each class has an eco-warrior. Using regular pupil council meetings, the school has achieved awards in this area, ensuring that the importance of the environment is raised amongst the school community.
- Opportunities to act within classes, to support the organisation of their classrooms.