



St Mary's Catholic Primary School
Live, Love, Believe

St Marys Primary School

2024-2025

Staff Team



Maggie Sanderson
**Executive Head
Teacher**



Sian Broome
Head of School/ DSL



Kristy Skelley
SENCo/ DDSL



John Robjant
Site Manager



Lizzy Knight
**English Lead/ECT
mentor/ DDSL**



Mike Dignan
Maths Lead



Jane Sandy
Science Lead



Jo Cass
**RE/EVC/Music
lead**

Wider Curriculum Leaders



Gosia Whitmore
Languages Lead



Ella Rose
PSHE Lead



Donna Moore
Art and DT Lead



Nick Young
**Computing & PE
Lead**

Pre-School – 0 – 4 year olds



Katie Beiser –
Pre-school
manager/DSL/SENCo



Demi Cotton
Pre-school assistant



Corrine Atkins
Pre-school assistant

Early Years + Key Stage One

EYFS



Kathy Ball – Class teacher



Evie Dean – Learning support assistant



Darrell Reeve – Learning support assistant



Wendy Cleverdon – learning support assistant



Laurence Matthews – Learning support assistant

Year 1



Lizzy Knight – class teacher



Jennie Buchanan – HLTA (Fridays)

Year 2



Ella Rose - Class teacher



Jane Dobson – Learning support assistant

Key Stage Two

Year 3



Gosia Whitmore –
Class teacher

Year 4



Jo Cass - Class
teacher

Year 5



Jane Sandy - Class
teacher

Year 6



Mike Dignan - Class
teacher



Claire Smith –
Learning support
assistant



Sarah Whiltshire –
Learning support
assistant



Juliet Gane -
Learning support
assistant



Justine Salter -
Learning support
assistant



Lisa Young -
Learning support
assistant

The Woodland room – Led by Mrs Skelley (SENDCo)



Jennie
Buchanan -
Curriculum



Sian Hitchcock –
Speech and
Language



Megan Wade –
Motor skills/ OT
support



Wendy
Cleverdon – Thrive/
emotional support



Juliet Gane –
curriculum support

Our Mission - 'LIVE, LOVE, BELIEVE' is the web upon which all our school life is woven

Our Vision – Aspirational in life, Joy in love and Transformed in belief are the threads that strengthen our mission so that it is impactful.

We place a strong emphasis on challenging and supporting every child to aspire and achieve through our mission and vision.

Aspirational in life

We offer a vibrant and challenging curriculum that supports the educational growth for each child, meeting them where they are and proving the confidence and skills to aim high.

Joy in Love

Children have the experience of professional love within school, recognising that each child is their parent's child, their communities child, the world's child and God's child. Each child has the opportunity to grow emotionally strong in our school.

Transformed in Belief

Children have the opportunity to develop their personal spiritual life. This is shared within school through the Catholic teaching of Love of God and Love of Neighbour.

School Priority 1a- Further improve the quality& consistency of Teaching & Learning across all subjects -

Area of Development	What we will change	Implementation Activities	Implementation outcomes
<p>A1.1: Improve the delivery of the whole curriculum through further refining the task design and adaptation.</p>	<p>i: Ensure all planned learning is precisely linked to meeting the needs of all pupils. ii: That gaps and misconceptions are quickly identified and addressed improve assessment for learning and strategies within the lesson iii: To ensure teachers are clear on attainment, progress, and next steps for all pupils ensure task design or variation of tasks are well matched to the learning for all groups of children including GDS and SEND pupils iv: Ensure that teachers are leading the learning of the most vulnerable pupils including SEND and lower ability pupils off track improving teachers' expectation of standards including presentation</p>	<p>Implement new assessment to support gap analysis and addressing issues</p> <p>Work with staff to ensure task design meets the needs of all the pupils so that progress for all that is facilitated.</p> <p>INSET time targeted specifically at supporting class teams to identify needs of pupils within class and ways in which to meet them</p> <p>Pre & post teaching is used to support the range of needs within the class</p>	<p>Regular assessment and response meetings to review pupil progress.</p> <p>Task design changes so that learning facilitates the planned outcomes.</p> <p>Moderation to review learning experiences of the groups especially the most vulnerable.</p> <p>Children are showing at least expected progress in English and Maths from their starting points.</p> <p>Monitoring activities change practice to improve consistency of teaching.</p>

School Priority A2: To refine specific areas within the Maths and English curriculum

Area of Development	What we will change	Implementation Activities	Implementation outcomes
<p>A1.2: To refine specific areas within the Maths and English curriculum</p>	<p>To further develop the application of the vocabulary used within children's reasoning to ensure answers are mathematically accurate.</p> <p>To embed consistent practice of times tables across all year groups to improve mathematical fluency and accuracy.</p> <p>To embed the understanding number scheme of work within EYFS.</p> <p>To embed consistent use of year group spellings within writing across subjects.</p> <p>To improve reading areas in each classroom to promote a stronger reading for pleasure culture.</p> <p>To develop reading fluency across the school</p>	<p>Weekly monitoring from the maths lead to ensure all year groups are providing the opportunity for children to use the NCETM reasoning flowchart</p> <p>Weekly monitoring from the maths lead to ensure consistent development across the year groups.</p> <p>Monitoring from the maths lead to ensure that EYFS teaching and learning of maths has fidelity to the scheme</p> <p>Weekly monitoring from the English lead to ensure consistent application of spellings in all year groups, evident in planning and children's books.</p> <p>Develop reading areas in classrooms, with specific genres identified to make choosing books more accessible.</p> <p>English lead to work with HIASS to develop a reading fluency plan for the year.</p>	<p>Maths lead will support staff to ensure the consistent application of mathematical vocabulary.</p> <p>Improved time table fluency across all year groups.</p> <p>Maths lead will support staff in EYFS to implement the scheme successfully</p> <p>English lead will have supported staff to ensure consistent application of spellings</p> <p>English lead will have supported staff to improve their reading areas in classrooms</p> <p>English lead will work with staff to develop reading fluency across the school</p>

Teaching Principles

ENGAGEMENT

CHALLENGE

FEEDBACK

AUTONOMY



ENGAGE

Are the children engaged (in flow) in the lesson? Is there a stimulus to learning?

FEEDBACK

Has clear, effective feedback been given to children to promote progress of learning?

CHALLENGE

Have ALL children been challenged in their learning within the lesson?

AUTONOMY

Can the children work independently to apply the knowledge and skills learnt?

Continued Professional Development

- All LSAs are provided with a **weekly CPD session (8.45 – 9am Fridays)** following a specific agenda, linked to the School Development Plan. This will be led by leaders and driven by their monitoring.
- Staff are expected to be proactive in seeking each other's subject specialist knowledge to provide the best teaching and learning.
- Additional CPD from leaders will be delivered to the staffing team. The session will lead directly from leaders monitoring activities undertaken that week and will have an intended outcome/ fix it task. This will take place on a **Thursday 2 – 2.30pm**. All children will be in the hall during this time for celebration assembly.
- **Weekly staff meetings (Tuesday 3:00-4:30)** are led by outside agencies or by staff following on from training and courses to roll out initiatives across the school.
- Pupil progress meetings happen each term for the year group teams, the Head of school and the SENCo, where the time is used to discuss specific areas that staff need to be supported with/ developed in order to provide tailored intervention and support for the children in their class.
- Staff are provided with additional training from local Hub groups and the Local Authority throughout the year, which includes subject specific training, standardisation courses and refresher days.
- Staff are encouraged to partake further training, such as NPQSL.
- Moderation is carried out regularly within school, with other local schools and across the federation.

Monitoring the Quality of Teaching

Monitoring the quality of teaching and learning is on-going. Monitoring sessions will be undertaken by: the Executive Headteacher, The Head of School,, LLP, other outside consultants, subject leaders and the SENCo. This includes:

- Monitoring of planning (medium and short term planning). – This is found in the google drive
- Monitoring of children's books/teacher's feedback.
- Pupil voice - interviews and discussions
- Learning environment audits
- Attitudes/engagement in learning.
- Class action plans – to ensure gaps in learning are targeted effectively.



St Mary's Catholic Primary School
Live Love Believe

Year 2 Action Plan 2023-24

Autumn Term 1

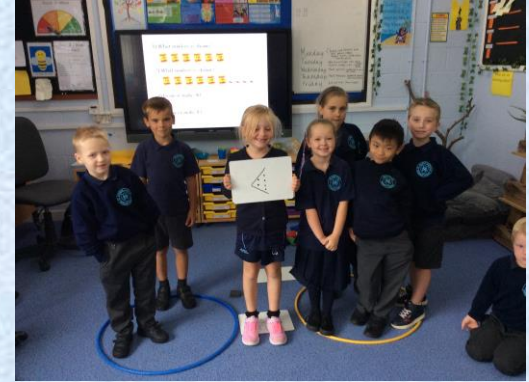
Our children are nurtured and encouraged to reach their God given potential. Our curriculum provides all our children with engaging and exciting learning opportunities, empowering them to be active members of the local and the world communities, now and in the future.

LIVE LOVE BELIEVE

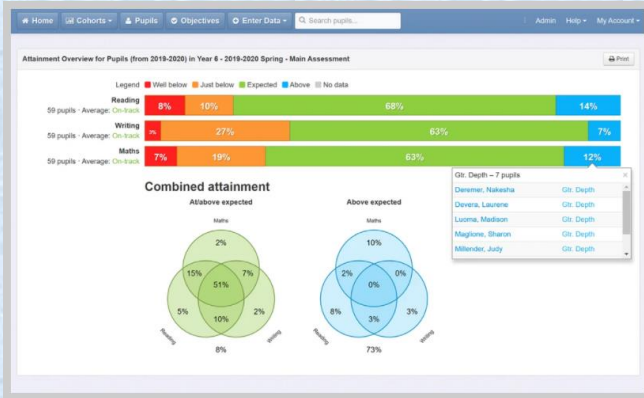
Monitoring the Quality of Teaching

In addition, weekly drop in visits are conducted by the Head of School on her own, with the SENCo, Subject Leaders and with outside consultants to work on specific areas on the School Development Plan.

Subject leaders are also responsible for the monitoring process in their subject area, so they can report back to the Head of School on the overall progress across the school. The Executive Headteacher and Head of School is ultimately responsible for the teaching and learning within the school.

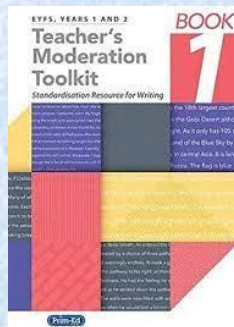
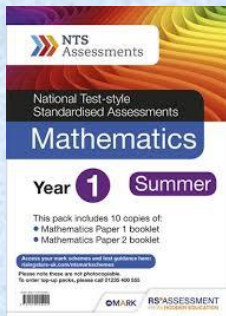


Assessment




We have three formal assessment weeks each year to gain information on the progress the children are making. These occur in November, February and May. NTS reading and Maths assessments, GAPS and Moderation of Writing takes place during these times for each year group. SEND assessments are also carried out during this time in the form of SALFORD, SANDWELL and LUCID assessments.

- Teachers are then asked to use this information to set deliberately ambitious targets for the class action plan.
- Class action plans are reviewed and devised to adapt teaching and learning to meet the needs of all pupils.
- Intervention timetables and resources are adapted to ensure ALL children are challenged in their learning.
- Planning and resources are then modified and created to meet the needs of all children.



Assessment

All teachers and LSAs must have a clear understanding of every child in their class and where they are on their educational journey. This information (including data and class action plans) should then be used to inform planning, interventions and adaptations to lessons.



St Mary's Catholic Primary School
100, 102A, Bellvue

Year 2 Action Plan 2023-24

Autumn Term 1

Our children are nurtured and encouraged to reach their God given potential. Our curriculum provides all our children with engaging and exciting learning opportunities, empowering them to be active members of the local and the world communities, now and in the future.

LIVE LOVE BELIEVE

Reading Progress Matrix for 20 Pupils in Year 2

		Y2 Sum Main Assessment			
		Below	Just Below	On-track	Gr. Depth
Y2 Spr Main Assessment	No Data	1 pupil (5%) Johnson, Faith-Louise		2 pupils (10%) Brady, Aaron Guillermo, Jeaven	
	Below	2 pupils (10%) Ford, Harrison Keen, Stuart	2 pupils (10%) Estridge, Darcey Longhurst, Victoria		
	Just Below		1 pupil (5%) Gardner, Theo		
			2 pupils (10%) Cottell, Madeleine McGouran, Max	8 pupils (40%) Baxter, Bradley Cummings, Riley Hanson, Marlee Kan, Calvin Michna-Cooke, Nicholas Paksane, Anna Ranson, Monty Tucker, Henry	2 pupils (10%) Allen-Lale, Aria O'Keeffe, Murtagh
	On-track				

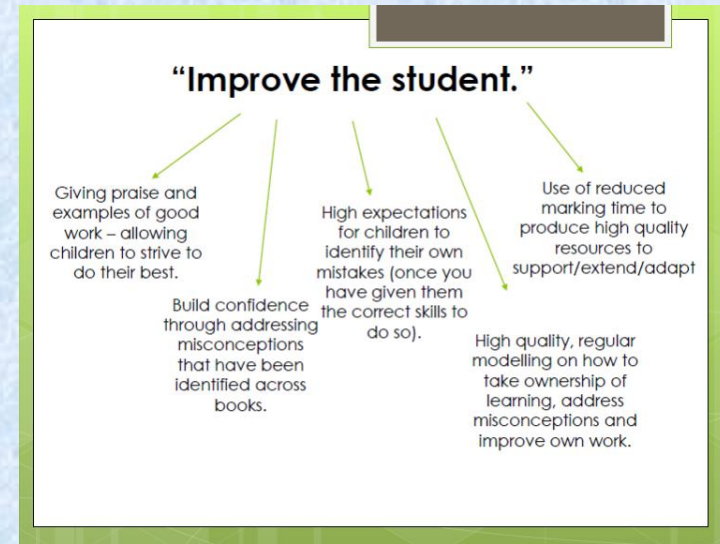
Marking & Feedback

Our feedback approach is always about moving learning forward. Staff are expected to carry out live marking with a **pink pen** within the lesson in order to address misconceptions and to ensure all children are making progress in every lesson.

The aim of feedback at St Mary's is to provide opportunities to **'improve the student'** rather than the work.

All successful work that has met the learning objective will be ticked by the teacher and the LO box will be highlighted Green.

Next steps are provided for the children where the LO has been highlighted orange and children must respond to the feedback with **purple pen** to improve their work and/or to clarify they fully understand the learning objective. This can happen during the lesson or at the start of the next lesson.

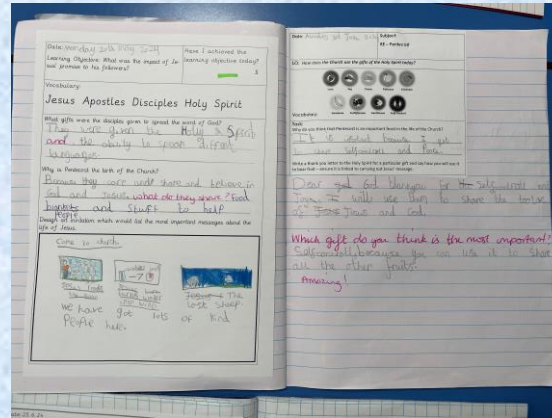
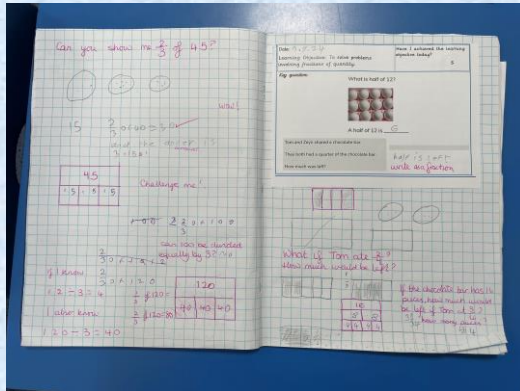
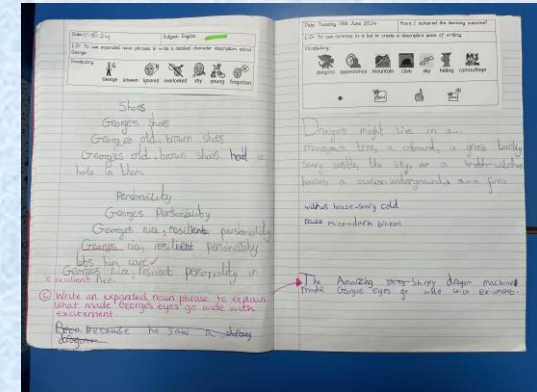
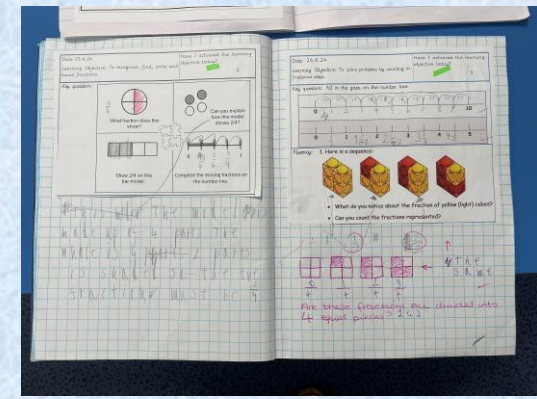


Date:	Have I achieved the learning outcome today?
LO:	<input type="checkbox"/> S
Vocabulary: (widgets to be added along with specific words)	

Feedback

Teachers are expected to give children the skills, models and resources that they need to become self critical and therefore improve their own learning.

The children use purple pens to make changes to their work and are given valuable time with adults to discuss corrections, improvements and next steps.



Learning Support Assistants

Planning:

Spend time with the teacher prior to the lesson to be aware of what the learning will be. This needs to be arranged and agreed between the Teacher and LSA

Learning Support Assistant subject knowledge and pedagogy:-

- Have a clear understanding of the learning objective and lesson outcome.
- Understanding methods and terminology prior to learning
- Work in partnership with the teacher on the most effective approach to allow children to make at least good progress.
- Give clear models of learning when required.
- Be aware of how the lesson is varied to match the needs of the children.
- Select and use appropriate resources that interest and engage children.

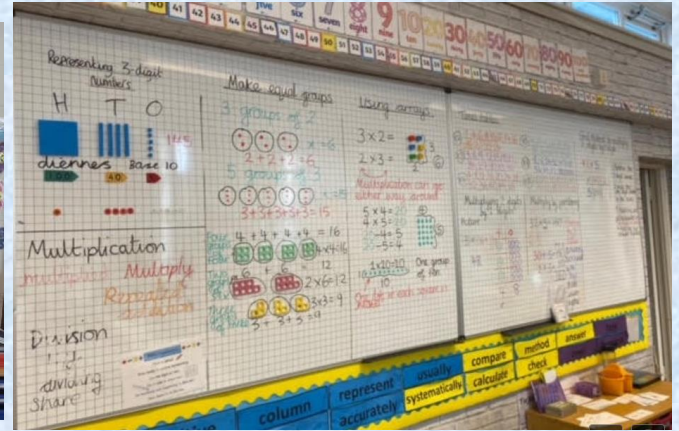
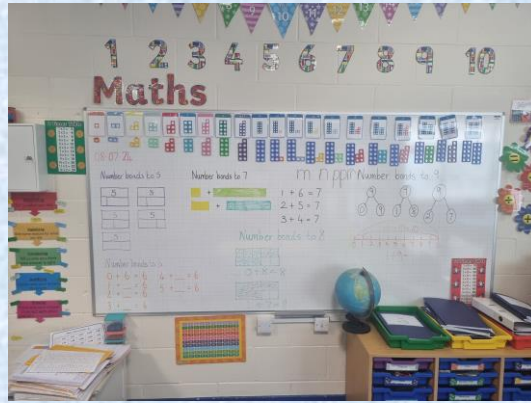
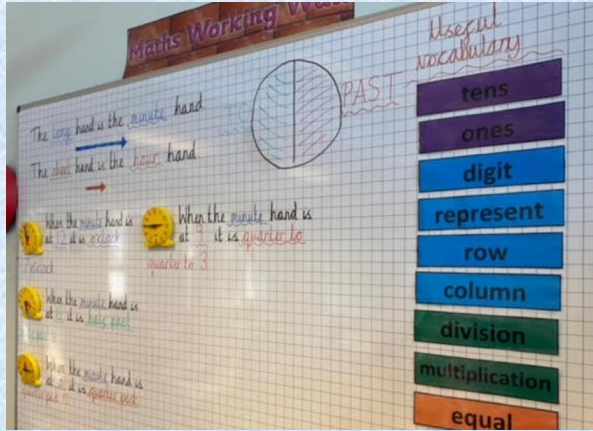
Learning Support Assistants

During the lesson:-

- Help to ensure that learning starts promptly.
- Observe pupils responses and inform teachers of any misunderstandings during the lesson.
- Engage in discussions with all children as well as using questioning to challenge and support.
- Encourage children to reflect during the lesson through responding to feedback.
- Carry out observations and assessments as required.
- Prompt and guide pupils to develop thinking, justify answers, speculate and hypothesise using academic language.
- Encourage children to persevere to solve problems through application of well-rehearsed strategies.
- Verbal feedback and marking in line with the school feedback policy (don't forget your pink pens!)
- Move around the classroom, using effective assessment for learning and addressing misconceptions to move learning forward within the lesson – make sure you have your pink pens ready!
- Encourage pupils to learn independently.
- Photocopy/retrieving resources should be undertaken before/after lessons.



Classroom Learning Environment - Maths



Maths working walls are updated for each journey/domain and include:

- Learning objective
- Concrete examples
- Visual representations
- Modelled examples
- Mathematical vocabulary

Make it

Draw it

say it

Write it

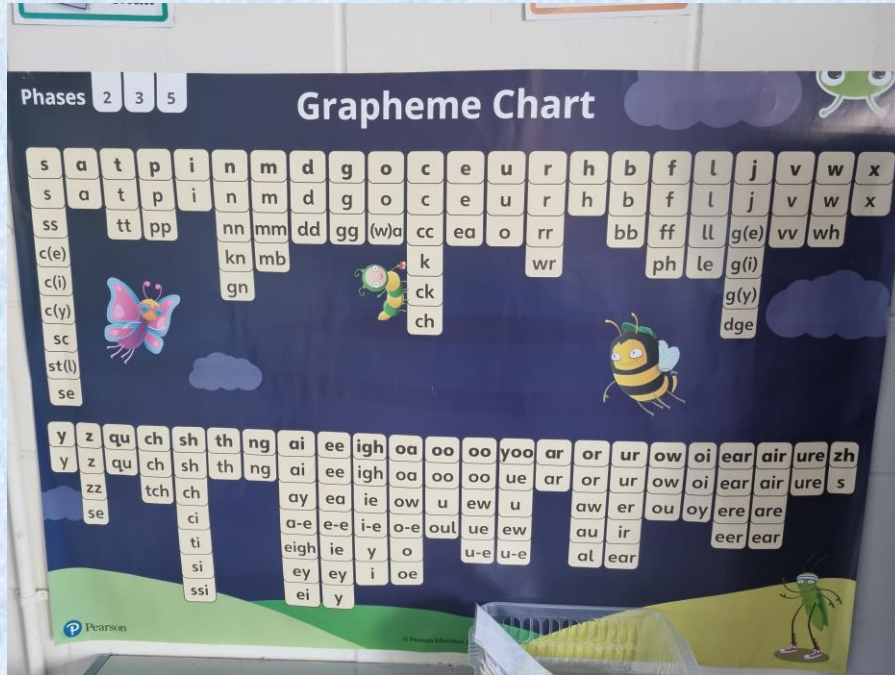
Classroom Learning Environment - English

English working walls are updated for each journey/domain and include:

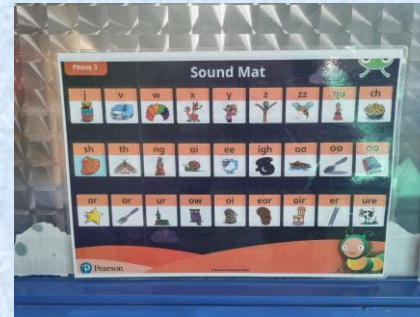
- Learning objective
- Modelled examples
- Vocabulary to be used
- VIPERS with examples



Classroom Learning Environment - Phonics



- Phonics displays include:
- Bug club sound poster that shows the different phases
- The sound that is currently the focus
- Examples of words using the current sound
- Children's writing



Educational Visits

Our children go on many interesting and educational visits during their time at St Mary's.

We aim to provide all year groups with opportunities to explore beyond the Isle of Wight. This allows our children to look outwards and see what the world has to offer.

We are also lucky to have a rich, historical island that offers many wonderful opportunities for the children to further and deepen their learning.

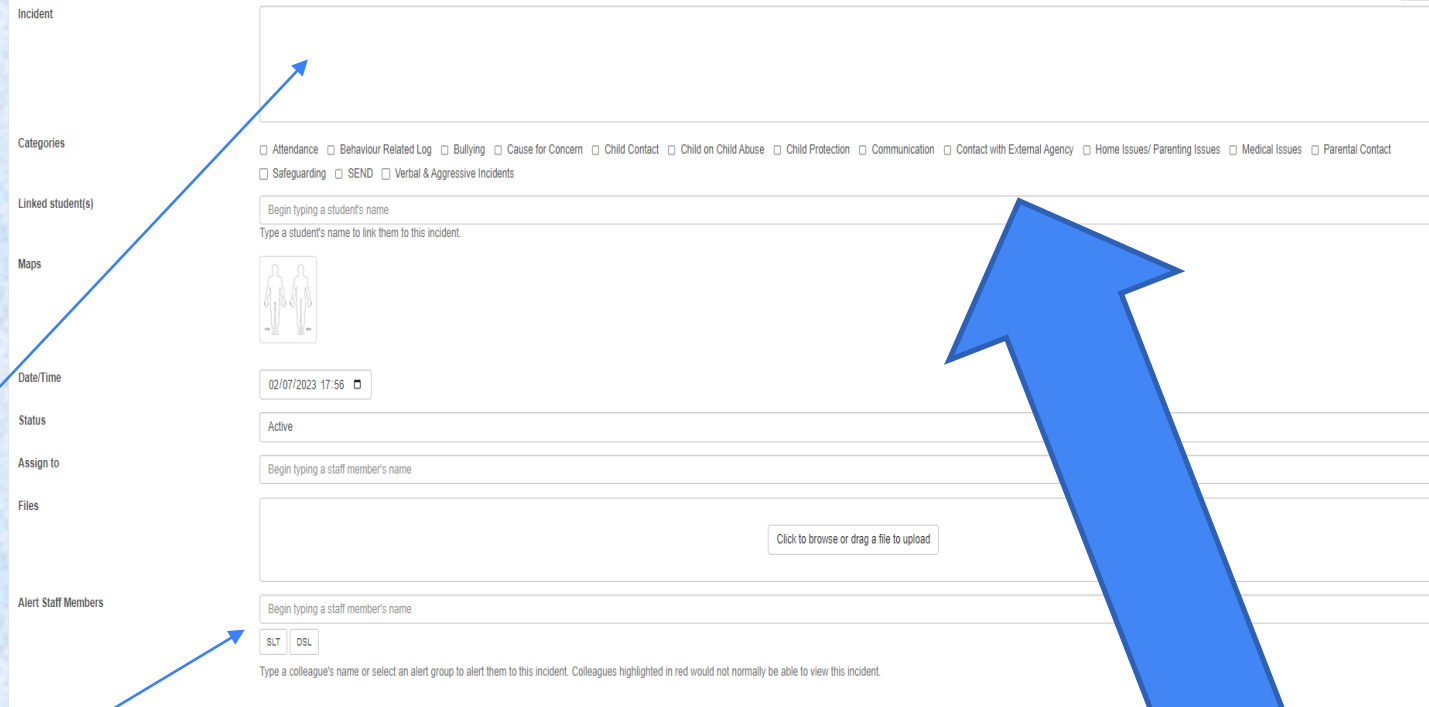
We also welcome visitors into school to talk to the children and share their own life experiences.



CPOMS

At St Mary's, we use an electronic safeguarding recording system called CPOMS. All staff have 2 factor authentication access to this and are expected to record an incidents or causes for concern in the following way:

- Record of the incident – Child X stated..... or During playtime, Child X was involved in....
- State the facts of what happened and who was involved.
- State what action you took as a result
- State whether this was resolved or if you will continue to monitor.
- Please also check if when you have recorded an incident and there needs to be further action, that this is followed up.



The screenshot shows the CPOMS incident recording interface. It includes the following fields and options:

- Incident:** A large text input field for the incident title.
- Categories:** A list of checkboxes for incident types: Attendance, Behaviour Related Log, Bullying, Cause for Concern, Child Contact, Child on Child Abuse, Child Protection, Communication, Contact with External Agency, Home Issues/ Parenting Issues, Medical Issues, Parental Contact, Safeguarding, SEND, and Verbal & Aggressive Incidents.
- Linked student(s):** A text input field with a placeholder "Begin typing a student's name" and a sub-label "Type a student's name to link them to this incident."
- Maps:** An icon representing two human figures.
- Date/Time:** A date and time selector showing "02/07/2023 17:56".
- Status:** A dropdown menu currently set to "Active".
- Assign to:** A text input field with a placeholder "Begin typing a staff member's name".
- Files:** A large empty area with a "Click to browse or drag a file to upload" button.
- Alert Staff Members:** A text input field with a placeholder "Begin typing a staff member's name" and two buttons labeled "SLT" and "DSL". Below it is a sub-label: "Type a colleague's name or select an alert group to alert them to this incident. Colleagues highlighted in red would not normally be able to view this incident."

Incidents are recorded against a range of categories. This makes monitoring of these incidents more accurate and the spotting of patterns identified quickly.

RE — Jo Cass subject leader

RE is a core subject at St Mary's and is taught for 2 ½ hours per week, using the supplementary guidance provided by the Portsmouth Diocese. This is alongside daily worship and prayer. Catholic social teaching is a core driver for our school, with children making links in other areas of the curriculum to 6 CST areas. Whole school mass happens at school half termly.



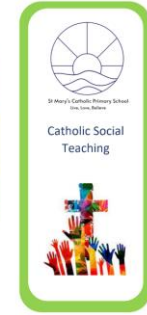
RE assessment Year 3 2022-2023

Creation	CSI	Advent	Revelation	Lent	Easter	Pentecost	Sacraments
ARE	ARE	ARE	ARE	ARE			
ARE	ARE	ARE	ARE	ARE			
ARE	WT	WT	WT	WT			
ARE	ARE	ARE	ARE	ARE			
ARE	ARE	ARE	ARE	ARE			
ARE	ARE	ARE	ARE	ARE			
WT	WT	WT	WT	WT			
ARE	ARE	ARE	ARE	ARE			
B	WT	B	B	WT			
WT	WT	WT	WT	WT			
ARE	ARE	ARE	ARE	ARE			
B	B	B	B	WT			
ARE	ARE	ARE	ARE	ARE			
ARE	ARE	ARE	ARE	ARE			
ARE	ARE	ARE	ARE	ARE			
WT	WT	WT	WT	WT			
ARE	ARE	ARE	ARE	ARE			
WT	WT	WT	WT	WT			
ARE	ARE	ARE	ARE	ARE			
WT	WT	WT	WT	WT			
WT	WT	B	WT	WT			



Here are the BIG questions that the children will explore in the order curriculum to support their understanding of the six key aspects of Catholic social teaching.

These link also to the British Values shared across the curriculum as well as the PSHE and Citizenship lessons that enable our children to have the skills to ready for the Global Citizens in our world.



YEAR FOUR: REVELATION

Look at how the apostles and Anna and Simeon saw the glory of Jesus as the only Son of the Father. The revelation of Jesus as Light of the World.

Key scripture and background
Scripture Matters: Luke 2: 22-40 – Presentation of Jesus; Matthew 1:7-8 – Transfiguration of Jesus; John 1: 29-34 – John Testifies About Jesus; John 2: 1-11 – Wedding at Cana; Matthew 4: 17 – Proclamation of the Kingdom of God; Matthew 26: 26-29 – Institution of the Eucharist
Additional Scriptures: John 8: 12 – Light of the World

Key vocabulary
Glory – the visible goodness of God, the Father, Son and Holy Spirit
Mysteries of Light or Luminous Mysteries – added to the meditations in the Rosary by Pope Paul II in 2002 (Baptism of Jesus; Wedding at Cana; Proclamation of the Kingdom; Transfiguration and Institution of the Eucharist)
Nunc Dimittis – Latin for: Now you dismiss... The Song of Simeon.
Revelation – the truths of God's revelation are communicated to us through the Scriptures and in the teaching of the Church.
Salvation – the liberation from death and sin and entry into eternal life through the paschal mystery of Christ.
Transfiguration – Jesus revealed himself as the Son of God to his disciples.

REVELATION – BIG QUESTION FOR YEAR FOUR
 "What does it mean to be the 'Light of the World'?"

Week 1, Week 2, Week 3

Weeks in the unit: 3

Catholic Social Teaching:
 Catholic Social Teaching (CST) is rooted in Scripture, formed by the wisdom of Church leaders, and influenced by scientific movements. It is our moral compass, guiding us on how to live out our faith in the world.

Pope Francis continues to call to Catholic Social Teaching with his own encyclicals including Laudato Si' (2015) and Fratelli Tutti (2020).



Catholic Social Teaching at St Mary's:
 Within the new RE curriculum Director that is being piloted in our school, Catholic Social Teaching has a big part to play in RE learning that children will engage with. To support this learning and to ensure that the parts of Catholic Social Teaching are not limited to the RE lessons only, at St Mary's we have gathered across the whole curriculum where opportunities to reflect on the BIG questions that Catholic Social Teaching poses occur.

This means that every child in the school will be thinking and reflecting on these issues in this world and how they engage with others. At St Mary's we are focussing on seven pillars of Catholic Social Teaching within a year.

Peace & Justice, Solidarity, Dignity, Option: Careless Good and Rightly.



God Matters: Supplementary Guidance Year 6: Pentecost and Mission



Jesus sent the Holy Spirit at Pentecost

Date: _____

Have I achieved the learning outcome today?

LO: to explore the scripture of Thomas and his doubt

Vocabulary: _____

Doubt Easter resurrection witness Paschal Mary
 St Peter _____ Candle Magdalene

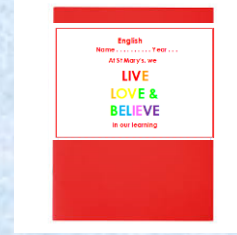
Big question: How can we share and use what we learn about Easter to help others?



English

Lizzy Knight English lead

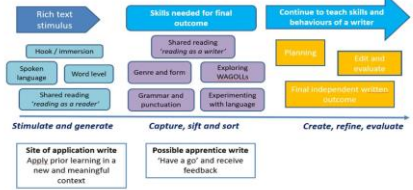
Reading Skills					
Date: 17th January 2023					
Text used: Wolf Brother					
vocabulary	inference	predict	explain	relieve	Sequence/summarise
<p>Today we are focusing on the skill of explain</p> <p>LO: Understand how sentence structure can be varied for impact</p> <p>Chapter 9 - p. 60 from "A hush fell..." to "He loved being the centre of attention." Explore the variety of sentence structure and impact. Think about the use of different clauses (main, subordinate, coordinating).</p>					



St Marys English Journey Planning

At St Marys, we use the three-phase approach to writing with writing as a High-quality text driver. These three approaches are:

- 1) stimulate and generate
- 2) capture, sift and sort
- 3) create, refine, evaluate.



Each learning journey builds the skills needed for children to be successful in their final sustained write with growing independence.

We teach English through a text driven curriculum, where children become immersed in high quality texts for their reading and writing outcomes. We follow the Hampshire assessment model for English and use their domains to assess reading and writing, alongside our own moderation statements. For reading skills, we use the VIPERS approach. For spelling, we use the strategies of No Nonsense spelling and create our own spelling booklets based on the level for each child. For phonics, we use the bug club phonics scheme and use the bug club phonics books for our reading scheme. We also use boom reader to capture reading at home.

Year 5 spellings. Autumn term.

Last week's test score		words (s) to learn again:	
1. <u>doubt</u>	1	Monday	
2. <u>island</u>		Year 5 Silent letters	
3. <u>solemn</u>			
4. <u>twelfth</u>			
5. <u>knight</u>			
6. <u>numb</u>			
7. <u>autumn</u>			
8. <u>whistle</u>			
9. <u>rhyme</u>			
10. <u>honest</u>			

Practice writing your spellings with joined up handwriting.

Last week's test score		words (s) to learn again:	
1. <u>carried</u>	1	Monday	
2. <u>noticed</u>		Year 5 Silent letters	
3. <u>disappeared</u>			
4. <u>basilly</u>			
5. <u>actually</u>			
6. <u>arriving</u>			
7. <u>leaving</u>			
8. <u>weightless</u>			
9. <u>fruitful</u>			
10. <u>business</u>			

Practice writing your spellings with joined up handwriting.

Last week's test score		words (s) to learn again:	
1. <u>carried</u>	1	Monday	
2. <u>noticed</u>		Year 5 Silent letters	
3. <u>disappeared</u>			
4. <u>basilly</u>			
5. <u>actually</u>			
6. <u>arriving</u>			
7. <u>leaving</u>			
8. <u>weightless</u>			
9. <u>fruitful</u>			
10. <u>business</u>			

Practice writing your spellings with joined up handwriting.

To be a Year 2 writer...	Autumn	Spring	Summer
Features of Writing	Writes narratives (real and fictional), writes about real events, writes poetry and writes for different purposes.	Writes narratives (real and fictional), writes about real events, writes poetry and writes for different purposes.	Writes narratives (real and fictional), writes about real events, writes poetry and writes for different purposes.
Punctuation	Use full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and possessive (singular).	Use full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and possessive (singular).	Use full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and possessive (singular).
Spelling	Segments spoken words into phonemes and represents these by graphemes.	Segments spoken words into phonemes and represents these by graphemes.	Segments spoken words into phonemes and represents these by graphemes.
Handwriting	Writes capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.	Writes capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.	Writes capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
Content from previous years	Sequence sentences to form short narratives	Sequence sentences to form short narratives	Sequence sentences to form short narratives

Date:	Have I achieved the learning outcome today?
LO:	<input type="checkbox"/>
Vocabulary: (widgets to be added along with specific words)	

My Learning Journey

My Writing outcome	Story
Why (purpose)	Entertain
For who? (Audience)	Parents



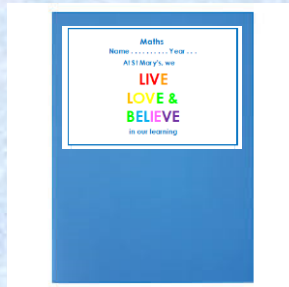
Year 2	Transcription	Handwriting	WRITING			
			Composition: Narrative and Dialogue	Composition: Informal and Organized	Composition: Informal and Organized	Vocabulary, grammar and punctuation
Pha se 1	<ul style="list-style-type: none"> Identify beginning, middle and end of a text Identify beginning, middle and end of a text Identify beginning, middle and end of a text Identify beginning, middle and end of a text 	<ul style="list-style-type: none"> Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters Use spacing between words that reflects the size of the letters Use some of the diagonal and horizontal strokes needed to join letters and understands which letters, when connected to one another, are best left unjoined 	<ul style="list-style-type: none"> Write a simple narrative or dialogue Write a simple narrative or dialogue Write a simple narrative or dialogue Write a simple narrative or dialogue 	<ul style="list-style-type: none"> Use simple words and phrases to describe people, places, events and actions Use simple words and phrases to describe people, places, events and actions Use simple words and phrases to describe people, places, events and actions Use simple words and phrases to describe people, places, events and actions 	<ul style="list-style-type: none"> Use simple words and phrases to describe people, places, events and actions Use simple words and phrases to describe people, places, events and actions Use simple words and phrases to describe people, places, events and actions Use simple words and phrases to describe people, places, events and actions 	<ul style="list-style-type: none"> Use simple words and phrases to describe people, places, events and actions Use simple words and phrases to describe people, places, events and actions Use simple words and phrases to describe people, places, events and actions Use simple words and phrases to describe people, places, events and actions
	Pha se 2	<ul style="list-style-type: none"> Use the beginning, middle and end of a text Use the beginning, middle and end of a text Use the beginning, middle and end of a text Use the beginning, middle and end of a text 	<ul style="list-style-type: none"> Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters Use spacing between words that reflects the size of the letters Use some of the diagonal and horizontal strokes needed to join letters and understands which letters, when connected to one another, are best left unjoined 	<ul style="list-style-type: none"> Write a simple narrative or dialogue Write a simple narrative or dialogue Write a simple narrative or dialogue Write a simple narrative or dialogue 	<ul style="list-style-type: none"> Use simple words and phrases to describe people, places, events and actions Use simple words and phrases to describe people, places, events and actions Use simple words and phrases to describe people, places, events and actions Use simple words and phrases to describe people, places, events and actions 	<ul style="list-style-type: none"> Use simple words and phrases to describe people, places, events and actions Use simple words and phrases to describe people, places, events and actions Use simple words and phrases to describe people, places, events and actions Use simple words and phrases to describe people, places, events and actions

Maths

Mike Dignan – Maths lead

We follow the Hampshire unit plans, alongside NRICH, testbase and I see reasoning for problem solving and reasoning.

Every day, children are taught a 30 minute early morning arithmetic session as well as a 45 minute/ hour Maths lesson 4 times a week. Each lesson focuses on deepening learning in either fluency, reasoning and problem solving and follows the Hampshire unit plans. Entry and exit tasks are used at the start and end of each unit. Early morning maths is recorded in the back of the maths books and is dated and marked, with clear evidence of targeted areas to close gaps in arithmetic. Feedback is provided as next steps to either consolidate learning and a challenge or to address misconceptions before the next lesson. Times table practice is also built into either the early morning maths or at another point during the day and is logged in the small blue squared books.



EBM 63

MUST	SHOULD
1 Round 7231.51 to the nearest whole number	1 Write the time shown on the clock in words
2 £4.88 in fewest coins	2 Write the time as a 24 hr digital clock
3 $1\frac{1}{2} + \frac{3}{4}$	3 What time is it 150 minutes earlier?
4 23% of 550	4 What is 230 minutes in hours and minutes?
5 23 - 35	5 If $\frac{1}{2}$ is 240, what is the whole.
6 $\frac{1}{2} + 6$	6 1247 - 29
8 14 - 9.562	7 What is the eighth multiple of 55
9 $\frac{1}{8}$ of 376	8 $8a + 3b$ if $a = 6$ and $b = 4$
10 $1\frac{3}{4} - \frac{3}{7}$	9 1299 \div 27
11 8×6.52	10 34 - 36 + 12
12 4107 \div 5	

Date: _____

Learning Objective: Recall 2/3/4/5/6/8 multiplication and division facts for multiplication tables up to 12 x 12	Pupil	Teacher
I can		

Key question:

The base 10 represents 2×11

$2 \times 11 = 22$

Use base 10 to work out 3×11

Draw your base 10 and complete the multiplication.

$3 \times 11 = \square$

Fluency:

Complete the calculations.

$5 \times 11 = \square$ $7 \times 11 = \square$

$9 \times 11 = \square$ $4 \times 11 = \square$

$6 \times 11 = \square$ $3 \times 11 = \square$

$10 \times 11 = \square$ $12 \times 11 = \square$

Rosie is spotting patterns in the 11 times-table.

When I add together the digits of each multiple of 11, I always get an even number.

$2 \times 11 = 22$
 $2 + 2 = 4$ which is an even number

a) Do you agree with Rosie? _____
Explain your answer.

Crayons come in packs of 12

Dora buys 5 packs of crayons.

How many crayons does she have?

Dora has \square crayons.

Problem solving:

Ron uses a bar model to represent 84 divided by 12

Explain Ron's mistake

b) Draw the correct bar model diagram to represent 84 divided by 12

Reasoning: CHALLENGE!

Red Level 3

1. $1 \times 12 =$ 11. $12 \div 12 =$

2. $2 \times 12 =$ 12. $24 \div 12 =$

3. $3 \times 12 =$ 13. $36 \div 12 =$

4. $4 \times 12 =$ 14. $40 \div 12 =$

5. $5 \times 12 =$ 15. $120 \div 12 =$

6. $10 \times 12 =$ 16. $48 \div 12 =$

7. $4 \times 12 =$ 17. $72 \div 12 =$

8. $6 \times 12 =$ 18. $84 \div 12 =$

9. $11 \times 12 =$ 19. $96 \div 12 =$

10. $12 \times 12 =$ 20. $108 \div 12 =$

Dexter has been looking at the 12 times-table. He notices something when he adds the digits of the multiples of 12 together.

$1 + 2 = 3$
 $2 + 4 = 6$
 $3 + 6 = 9$
 $4 + 8 = 12$

a) Dexter thinks the next number in the pattern will be 15

Is he correct? _____

Explain your answer. _____

b) What happens when he tries this for all the multiples of 12 up to 12×12 ?

Is there a pattern?

History/ Geography –

Sian Broome – Humanities Lead



Date: Thursday 4th January
LO: To identify how the fire started.

Have I achieved the learning outcome today?
 s

Vocabulary:

fire
 London
 evidence
 change
 cause

We teach History and Geography on a half termly basis, so each year group has 3 History and 3 Geography units per year. These are planned so that they are in chronological order/degree of Geographical complexity and build on prior knowledge. Each unit of work has been planned as a learning journey, where each lesson builds on the previous one so children can make links and deepen knowledge over time. We assess through a quiz at the beginning and end of each unit and throughout each journey with carefully selected questions. Work is marked with ticks to show correct understanding and next step feedback given if appropriate. We also enrich our History and Geography curriculum with trips and visits to immerse the children in the power of humanities and make learning come to life!

St Marys Primary – GEOGRAPHY

Subject Specific Focus: The Caribbean **Year 6**

Science and Physical Geography

Question 2: Which continent on the Caribbean beach the found it?
 Answer: _____

Question 3: How many islands make up the Caribbean?
 Answer: _____

Question 4: What are 3 local features on the coast on the Caribbean islands? (E. Mountains etc)
 Answer: _____

Question 5: Can you find evidence in the Caribbean?
 Yes/ No

Question 6: Which two continents surround the Caribbean and the sea of MARI?
 1. _____
 2. _____

Question 7: What are 3 evidence that the Caribbean and the sea of night here?
 1. _____
 2. _____

Question 8: Explain why the Caribbean is a tourist destination
 Answer: _____

Question 9: Describe the climate that can be found in the Caribbean
 Answer: _____

Question 10: Explain why the Caribbean is a tourist destination
 Answer: _____

LIVE LOVE BELIEVE



HISTORY & GEOGRAPHY
 Name: Year:
 At St Mary's, we
**LIVE
 LOVE &
 BELIEVE**
 in our learning

For the Catholic Social teaching questions – teachers capture children's answers on post it notes/ thought bubbles etc and add this to the whole school display in the hall

The Common Good **Participation** **Subsidiarity** **Preferential Option for the poor** **Stewardship of God's creation** **Solidarity**

Brilliant Basics **Relationships and Ministry** **SRCC Community** **Wider Community** **Outcomes** **Personal Development**

HISTORY IN YEAR 3
Spring - Ancient Egypt

CATHOLIC SOCIAL TEACHING QUESTION - DID THE DEVELOPMENTS WITHIN ANCIENT EGYPT IMPACT OTHERS TODAY? (COMMON GOOD)

EARLY CIVILISATIONS

1 We study a range of the earliest civilisations: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China and look at where these could be found in the world and when they had power.

2 WHEN DID THE EGYPTIAN PERIOD START?
 We then focus on the early civilization of the Egyptians - we find out when this started and who were the early settlers.

3 SIGNIFICANT EVENTS
 We look at significant events from this period in History, such as the development of the culture and tradition, significant battles and conquests and the river Nile.

4 EXPLORING ARTEFACTS
 We study a range of artefacts that allow us to see what life was like in Ancient Egypt and we answer the question "what do we know about their life from what was left behind?"

5 FAMOUS EGYPTIANS AND THEIR IMPACT
 We study Cleopatra and multiple Pharaohs and the impact they had on the rise and fall of the Egyptian period.

6 THE DECLINE
 We look at how the civilization of Ancient Egypt declined and why.

History Vocabulary taught
 Ruler, Chronological, Significant, Event, Age, Era, Culture, Ancient, Settlement, Artefact, civilization, peasant, archaeology, conquest, conquest, Gods, Goddesses, Hunter-gatherer, parliament.

PE — coordinated by Nick Young

Each teacher delivers 2 hours of PE per week, using the PE hub carefully planned and sequenced lessons. Children are also encouraged to take part in the daily golden mile and join a range of PE after school clubs. We also have forest school sessions for all children across the school throughout the year, as well as swimming, bikability, sailing and inter-house competitions. We also arrange for visits to places such as Wimbledon, to enjoy watching sport in action!



Knowledge Organiser: Year 3 Basketball

Prior Learning:
Recall and link combinations of skills e.g. dribbling and passing. Select and apply a small range of tactics. Developed power, agility, coordination and balance over a variety of activities.

Unit Focus:
Perform some basic basketball skills, throwing, catching and dribbling. Build attacking/offensive play. Implement some basic rules of basketball.

Head: Explain why we look to 1) shoot 2) pass, and 3) dribble.

Hand: Use jump ball to start a game

Heart: Assist teammates to shoot.

Equipment needed: Size 5 basketballs, cones, hoops, basketball posts, bibs, stopwatch, whiteboards.



Key Vocabulary/Skills

Dribbling
Passing in pairs
Defensive body position
Jump Ball
Basic two-handed shot

Control, bounce, shoot, target, assist, jump ball, attack, defend, shoot, offensive.

Key Questions:

- How do you start a new game?
- What ways did you restart the game after a basket was scored?
- As the referee when throwing in the ball what things did you have to consider?

Rules:

- If the defender makes deliberate contact, attacker get free throw from the sideline in line with where the offence happened.
- Start the game with a jump ball/tip off



Year 5 Athletics Lesson 2

Learning Intention

- Measure the distance of run in a given time.
- Recognise the importance of setting a pace for longer runs.
- Work to improve distance covered in set times.

Success Criteria

- I can run over longer distances.
- I can pace myself.
- I can maintain my pace.

National Curriculum Links

Master basic movements to run effectively over a longer distance.

Identify and Measure Links

- Describe what the measurement means in the context of athletics.
- Use runs accurately, and record distances over set times.

Master Activity

Circle the ball - Using coloured bands, ribbons, bibs or tag rugby bands ask children to walk in a set time, then stretch, then run for 4 minutes. Children should understand the working area involving the 'batters' and trying not to touch their ball. Children may be asked to move balls as possible. Change positions so all children have the opportunity to have a turn. Runners must not hold onto their balls and catchers may only pick balls without holding/reaching the ground. If a runner loses their ball they get out for the end of the game, keep game length short.

Self-Development

Developing the principal of pace-The objective of this activity is for the children to grasp the principle of pace when preparing to run for longer distances. This is so they can make a constant movement to the finish rather than inconsistent bursts of speed. The activity is best undertaken in an outdoor space so there is plenty of room to run.

Task

- Divide children into groups of 4 and give each child a beanbag/time.
- On the command 'Go' the first child begins running forward into the space carrying the beanbag in hand. After 3-5 seconds (depending on the space available), the whole is blown and the child drops the bean bag on the floor and returns to the group.
- Flourish 1) into the space carrying the beanbag in hand. After 3-5 seconds, the whole is blown the child drops the bean bag on the floor and returns to the group. Repeat this for the remaining 3 members.
- At the end of the task, there should be an equal space in a circle area on the ground.

Variations

- Repeat the task but now place a target hoop in front of each group and in the time given (3-5 seconds), they must make it to the hoop at a steady pace and drop their bean bag in, repeat for each team member. Repeat by increasing distance and time or increasing distance but keeping time the same.
- Repeat the activity but now there is a running clock of 20 seconds in which the group must run up and report their beanbag to the hoop and return to the group and stop.

We are learning...

going to run over longer distances.

Success Criteria

Pacing
Pacing means keeping a consistent pace over extended distances.

The shorter the distance the faster the runner can be. Over longer distances, the consistent pace will be slower.

• Pupils should report to how their bodies feel to help decide on the pace they should set, such as breathing, fatigue or the drip and so on.

• At the end of the run, they have the energy they can pick up the pace.

Key Questions

- Why is it important to pace yourself over longer distances?
- What can you do to help increase the distance you can run?
- Did you notice any difference in your running as you became tired?

Art and Design Technology –

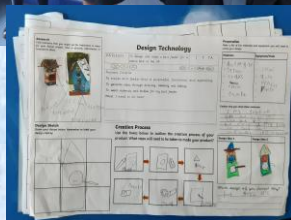
Led by Donna Moore

We alternate art and music throughout the year, so art is explicitly taught in half term blocks in a weekly learning journey. We also block Art and DT days to focus on the teaching of the skills in these subjects when they are not being explicitly taught. These days happen 3 times per year. There are other opportunities for children to apply their Art and design skills throughout the curriculum over the year. Children shape their art sketch books to try out different styles and mediums throughout the year, creating their own final pieces of art work. They also study different artists, designers and craftspeople from a range of cultures and forms.



3. Response to the artist/learning journey may include but is not limited to, depending on the artist used:

- Images of the artist's work
- Re-create an artwork 'in the style of'
- Annotations using sentence stems
- Sketches - from life or from an artwork
- Evidence of both drawing and painting within every project.
- Evidence of viewfinders being used
- A range of drawing media/painting media (see LTP)
- Exploration of pattern/colour/line (if relevant)
- Evidence of reference to formal elements (tone, line, pattern, texture, colour etc)



DESIGN TECHNOLOGY AUTUMN - YEAR 6 - MECHANISMS

1. RESEARCH

Children to research: how many products can be made, how sustainable and innovative they are and the impact products have beyond their intended purpose, with a focus on products that use cams.



2. DESIGN

Children to generate, develop, modify and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces.



3. MAKE

Children confidently select, adapt or fabricate tools, materials, components and techniques and use them in order to make a product that uses cams successfully.



4. TEST

Children to test the success of their cam use and demonstrate when they make modifications as they go along.



5. EVALUATE

Children evaluate against their original criteria and suggest ways that their product could be improved. Children record their evaluations using drawings and labels.



6. PRESENT

Children to present their evaluations to peers, explaining the whole process and how they could refine and market their product.



Final outcome: a toy with a cam mechanism

Vocabulary:
cams, strength, structure, prototype

tools/ materials needed:

- Variety of cams
- Wooden dowel rods
- Child appropriate saw for cutting dowel lengths
- Solid sheetmetal (or similar) for main structure
- Wire for prototype

Autumn 1 - Painting - Impressionism Year 4

Colour theory

What is a tertiary colour? We recap this on the colour wheel and how tertiary colours are made. We then use a colour wheel to explore mixing colours and labelling in our sketchbook.

Colour mixing

How is brown made? By mixing complementary colours on the colour wheel, we can make a variety of browns. In our sketchbook we explore mixing red and green, yellow and purple, blue and orange in different degrees to achieve lots of different tones of brown.

Colour matching

Using a colour wheel, we complete each segment using a different painting technique. Pencil/dry brush, blending etc in each segment with watercolour.

painting techniques

We explore how an artist can use washes to recede a background with more intense pigments to bring an image forward. Using watercolour washes, and intensity of pigment, we practice with horizontal strokes in our sketchbook.

composition



We use a segment of a tape/Cassatt painting to replicate in the correct colours. We explore different approaches to overlaying shades, pastels and oil pastels to highlight different aspects of the painting.

Final piece

Using pads to strike every day scenes, we choose one of these everyday scenes to replicate in paint and mixed media. Using the style of Mary Cassatt, we compose our paintings on A3 paper, matching the colours from the photo as closely as possible.



Vocabulary & Artists studied

primary, secondary, tertiary
warm colours, cold colours,
contrast, mixed media

Mary Cassatt

DT evidence can be found in the back of the art sketch books

Computing –

coordinated by Nick Young.

The teaching of computing skills is blocked and occurs as deep days 6 times per year. Children then have the opportunity to practice their skills through the year across the curriculum. Evidence is collected through pupil voice, photographs and pieces of children’s work that they have produced during the lesson. These are made into a folder of work and kept electronically on our google drive. We use teach computing as our computing scheme.

St Mary’s Catholic Primary School Computing Curriculum



	Autumn 1 E-Safety	Autumn 2 Programming	Spring 1 Multimedia	Spring 2 Handling Data	Summer 1 Technology in our lives	Summer 2 Consolidation /Transition
EYFS	E-safety: Using the internet safely. (What you see)	Exploring technological toys such as Beebots.	Using a computer/device for a given purpose. IWB	Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.	Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobiles.	
Year 1	E-safety: Using the internet safely	Coding with Beebots/Beebot App Create a series of instructions/Plan a journey for a programmable toy. Programming A	Word processing Typing/Symbols and save/Editing Digital Writing	Use a website/Create, store and retrieve digital content. Data Information (link to Maths, no computer)	Use a camera/Record sound and playback. Digital Painting	Use taught skills within other subjects, e.g. publish a piece of work for History.
Year 2	E-safety:	Coding: Scratch Jnr -	Word processing	Understand digital	Navigate the web	Use taught skills

Powered by:



LIVE LOVE BELIEVE

PSHE – led by Ella Rose

We use SCARF for our PSHE lessons, that are taught weekly across the school. We also take part in special events throughout the school year, such as mental health awareness week, time to talk day, Earth day and anti-bullying week to raise even more awareness of real life issues. We hold special events at school each year to celebrate culture and diversity, such as a street food market, where families bring food from their culture to share with our community. We take part in charity work to raise funds for our local community as well as national charities. We are working towards the Right Respecting School's award and become a Rights Respecting school. Every week we hold a whole school debate, where we see a question that all classes have to debate on and then log their vote. The pupil leaders then discuss the outcomes and share this with our community to see if we can make any changes. Part of our debates and PSHE lessons will focus on British values and being responsible citizens.



Date: _____ **Rights and Responsibilities** Have I achieved the learning outcome today?

LO: To _____ \$

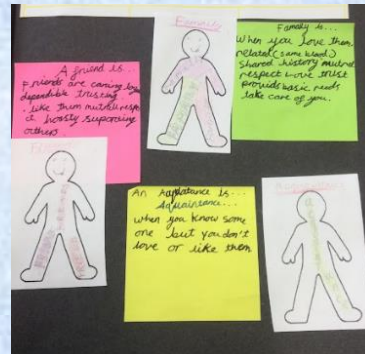
My word bank:

rights responsibilities equality prejudice low crime

Which United Nations Article does this relate to?

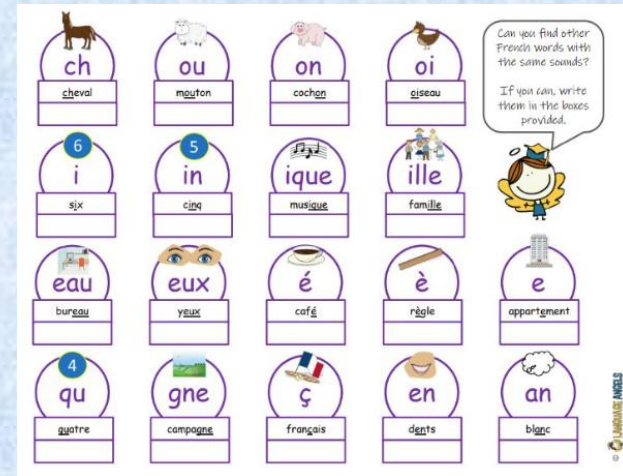
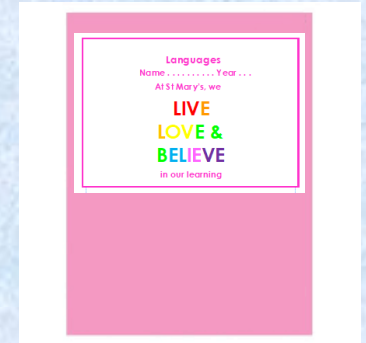
2 **NON-DISCRIMINATION** 6 **RIGHT TO LIFE, SURVIVAL AND DEVELOPMENT** 8 **IDENTITY** 14 **TRIALS OF CHILDREN AND YOUTH** 17 **ACCESS TO INFORMATION** 24 **HEALTHY PEOPLE AND WELL-BEING**

How will this learning help me in my life?



Languages – Led by Gosia Whitmore

We use Language Angels for our languages scheme, where children are taught weekly French lessons from Year 3 onwards. In EYFS/ KS1, children develop simple skills in French through songs, rhymes and basic French counting through visuals/ videos from the Language Angels scheme. Progression and assessment is built into each learning journey so that the children deepen their knowledge and skills each half term. We take part in language enrichment activities throughout the year, such as language and culture day, where children get to experience a range of languages found within our own community. Other events include a language singing competition and celebrating national holidays.



Music – Led by Jo Cass

We use Kapow for our music scheme and this is taught in six week learning journeys, three times per year. In between journeys, there are opportunities to explore and enjoy music through a range of activities such as the nativity, carol services, celebrating mass, visiting the theatre and inviting visitors such as Rock Kidz to explore singing and playing instruments.

