

**Our Lady of**  
**Victories**  
**Catholic**  
**Primary School**  
**Curriculum Book**

*Led by Christ, we learn and grow in God's family*

# **General Statement about Intent, Implementation and Impact**

## **Intent**

At Our Lady of Victories we aim to create a safe, secure, inspiring and creative learning environment where children feel valued and happy. We want our pupils to become independent and resilient learners, who enjoy learning, are enabled to achieve excellence and experience success. We actively celebrate diversity and ensure equality of opportunity. We support pupils to be able to move smoothly through key transition points ready for the next stage of their learning.

Our Lady of Victories Primary School is committed to meeting the requirements of the primary National Curriculum. We offer a broad and balanced curriculum, which covers all the objectives and requirements of the National Curriculum.

School leaders have used these to plan an ambitious programme which offers breadth and variety in the knowledge and skills children need to be equipped with in order to become successful, life-long learners. The progression of skills has been carefully planned and logically sequenced so that children can build on prior learning, integrating it into the acquisition of new knowledge and skills with appropriate support and challenge.

Teachers are clear about the expected outcomes for children's learning and make provision for any children who are identified as having gaps in their knowledge or skills. Subject leaders have responsibility for ensuring that there are clear cross curricular links in order to enable children to apply and further deepen their learning in meaningful ways to support deeper learning. The curriculum is enriched with opportunities to develop children's cultural capital. We

utilise educational trips and visits throughout London to further enrich children's learning outside the classroom.

We provide a secure, stimulating environment within the context of our Catholic faith, where all pupils feel comfortable, happy, valued and respected, regardless of age, race and gender. Our pupils are encouraged-and taught to be responsible citizens and to take an active role in their school, parish and the wider community. There is an active partnership between the home, school, parish and the wider community.

Our Catholic ethos permeates everything that we do in school and through our School Curriculum, Religious Education Programme and the PHSE curriculum, children learn about the importance of moral values such as honesty, respect, tolerance, sincerity, trust and personal responsibility.

## **Implementation**

Teachers are knowledgeable about the content of the curriculum they are teaching. They aim to deliver key concepts or new learning using approaches best suited to individual children's needs in order to enable pupils to understand it.

Subsequently teachers offer opportunities for pupils to embed learning in their long term memory through revisiting it, building on it, practising the skills learned and applying them with increasing confidence. The highest possible standards of children's learning are promoted through clear teaching objectives, effective and consistent recording, monitoring and assessment.

During lessons teachers monitor pupils' understanding and address any misunderstandings immediately to ensure that children keep pace with their peers. Formative assessment of children's progress is carried out regularly and this is used to inform teacher's planning.

You can see the content of the curriculum in each year group on the website, either through the Class Curriculum Overviews, or in the

detailed Subject Curriculum Maps. At the start of each term parents are invited to a curriculum meeting with the class teacher to discuss the topics for the term.

We have a thorough early reading and writing curriculum following the Read Write Inc. Programme for teaching phonics. The development of children's reading skills continues to be a key focus in subsequent years, ensuring that children build up fluency, understanding and enjoyment.

## **Impact**

Our school has an aspirational and high achieving culture, consistently achieving good results in attainment, well above national attainment and in line with or above LA attainment. Academic achievement of all pupils is expected so that each child reaches their full potential but we also value and reward each child's achievement in other aspects of their learning.

Each child is valued as an individual with his/her special abilities, gifts, needs and personalities. Each child has equal access to all aspects of school life.

Pupils with SEND are carefully monitored and additional support is offered to provide them with key knowledge and skills, enabling them to achieve the best possible outcomes. Each child is well prepared for the next transitional stage in their education and for a life in a modern democratic society.

## Subject Curriculums

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# Curriculum Focus: English

## **Intent**

At Our Lady of Victories, we are dedicated to encouraging all children to be passionate about reading and writing. We are determined that ALL children will become highly competent readers and writers by the end of their time with us. It is our intention to immerse pupils in the wonders of quality texts in order to instil a love for reading, a passion for discovery and a confidence to explore their imagination.

During their time at Our Lady of Victories, all children will be exposed to a high-quality education in English. This will teach pupils to read fluently so that they can access the whole curriculum and a world of information and, at the same time, develop their cultural capital. Their English education will teach them to speak and write fluently so that they can communicate their ideas and emotions to others and be well prepared for their futures after primary school.

## **Implementation**

At Our Lady of Victories, the English Curriculum consists of:

### **Reading**

- Children in Early Years and Key Stage 1 follow the Read Write Inc. Phonics scheme and are given reading texts to read at school and at home which are closely linked to their phonic knowledge. All children will be given ‘banded’ texts to read, as well have other texts chosen purely for pleasure, until they become ‘Free Readers’.
- Guided Reading sessions take place daily in Early Years and Key Stage 1. These sessions follow a progression of skills, and help children to develop their decoding and comprehension skills. In Key Stage 2, classes have whole class reading lessons at least 3 times a week and this is supplemented with smaller guided reading groups to meet personalised objectives.
- A reading culture is continuously promoted and celebrated throughout the year. Children share their favourite books and recommendations during class ‘Book Club’ sessions (sometimes even with a hot chocolate!). The school celebrates World Book Day with numerous activities during ‘Book Week’ each year. Authors are invited to visit the school. We have a well-cared-for and much-loved library which all children visit regularly.

## **Writing**

*'Reading Is Like Breathing In; Writing Is Like Breathing Out'* - Pam Allyn

We aim to ensure that reading and writing are interconnected so that children can make purposeful links across their learning. It is for this reason that we place a significant focus on the study of literature from across the ages and across genres. Vocabulary rich books are chosen to both stimulate and challenge the children, leading to high-quality writing outcomes.

- Children are taught through carefully designed quality text-led learning journeys. The journey starts with an analysis of a text and its writing style and it leads to a piece of writing with a clear purpose and desired outcome.
- Tasks are differentiated and are designed to support and challenge all learners.
- Children apply their writing skills across other areas of the curriculum at every possible opportunity.

## **Grammar**

In Key Stage 1 and Key Stage 2, the children will be taught grammar with at least one discrete focussed lesson per week. Grammar points will also be embedded into other lessons when reading texts and developing writing skills.

## **Spelling**

- Daily Phonics sessions are taught in Early Years and Key Stage 1, following the Read write Inc. programme.
- Spelling sessions are taught at least once week in Key Stage 2 focussing on the Statutory Spelling Lists and Spelling Rules for each year group.

Children who are not making the expected progress with their spelling are supported in small groups and individual focussed interventions using the Read Write Inc. scheme.

## **Handwriting**

- Cursive handwriting is used across the school using the 'Letterjoin' programme. (Pre-cursive writing is taught in Early Years for the first

term and children are then taught cursive handwriting as soon as they are ready to progress.)

- Handwriting is taught 4 times per week in Key Stage 1 and weekly in Years 3 and 4. Handwriting is regularly practised in Years 5 and 6. Interventions will take place in Key Stage 2 to meet individual children's needs.
- All children are set high expectations for their handwriting and the presentation of their work.

## **Impact**

The impact of our English curriculum will be:

- Children will read fluently from an early age and can therefore deepen their understanding of the National Curriculum and the world around them.
- Children will genuinely love to read and they will have been exposed to a wide variety of quality literature and information texts.
- The children will have an excellent comprehension of the written word.
- The children will have a wide and rich vocabulary and will be able to express themselves clearly, confidently and eloquently through both the spoken and written word.
- All the children will be able to write legibly and to be proud of their presentation.
- The children will use an enriched and ambitious vocabulary.
- The children will have an excellent understanding of English grammar and be able to apply it to their own writing.
- We will have ensured that the children's attainment is at least in line with, or exceeds, their potential when we consider their individual starting points.
- The children will have attained highly in National Tests e.g. Phonics Screening Check and Statutory Assessment Tests in Years 2 and 6.
- The children will be academically prepared for life beyond primary school and throughout their educational journey. They will have had an enriching experience through literature and be fully equipped to communicate their thoughts and feelings and to impart information clearly for life.

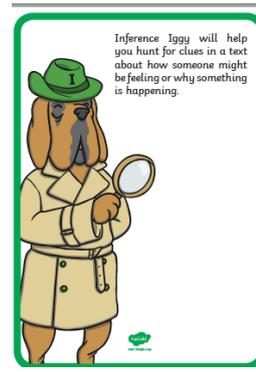
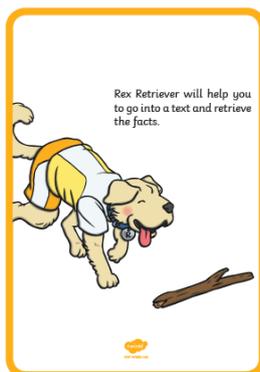
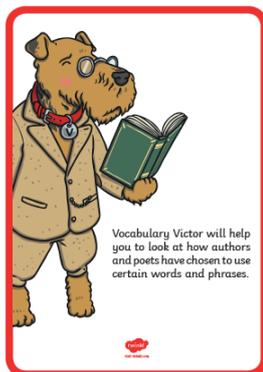
## Schemes of Work.

We use CLPE the Power of Reading as a main source of ideas for high quality texts to be used in each year group. This resource provides a bank of ideas for teachers to use to develop comprehension and writing skills based on each recommended text.

## READING

### In EYFS and Key Stage 1

- Systematic teaching of Phonics is delivered using the Read Write Inc scheme of work. (Please see the Phonics section for more details.)
- Reading books are supplemented with carefully chosen books from the Oxford Reading Tree and Collins Big Cat series to match children's phonic skills.
- Comprehension skills are taught using the TWINKL 'Totally Pawsome Reading Gang'. This includes questions from: Vocabulary Victor, Rex Retriever, Sequencing Suki, Inferencing Iggy and Predicting Pip.

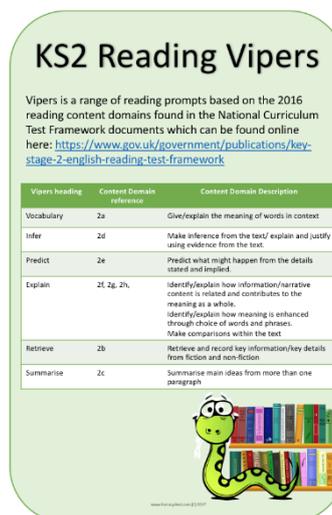
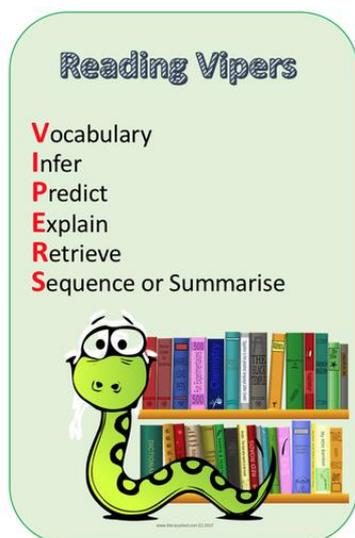


Teachers work with high quality class texts, mainly chosen from CLPE 'The Power of Reading', and continuously teach whole class comprehension skills when exploring and analysing these texts.

Children are always encouraged to read for pleasure and choose supplementary books from the library and class book shelves.

## In Key Stage 2

In order to develop reading for meaning (comprehension), we teach all the reading strands from the National Curriculum using the mnemonic 'VIPERS' from **The Literacy Shed Plus**:



Each class uses one or two carefully chosen high quality modern or classic texts each term and the children's comprehension skills are developed through **VIPERS** questioning. (The **Literacy Shed Plus** is an excellent source of VIPERS questions for many of our chosen class novels.) **Classroom Secrets** is used as a source of clearly differentiated reading texts for Key Stage 2.

Comprehensions from **TWINKL**, **FIRST NEWS**, **Brilliant Publications and Scholastic** are also often used for small group reading and homework. All children in Key Stage 2 are given a weekly comprehension task for homework.

In Year 6 children have further comprehension practice using reading resources from **CGP** and previous SATS style papers.

## **Writing - Grammar.**

Children from Year 2 - 6 have a weekly discrete Grammar lesson where they are taught and practise the key objectives for each year group.

Grammar is also taught through regular short sessions which might include using the CGP grammar exercise books to reinforce objectives, partaking in grammar quizzes and games; learning songs from Grammarsaurus etc.

- Grammar is continuously embedded into Reading and Writing lessons.
- The Grammar objectives per year group are as follows:

<b>Grammar or Punctuation</b> <i>NB: check grammar overview for year group-appropriate terminology</i>	<b>explicitly taught in</b>	<b>must be secure by</b>
CL for I / names	Year 1	Year 1
CL for start of a sentence	Year 1	Year 1
. for end of a sentence	Year 1	Year 1
, after fronted adverbial: time conjunction e.g. Next,	Year 1	Year 2
? for end of a question	Year 1	Year 1
! for emphasis, e.g. end of command, one word (Bang!), <b>strong feeling</b>	Year 1	Year 3
, for ENP, e.g. the silver, metal box	Year 1	Year 2
<u>coordinating</u> conjunctions (and/or/but) used in the middle of the sentence (e.g. It was raining but the children were still happy.)	Year 1	Year 1

, for list of nouns, e.g. There were bananas, pears and an apple.	Year 2	Year 2
<u>subordinating</u> conjunctions (when/if/because) used in the middle of the sentence (e.g. It was raining when I looked out of the window.)	Year 2	Year 2
! for exclamation sentence	Year 2	N/A
ENP using 'that', e.g. the box that was in the cupboard	Year 2	Year 2
' for contraction	Year 2	Year 2
' for singular possession	Year 2	Year 3
, after fronted adverbial: adverb, preposition or adverbial phrase (e.g. Quickly, / In the bedroom, / During playtime, / As quick as a flash.)	Year 2	Year 4
... to create suspense	Year 2	Year 6

CL at start of a speech sentence	Year 3	Year 4
' for plural possession	Year 3	Year 4
, with coordinating conjunctions <u>or</u> <u>but</u>	Year 3	Year 4
, after fronted adverbial subordinate clause: <b>ADVERBIAL</b> clause (e.g. When it was raining, / As the sun set, )	Year 3	Year 4
, after subordinate clause: <b>CONDITIONAL</b> clause: (e.g. If I have enough money, I will go to the cinema.)	Year 3	Year 4
“ ” for direct speech	Year 3	Year 3

all possible punctuation before or after “ ” in direct speech (speech first and speech second)	Year 4	Year 4
... before and after subordinate clause: <b>RELATIVE</b> clause (e.g. The mother, who was holding her baby, smiled.)	Year 4	Year 5
, , for parenthesis (NB: to show clear authorial effect, e.g. to add extra, relevant information / to vary sentence structure)	Year 4	Year 5
- to join two words to make one adjective	Year 4	Year 6

, to demarcate subordinate clause first or second: <b>NON-FINITE</b> clause (e.g. Running furiously, the girls rushed. or The girls rushed, running furiously.)	Year 5	Year 5
accurate comma use to demarcate all complex sentences	varied (see above)	Year 5
( ) for parenthesis (NB: to show clear authorial effect, e.g. factual information)	Year 5	Year 5
- - for parenthesis (NB: to show clear authorial effect, e.g. to slow the reader down / to emphasise word choice)	Year 5	Year 5

, after fronted adverbial: <b>-ed / With....</b> (e.g. Terrified, / With a look of terror in his eyes, )	Year 6	Year 6
: to introduce a list after a main clause	Year 6	Year 6
: to introduce an explanation of the noun before it	Year 6	Year 6
; to demarcate two closely-related main clauses	Year 6	N/A
; to demarcate between items in a detailed list that includes phrases	Year 6	Year 6
- to avoid ambiguity between a prefix and root word	Year 6	Year 6
bullet points	Year 6	Year 6

## Writing

- All children write in an English **Writing** lesson at least 3 times a week. These lessons will be based upon planned units of work (one of the non-fiction genres, poetry or a fiction unit based upon a class book) and will lead to an extended piece with a clear outcome.

- Class teachers plan their writing lessons linked to quality reading texts which are mostly recommended by **The Power of Reading**.
- The children will analyse a text and will use this as a stimulus for their own writing.
- All classes will teach at least 2 units of visual literacy per year. This may involve using a picture, a photograph or a painting as a writing stimulus or a short film clip e.g. Lucy entering Narnia from The Lion, The Witch and the Wardrobe. Film clips might also be taken from **The Literacy Shed**, the **BFI** short films for writing or advertisements such as the John Lewis Christmas ad etc.
- Writing will be taught through teacher-led shared writing or guided writing in small groups.
- Children are taught how to edit and improve their writing continuously.
- Teachers plan for children to have as many opportunities as possible to apply their writing and to link their writing to the wider curriculum.
- The children are given clear writing objectives and success criteria to meet when they write. In Year 6, the children should be able to identify their own success criteria to write effectively within a given genre.

### Coverage across a range of genre- texts used to support writing

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	<b>Claude in the City</b> (Narrative, information text)	<b>Zeraffa Giraffa</b> (narrative, persuasive advert, letters) <b>Harvey Slumfenburger's Christmas Present</b> (recounts, retelling a story)	<b>Rapunzel</b> (narrative) <b>Julia Donaldson</b> (Performance poetry)	<b>The Secret of Black Rock</b> (Instructions, persuasion, diary) <b>Chicks</b> Information texts	<b>Dear Green Peace</b> (recounts, persuasive letters, information writing)	<b>Egg Box Dragon</b> (Instructions, persuasive letters, narrative)
2	<b>The Disgusting Sandwich</b> (Narrative, instructions)	<b>The Great Fire of London</b> (Non-fiction) <b>Tell Me a Dragon</b> (Narrative, explanation)	<b>Meerkat Mail</b> (Narrative, letters)	<b>Animals</b> (Information texts) <b>The Enormous Turnip</b> <b>Fantastic Mr Fox</b> (narrative)	<b>Traditional and untraditional tales:</b> Jack and the Beanstalk (narrative, letter)	<b>Traction Man</b> (narrative, description) <b>Florence Nightingale and Mary Seacole</b> (non-fiction)

3	<b>Egyptian Cinderella</b> (narrative)	<b>The Three Little Pigs</b> (Alternative fairy tales) <b>Flotsam</b> (narrative)	<b>El Caminante</b> visual Lit (Narrative, description)	<b>The Firework Maker's Daughter</b> (Narrative, diary, instructions)	<b>Charlie and the Chocolate Factory</b> (Narrative, Instructions)	<b>Charlie and the Chocolate Factory</b> (Narrative, Newspaper reports)
4	<b>The BFG</b> (Narrative, Instructions)	<b>Romans</b> (Non-chron report, diary) <b>For the Birds</b> (Recount, diary)	<b>The Lion, the Witch and the Wardrobe</b> (narrative)	<b>The Black Dog</b> Narrative <b>Mountains</b> (Non-chrono report, explanations)	<b>How to Train a Dragon</b> (Instructions, Narrative)	<b>Animals</b> (Non fiction) <b>The Tin Forest</b> (Persuasion)
5	<b>There's a Girl in the Boys' Bathroom</b> (Narrative, diary)  <b>The Rainplayer</b> (Narrative, Journalistic writing)	<b>The Explorer</b> (Non-chrono reports Narrative, discussion, instructions)	<b>The Nowhere Emporium</b> (Narrative, Discussion, Description)	<b>The Secret Garden</b> (Narrative, Letters, Explanation)	<b>Treason</b> (Historical recount, Newspapers)	<b>A Midsummer's Night Dream</b> (Drama, Poetry, Narrative)
6	<b>Boy</b> (Biography / Autobiography Narrative Skills)  <b>Billy the Kid</b> (narrative)	<b>Rose Blanche</b> Visual Literacy (narrative, diaries)  <b>Letters From the Lighthouse</b> (Narrative, newspaper reports)	<b>Titanic</b> (Diaries, newspaper report, non-chronological report)	<b>Journey to the River Sea</b> (poetry, narrative, letters, discussion text, newspaper report)  <b>The Lighthouse</b> (visual literacy)	<b>Shackleton Ice Trap</b> (Letters, diaries, persuasion, newspaper report)  <b>The Piano</b> Visual Literacy (narrative)	<b>The Stories of Odysseus</b> (Narrative Poetry)  <b>Ocean Rescue</b> (Sky News)  <b>School Production</b>

### **Monitoring and Assessment**

On-going formative assessment takes place within each reading session against the assessment focuses. This includes: teacher observations, questioning, discussions and marking and feedback of work in English Reading exercise books. These outcomes are fed forward into timely teacher intervention and subsequent planning to ensure gaps in knowledge are closed and progress is not limited.

PM Benchmarking is used to formally assess the children in EYFS and KS1 termly. Children who are reading colour banded books are continuously assessed by staff to ensure they are reading books which a) consolidate and build upon their phonic learning and b) stimulate the children and develop their comprehension skills.

Children's reading skills in Years 3, 4, and 5 are further assessed with half termly comprehension tests from Head-Start and end-of-term comprehension tests from NFER. In Years 2 and 6 previous SATS reading comprehensions are used for assessment purposes. Outcomes from end of term assessments are used to identify gaps in knowledge and will inform future planning. Pupil progress will also identify precise actions and objectives for targeted focus children i.e. any children who are not making the expected progress or who are not likely to meet end of year expectations.

Spelling is assessed through weekly tests of key phonic sounds or statutory spelling rules in each year group. It is further assessed by monitoring the spelling of key words for each year group in the children's writing.

Grammar is assessed through half termly SPAG tests in Years 3-6.

Teachers continuously assess writing against the Age Related Expectations and whenever possible with live marking so that children have instant feedback. Children in Key Stage 2 are also encouraged to self and peer assess written work.

# Curriculum Focus: Phonics



## Intent – Implementation – Impact

### Intent

- To enable children to become competent, confident and enthusiastic readers from an early age
- To provide all children access to and challenge within the wider curriculum

### Implementation

- Systematic, structured and “praise-focused” approach to teaching children phonic sounds, using Ruth Miskin’s ReadWriteInc scheme of work
- Clear understanding amongst all staff of how we support children to transfer from reading phonetically to reading fluently
  - Daily phonics and guided reading sessions*
  - Daily 1:1 reading with the teacher, TA or knowledgeable parent readers*
  - Daily reading at home*
  - Close communication with parents through a home-school reading record*
  - Weekly visits from KS2 “Reading Buddies”*
  - Dedicated story time for 30 minutes at the end of each day so that teachers can share high quality texts to the children, full of rich vocabulary*
  - Library sessions once a week, again giving children access to high quality reading material*

- Structured, daily 1:1 interventions for children who fall behind and those who are new to English/the school
- Regular assessment of children's phonic knowledge
- Books closely matched to each child's phonics knowledge (SY and NS currently sorting through; termly PM benchmarking)
- Information sessions for teachers, support staff, parents and parent readers (children who read at home do well at school)

### **Impact**

- Children who can read fluently from an early age
- Children who genuinely love to read
- Children who speak articulately
- Children who write and spell confidently
- Children who "have a go" – a positive attitude that they can apply to all other areas of the curriculum
- Children who attain highly in National Tests e.g. Phonics Screening Check/Statutory Assessment Tests in Years 2 and 6

### **Curriculum Coverage – Nursery to Year 2 (including**

### **Sequence and Structure of Phonics Lessons)**

#### **Children in Nursery:**

- Begin to learn initial sounds in words. "*Where's the sssssss-nake?*" "*Can you find me your p-p-p-en?*"
- *More able children will be introduced to initial letter sounds*

#### **Children in Reception:**

- Learn 44 sounds and their matching letters/letter groups – emphasis on **pure** pronunciation
- Learn to blend sounds to read words
- Read specially written books that are closely matched to their phonic knowledge – ongoing, regular assessment using ReadWriteInc sounds chart assessment grid

Consonants: stretchy

f	l	m	n	r	s	v	z	sh	th	ng
										nk

Consonants: bouncy

b	c	d	g	h	j	p	qu	t	w	x	y	ch
		k										

Vowels: bouncy

a	e	i	o	u	ay	ee	igh	ow
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Vowels: stretchy

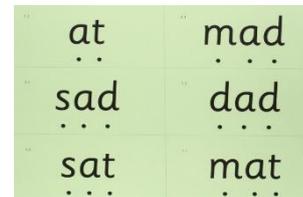
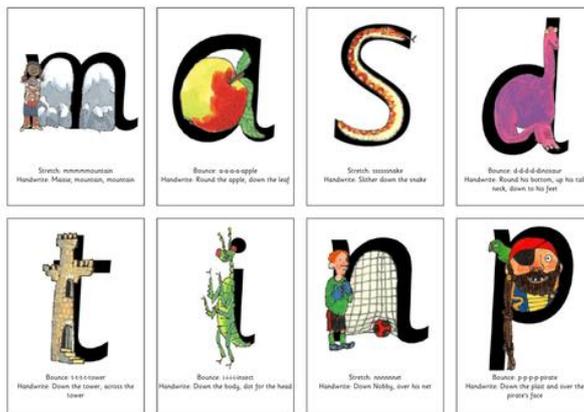
oo	oo	ar	or	air	ir	ou	oy
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Set 1 sounds

Set 2 sounds

- Children in Nursery/Reception meet Fred. Fred can only talk in pure sounds.

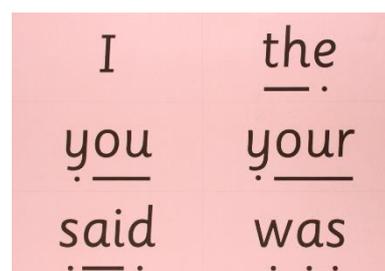
- This is called "Fred Talk" e.g. "Can you find my p-e-n?"



- Following the sequence of teaching steps in the ReadWriteInc handbook, teachers will introduce children to letter formation **at the same time** as the letter sound.
- Children in Reception use "Fred Fingers" to spell.
- Children say the sounds.
- Children pinch the sounds.



- Children count the sounds.
- Children rehearse the graphemes.
- Children record the graphemes.
- Teachers and teaching assistants remember to praise, praise, praise!
- Children learn to read and spell **red** (common exception) **words** by sight. We also call these "grotty graphemes!"
- Children are introduced to **letter names** so that they can build up knowledge and understanding of capital letters as well as small letters.
- Later on in Year 1, letter names help the children to distinguish between the spellings for the sounds they are familiar with in Set 2 and the **new, alternative spellings** for sounds in Set 3.



### Children in Reception and Year 1:

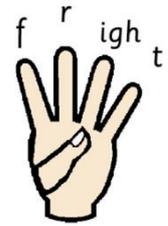
- Learn that 2 or 3 letters can make 1 sound (*ay, ee, igh, ow, oo*)
- These are called **Set 2 sounds**
- Learn the sound (by seeing, hearing and doing)
- Hear the sound in words
- Read the sound in **green words**
- Children also read "**alien**" **words**. These are phonetically decodable but do not belong in the English language. Alien words assess whether children can decode effectively in a fun and engaging manner. This practise also helps to prepare the children for the Phonics Screening Check in Year 1.



### Children in Reception and Year 1:

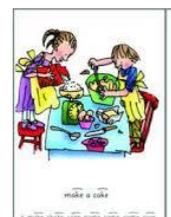
- Learn to record the graphemes for the phonemes (sounds) they know

- "Fred talk" the word on fingers
- Count the sounds
- Repeat the sounds
- Write the sounds with their magic writing hand
- Write the word on a whiteboard
- Check and correct



### Children in Year 1:

- Learn that there are **new, alternative spellings** for sounds in Set 3.
- An **identical teaching process** is followed, but children are now encouraged to notice alternative spellings to sounds in words
- Children learn to write words containing Set 3 sounds
- Children are given strategies to begin to choose the correct spelling for words containing sounds that they know
- These include: RWI A4 sound mats and "trying" the spellings that you know and choosing the one that "looks" the best



### Children in Year 1 and Year 2:

- Speed sounds are revisited for children in Year 2 who did not pass the Phonics Screening Check in Year 1 or who need further support
- Strategies for recalling the correct spelling for alternative sounds are reinforced

- Children begin to build up knowledge of the Complex Speed Sound Chart through discrete spelling lessons 3 times a week. **The chart is displayed in each classroom from Reception to Year 2.**
- By Year 2, children are confident in reading the Complex Speed Sound Chart to identify alternative spellings for sounds. Children add further spellings to the class chart as they are covered in Year 2 spelling lessons.

Consonant sounds

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
					ce		se			

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	ck	dd	gg		g	pp		tt	wh			ch
	ck				ge							ch
	ch				dge							

Vowel sounds

a	e	i	o	u	ay	ee	igh	ow
	ea				ā-ē	y	i-ē	ō-ē
					ai	ea	ie	oa
						e	i	o
							y	

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
ū-e			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							

### ReadWriteInc Sets, Sounds and Rhymes

SET 1		SET 2		SET 3	
Sound	Rhyme	Sound	Rhyme	Sound	Rhyme
m	Down Maisie then over the two mountains. Maisie, mountain, mountain.	ay	May I Play?	ea	Cup of tea
a	Round the apple, down the leaf.	ee	What can you see?	oi	Spoil the boy
s	Slide around the snake	igh	Fly high	a-e	Make a cake
d	Round the dinosaur's back, up his neck and down to his feet.	ow	Blow the snow	i-e	Nice smile
t	Down the tower, across the tower.	oo	Poo at the zoo	o-e	Phone home
i	Down the insects body, dot for the head.	oo	Look at a book	u-e	Huge brute
n	Down Nobby and over the net.	ar	Start the car	aw	Yawn at dawn
p	Down the plait, up and over the pirates face.	or	Shut the door	are	Care and share
g	Round the girls face, down her hair and give her a curl.	air	That's not fair	ur	Nurse with a purse
o	All around the orange.	ir	Whirl and twirl	er	A better letter
c	Curl around the caterpillar.	ou	Shout it out	ow	Brown cow
k	Down the kangaroo's body, tail and leg.	oy	Toy for a boy	ai	Snail in the rain
u	Down and under the umbrella, up to the top and down to the puddle.			oa	Goat in a boat
b	Down the laces, over the toe and touch the heel.			ew	Chew and stew
f	Down the stem and draw the leaves.			ire	Fire fire
e	Slice into the egg, go over the top, then under the egg.			ear	Hear with your ear
l	Down the long leg.			ure	Sure it's pure
h	Down the horse's head to the hooves and over his back.				

sh	Slither down the snake, then down the horse's head to the hooves and over his back.				
r	Down the robot's back, then up and curl.				
j	Down his body, curl and dot.				
v	Down a wing, up a wing.				
y	Down a horn, up a horn and under the yak's head.				
w	Down, up, down, up the worm.				
th	Down the tower, across the tower, then down the horse's head to the hooves and over his back				
z	Zig-zag-zig, down the zip.				
ch	Curl around the caterpillar, then down the horse's head to the hooves and over his back.				
qu	Round the queen's head, up to her crown, down her hair and curl.				
x	Cross down the arm and leg and cross the other way.				
ng	A thing on a string.				
nk	I think I stink.				

## Schemes of Work and Supplementary Resources

Teachers at Our Lady of Victories follow Ruth Miskin's ReadWriteInc scheme of work to teach Phonics. Teachers and teaching assistants use RWI resources on a daily basis. The A4 flashcards are used to introduce phonemes (initial sounds, digraphs and trigraphs) and practise them at speed, along with green word cards and red word cards to give children regular opportunities to apply their phonic sounds when decoding words. Whiteboards are used to enable children to sound out and spell words. Children are encouraged to alter their marvellous mistakes to ensure that their spellings on whiteboards are always correct. A praise-centred approach is followed in all Phonics speed sound sessions.

Colour banded books from RWI are used in small group Guided Reading sessions in Reception and Year 1. These are matched as closely as possible to a child's current phonic level through regular, speed sound assessment. Children in Reception begin with Red Ditty books. The chart on the following page outlines the colours through which the children progress. **Children do not necessarily complete every book within each colour. At the teacher's discretion, and supported by phonic assessment, groups may miss certain books and move up to the next band.**

PM Benchmarking is used to match children’s reading levels (phonic ability, fluency and comprehension) to the Oxford Reading Tree colour bands. **These differ from the RWI colours and both teachers and parents are aware of this.** Children are moved up a colour band when they confidently achieve a secure pass of the benchmarking text.

Additional resources beyond RWI and PM Benchmarking include:

- Laminated sound cards for Year 2 spellings
- Flashcards/repeated practice
- Phoneme Spotter Stories
- Red Word Bingo/Tricky Word Ball/Tricky Word Noughts and Crosses
- Nessy Spelling Videos (Accessed online)
- “Barry the Best Bet Bat” helps children to choose the correct sound when spelling

### Book Bands Comparison Chart

Book Band/ Colour	Words	Phonics Phase	RWI	Age-Related Expectations (and for year group <b>at end of year</b> )
0 Lilac	0			F1, F2
1 Pink	Under 25	Phase 2	Ditties	F2
2 Red	25-45/ 45-80	Phase 3	Ditties, Green	F2, Y1
3 Yellow	80-120	Phase 3/4	Purple, Pink	<b>F2</b> , Y1
4 Blue	100-200	Phase 4/5	Pink, Orange	<b>F2</b> , Y1
5 Green	200-300	Phase 5	Orange, Yellow	F2, Y1, Y2
6 Orange	300-450	Phase 5/6	Yellow, Blue	F2, Y1, Y2
7 Turquoise	450-600	Phase 5/6	Blue	<b>Y1</b> , Y2, Y3
8 Purple	600-850	Phase 6	Blue, Grey	Y2, Y3
9 Gold	850-1100	Phase 6	Grey	Y2, Y3, Y4
10 White	1100-1500		(Old NC levels) 2a	<b>Y2</b> , Y3, Y4, Y5
11 Lime	1500-2000		3c	Y2, <b>Y3</b> , Y4, Y5, Y6
12 Brown	Over 2000	Year 3	3b	<b>Y3</b> , Y4, Y5, Y6
13 Grey		Year 4	3b	<b>Y4</b> , Y5, Y6
14 Dark Blue		Year 5	3a	<b>Y5</b> , Y6
15 Dark Red		Year 6	3a	<b>Y6</b>
16 Black		Year 6 +	4c	Y6
			4b-5	

Book Band/ Colour	Collins BIG CAT	Heinemann Storyworlds	Heinemann Literacy World	Oxford Reading Tree (New titles*)	Oxford TreeTops
0 Lilac	0 Lilac			Level 1	
1 Pink	1A Pink A/ 1B Pink B	Stage 1		Level 1+	
2 Red	2A Red A/ 2B Red B	Stage 2		Level 2	
3 Yellow	3 Yellow	Stage 3		Level 3	
4 Blue	4 Blue	Stage 4		Level 4	
5 Green	5 Green	Stage 5		Level 5	
6 Orange	6 Orange	Stage 6		Level 6	
7 Turquoise	7 Turquoise	Stage 7		Level 7	
8 Purple	8 Purple	Stage 8		Level 8	
9 Gold	9 Gold	Stage 9		Level 9	
10 White	10 White			Level 10	
11 Lime	11 Lime			Level 11	
12 Brown	12 Copper/ 13 Topaz		Stage 1		Level 9/ 10/ 11
13 Grey	14 Ruby/ 15 Emerald		Stage 2		Level 12/ 13/ 14
14 Dark Blue	16 Sapphire		Stage 3		Level 15/ 16
15 Dark Red	17 Diamond		Stage 4		Level 17
16 Black	18 Pearl				

\* Older titles, e.g. Biff, Chip and Kipper stories, may not always fall into the correct book band.

Note: When pupils reach the end of the lime book band they should be free readers. After that, each band from brown to black, is a guide to the band for each year group.

## Monitoring and Assessment

The Phonics Lead provides ongoing support and training for staff in school through:

- Leading RWI refresher workshops for all staff at the beginning of each year
- Leading staff meeting/s to provide clear overview of intent, implementation and impact of Phonics at our school
- Informal meetings to discuss progress of children – offering advice for children who are new to English or at risk of not making expected progress
- Observing and/or assisting in a Phonics lessons in Reception and Year 1 at least once a term
- Modelling Phonics/Spelling lessons to student teachers

Teachers are secure in their judgements of children's phonic knowledge by:

- Regularly assessing children's knowledge of sounds using RWI materials

- PM Benchmarking
- 1:1 reading
- Reading conferences (teacher scribes child's responses)
- Weekly spelling challenges
- Mock phonics screening checks (Year 1)

Parents are actively involved in the promotion of positive attitudes to reading and writing from Nursery to Year 2 through:

- Annual Parent Phonics workshops
- Parent readers in school
- Home-school reading record for positive and constructive reading comments
- Spelling practice at home
- Regular communication with class teachers with regards to their child's progress in Phonics

### **Timetables**

Teachers lead Speed Sound sessions (20-25 minutes) on a daily basis (exceptions are made for school trips).

In Guided Reading sessions (30-40 minutes), the Class Teachers hear small groups of children read at least once a week.

The Class Teacher leads whole class story time at the end of every day for 30 minutes. This gives children access to rich, high quality texts that are beyond their reading level. These texts are taken from the Literacy overview for each year group.

# Curriculum Focus: Maths

## Intent

At Our Lady of Victories, our intent is to design a mathematics curriculum which is accessible to all and will maximise the development of every child's ability and academic achievement. We deliver daily lessons that are creative, engaging and challenging at all levels to build on children's knowledge and skills. We believe that this approach allows them to know more and remember more.

Maths is a subject specific lesson, which builds upon previously taught knowledge, skills and vocabulary. We aim to develop children's enjoyment of Maths and provide opportunities for children to build a conceptual understanding before applying their knowledge to everyday problems and challenges. Lessons include times table practice, reviews of previously taught skills, knowledge and vocabulary and opportunities to reason and problem solve.

In Key Stages One and Two, teachers cover objectives set out in the Programmes of Study from the National Curriculum and follow the White Rose schemes of work. Within these schemes of learning, each National Curriculum objective is broken down into fluency, reasoning and problem solving; teachers use the learning challenges to teach for mastery - an approach to extend and deepen the understanding of pupils within each year group.

## What is the intent of the White Rose Maths curriculum?

The long-term aim of the White Rose scheme is to produce an ambitious, connected curriculum accessible to all children right through from Year 1 to the end of Year 6. This curriculum does not only cover all the content of the National Curriculum, but also provides pedagogic advice for teachers. White Rose provides suggestions and sample materials in a structured coherent curriculum to develop pupils into mathematical thinkers.

The aim of the White Rose scheme is to enable pupils to become fluent in the fundamentals of mathematics, to be able to reason and to solve problems. It embraces these National Curriculum aims, and provides guidance to help pupils to become:

- **Visualisers:** We use the CPA approach (Concrete, Pictorial, Abstract) to help pupils understand mathematics and to make connections between different representations.

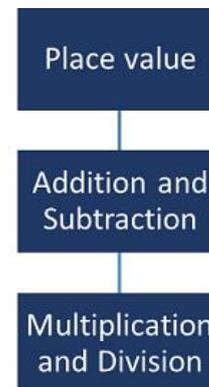
- **Describers:** We place great emphasis on mathematical language and questioning so pupils can discuss the mathematics they are doing, and so support them to take ideas further.

- **Experimenters:** As well as being fluent mathematicians, we want pupils to love and learn more about mathematics.

## The order of the White Rose Maths curriculum:

### The basic principles:

The fundamental idea behind the White Rose curriculum design is to support pupils to be able to perform simpler tasks so they can then move on to perform more complex tasks. For example, we cannot expect pupils to add two numbers together before they understand what each individual number represents.



This thinking gives rise to a typical sequence of 'blocks' of mathematics that you will see in most year groups.

Within each of these blocks there are 'small steps' which are again sequenced in order of difficulty and dependency. For example here are the first seven steps (of 18) in the Year 3 Addition and Subtraction block:

- ▶ Add and subtract multiples of 100
- ▶ Add and subtract 3-digit and 1-digit numbers - not crossing 10
- ▶ Add 3-digit and 1-digit numbers - crossing 10
- ▶ Subtract a 1-digit number from a 3-digit number - crossing 10
- ▶ Add and subtract 3-digit and 2-digit numbers - not crossing 100
- ▶ Add 3-digit and 2-digit numbers - crossing 100
- ▶ Subtract a 2-digit number from a 3-digit number - crossing 100

Each step builds carefully from the previous step, building on pupils' prior knowledge to develop new skills, with nothing left out. Pupils are ready for this having covered addition with 2-digit numbers in Year 2 and Place Value up to 1,000 in the first block of Year 3.

### Overview of the order:

To learn mathematics effectively, some things have to be learned before others, e.g. place value needs to be understood before working with addition and subtraction, addition needs to be learnt before looking at multiplication (as a model of repeated addition).

You will see this emphasis on number skills first, carefully ordered, throughout the White Rose curriculum. For some other topics, the order isn't as crucial, e.g. Shapes and Statistics need to come after number, but don't depend on each other. We try to mix these so pupils have as wide a variety of mathematical experiences as possible in each term and year.

### Resources to complement the White Rose curriculum:

Our teaching staff use the White Rose schemes of work in conjunction with a range of high quality resources such as NRich and NCETM to support, stretch and challenge all learners within the classroom. To further complement the White Rose scheme, teachers also use resources from White Rose Premium, Master the Curriculum, Classroom Secrets, Rising Stars, Headstart and Hamilton Trust, with a focus on developing fluency and problem solving for children at all ability levels.

In Key Stage 2, 'Target Your Maths' and CGP textbooks are used to further consolidate concepts through differentiated tasks. These may also be used to help consolidate learning and may also be used for homework tasks. The questions are broken down into three levels:

1. Section A: This section is based upon work previously covered. The tasks generally match the requirements for the previous year group and therefore this section is often used as a good starting point for those learners who are less confident. When the children feel more confident, they are encouraged to challenge themselves further and complete tasks from Section B.
2. Section B: These activities are based on the requirements of the particular year group; therefore, most children should be able to work

successfully at this level and are often encouraged to start at this section.

3. Section C: This section provides more challenging activities and generally matches the requirements of the year group above. These tasks are often used as extension tasks for the 'rapid graspers'.

When planning lessons, teachers will decide whether children can choose the level of difficulty for the task (A, B or C) or if the children need to be directed to start at a particular level for more consolidation.

## **Implementation**

At Our Lady of Victories, our approach to the teaching of mathematics develops children's ability to work both independently and collaboratively as part of a team. Through mathematical talk, children will develop the ability to articulate and discuss their thinking. We strive to ensure that children are taught to become competent mathematicians by embedding the skills and processes necessary to enable children to use and apply their Maths learning in a variety of contexts. We recognise that in order for pupils to progress to deeper and more complex problems, they need to be confident and fluent across each yearly objective.

### **Early Years Foundation Stage**

In the Early Years Foundation Stage (EYFS), we relate the mathematical aspects of the children's work to the Development Matters statements and the Early Learning Goals (ELG), as set out in the EYFS profile document. Mathematics development involves providing children with opportunities to practise and improve their skills in counting numbers, calculating simple addition and subtraction problems, and to describe shapes, spaces, and measures. The profile for Mathematics areas of learning are Number (ELG 11) and shape, space and measures (ELG 12). We continually observe and assess children against these areas using

their age-related objectives, and plan the next steps in their mathematical development through a topic-based curriculum. There are opportunities for children to encounter Maths throughout the EYFS (both inside and outside) – through both planned activities and the self-selection of easily accessible quality Maths resources. Whenever possible, children’s interests are used to support delivering the mathematics curriculum. Towards the end of Reception, teachers aim to draw the elements of a daily mathematics lesson together so that by the time children move into Year 1, they are very familiar with a structured lesson / activity.

### **Key Stage One**

Teaching throughout Key Stage One ensures that children are confident to manipulate numbers up to 100. The Key Stage One curriculum builds on the knowledge, skills and vocabulary taught in EYFS and provides opportunities for children to develop their competency in place value and the four operations. A high focus is placed on concrete, pictorial and mental strategies to equip children with a readiness for more abstract concepts to be introduced in Key Stage Two. Teachers model the use of correct mathematical vocabulary and children are expected to use this vocabulary to articulate their ideas.

### **Key Stage Two**

Teaching throughout Key Stage Two builds on the solid foundations of the previous key stage. Children are introduced to more formal calculation methods which are developed and built on each year in line with age related expectations. The frequent opportunities to reason and problem solve in real life contexts, provided by teachers, develops their conceptual understanding and prepares them for the statutory end of key stage assessments.

## **Impact**

At Our Lady of Victories, we aim for children to be confident in making rich connections across mathematical ideas. We want them to fully utilise their fluency and reasoning skills to become competent in solving increasingly sophisticated, contextual problems. We intend for our pupils to be able to apply their mathematical knowledge across the curriculum and to realise that Maths has been developed over centuries, providing the solution to some of history's most intriguing problems. As our pupils progress further in their education, we intend for them to be able to understand the world, have the ability to reason mathematically, have an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

We adopt a supportive ethos and our approaches support the children in developing their collaborative and independent skills, as well as empathy and the need to recognise the achievement of others. Children can underperform in mathematics because they think they can't do it or are not naturally good at it. The White Rose scheme addresses these preconceptions by ensuring that all children experience challenge and success in this subject by developing a growth mindset.

### **Assessment:**

Regular and ongoing assessments inform teaching, as well as interventions, to support and enable the success of each child. Children in Key Stage One and Two complete end-of-block assessments aligned to the White Rose scheme. Summative assessments take place at the end of each half-term and children's progress and attainment is discussed with senior leaders in pupil progress meetings. Headstart, White Rose and NFER test materials are used to carry out these assessments. In addition, formative assessments take place on a daily basis and teachers adjust their planning accordingly to meet the needs of their class.

High-quality teaching, guidance and effective feedback, ensure that we are able to maintain high standards, with achievement at the end of Key Stage Two well above the national average. In addition, a significant proportion of children are able to exceed end of year expectations and achieve Greater Depth at the end of each phase.

By the end of Key Stage Two, children will leave Our Lady of Victories well-prepared for the next step in their mathematical education.

*For further information about our mathematics curriculum for each year group and the progression within the White Rose scheme, please see the school website.*

## Curriculum Focus: Religious Education

### Intent

As a Catholic school in the Diocese of Westminster, we are committed to educating children in their Catholic Faith. The principle aim of Religious Education at Our Lady of Victories School is to teach the children to know and love God our Father through prayer and worship; through the life, words and actions of Jesus Christ as shown in the Scriptures. We seek to give children the opportunity to come to know the joy given to those who come closer to God through the grace of the Holy Spirit and the love of Jesus, His son.

A grounding in the Catholic faith enables pupils to appreciate and understand those of different faiths and promotes respect for every person as a child of God, irrespective of their self-understanding, culture or ethnicity. The curriculum aims to help the pupils discern how belief in the value of every person underpins all of our relationships.

The curriculum includes the study of other faiths. Two faiths Judaism and Islam are taught from Year 1 to Year 6, using the 'Come and See' Programme which provides a progressive study of each faith. Factual knowledge and understanding of Islam and Judaism is delivered in a sympathetic way. We are careful to stress the importance of having respect for believers of other faiths and we avoid making comparisons between faiths, unless these occur naturally.

In Year 5 the children spend a whole unit, lasting a half term, studying other faiths, deepening their understanding of Judaism and Islam and also learning about Hinduism and Sikhism, using the Come and See resource. Where possible we use local resources to enrich the children's learning, visiting places of worship and museums such as the Jewish Museum.

Where appropriate we make links between Catholic teachings and traditions and those of other Christian faiths.

We aim to help each child to come to know Jesus as a friend for life; to become aware of themselves as a unique person created by a loving God; to form meaningful relationships and to foster feelings of wonder, awe and mystery.

Through the Catholic life of the school- which includes liturgies, pastoral care, social teaching and living out the faith in community- as well as through religious education lessons we intend to:

- Promote an environment of mutual encouragement within the school community in which the unique worth of each individual is acknowledged and respected; and to transmit Christian values for daily living.
- Teach the children to understand and appreciate the Catholic Faith and its traditions. We share this responsibility with parents, the first educators of their children, and with the parishes where children and their families worship.
- Develop and extend links between home, parish and school. Together we prepare the child for entry into the wider community, working together for the building up of God's kingdom, based on the Gospel values of love, peace and justice.
- Give worship, as an essential part of religious experience, a central place in the life of the school. Christ is the reason for our school and the children meet Him here in a rich variety of acts of worship, principally in the Eucharist, which is central to our school community's prayer life but also in daily prayer.
- Ensure that Religious Education is not confined to a time-tabled subject but is rather the central pillar of the whole school experience. The total curriculum should stimulate religious growth and development, along with academic and social progress.
- Support and contribute to a well-rounded curriculum, fostering each child's development in areas closely linked with Religious Education such as PSHE.
- Promote and welcome links in the wider community, including inter-denominational groups of faith or those of no religious character and to ensure that the same ideals of respect and tolerance are offered to all, irrespective of tradition, beliefs or backgrounds.
- Provide opportunities for the children to experience and practice showing love for others, particularly the vulnerable and the disadvantaged, by participating in charitable work and coming to an understanding of the Christian responsibilities taught in Catholic Social teaching.

## **Implementation**

There are two avenues by which these intentions are implemented: the Catholic Life of the school and Religious Education (RE).

The senior leadership and school chaplain are responsible for the first- the 'Catholic Life' of the school. This offers children, and their families, opportunities to prepare and to participate in liturgies, celebrations, prayer and reflection in a variety of settings. As an inner city school the children attend several different local catholic parishes; chief among these are Our Lady of Victories and Our Lady of Mount Carmel and St Simon Stock. The school and parishes work closely together to support parents in bringing their children up in the rich tradition of the Catholic faith.

## **Scheme of Work**

The Religious Education is delivered using the programme: 'The Way, The Truth and The Life, from Reception to Year 6.

The programme provides:

- Coverage of the Religious Curriculum Directory produced by the Bishops of England and Wales, in a programme appropriate for the age and development of the children and through which children's academic expectations and achievement matches that of other key curriculum areas
- Opportunities to link their work in RE to liturgical celebrations in school, in their home parish and in the wider church.
- Learning opportunities which give children the language of religious experience - 'literacy' in religious activities, places, stories, symbols and ritual, people and objects.
- Appropriate learning opportunities in the provision of materials about other faiths
- Opportunities to discuss and reflect on larger questions of faith, to explore beliefs, values and the way of life of the Catholic tradition and where appropriate other faith traditions
- Support for teachers, who have a variety of experience or no experience of the catholic faith and traditions, in understanding the key learning which the curriculum delivers

## Other resources

The agreed scheme of work for delivery of Relationships Education is 'Life to the Full', produced by TenTen. The Intent Statement for Relationships Education is included in our PSHE statement.

## Overview of Religious Education Syllabus

### EYFS and KS1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	God's World	God's Family	Getting to know Jesus	Sorrow & Joy	New Life	Church
Year 1	God's Great Plan	Mary our Mother	Families & Celebrations	Following Jesus	The Resurrection	Miracles
Year 2	Chosen People	Mysteries	The Good News	The Mass	Eastertide	Birth of the Church

### KS2

Year 3	The Christian Family	Mary, Mother of God	Sacrament of Reconciliation	Celebrating the Mass	Celebrating Easter & Pentecost	Being a Christian
Year 4	The Bible	Trust in God	Jesus, the Teacher	Jesus, the Saviour	The Early Christians	The Church
Year 5	Creation	The Commandments	Inspirational People	Reconciliation	Life in the Risen Jesus	People of Other Faiths
Year 6	The Kingdom of God	Justice	Jesus, the Bread of Life	Jesus, Son of God	The Work of the Apostles	Called to Serve

### Other Faiths

<b>Judaism</b>	
Reception	Holidays and special days-Hanukkah
Year 1	Stories - Abraham and Moses
Year 2	Shabbat, family celebrations,
Year 3	Places of worship- the Synagogue
Year 4	Ritual objects: the Torah
Year 5	Beliefs and festivals- Pesach; belief in God, the Shema
Year 6	Values- Rosh Hashanah and Yom Kippur

<b>Islam</b>	
Reception	Ritual objects- prayer mats; the Qur'an
Year 1	Stories- Muhammed
Year 2	Daily prayer
Year 3	Place of worship- The Mosque
Year 4	Holy Books – The Qur'an
Year 5	Beliefs and festivals- Ramadan, pilgrimages
Year 6	Values – The 5 pillars; Zakat

## **Impact**

Through the curriculum outlined above we expect the resulting impact to be:

- Parents, parishes and school working harmoniously together to ensure the very best teaching and experience in passing on the catholic faith to the children in our care.
- Teachers who are empowered to deliver curriculum content and key principles of the catholic faith to the high standards required.
- Children who are religiously literate, able to explain their understanding about their own faith and of other faiths and knowledgeable about how faith is lived out through experience.
- The school is a strong Community of faith, with Christ at the centre of all that we do, His guidance underpinning our relationships with each other, promoting understanding, respect and tolerance.
- Pupils who are prepared for life in modern Britain, who have an understanding of the beliefs of others and who will be able to foster mutual respect between those of different religions.

## **Monitoring and Assessment**

The school has moved away from using levels to assess understanding in RE. We are currently working with local Catholic schools and the Westminster Diocesan Education service to develop a system of assessment which is centred on age-appropriate expectations, bringing practice into line with that of other curriculum areas.

The senior leadership team, led by the Deputy Head teacher, are responsible for monitoring planning and children's work, through lesson observations and book scrutiny's, to ensure that standards are maintained in this interim period. While undertaking this work we intend to plan regular opportunities to assess work in AT1 (Knowledge and Understanding – learning about the faith) and AT 3 (Analysis and Evaluation). These will be moderated with colleagues from local schools, in the deanery and in the diocese and a bank of agreed samples of work that meets the standards will be built up.

### **Early Years**

Religion in Early Years may be taught in discrete lessons, making creative use of the links with other key areas of learning. Where it is more appropriate to children's ages and stages of development, it is integrated within the early year's curriculum, i.e. in Understanding the World or Personal, Social and Emotional Development. Teacher's assessments of children's learning will be made in these areas of development.

### **Timetables**

In line with expectations the delivery of RE requires 10% of the weekly timetable. In Key Stage 2 this means 2.5hrs a week; in Key Stage 1 at least 2hrs each week.

# Curriculum Focus: Science



## Intent

- We cover all the objectives and requirements of the Science National Curriculum to give children a strong understanding of the world around them.
- We utilise educational facilities, by taking children off-site for visits throughout London and further, to enrich children's learning in Science outside the classroom.
- We offer an ambitious programme which offers breadth and variety in the knowledge and skills children need to be equipped with in order to become innovative and enthusiastic learners in Science.

## Implementation

- In the front of each child's Science book, clear, child-friendly objectives are displayed for continuous self and teacher assessment.
- Medium term plans show progression and depth.
- Lesson plans are stimulating and hands on, therefore they bring the most out of children.
- Challenge questions are provided for pupils to apply their learning in a philosophical/ open manner.
- Trips and visits from experts who will enhance the learning experience.

## Impact

- Children who are curious about and interested in the world around them
- Children who are problem solvers and investigators
- Children who can celebrate their learning in Science
- Children who can actively participate in discussions about their learning
- Children who challenge their own and others scientific ideas
- Children who have a well-rounded understanding of the Science National Curriculum

## Curriculum Coverage – Year 1 – 6

### (including Sequence and Structure of Science Lessons)

### Curriculum Maps for progression

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 1</b>	<b>Animals including humans</b>  1. To identify and name a variety of common animals including fish,	<b>Seasonal Changes</b>  1. observe changes across the four seasons  2. To observe and	<b>Everyday Materials</b>  1. To distinguish between an object and the material from which it is made	<b>Animals including humans recap</b>	<b>Plants</b>  1. To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees	
<b>Year 2</b>	<b>Animals including Humans</b>  Basic needs of humans for survival (water, food and air). Think about growth from baby to adult Consider how babies and children need to be cared for. Understand the importance of exercise. Sort food into food groups. Plan a healthy meal. Think about the importance of hygiene.	<b>Everyday Materials and their Uses</b>  To identify and compare the uses and suitability of everyday materials including wood, metal, plastic, glass, brick, rock, paper and cardboard. Compare how things move on different surfaces. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Organising results into tables and charts.	<b>Living things and their habitats</b>  Explore and compare the differences between things that are living, dead and have never been alive.  Understand that where most living things live affects the way they look.  Describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other.	<b>Living things and their habitats</b>  Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain  Identify sources of food.  Life cycles of certain animals	<b>Plants</b>  Observe and describe how seeds and bulbs grow into mature plants.  Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.  Consider the process of reproduction in plants.  Set up a comparative test to show what plants need to stay healthy.	<b>Plants</b>  Identify and name a variety of plant in their habitats including micro-habitats.  To find out about the history of medicine. Relate use of plants to medicines – visit Chelsea Physic Garden

<b>Year 3</b>	<p><b>Plants</b></p> <ol style="list-style-type: none"> <li>To identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</li> <li>To explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.</li> <li>To investigate the way in which water is transported within plants.</li> <li>To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ol>	<p><b>Animals including humans</b></p> <ol style="list-style-type: none"> <li>To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</li> <li>To identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> </ol>	<p><b>Rocks</b></p> <ol style="list-style-type: none"> <li>To compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</li> <li>To describe in simple terms how fossils are formed when things that have lived are trapped within rock.</li> <li>To recognise that soils are made from rocks and organic matter.</li> </ol>	<p><b>Light</b></p> <ol style="list-style-type: none"> <li>To recognise that they need light in order to see things and that dark is the absence of light.</li> <li>To notice that light is reflected from surfaces.</li> <li>To recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</li> <li>To recognise that shadows are formed when the light from a light source is blocked by an opaque object.</li> <li>To find patterns in the way that the size of shadows change.</li> </ol>	<p><b>Forces and Magnets</b></p> <ol style="list-style-type: none"> <li>To compare how things move on different surfaces.</li> <li>To notice that some forces need contact between two objects, but magnetic forces can act at a distance.</li> <li>To observe how magnets attract or repel each other and attract some materials and not others.</li> <li>To compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.</li> <li>To describe magnets as having two poles.</li> <li>To predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> </ol>
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<b>Year 4</b>	<p><b>Animals (including humans)</b></p> <ul style="list-style-type: none"> <li>describe the simple functions of the basic parts of the digestive system in humans</li> <li>identify the different types of teeth in humans and their simple functions</li> <li>construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul>	<p><b>States of matter</b></p> <ul style="list-style-type: none"> <li>compare and group materials together, according to whether they are solids, liquids or gases</li> <li>observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</li> <li>identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul>	<p><b>Electricity</b></p> <ul style="list-style-type: none"> <li>identify common appliances that run on electricity</li> <li>construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</li> <li>recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> <li>recognise some common conductors and insulators, and associate metals with being good conductors.</li> </ul>	<p><b>Sound</b></p> <ul style="list-style-type: none"> <li>identify how sounds are made, associating some of them with something vibrating</li> <li>recognise that vibrations from sounds travel through a medium to the ear</li> <li>find patterns between the pitch of a sound and features of the object that produced it</li> <li>find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>recognise that sounds get fainter as the distance from the sound source increases</li> </ul>	<p><b>Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>recognise that living things can be grouped in a variety of ways</li> <li>explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>recognise that environments can <u>change</u> and that this can sometimes pose dangers to living things.</li> </ul>
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<b>Year 5</b>	<b>Properties and changes in materials</b> <ol style="list-style-type: none"> <li>1. To compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.</li> <li>2. To know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</li> <li>3. To use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</li> <li>4. To give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</li> <li>5. To demonstrate that dissolving, mixing and changes of state are reversible changes.</li> <li>6. To explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</li> </ol>	<b>Earth and Space</b> <ol style="list-style-type: none"> <li>1. To describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</li> <li>2. To describe the movement of the Moon relative to the Earth.</li> <li>3. To describe the Sun, Earth and Moon as approximately spherical bodies.</li> <li>4. To use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</li> </ol>	<b>Living things and their habitats (life cycles)</b> <ol style="list-style-type: none"> <li>1. To describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</li> <li>2. To describe the life process of reproduction in some plants and animals.</li> </ol>	<b>Forces</b> <ol style="list-style-type: none"> <li>1. To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</li> <li>2. To identify the effects of air resistance, water resistance and friction, that act between moving surfaces.</li> <li>3. To recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</li> </ol>	<b>Animals (changes in old age)</b> <p>To describe the changes as humans develop to old age.</p> <b>Scientists and inventors</b> <p>David Attenborough</p>
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<b>Year 6</b>	<b>Animals including humans (human circulation)</b> <ol style="list-style-type: none"> <li>1. To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and <u>blood</u>.</li> <li>2. To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</li> <li>3. To describe the ways in which nutrients and water are transported within animals, including humans.</li> </ol>	<b>Review of Earth and Space &amp; Forces</b>	<b>Light</b> <ol style="list-style-type: none"> <li>1. To recognise that light appears to travel in straight lines.</li> <li>2. To use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.</li> <li>3. To explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.</li> <li>4. To use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</li> </ol>	<b>Electricity</b> <ol style="list-style-type: none"> <li>1. To associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</li> <li>2. To compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.</li> <li>3. To use recognised symbols when representing a simple circuit in a diagram.</li> </ol>	<b>Evolution and inheritance</b> <ol style="list-style-type: none"> <li>1. To recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</li> <li>2. To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</li> <li>3. To identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> </ol>	<b>Living things and their habitats</b> <ol style="list-style-type: none"> <li>1. To describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.</li> <li>2. Give reasons for classifying plants and animals based on specific characteristics.</li> </ol>
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## Schemes of Work and Supplementary Resources

Teachers at Our Lady of Victories have access to a range of schemes of work to help them create hands-on and interesting lessons for our pupils. The school has a well-equipped science room where there is an abundance of resources to support children's learning across the science curriculum.

Schemes of work used include: Hamilton Trust; Classroom Secrets; Twinkl

## **Monitoring and Assessment**

The Science Lead provides ongoing support and training for staff in school through:

- Leading staff meeting/s to provide clear overview of intent, implementation and impact of Science at our school
- Attending Science CPD and Networking meetings termly and passing on training to other staff members in staff meetings
- Observing Science lessons in Years 1-6 and providing feedback
- Modelling Science lessons to student teachers
- Ensuring all staff have completed ReachOut CPD courses

Teachers are secure in their judgements of children's knowledge by:

- Regularly assessing children's achievement of the curriculum objectives
- End of topic assessments
- Formative assessment throughout lessons

Parents are actively involved in the promotion of positive attitudes to science from Year 1 to Year 6 through:

- Termly parent curriculum meetings
- Home science projects over term breaks
- Science week; KS2 take part in a Science Fair where children are encouraged to create and present a science enquiry as part of their home-learning in science.

## **Timetables**

Science is taught as a discrete lesson from Year 1 to Year 6. Teachers deliver science lessons (1 – 1.5 hours) once a week. Scientific skills which are additionally taught through other curriculum subjects, allowing children to make cross curricular links and give them opportunities to apply their learning, for instance by presenting findings clearly or writing explanations for their results.

# **Curriculum Focus: Humanities**

## **History**

### **Intent**

We aim to instill a high quality curriculum which inspires a curiosity and fascination about History.

Our teaching equips children with knowledge of Britain's past and how it has been influenced by the wider world; to know and understand significant aspects of certain ancient civilizations; to learn about the lives of significant people of the past as well as changes in living history and beyond living memory.

We ensure we create a curriculum which enables all children to develop their love of history through historical enquiry, questioning, varied lesson teaching approaches and educational visits. Using well differentiated lessons, on site visits and resources we enable History to be accessible for all.

Following the National Curriculum we sequence our teaching in Key Stage One by learning about significant figures and events in history as well as looking at how certain objects and places have changed in the pupil's own memories and beyond. We provide the children with a chance to develop their questioning skills from an early age to prepare them for looking at historical sources in later years.

In Key Stage Two the pupils broaden their knowledge of Britain by learning of key events in chronological order. From Year Two upwards we introduce substantive concepts in a way that is accessible for children and we build on this vocabulary as they progress to following year groups. This ensures that our children are prepared for secondary school with a sound knowledge and understanding of historical terms, significant dates and a strong concept of British History.

### **Implementation**

In ensuring high standards of teaching and learning in history, we implement a curriculum that is progressive throughout the whole school. History is taught over two terms, focusing on knowledge and skills stated in the National Curriculum. At Our Lady of Victories, we ensure that history has the same importance given to it as the core subjects, as we feel this is important in enabling all children to gain 'real-life' experiences. For

example, for each history topic that we study, we link it where possible, to an educational trip. The places that we visit include the National History Museum, the Florence Nightingale Museum, The Ragged School, The London Transport Museum and Kensington Palace.

By following the National Curriculum the children in Key Stage Two learn about British History in chronological order; therefore ensuring that each year they are building upon their previous learning. Throughout the school we use 'Knowledge Organisers' which allow the children to have access to key knowledge, language and meanings to understand History and to use these skills across the curriculum.

In EYFS many of their topics link to history and develop the pupil's knowledge of events within their living memories. The children are given a secure grounding in the Prime Areas of learning, ensuring they have a good foundation on which to build through the specific areas, including understanding the World.

### **Resources**

A key focus for us, at our school, is to develop the children's understanding of time, each year group have their own timelines in their books which are added to according to their topic.

At Our Lady of Victories we use a range of different resources to challenge and develop the pupil's historical understanding. By having a termly subscription to a topic box we provide the children with hands on artefacts and books to really engage their interest. By using Historical sources we aim for children to recognise that bias exists in some form in all historical sources, and this needs to be accounted for in their interpretation of evidence.

### **Assessment**

Class teachers assess children's understanding in History through a variety of means such as questioning, class discussion and extended writing. A wide variety of teaching approaches are used in history lessons to ensure children make good progress, and all learning styles are catered for. Class teachers ensure there is a good balance of whole class, group work, and individual learning in history lessons.

### **Impact**

The impact and measure of this is to ensure that children at Our Lady of Victories are equipped with historical skills and knowledge that will enable

them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world. We want the children to have thoroughly enjoyed learning about history, therefore encouraging them to undertake new life experiences now and in the future

Children will understand and use the key skills of chronological understanding, Knowledge and understanding of events in the past, Historical interpretation, Historical enquiry and organisation and communication.

## **Geography**

### **Intent**

At Our Lady of Victories, we aim for a high quality geography curriculum which inspires in pupils a curiosity and fascination about the world and its people. Geography is taught over the course of a term throughout the school year. Our teaching equips pupils with knowledge about places and people; resources in the environment; physical and human processes; formation and use of landscapes. We also want children to develop geographical skills: collecting and analysing data; using maps, globes, aerial photographs and digital mapping to name and identify countries, continents and oceans; and communicating information in a variety of ways.

We want children to enjoy and love learning about geography by gaining this knowledge and skills, not just through experiences in the classroom, but also with the use of fieldwork and educational visits. Our teachers strive to make the learning accessible for all children to ensure a sense of pride and confidence in their subject matter; lessons are well resourced and thought out to ensure this.

In EYFS we lay the foundation for developing the children's geographical skills by learning about the wider world as part of their curriculum. As they progress into Key Stage One the pupils develop their understanding and knowledge by learning geographical place names and features, this is then built on throughout up the school.

### **Implementation**

In ensuring high standards of teaching and learning in geography, we implement a curriculum that is progressive throughout the whole school. One way of ensuring that the importance of geography is understood by all is how we look at concepts and build upon them. For example, we use the

local area to follow maps in Key Stage 1 and this progresses to comparing the similarities and differences in environments and communities in Lower Key Stage 2, through to debating world issues on the planet in Upper Key Stage 2.

As a staff we spent an inset discussing the key geographical terms and skills and worked out the order that they should be taught throughout the school. As a result of this, all class teachers are aware of what is being taught in previous years and what the children are working towards at the end of Key Stage Two.

### **Resources**

Each Key Stage is well resourced with globes, atlases and books so that the children are provided with the means that are integral to their learning.

### **Assessment**

Class teachers assess children's understanding in Geography through a variety of means such as questioning, debating and extended writing. A wide variety of teaching approaches are used in geography lessons to ensure the children make good progress, and all learning styles are catered for. Class teachers ensure there is a good balance of whole class, group work, and individual learning geography lessons.

### **Impact**

The impact and measure of this is to ensure that children at Our Lady of Victories are equipped with geographical skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world. The children will have a good understanding of the world around them and how it has been shaped. We want the children to have thoroughly enjoyed learning about geography, therefore encouraging them to undertake new life experiences now and in the future.

## Humanities Scheme of work / topic overview

	Autumn	Spring	Summer
Year 1	<p><b>Vehicles – How transport has changed over time.</b></p> <p><b>Toys – Past and Present</b> Changes within living memory</p>	<p><b>Our Local Area</b> <b>Comparing UK and Iceland</b> Name and locate 7 continents and 5 oceans, United Kingdom Four countries of UK</p>	<p><b>Seaside Holidays – Past and Present</b></p> <p><b>Dinosaurs</b></p>
Year 2	<p><b>Guy Fawkes and the Gunpowder plot</b></p> <p><b>The Great Fire of London</b> Significant historical events beyond living memory. Guy Fawkes</p> <p><b>Geographical Skills and Fieldwork</b></p>	<p><b>Locational Knowledge</b> Name and locate the world’s 7 continents and 5 oceans Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as other countries, continents and oceans Comparing and contrasting lives in Kenya and the UK</p> <p><b>Place Knowledge</b> Features of a Sussex farm – compare to African farms <i>Human and Physical Geography</i> Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p>	<p><b>Lives of Significant individuals</b> Florence Nightingale and Mary Seacole</p>
Year 3	<p><b>Ancient Egypt</b> The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.</p>	<p><b>Comparisons between London, Barcelona</b> Understand geographical similarities and differences through the study of human and physical geography. Understand geographical similarities and differences through the study of human and physical geography.</p>	<p><b>Stone Age to Iron Age</b> Changes in Britain from Stone Age to Iron Age, to include; late Neolithic Hunter gatherers, Stonehenge and Iron Age hill forts.</p>
Year 4	<p><b>Roman Empire and its impact on Britain</b> Julius Caesar Roman Empire by AD42 British resistance – Boudicca</p>	<p><b>Mountains, Volcanoes and Earth Quakes</b> Describe and understand the physical geography of Mountains. Special focus on Rocky’s (North America) compared with the Alps (Europe) and Andes (South America).</p>	<p><b>Anglo-Saxons and Scots</b> Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire. Scots invasions from Ireland to north Britain (now Scotland) Anglo-Saxon invasions, settlements and kingdoms: place names and village life. Anglo-Saxon art and culture. Christian conversion – Canterbury, Iona and Lindisfarne</p>

Year 5	<p><b>Geography: Rainforests</b> (general and Mayan) Describe and understand the physical and human geography of a rainforest, to include climate zones and biomes. Geography: Map work Identify the position and significance of latitude, longitude, equator, Northern Hemisphere, Tropics of Cancer and Capricorn. History: Mayan Civilization A non-European society that provides contrasts with British history – Mayan civilization AD 900.</p>	<p><b>History: The Victorians</b> (A local history study over time tracing how several aspects of national history are reflected in the locality.) Using archive sources to investigate the local area in Victorian times. The importance of evidence. Geography: Map work Name and locate counties and cities of the United Kingdom</p>	<p><b>History: The Tudors</b> (A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066. In addition, study what London was like during Tudor times.) . Geography: Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Study the life of Shakespeare Focus on London during Tudor times and make comparisons to the present day</p>
Year 6	<p>A significant turning point in British history <b>World War Two</b></p>	<p><b>Water Cycle and Rivers</b> Describe and understand the physical geography of the water cycle and rivers. Use for Trade worldwide. Look at environmental regions, key physical and human characteristics. Describe and understand the physical geography of the water cycle and rivers. Use for Trade worldwide. Look at environmental regions, key physical and human characteristics.</p>	<p><b>Ancient Greeks</b> The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Greece.</p>

# Curriculum Focus: Computing

## Intent

- To enable children to become competent, safe users of computers equipping pupils to use computational thinking and creativity
- To appropriately challenge and support all children to help them engage with technology surrounding them in the modern world.
- To ensure that pupils become digitally literate and are able to use, and express themselves and develop their ideas through technology

## Implementation

- Class lessons provided by 3BM adapted and differentiated to suit the needs of the children in each specific class.
- Teachers follow a computing curriculum map to ensure that computing is taught effectively across the curriculum where applicable.
- We ensure the children are building on skills that they have learnt in previous years to progress their learning and skill application further.
- Teacher assessment at the end of each module to ensure that the children have securely learnt the skills before moving forward.

## Impact

- Children are able to use online resources to support their learning.
- Children are confident to use technology creatively and for their own purposes which will support their transition to secondary school education.
- Children have a positive attitude to computing and begin to display independent skills when using technology.
- Children are able to experience a wide range of resources online that they can use at home to support their learning in all areas.
- Children are safe online and know to report a problem if it was to arise and seek help.

## Curriculum Coverage/ Curriculum maps

Children in EYFS follow the Early Years foundation stage guidance:

- Children recognise that a range of technology is used in places such as homes and schools.
- They select and use technology for particular purposes.

At Our Lady of Victories EYFS pupils are exposed to a range of resources, activities and support to develop the above. The 3BM scheme supports teachers to embed technology across the curriculum not necessarily screen driven.

# Schemes of Work/ progression of skills.

## Computing - 3BM Progression of Skills and Knowledge



Year	Information Technology	Computer Science	Digital Literacy
<b>Y1</b>	<ul style="list-style-type: none"> <li>Can use a mouse, finger etc. to select &amp; move items on the screen, assembling or matching objects.</li> <li>Can take a digital picture or video clip, or record a sound, as part of a task.</li> <li>Can use some software to create / assemble digital content for clear purpose, (could be text, images, animation, graph, sound, etc.)</li> <li>Can make straight-forward edits of their digital work (text, image, sound etc.,) using simple editing tools, to both correct or improve it.</li> <li>Can access a resource and then find answers to straight-forward questions.</li> <li>Can recognise and talk about some common uses of IT in the world around them.</li> <li>Can save and retrieve some work (and print if appropriate to task).</li> </ul>	<ul style="list-style-type: none"> <li>Can give simple instructions to control a device, like a 'floor' robot, or on-screen object.</li> <li>Can use trial and error to produce an accurate set of simple instructions, to control a floor 'robot' or on-screen object.</li> <li>Can name some digital devices that need precise instructions (algorithms) to work / be controlled.</li> <li>Understands that software may represent a fantasy situation and can make sensible (logical) decisions/choices when 'playing' a straight-forward 'game'.</li> <li>Understands some basic computing terms and concepts, such as ... algorithm, program, sequence, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Knows about the Internet and beginning to understand some key, age appropriate, safety 'rules'.</li> <li>Can share some information with others, (such as via school network, in school MLE, via a 'closed' blog).</li> <li>Can find some straight-forward information from a 'safe', selected online resource.</li> </ul>
<b>Y2</b>	<ul style="list-style-type: none"> <li>Can use some software to create / assemble digital content for clear purpose, (could be text, images, animation, graph, sound, etc.)</li> <li>Can make straight-forward edits of their digital work (text, image, sound etc.,) using simple editing tools, to both correct or improve it.</li> <li>Can navigate their way within some straight-forward digital content, such as selected history content, to find some specific information.</li> <li>Can create and amend a (multi-media) resource for a clear purpose, starting to show a sense of the 'audience'.</li> <li>Can create &amp; store some data, (simple data file), and then find answers to straight-forward questions.</li> <li>Can recognise and talk about some common uses of IT in the world around them.</li> <li>Can save and retrieve work (and print if appropriate to task).</li> </ul>	<ul style="list-style-type: none"> <li>Can give a set of simple instructions to program (control) a device, like a 'floor' robot, or on-screen object.</li> <li>Can use trial and error to produce an accurate set of 'instructions' to control a floor 'robot' or on-screen object; refine (de-bug) and improve / make changes.</li> <li>Can talk about some electronic devices and understands that they need precise instructions (algorithms) to work / be programmed (controlled).</li> <li>Demonstrates logical 'trial and error' when using a computer simulation or game, and predicts the consequences of decisions/choices made.</li> <li>Understands some basic computing terms and concepts, such as: (school) network, algorithm, program, debug, editing, website, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Can talk about key online safety 'rules' and knows where to go / report if a problem.</li> <li>Can create and share some information online, (such as in school MLE, 'closed' email system or blog), understanding need to be respectful and safe.</li> <li>Can find some straight-forward information from (selected) website resource(s) and knows not all websites 'good to use'.</li> </ul>

Year	Information Technology	Computer Science	Digital Literacy
<b>Y3</b>	<ul style="list-style-type: none"> <li>Can use some software to create / assemble digital content for clear purpose, (could be text, images, animation, graph, sound, etc.)</li> <li>Can make straight-forward edits of their digital work (text, image, sound etc.,) using simple editing tools, to both correct and improve it.</li> <li>Can create and amend a (multi-media) resource that shows a sense of 'audience'.</li> <li>Can navigate their way within some straight-forward digital content, such as selected history content, to find some specific information.</li> <li>Can create &amp; store some data, (simple data file), and then find answers to straight-forward questions.</li> <li>Can recognise and talk about some common uses of ICT in the world around them.</li> <li>Can save and retrieve work from electronic folders (and print if appropriate to task).</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates logical 'trial and error' when using a computer simulation, 'model' or game, and predicts some consequences of decisions/choices made.</li> <li>Can produce an accurate set of simple instructions (code), to program (control) an on-screen object (or floor 'robot'), using trial and error to debug.</li> <li>Can also talk about how the sequence of events in some simple instructions (algorithms) or code are 'working'.</li> <li>Can talk about some digital devices beyond school, that need precise instructions (algorithms) to work / be programmed (controlled).</li> <li>Knows some relevant computing terms such as computer network, Internet, algorithm, program, World Wide Web, website, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Can talk about key online safety 'rules' and knows where to go / report if a problem.</li> <li>Can create and share some information online (such as in school MLE, email/blog), understanding need to be respectful and safe.</li> <li>Can find some straight-forward information from (selected) website resource(s) and knows not all websites 'good to use'.</li> </ul>
<b>Y4</b>	<ul style="list-style-type: none"> <li>Can use software to create and combine content (be it text, pictures / images, graphs, animation, podcast etc.,) for meaningful purpose(s).</li> <li>Can also edit and amend their digital work (text, image, sound etc.,) using simple editing tools, to both correct and improve it.</li> <li>Can create and amend a multi-media resource that shows a sense of 'audience'.</li> <li>Can navigate their way within range of (selected) online content, to find specific information.</li> <li>Can include some information / content from an online resource within a 'presentation'.</li> <li>Can use a data file to find answers to straight-forward questions, (such as through data logging or a survey or a prepared database or a simple spreadsheet, etc).</li> <li>Can save and retrieve work from electronic folders (and print if appropriate to task).</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates logical choices and prediction when using a computer simulation, 'model' or game and can make simple edits to solve a problem.</li> <li>Can produce, debug and edit an accurate sequence of instructions, include use of repeat, to control on-screen objects.</li> <li>Can plan and create a program using decomposition; includes the use of selection (IF/ELSE) and/or variables.</li> <li>Can talk about different types of input options e.g. motion /touch, microphone, data logging sensor; and output options e.g. switch, speakers, screen, etc.</li> <li>Developing and using a wider computing 'vocabulary' relevant to work, such as de-bug, Apps, data logging, search engine, spam, Wiki, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Can talk about key online safety 'rules', knows what may be unacceptable behaviour, and knows where to go / report if a problem.</li> <li>Can create and share some information online (such as school MLE, email / blog), demonstrating need to be respectful and safe.</li> <li>Can find straight-forward information from (selected) website resource(s) and knows sites can contain, true or false facts, or opinion.</li> </ul>

Year	Information Technology	Computer Science	Digital Literacy
Y5	<ul style="list-style-type: none"> <li>Can use software effectively to create, design and manipulate for purposeful outcomes, such as DT, art or music projects.</li> <li>Can combine resources from different sources into a digital presentation, showing clear sense of intended purpose and 'audience'.</li> <li>Can find specific and valid information (i.e. be discerning) using sensible key words / search terms, from (selected) online web content, as fits the task.</li> <li>Can (collect), analyse and draw conclusions from data, (such as through data logging or a survey or a prepared database or through manipulating a spreadsheet, etc).</li> <li>Can save and retrieve work from various electronic folders on network (and controlled online environments where relevant).</li> </ul>	<ul style="list-style-type: none"> <li>Can test, debug and edit a program that accomplishes a given goal, (simple computer 'game' or model or simulation), to solve a problem.</li> <li>Can create an accurate program to accomplish a given goal, including the use of repetition (loops), selection (IF/ELSE) and variables.</li> <li>Can use logical reasoning to deconstruct programs, evaluate their effectiveness and make them more challenging and / or 'elegant' / efficient.</li> <li>Can use different types of input options and output options such as through sensing and control 'kits' and/or software, to solve a problem.</li> <li>Has an understanding of computer networks (local, internet services and WWW).</li> <li>Developing and using a wider computing 'vocabulary' in context of task, such as search engine, URL, variable, validate, digital footprint, spam, Wiki, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Can talk about key online safety 'rules', knows what may be unacceptable behaviour, and knows where to go / report if a problem.</li> <li>Can demonstrate 'web-savvy' awareness, from a range of given scenarios, including conduct, contact and content 'risks' and issues.</li> <li>Can communicate and collaborate online (such as in MLE blog/Wiki /forum), demonstrating respectful and safe behaviours.</li> <li>Understands some simple steps to 'validate' information found on the Web, and appreciates how search results are selected and ranked.</li> </ul>
Y6	<ul style="list-style-type: none"> <li>Can use software effectively to create, design and manipulate for purposeful outcomes, such as DT, art or music projects.</li> <li>Can combine resources from different sources into a digital presentation, evaluate it, and show clearly intended purpose and 'audience'</li> <li>Can be discerning and find valid information using sensible key words / search terms, from a range of online web content, as fits the task.</li> <li>Can (collect), analyse, evaluate and draw conclusions from data, such as through survey, database or spreadsheet, etc.</li> <li>Can save and retrieve work from various electronic folders on network (and controlled online environments where relevant).</li> </ul>	<ul style="list-style-type: none"> <li>Can test, debug and edit a program that accomplishes a given goal, (simple computer 'game' or model or simulation), to solve a problem.</li> <li>Can create &amp; develop programs, by planning, debugging and applying programming skills of repetition (loops), selection (IF/ELSE) and variables, to accomplish specific goals.</li> <li>Can use logical reasoning to deconstruct programs, evaluate their effectiveness and make them more challenging and / or 'elegant' / efficient.</li> <li>Can use different types of input options and output options such as through sensing and control 'kits' and/or software to solve a problem.</li> <li>Has an understanding of computer networks (local, internet services and WWW).</li> <li>Developing and using a wider computing 'vocabulary' in context of task, such as search engine, URL, HTML, https, variable, validate, digital footprint, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Can demonstrate 'web-savvy' awareness, from a range of given scenarios, including conduct, contact and content 'risks' and issues.</li> <li>Can discuss range of eSafety and eSecurity (privacy) issues and knows range of ways to report concerns or inappropriate behaviour.</li> <li>Can communicate and collaborate online (such as in MLE blog/Wiki /forum), demonstrating respectful and safe behaviours.</li> <li>Can check the results of web searches i.e. how useful, relevant, reasonable, valid, accurate, and appreciates how search results are selected &amp; ranked.</li> </ul>

Year on year the children are progressing from learning skills on a very basic level in KS1 to building on them as they go through key stage 2.

## Assessment and monitoring

### Assessment:

The computing lead provides ongoing support and training for staff in school. 3BM also support alternative support for the subject lead and other staff.

The curriculum map makes it clear to staff what the objective of every half term and the 3BM lesson plans show individual lesson objectives and summative assessment. These lesson plans also indicate to staff lesson expectations and outcomes which clearly support formative assessment. These expectations and outcomes also indicate to staff how to support lower ability children and challenge the higher learners.

Teachers are secure in their judgements of children's computing knowledge by supported planning. Currently staff are expected to highlight the objectives taught on the curriculum map once a unit has been completed. This will enable the subject leader to identify what objectives have been taught and which objectives have not been taught and highlight any gaps and thus needs for support.

### **Monitoring:**

The subject lead can monitor pupil progress and curriculum coverage by dipping into pupil work on the network and their online portfolio.

As a subject leader work scrutiny will provide evidence of pupil's achievements, curriculum coverage and further needs where applicable. This will allow the subject leader to allocate time and support where applicable.

### **Timetables**

Computing is taught for an hour per week at Our Lady of Victories. Children also have computing embedded into their learning throughout other lessons too for example when researching something in history or geography, writing up their work in English or creating tables in maths.

Computing is becoming a necessary skill for everyday life so it is important that it is incorporated as much as possible into lessons. This is something that we are trying to do right from the very beginning of a child's career at Our Lady of Victories.

# Curriculum Focus: **Art & Design Technology**

## **INTENT**

Art and design offers opportunities to:

1. Stimulate children's creativity and imagination by providing visual, tactile and sensory experiences
2. Develop children's understanding of colour, form, texture, pattern and their ability to use materials and processes to communicate ideas, meanings and feelings.
3. Explore with children ideas and meanings in work of artists, crafts people and designers
4. Help children to learn to make thoughtful judgements and aesthetic and practical decisions and become actively involved in shaping environments.

## **IMPLEMENTATION**

### **EARLY YEARS**

In Nursery and Reception children have the experience of...

1. Exploring colour ,texture, shape, form and space in natural and made objects
2. Been stimulated to think about and respond to what they see ,touch, and feel in different ways
3. Using their imagination and expressing their ideas, thoughts and feelings through the use of a range of materials and tools used for designing and making
4. Being imaginative and creative and making connections between one area of learning and another

Key stage 1 and Key stage 2 children have this prior knowledge and experiences to start to draw on.

## **KEY STAGE 1**

During key stage 1 art and design is about developing children's creativity and imagination through providing art, craft and design activities that relate to children's own identity and experiences, to natural and made objects, to materials with which they are familiar with and the locality in which they live.

Children will...

1. Explore the visual, tactile and sensory qualities of materials and processes and begin to understand and use colour, shape and space, pattern and texture to represent their own ideas and feelings.
2. Focus on the work of artists, crafts people and designers by asking and answering questions like, "What is it like?" "What is it made from?", "How is it made?" and "What do I think and feel about it?"

## **KEY STAGE 2**

During Key stage 2, art and design is about developing children's creativity and imagination by building on their knowledge, skills and understanding of materials and processes through providing more complex activities. Children's experiences help them to develop their understanding of diverse roles and functions of art in their locality and in the wider world.

Children will...

1. Improve their control of materials, tools and techniques and become more confident in using visual and tactile elements, materials and processes to communicate what they see, feel and think.
2. Increase their critical awareness of roles and purposes of art in different times and cultures by commenting on works and asking questions like, "What is this work about?", "Why was it made, what was its purpose?" "What visual and tactile elements are used?" "What materials and processes were used to make it?" "How are these matched to the purpose of the work?" "When and where was it made?" and "What do I think about it?"

## **IMPACT**

**By the end of year 2, children should be able to:**

- Explore ideas
- Investigate and use a variety of materials and processes to communicate their ideas and meanings, and design and make images and artefacts.
- Comment on differences in others work, and suggest ways of improving their own.

**By the end of year 6, children should be able to:**

- Consider their own attitudes and values in relation to images and artefacts and learn to challenge assumptions, stereotypes and prejudice in visual and other forms.
- Develop respect for their own and others work and learn how to accept constructive feedback.
- Work with others, listening to and respecting each other's ideas.
- Develop a respect for the resources that they use in their work and learn to critically evaluate their own use of these.
- Value the natural and made environment, including the distinctiveness of their locality and learn to critically evaluate the role and function of art and design with in it.
- Explore ideas and collect visual and other information to help them develop their work.
- Use their knowledge and understanding of materials and processes to communicate ideas and make images and artefacts,
- Combine and organise visual and tactile qualities to suit their intentions.
- Adapt and improve their work.

## Scheme of Work

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Y E A R 1	Self portrait- pencil drawings. Trip to National Portrait Gallery Drawing nature Model drawing	Changing Landscapes Book covers Christmas artwork Looking at classical paintings.	Colour mixing Colour creations Coffee filter fairies Shape castle silhouettes/ water colour back grnd Fairy story diorama	Healthy Eating Fruit salad design, Design healthy eating posters Fruit slushies Drawing or painting bowl of fruit-still life Visit the Tate	Seaside Holidays William Morris Shell prints and drawing Paper weaving Shell jewellery Visit Victoria and Albert museum	Paper Mache dragon eggs Creating a dragon
Y E A R 2	Self portrait- draw your friend Archimboldo Fruit Portraits Sketching Fruit, shading for tone Looking at art about fruit	Printing London cityscapes Firework art Making a Tudor House (Homework project) Visit to Museum of London	African sunsets African jewellery African ceramics African animals Visit to British museum	Peter Breugel the Elder and LS Lowry inspired paintings Visit to the Tate	Leaf drawings and leaf printing Sketching at Hyde park	Sewing flower/ plant cushions Clay flower candle holders Flower jewellery Visit Victoria and Albert museum
Y E A R 3	Self Portrait collage Egyptian Cartouche Hieroglyphic art 3-D Egyptian god head-dresses Autumn – drawing and painting autumn leaves The use of water colours	Make 3-D Egyptian Sarcophagi Visit British Museum Christmas decorations and cards.	Henri Rousseau inspired collages.  Children studying cubism, looking at still life. Cezanne.	Portraiture Trip to National Portrait Gallery Easter crosses Byzantine religious art	Sculptures based on the Stone Age (History topic)  3-D sweets based on Charlie and the Chocolate Factory	Illustrations based on the work of Quentin Blake (linked to Roald Dahl project) Visit to Tate Modern Landscapes Visit to National Gallery
Y E A R 4	Quentin Blake style drawings of book characters Roman mosaics DT – Making Dream Jars	Designing and making a Roman shield Trip to British Museum Christmas activities	Working with chalk, pastels and paint to recreate Picasso's 'Blue' paintings and 'icy' scenes from Narnia Picasso workshop at Royal Academy of Arts	Mountain art. Look at John Constable artist. Visit National Gallery	Painting birds using pastels – the Quetzal bird. -peacock drawing at Holland Park Sketching flowers- Kew Gardens	Pop art DT: Designing a Mayan worry doll and using weaving skills to make its clothes.
Y E A R 5	Painting Colour matching exercise: completing a miniature scene.	Mayan artwork02D and 3D	Plan and create a solar system Research famous artists Pastels of winter scenes	Study of Charles Rennie Mackintosh and other Victorian artists Close observation in pastels, pen and pencils of still life Still life using transparent and circular objects	Tudor artwork-monarchs  Mosaics	Links to Shakespeare Midsummer Night's dream: paintings, puppets, dream characters
Y E A R 6	Develop sketching skills, looking at the work of illustrators such as Quentin Blake.  Propaganda posters  Visit Imperial War Museum  Linked to our geometry work	Focus on 'movement' French artist Edgar Degas. Visit National Gallery  3D-developing knowledge of technical skills,	Using oils to do a portrait of a friend	Focus on 'architecture'.  Visit to the Design Museum.	Still life sketching Film making Visit a film studio eg BBC	Ancient Greek theatre and masks  Visit British Museum  Designing and making costumes, props and backdrops for end of year production.

## **DRAWING**

Children are encouraged to practise their drawing skills on a regular basis. They develop experience in making working drawings and learning that it is good practice to rework drawings without the need of an eraser, as they observe with increasing accuracy.

### **Children should be encouraged and challenged to draw...**

- From observation, imagination and experience using their sketchbooks where appropriate
- At different scales and on different surfaces
- In 2 and 3 dimensions using different media for example wire, wool, clay
- For different purposes, for example exploring ideas, explaining ideas to others and themselves and to record information.

### **Children are encouraged to develop a habit of using a sketch book or a visual diary**

- For recording, exploring and storing visual information
- For working out ideas, plans and designs
- For reference
- For looking back and reflecting
- As a record of their learning

## Curriculum Focus:

# Modern Foreign Languages

### INTENT

- To develop and apply knowledge and skills in the study of Modern Foreign Languages, in weekly, one hour classes, for all KS2 children.
- To provide activities which ensure enjoyment and engagement of all pupils in their secure acquisition of a wide vocabulary and grammatical understanding in Modern Foreign Languages.
- To provide access to progress and challenge within the 4 areas of : Listening; Speaking; Reading and Writing.
- To ensure progression in the target language by increasing the range and depth of contexts and variety of speakers and the complexity of tasks, progressively, over the 4 years.
- To offer year 6 pupils the chance to apply transferable language skills to the learning of German.
- To stimulate and promote cultural capital for all KS2 children.
- To prepare children for the next phase of their learning at Secondary School.

### IMPLEMENTATION

- To support children to build their wide topic based vocabulary and grammatical understanding through a comprehensive scheme of work.
- To show children how new language can be integrated into previously learnt language in a growing range of different contexts.
- By modelling and using a variety of authentic listening materials, which train the ear and encourage accurate pronunciation and intonation.
- To use a wide variety of resources including a CD player, flashcards, specialist and authentic books and authentic video clips to immerse the children in the target language.

- To carefully plan and implement pedagogical approaches including mime, finger rhymes, poems, games, songs, stories, letter writing and authentic videos to engage the children in learning.
- To begin each lesson during the register with an oral recall of the previous lesson helping children to memorise language efficiently.
- To increase the length of sentences and texts which children understand and produce.
- To immerse all children in new language and to introduce the grammatical point in a relevant and meaningful context at least for Year 5 and 6 children.
- To provide opportunities for manipulating language and for applying rules.

## **IMPACT**

- By the end of four years, pupils will have had a sustained access to at least one Modern Foreign Language.
- All pupils will have a basic knowledge of the following topics:
  - Greetings and introductions;
  - Classroom commands;
  - Actions; Places and directions;
  - Numbers; The alphabet; Colours; Weather;
  - Time (days, months, birthdays, seasons, telling the time);
    - Christmas;
    - Food and drink;
    - Clothes;
  - furniture in the classroom and at home
    - Family, Pets;
  - Countries of UK and Europe; Nationalities;
  - Likes and dislikes, feelings, describing others and myself
    - Body parts; pains and aches;
    - School subjects; sports and activities.

- Pupils that are able to ask and to answer more complex questions about themselves and to give personal information, orally and in written form, with greater accuracy.
- Pupils will understand that all languages have a common structure.
- All Key Stage 2 Children will have had full access to regular practice in the speaking, listening, reading and writing of the target language in weekly classes.
- All children have a portable written record in their exercise books of the topics and grammar points covered during KS2.
- Pupils will have a wider understanding of another European country and its culture.
- All pupils will be well prepared for their next phase of learning at KS3

# Curriculum Focus: Music

## INTENT

- To develop an understanding of music, its cultural relevance, its different forms and to offer every student of the school a weekly music lesson that enhances their ability to create music.
- To introduce music as a form of art connected to other disciplines (arts, sciences, history).
- To offer historical context, cultural insight and technical understanding of the music performed, making it a relatable subject.
- To perform in different styles, establishing music as a discipline while endorsing a positive, curious attitude towards it.
- To support progress and challenge in the following areas: singing, playing one or more instruments, rhythm, history of music and music notation.
- To support progress through a program that gradually introduces new musical elements (technical, cultural, stylistic) throughout the 6 years of music education.
- To establish a routine of collective music making, endorsing peer support and team effort.
- To offer KS2 elements of music education that can be useful for their KS3 and KS4 studies.
- To ensure an inclusive approach to music education, allowing every student to feel both challenged and supported.

## IMPLEMENTATION

- To introduce songs and compositions in a variety of styles.
- To show students relevant examples of music using audio recording, videos and games.
- To apply and reinforce technical knowledge (such as technique, historical context, cultural aspects) through the compositions and the performance practice.
- To demonstrate an organic progression in music education through a coherent and gradual programme.
- To encourage excellence in music performance, music knowledge and team behaviour.
- To make music education relatable by associating new terms, concepts or ideas to familiar knowledge.

- To maintain every student engage through games, routines, performances and videos.
- To refresh every student's memory by recalling the material covered in the previous session.
- To increase the complexity and the depth of the compositions studied and performed.
- To leave students space for questions, remarks and comments throughout the lessons.
- To provide opportunities for improvising and creative moments.

### **IMPACT**

By the end of KS2 pupils will have had a sustained access to music education and a number of musical instruments. All pupils will have a basic knowledge of the following topics:

- Singing and vocal technique
- Instrumental technique (Ukulele, Recorder, Sticks, Shakers, Trumpet or Trombone)
- Dynamics
- Tempos
- History of music
- Rhythms
- Call and response
- How to behave in an ensemble
- Articulation
- Music notation
- Instruments (orchestral, world music, pop)
- Instrumental families (brass, woodwind, strings, percussion, keyboards)
- Ensembles (such as orchestra, jazz band, rock band )

Students will receive a general understanding of music that will enable them to better appreciate whichever style they will be exposed to and prefer.

They will transfer musical and non-musical skills to other fields (listening, analysis, team work, improvising, structure)

All children will have had full access to regular practice in singing, playing, music notation, musical genres, instruments and history on a weekly basis.

All children will participate in a performance in order to share with the rest of the school the results of their hard work and to become familiar with the exciting feeling of playing on a stage.

All pupils will be prepared for their next phase of learning at Secondary school.

# Curriculum Focus:

## **Personal, Social and Health Education (PSHE)**

The Relationships and Health Education Curriculums became statutory in 2020 and must be taught in primary schools. The Sex Education Curriculum became statutory only in secondary schools; however, we have worked with parents to agree that some aspects of this will be introduced in Key Stage 2.

### Intent

The PSHE curriculum aim to equip children with essential skills for life; to provide opportunities for children to acquire the knowledge, skills and attributes they need for their own safety and well-being and prepare children to become active citizens in the community in which they will live and work.

Children will:

- Recognise that human sexuality is a gift from God
- Be helped to grow in emotional maturity, learning to go beyond themselves towards other people and to have responsibility for their actions.
- Learn to have compassion and tenderness in accepting difference.
- Be encouraged to grow in self-respect and self-worth, recognising that each of us is created in the image of God.
- Explore the meaning and value of life and gain an appreciation of the values of family life.
- Gain an understanding that love is central and a necessary for meaningful friendships.
- Gain an understanding of themselves, their own bodies, their emotional and mental health and well-being, as they grow and change.
- Be aware of their attitudes and values and have a sense of responsibility for themselves and others.
- Reflect on their relationships and recognise the qualities that help relationships to grow and develop positively.
- Gain an understanding of and give sensitive consideration to the beliefs, values and cultures of others.
- Know they will be listened to sensitively.
- Provided with age appropriate and correct factual information.
- Recognise the importance of the choices they make and to take responsibility for the decisions they take.

- Develop their critical facilities and be aware of the messages conveyed by the media in relation to self-image and sexuality.
- Learn how to stay safe and be healthy
- Develop self-confidence and self-esteem
- Be helped to develop resilience and know how to face difficulties
- Discover how they can be active citizens
- Recognise difference and each individual's right to be treated equally
- Solve conflict through negotiation and compromise

## **Implementation**

The scheme that we have decided to use to deliver Relationships, Sex and Health Education is 'Life to the Full'. It meets all the requirements of the new National Curriculum in Relationships and Health and is based on the model curriculum produced by the Catholic Education Service.

We will continue to use the PHSE Association's guidance to plan for the delivery of aspects of the PHSE curriculum not covered in 'Life to the Full'. Wherever possible teachers will make cross curricular links with appropriate subjects such as Science, Religion or PE.

Lessons will use a variety of learning opportunities and styles to suit all learners, including: discussion, debate, drama, art, games and written responses.

## **Impact**

Through the delivery of the PSHE curriculum the expected impact will be:

To help children to develop attitudes of:

- reverence for the gift of human sexuality and fertility;
- respect for the dignity of every human being – in their own person and in the person of others;
- joy in the goodness of the created world and their own bodily natures;
- responsibility for their own actions and a recognition of the impact of these on others;
- recognising and valuing their own sexual identity and that of others;
- celebrating the gift of life-long, self-giving love;
- recognition of the importance of marriage and family life and the importance of fidelity in relationships.

To establish a culture within the school which:

- prioritises physical and mental health and wellbeing
- enables children to have the confidence to express their thoughts and feelings
- provides children with the appropriate vocabulary they need to clearly articulate their views
- enables children to learn about rights and responsibilities and appreciate what it means to be part of a diverse society
- ensures that children are aware of when and how they can seek help if necessary
- provides children with the skills to evaluate their own wellbeing needs and knowledge of how they can contribute to the wellbeing of others
- empowers children, particularly those who are more vulnerable, with the skills they need to overcome difficulties
- empowers children to be aspirational, self-motivated and resilient individuals with the skills and attributes they need to succeed at school and in life
- enables children's contribution to decision making and leadership roles within the school community
- promotes respectful and considerate behaviour towards each other
- enables children to make the most of their opportunities, enabling them to reach their academic potential

### **Scheme of work**

The scheme that we have decided to use to deliver Relationships Education is 'Life to the Full'.

After discussion with parents, it was agreed that we would include in the programme two aspects of the Sex Education curriculum. These do not become statutory until secondary school but governors felt they needed to be introduced to children at appropriate times within the context of Catholic teachings and values. We will work alongside parents to ensure that they feel these are being delivered in an age-appropriate and sensitive way. Parents are at liberty to ask for their child to be removed from these lessons.

## Curriculum Coverage and progression Years 1 – 6

Life to the Full is based around three themes identified in the model curriculum: Created and loved by God, Created to love others and Created to live in community. The aims and objectives of the RSE programme can be read in full in the statement Our approach to RSE which is on the school website.

### **Module One: Created and Loved by God**

explores the individual. Rooted in the teaching that we are made in the image and likeness of God, it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships.



#### **Early Years Foundation Stage:**

- Our uniqueness in real terms
- Celebrating differences, talents and abilities
- Looking after and using our bodies
- The necessity of when and how to say sorry
- Jesus' forgiveness and growing up as God's plan for us



#### **Key Stage One:**

- We are uniquely made by a loving God
- We have differences and similarities
- Key information about staying physically healthy
- Understanding feelings and emotions, including strong feelings such as anger
- The cycle of life from birth to old age



#### **Lower Key Stage Two:**

- Understanding differences
- Respecting our bodies
- Puberty and changing bodies
- Strategies to support emotional wellbeing Including practicing thankfulness
- The development of pupils' understanding of life before birth



#### **Upper Key Stage Two:**

- Appreciation of physical and emotional differences
- A more complex understanding of physical changes in girls' and boys' bodies
- Body image
- Strong emotional feelings
- The impact of the internet and social media on emotional well-being
- A more nuanced and scientific understanding of life in the womb and how babies are made
- Menstruation



### Religious UNDERSTANDING



#### **Story Sessions:**

Each learning stage focuses on a different Gospel story, which is repeated in various ways over a week, giving rise to times of discussion, imaginative reflection and creative response, for example, in Key Stage One children will hear and reflect on the story of Jesus telling the little children to come to Him and through imaginative reflection will put themselves into the story to experience Jesus' call personally.

In Upper Key Stage Two, the story is that of Jesus calming the storm, and is used to reflect on how whatever might come their way through puberty and beyond, Jesus is with them and will help them.

## Module Two: Created to Love Others

explores the individual's relationships with others. Building on the understanding that we have been created out of love and for love, this unit explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships.



### Early Years Foundation Stage:

#### Unit 2: Personal Relationships

- Different family/friend relationships
- Features of positive/negative behaviour in relationships
- The importance of saying sorry and forgiveness within relationships



#### Unit 3: Keeping Safe

- Practical ways to stay safe inside and out
- Staying safe around medicines
- People who help us in emergencies

### Lower Key Stage Two:

#### Unit 2: Personal Relationships

- Different family structures
- Activities and strategies for developing healthy relationships with family and friends
- Techniques for managing thoughts, feelings and actions

#### Unit 3: Keeping Safe

- Online safety
- Teaching on bullying and abuse
- The effects of drugs, alcohol and tobacco
- The crucial role of First Aid in emergency situations



### Key Stage One:

#### Unit 2: Personal Relationships

- 'Special people' in their lives who they love and can trust
- Coping with various social situations and dilemmas
- The importance of saying sorry and forgiveness within relationship

#### Unit 3: Keeping Safe

- The risks of being online
- The difference between good and bad secrets
- Teaching on physical boundaries
- The effects of harmful substances
- Some basic First Aid



### Upper Key Stage Two:

#### Unit 2: Personal Relationships

- Strategies for more complex experiences of relationships and conflict
- How to identify and respond to spoken and unspoken pressure
- The concept of consent
- Further teaching on how our thoughts and feelings impact on how we act

#### Unit 3: Keeping Safe

- Risks of sharing and chatting online
- A more complex understanding of different forms of abuse
- How drugs, alcohol and tobacco can negatively affect people's lifestyles
- Essential First Aid such as DR ABC and the recovery position



## Religious UNDERSTANDING



At the start of each learning stage, we begin with a series of story sessions based on a key Gospel story which provides the religious foundation for the teaching that will follow. For example, through an imaginative retelling of the Prodigal Son, children deepen their understanding of the concept of sin and the importance of forgiveness in relationships.

**Module Three: Created to Live in Community** explores the individual's relationship with the wider world. Here we explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good.



**Early Years Foundation Stage:**

- Children will learn that God is three in one: Father, Son and Holy Spirit
- Know that they are loved and called to love others
- Learn about the different communities they are part of and the responsibilities they have to them



**Key Stage One:**

- Children understand that God is love: Father, Son and Holy Spirit
- Learn that being made in His image means being called to be loved and to love others
- Learn about the various communities they belong to: home, school, parish, the wider community, the nation and the global community
- Know that God calls us to live in community with one another



**Lower Key Stage Two:**

- Children will develop a deeper understanding that God is love as shown by the Trinity
- Understand that the human family reflects the Holy Trinity in mutual charity and generosity
- Know that the Church family comprises of home, school and parish
- Catholic Social Teaching on what it means to work for the Common Good



**Upper Key Stage Two:**

- Children will know that God is Trinity – a communion of persons
- Learn that the Church is the body of Christ
- Develop a deeper and richer understanding of Catholic social teaching
- Learn how certain charities reach out to the wider community with love



**Religious UNDERSTANDING**



In the first Unit, Religious Understanding, the sessions help children to develop a concept of the Trinity at a level appropriate for their learning stage. They learn about the creative circle of love between Father, Son and Spirit. Children will learn that just like the Trinity of God, we are made to love God and love others, and we are made to be loved by God and others. This extends not only to us, our families, our friends and our personal relationships, but also to the wider world.

PSHE elements not covered in Life to the Full are covered in:

**Internet safety (covered in Computing curriculum)**

**KS1**

About the role of the internet in everyday life  
That not all information seen online is true

**KS2**

How to assess the reliability of sources of information online; and how to make safe, reliable choices from search results  
About some of the different ways information and data is shared and used online, including for commercial purposes  
About how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information  
About how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation

**Aspects of Relationships will be delivered through the PE STARS additional curriculum (see PE below)**

**We use Twinkl to deliver Anti Bullying content (SEAL resources accessible here) and Economic well-being which covers:**

**KS1**

What money is; forms that money comes in; that money comes from different sources  
That people make different choices about how to save and spend money  
About the difference between needs and wants; that sometimes people may not always be able to have the things they want  
That money needs to be looked after; different ways of doing this  
That jobs help people to earn money to pay for things  
Different jobs that people they know or people who work in the community do  
About some of the strengths and interests someone might need to do different jobs

### **KS2- Money**

About the different ways to pay for things and the choices people have about this

To recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'

That people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)

To recognise that people make spending decisions based on priorities, needs and wants

Different ways to keep track of money

About risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe

About the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations

To identify the ways that money can impact on people's feelings and emotions

### **KS2 - Aspirations and Career**

To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes

That there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life

About stereotypes in the workplace and that a person's career aspirations should not be limited by them

About what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)

That some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid

About some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation

To identify the kind of job that they might like to do when they are older

To recognise a variety of routes into careers (e.g. college, apprenticeship, university)

Other resources used to support work in economic well being:

Bank of England resources: <https://www.bankofengland.co.uk/education/education-resources>

Young Money: <https://www.young-enterprise.org.uk/teachers-hub/>

## **Monitoring and Assessment**

Children will be encouraged to reflect on their prior knowledge before they start a topic and to evaluate their learning at the end of the topic. 'Life to the Full' provides assessment tasks for this. Teachers will make ongoing assessments about children's understanding throughout the topic. Evidence will be collected where appropriate, either in a class book or in individual folders, which will be taken with them as they transfer year groups. This will allow us to build a portfolio showing their individual progress and provide evidence for monitoring.

## **Timetables**

Delivering RSE PSHE may take different forms. Sometimes this will be linked with a school-wide focus or national around a theme, i.e. Anti-Bullying. At other times it will be part of another subject where learning is related and cross curricular links can be made, such as in PE. Teachers will also be responsive to children's needs and when appropriate opportunities arise to link the children's experiences with learning in PSHE.

## Curriculum Focus: Physical Education



### Intent – Implementation – Impact

At Our Lady of Victories Physical Education is a valued area of the curriculum. Physical fitness is an important part of leading a healthier lifestyle. Our aim is to develop excellent knowledge, skills and participation at all ages and stages, from Nursery to Y6. Throughout their time here children develop their capabilities in mental, emotional, social and physical wellbeing. Physical Education teaches self-discipline and that to be successful you must work hard, show resilience and have the determination to believe that anything can be achieved. For many years the school has experienced huge success in competitive sports. We continue to partake in a wide range of activities and events across the borough, giving our children the opportunity to compete against other local schools. We encourage children to develop healthy minds and bodies, confidence in physical participation and a love of sport.

#### Purpose of Study

The national curriculum for physical education aims to ensure that pupils:

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- Engage in competitive sports and activities
- Lead healthy and active lives.

## **Intent**

- Deliver a high quality PE curriculum that inspires pupils to succeed and excel in sport, competitive games and other physically demanding activities.
- To enable children to become physically competent, confident and enthusiastic towards health and fitness
- To provide all children with opportunities to compete in sport and learn the values of competitive sport, such as fairness and respect.

## **Implementation**

- Pupils participate in weekly PE and sporting activities. These are led by coaches from the Fulham Football Foundation whose curriculum we have adapted (see details below)
- Dance is taught by class teachers using Twinkl resources.
- Football coach teaching 2 afternoons per week for Years 1-6
- Our PE lessons incorporate a variety of sports to ensure all children develop the confidence, tolerance and the appreciation of their own and others' strengths and weaknesses.
- Variety of warm ups, children develop their knowledge of why this is important and how their bodies start to change.
- We provide opportunities for all children to engage in extra-curricular activities during and after school, in addition to competitive sporting events.
- Demonstration of skills including key teaching steps and key vocabulary.
- Explain key vocabulary and the meaning to children.
- Explore using different equipment to perform the skill.
- Provide opportunities for the children to work interactively.
- Cool down –children to develop their knowledge of why this is important.
- Clear understanding amongst all staff of the value and impact of PE and its benefits towards other areas of learning.
- Make cross curricular links between PE and other subjects.
- Our inclusive approach encourages not only physical development but also well-being

## Impact

- Improve wellbeing and fitness of all children at OLOV not only through the sporting skills taught, but through the underpinning values and disciplines PE promotes, linked to our faith and beliefs.
- Children are taught self-discipline.
- Children are taught to take ownership and responsibility of their own health and fitness.
- Producing children who are physically confident.
- Children who know and understand how their body works.
- Our impact is to motivate children to utilise the skills they learn in an independent and effective way in order to live happy and healthy lives.

## Curriculum Coverage

### Children in Reception:

- Follow the EYFS statutory Framework, Physical Development is one of the prime areas of learning, split into two areas: *Moving and handling* and *Health and self-care*
- Begin to learn about their bodies. What changes they notice during physical activity.
- Recognise and value good sportsmanship. Learn to play with others, how to use and share equipment and take turns.

By the end of Reception children should have mastered the Early Learning Goals and be able to:

- Show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing
- Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

### **Children in KS1:**

- Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.
- Children should master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.
- Children participate in team games, developing simple tactics for attacking and defending. Pupils should be taught to perform dances using simple movement patterns.

### **Children in KS2:**

- Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other.
- Children should develop an understanding of how to improve in different physical activities and learn how to evaluate and recognise their own success. They will learn to compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- Pupils should be taught running, jumping, throwing and catching in isolation and in combination.
- Children will continue to develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].
- Through dance classes children will perform dances using a range of movement patterns.

- During the Year 6 residential trip, the children will take part in outdoor and adventurous activity challenges both individually and within a team.

## Monitoring and Assessment

- Weekly register of children's attendance to lessons and that appropriate kit is worn.
- Daily mile- participation recorded, timed to show improvement across the term.
- Individual and peer feedback during lessons
- Formative assessment made of skills acquired in each unit of work.
- School House competitions at the end of each unit of work.
- Individual children given support where needed.
- Modelling of correct practise.
- Children set themselves weekly challenges
- Provide opportunities for children to critically review their own work and that of others.

## Timetables

All classes have at least 2 hrs of PE each week. From September 2021 the school began to work with Fulham FC. They have designed a Primary curriculum called 'Primary Stars' which covers all aspects of the National Curriculum, with the exception of dance which will be delivered by class teachers. It includes a programme to support the development of social skills related to PSHE.



## Curriculum Maps (produced by Fulham FC Foundation)

### Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	Fundamental Movement	Fundamental Movement	Target Games	Invasion Games	Striking & Fielding Games	Athletics & Net & Wall Games
<b>Learning Intentions</b>	Agility Balance Coordination Body Stability	Agility Balance Coordination Body Stability	Agility Balance Coordination Handling control Sending an object	Sending/Receiving Agility Balance Coordination Stability Evading Dodging Reacting to movement	Agility Balance Coordination Object distribution & receiving	Agility Balance Coordination Body stability Body control
<b>Specific Sport that may be used to teach the topic</b>	Tag Games Balance Games Gymnastics	Tag Games Balance Games Gymnastics	Netball Cricket Basketball Bean Bag Golf	Tag Games Balance Games Football Basketball Tag Rugby	Cricket (fielding) Rounder's (fielding) Stoolball (fielding) Throw Tennis	Athletics Tennis Volleyball Badminton
<b>Premier League Primary Stars Value</b>	Be Ambitious	Be Inspiring	Be Fair	Be Connected	Be Connected Be Fair	Be Ambitious Be Inspiring

### Key Stage 1 – Year 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	Fundamental Movement	Fundamental Movement	Target Games	Invasion Games	Striking & Fielding Games	Athletics & Net & Wall Games
<b>Learning Intentions</b>	Agility Balance Coordination Body Stability	Agility Balance Coordination Body Stability	Agility Balance Coordination Aiming / Accuracy	Sending / Receiving Agility Balance Coordination Object Manipulation	Agility Balance Coordination Object distribution Object anticipation Changing direction	Agility Balance Coordination Body stability Body control Fundamental movements
<b>Specific Sport that may be used to teach the topic</b>	Tag Games Balance Games Gymnastics	Tag Games Balance Games Gymnastics	Netball Cricket (fielding) Basketball Bean Bag Golf	Tag Games Balance Games Football Basketball Tag Rugby	Cricket (fielding) Rounder's (fielding) Stoolball (fielding) Throw Tennis Volleyball	Athletics Tennis Volleyball Badminton
<b>Premier League Primary Stars Value</b>	Be Ambitious	Be Inspiring	Be Connected	Be Fair	Be Connected Be Fair	Be Ambitious Be Inspiring

## Key Stage 1- Year 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	Target Games	Striking & Fielding Games	Invasion Games	Invasion Games	Net & Wall Games	Athletics
<b>Learning Intentions</b>	Agility Balance Coordination Aiming / accuracy Directional control Directional distance	Object distribution Object anticipation Underarm throws Overarm throws Striking an object	Sending / receiving Agility Balance Coordination Stability Object manipulation Locomotion	Preventing / exploiting opponents	Object distribution Object anticipation Changing direction	Fundamental movements Locomotion of movement skills
<b>Specific Sport that may be used to teach the topic</b>	Netball Cricket (fielding) Basketball Bean Bag Golf	Cricket Rouder's Stoolball Kwik Cricket Throw Tennis	Netball Cricket Basketball Bean Bag Golf	Tag Games Balance Games Football Basketball Tag Rugby	Tennis Volleyball Badminton	Athletics Long Jump Running – sprinting & long distance Shot pot Javelin Relay races
<b>Premier League Primary Stars Value</b>	Be Ambitious	Be Inspiring	Be Connected	Be Fair	Be Connected Be Fair	Be Ambitious Be Inspiring

## Key Stage 2- Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	Net & Wall Games	Striking & Fielding Games	Target Games	Invasion Games	Invasion Games & Outdoor Adventurous Activity	Athletics & Gymnastics
<b>Learning Intentions</b>	Aiming / Accuracy Directional Control Distance Coordination of the body.	Catching Underarm throws Overarm throws Striking an object Aiming / accuracy Competitive games Attacking principles Defending principles	Underarm throws Overarm throws Catching Target Hitting Play competitive games Exploring attacking & defending principles	Explore attacking principles Explore defending principles Explore different ways to travel with the object and pass the object	Explore how to play within a team within games Team & Individual Challenges that focus on; Communication Teamwork Resilience	Explore different ways to develop flexibility, strength, technique, control and balance
<b>Specific Sport used to teach the topic</b>	Short Tennis, Sponge ball	Cricket Rouder's Stoolball Kwik Cricket Throw Tennis	Bean Bag Golf Bowling Bean Bag Archery Netball	(3v3/4v4) Football Basketball Rugby	(3v3/4v4) Netball Hockey	Athletics Track & Field ABC's Jumping Resilience
<b>Premier League Primary Stars Value</b>	Be Ambitious	Be Inspiring	Be Connected	Be Fair	Be Connected Be Fair	Be Ambitious Be Inspiring

## Key Stage 2- Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	Net & Wall Games	Striking & Fielding Games	Target Games	Invasion Games	Invasion Games & Outdoor Adventurous Activity	Athletics & Gymnastics
<b>Learning Intentions</b>	Aiming / accuracy Directional control Striking distance Coordination of the body.	Underarm throws Overarm throws Striking an object Aiming / accuracy Competitive games Attacking principles Defending principles	Underarms throws Overarm throws Catching Target hitting Play competitive games Exploring attacking & defending principles	Explore attacking principles Explore defending principles Explore different ways to travel with the object and pass the object	Explore how to play within a team within games Team & Individual Challenges that focus on; Communication Teamwork Resilience	Explore different ways to develop flexibility, strength, technique, control and balance
<b>Specific Sport that may be used to teach the topic</b>	Short Tennis Sponge ball Badminton Volleyball	Throw Tennis Pat Tennis Seated Volleyball Kwik Cricket	Bean Bag Golf Bowling Bean Bag Archery Netball Shuffleboard Skittle ball	(3v3/4v4) Football Basketball Rugby	(3v3/4v4) Netball Hockey	Athletics Track & Field ABC's Jumping Gymnastics
<b>Premier League Primary Stars Value</b>	Be Ambitious	Be Inspiring	Be Connected	Be Fair	Be Connected Be Fair	Be Ambitious Be Inspiring

## Key Stage 2- Year 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	Net & Wall Games	Striking & Fielding Games	Target Games	Invasion Games	Invasion Games & Outdoor Adventurous Activity	Athletics & Gymnastics
<b>Learning Intentions</b>	Aiming / accuracy, Directional Control Striking distance Coordination of the body. Combining moving patterns with ball striking. Understanding attacking principles Understanding defending principles	Underarm throws Overarm throws Striking an object Aiming / accuracy Playing Competitive games Understanding attacking principles Understanding defending principles	Underarms throws Overarm throws Catching Target hitting Play competitive games, Understanding attacking principles Understanding defending principles	Understanding attacking principles Understanding defending principles Understand how to apply basic technique within a game situation.	Understand how to play within Team Games. Team & Individual Challenges that focus on; Communication Teamwork Resilience	Develop different ways to develop flexibility, strength, technique, control and balance
<b>Specific Sport that may be used to teach the topic</b>	Short Tennis Sponge ball Badminton Volleyball	Throw Tennis Pat Tennis Seated Volleyball Kwik Cricket	Bean Bag Golf Bowling Bean Bag Archery Netball Shuffleboard	(3v3/4v4) Football Basketball Rugby	(3v3/4v4) Netball Hockey	Athletics Track & Field ABC's Jumping Gymnastics

Premier League Primary Stars Value	Be Ambitious	Be Inspiring	Be Connected	Be Fair	Be Connected Be Fair	Be Ambitious Be Inspiring
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## Key Stage 2- Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Net & Wall Games	Striking & Fielding Games	Target Games	Invasion Games	Invasion Games & Outdoor Adventurous Activity	Athletics & Gymnastics
Learning Intentions	Aiming / accuracy Directional Control Ball striking distance Coordination of the body Combining moving patterns with ball striking Demonstrating attacking principles Demonstrating defending principles	Underarm throws Overarm throws Striking an object Aiming / accuracy Playing competitive games Demonstrating attacking principles Demonstrating defending principles	Underarm throws Overarm throws Catching Target Hitting Play competitive games, Demonstrating attacking principles Demonstrating defending principles	Demonstrating attacking principles Demonstrating defending principles Demonstrate different basic technique within a game situation.	Demonstrate how to play within Team Games. Demonstrate different ways to communicate effectively as well as work as a team.	Demonstrate different ways to develop flexibility, strength, technique, control and balance
Specific Sport that may be used to teach the topic	Short Tennis Sponge ball Badminton Volleyball	Throw Tennis Pat Tennis Seated Volleyball Kwik Cricket	Bean Bag Golf Bowling Bean Bag Archery Netball Shuffleboard	(3v3/4v4) Football Basketball Rugby	(3v3/4v4) Netball Hockey	Athletics Track & Field ABC's Jumping Gymnastics
Premier League Primary Stars Value	Be Ambitious	Be Inspiring	Be Connected	Be Fair	Be Connected Be Fair	Be Ambitious Be Inspiring

# SOCIAL STARS

## Developing the Social Corner

Winning & Losing	Problem Solving & Perseverance
Sportsmanship, Rules & Boundaries	Reflection & Action Planning
Teamwork & Communication	Self & Peer Assessment and Feedback