

# The Curriculum at St Michael's

## National Curriculum:

- 1.1 The national curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement.

The National Curriculum in England (2013)

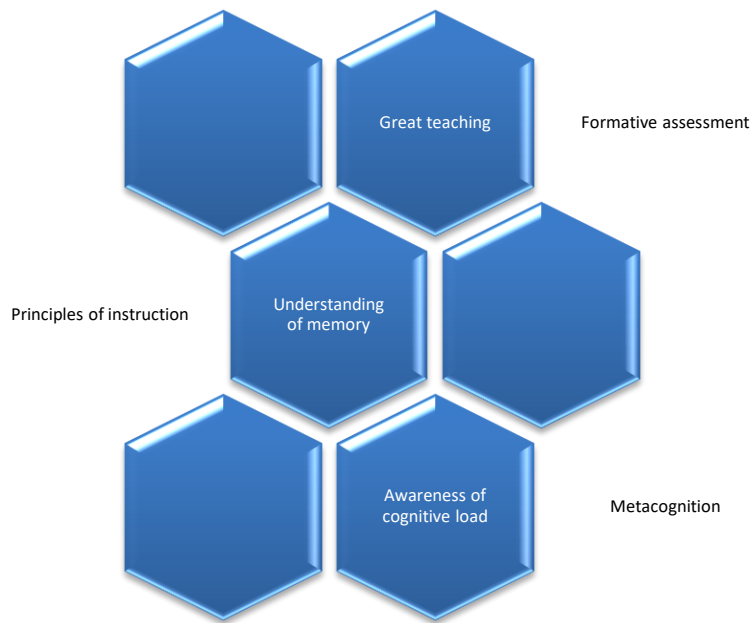
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/425601/PRIMARY\\_national\\_curriculum.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/425601/PRIMARY_national_curriculum.pdf)







## Who? – Thinkers on the curriculum:

<p>“Knowledge is taught to be remembered, not merely encountered - knowledge is sequenced and mapped deliberately and coherently.”</p> <p>Tom Sherrington (2018)  <a href="https://impact.chartered.college/article/what-is-a-knowledge-rich-curriculum/">https://impact.chartered.college/article/what-is-a-knowledge-rich-curriculum/</a></p>	<p>“Developing memory, not rich memories, is key in developing problem-solving and creativity.”</p> <p>Clare Sealy (2017) Teaching for Long Term Memory  <a href="https://primarytimery.com/2017/09/16/memory-not-memories-teaching-for-long-term-learning/">https://primarytimery.com/2017/09/16/memory-not-memories-teaching-for-long-term-learning/</a></p>
<p>“A rich curriculum moves way beyond knowledge. It moves towards the building upon knowledge to ensure that children know what to do with it.”</p> <p>Debra Kidd (2018)  <a href="https://debrakidd.wpcomstaging.com/2018/06/11/a-rich-curriculum/">https://debrakidd.wpcomstaging.com/2018/06/11/a-rich-curriculum/</a></p>	<p>“In a democratic society which prizes equality of opportunity, the curriculum should be based first and foremost on the knowledge we consider all young people should have the access to and begin to acquire during their school years.”</p> <p>Mary Myatt (2018) ‘The Curriculum: Gallimaufry to coherence’</p>
<p>“The intent of the curriculum is the content you expect children to learn. The <i>implementation</i> of the curriculum is concerned with how your intentions are realised. The <i>impact</i> of the curriculum lies in whether students have learnt the things you’ve taught them – how do you know whether pupils know what you think they know?”</p> <p>David Didau (2019)  <a href="https://learningspy.co.uk/featured/the-curriculum-intent-implementation-and-impact/#:~:text=The%20intent%20of%20the%20curriculum%20is%20the%20content%20you%20expect,which%20children%20encounter%20the%20curriculum.">https://learningspy.co.uk/featured/the-curriculum-intent-implementation-and-impact/#:~:text=The%20intent%20of%20the%20curriculum%20is%20the%20content%20you%20expect,which%20children%20encounter%20the%20curriculum.</a></p>	<p>“All pupils should be entitled to a broad and rich curriculum”</p> <p>Amanda Spielman (2020)  <a href="https://schoolsweek.co.uk/schools-reducing-curriculum-breadth-because-of-funding-pressure-says-amanda-spielman/">https://schoolsweek.co.uk/schools-reducing-curriculum-breadth-because-of-funding-pressure-says-amanda-spielman/</a></p> <hr/> <p>“A great curriculum builds cultural capital”  <a href="https://www.trueeducationpartnerships.com/schools/what-is-ofsted-cultural-capital/">https://www.trueeducationpartnerships.com/schools/what-is-ofsted-cultural-capital/</a></p> <ol style="list-style-type: none"> <li>1. ‘RELEARN’ THE DEEPER LANGUAGE OF CURRICULUM</li> <li>2. PRIORITISE THE EXPERIENCE OF THE LEARNER AS KEY</li> <li>3. CAN RESULTS OF CURRICULUM BE EVIDENCED BY LEARNING OUTCOMES?</li> <li>4. PROMOTE A VARIED CURRICULUM</li> </ol>

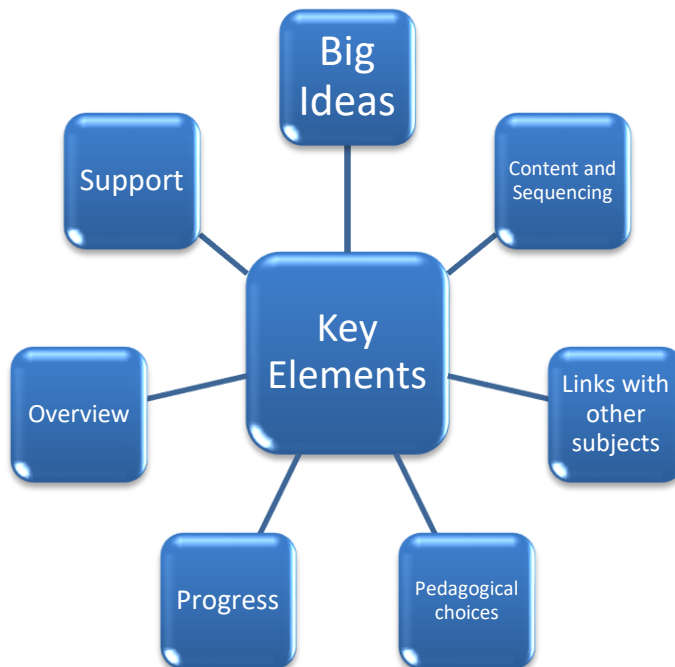
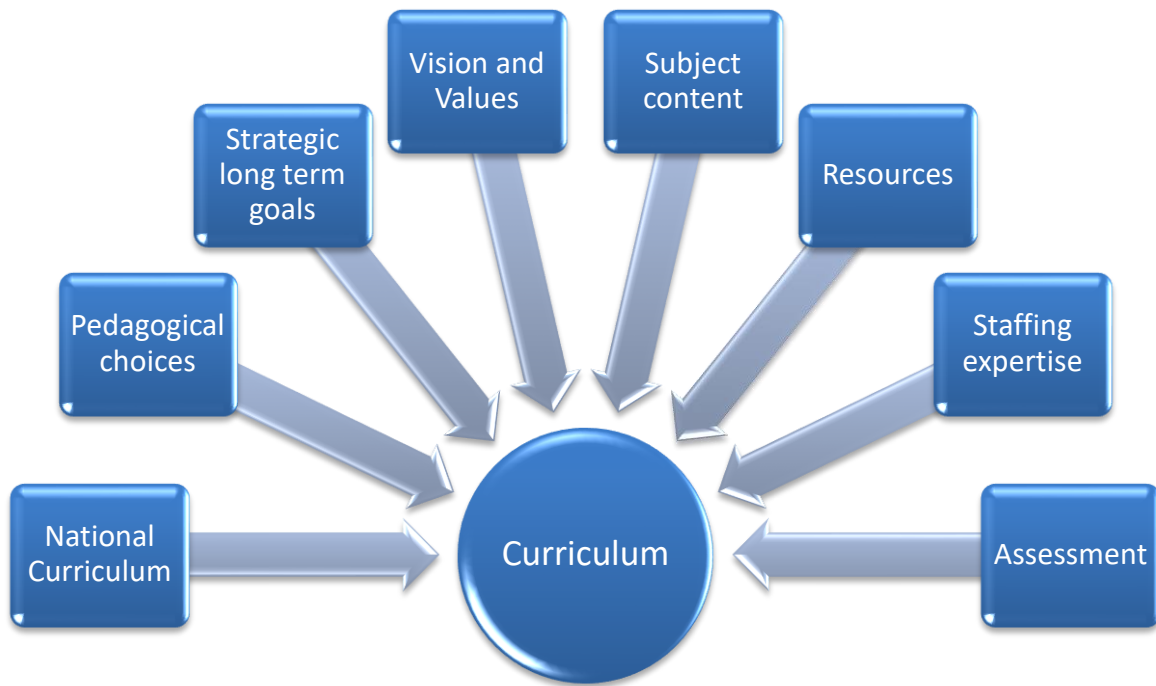
# The Curriculum at St Michael's

How will the curriculum be delivered successfully?



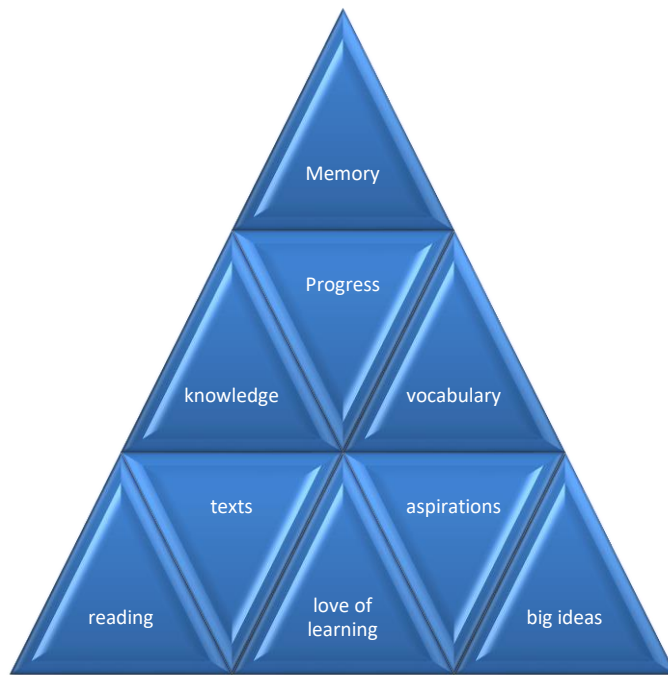
 <p><b>D Willingham (2009)</b> <i>Memory - Successful thinking relies on environmental information, facts &amp; procedures in long-term memory &amp; space in working memory</i> 'Why students don't like school' <a href="https://moodrmoo.files.wordpress.com/2014/10/why-dont-students-like-school.pdf">https://moodrmoo.files.wordpress.com/2014/10/why-dont-students-like-school.pdf</a></p>	 <p><b>Sutton Trust (2014)</b> <i>What makes great teaching?</i> Pedagogical content knowledge Quality of instruction <a href="https://www.suttontrust.com/our-research/great-teaching/">https://www.suttontrust.com/our-research/great-teaching/</a></p>	 <p><b>Sweller (1998)</b> <i>Cognitive load theory:</i> Working memory is highly limited We must minimise cognitive overload Accessed at : <a href="https://impact.chartered.college/article/shibli-cognitive-load-theory-classroom/">https://impact.chartered.college/article/shibli-cognitive-load-theory-classroom/</a></p>
 <p><b>Rosenshine (2012)</b> <i>Principles of Instruction</i> Daily review – small steps – ask questions – provide models – guide practice – check for understanding – high success rate – scaffolds – independent practice – weekly and monthly review <a href="https://www.teachertoolkit.co.uk/wp-content/uploads/2018/10/Principles-of-Instruction-Rosenshine.pdf">https://www.teachertoolkit.co.uk/wp-content/uploads/2018/10/Principles-of-Instruction-Rosenshine.pdf</a></p>	 <p><b>Wiliam (2011)</b> <i>Formative Assessment</i> Feedback should cause thinking It should be more work for the recipient than the donor Feedback should increase the extent to which students are owners of their own learning Accessed at: <a href="https://teacherhead.com/2019/01/10/revisiting-dylan-wiliams-five-brilliant-formative-assessment-strategies/">https://teacherhead.com/2019/01/10/revisiting-dylan-wiliams-five-brilliant-formative-assessment-strategies/</a></p>	 <p><b>EEF (2018)</b> <i>Metacognition and self-regulated learning</i> Teacher skills – explicit teaching – model – challenge - talk – manage own learning – apply approaches <a href="https://educationendowmentfoundation.org.uk/tools/guidance-reports/metacognition-and-self-regulated-learning/">https://educationendowmentfoundation.org.uk/tools/guidance-reports/metacognition-and-self-regulated-learning/</a></p>

# The Curriculum at St Michael's



# The Curriculum at St Michael's

## Curriculum Aims at St Michael's





- At St Michael's CE Primary School, teaching and learning ensures that children make **rapid progress** in all subject areas, gaining a solid understanding and application of all National Curriculum objectives.
- Our curriculum is focused on our **vision** "Achieving and growing together" built on distinct **Christian Values**.
- Our curriculum is **knowledge-led**; it focuses on the development of pupils' long-term **memory** for fluency, which in turn, develops pupils' application of skills as pupils expand their knowledge.
- Our curriculum will build children's **vocabulary** and instil a deep and curious understanding of language, through which children not only gain the ability to better understand the breadth of topics we teach them, but also the skills to **read widely**, make links between areas of learning, develop their own knowledge express their ideas clearly.
- We believe that high-quality **texts** open the door to new worlds and ideas for children; we use these throughout the curriculum.
- Our curriculum aims to inspire a **life-long love of learning** through engaging themes and topics which stimulate and challenge children. We aim to encourage pupils to build links between their learning, their individual interests and talents and their **aspirations** for future careers.
- Curriculum leaders are clear on the '**invaluable knowledge**' that they want their pupils to know: these form the basis of long-term planning for progression and include the '**big ideas**' in subjects.
- Our core personal development values of **Compassion, Perseverance and Achievement** aim to develop pupils' character to engage fully in their learning.

# The Curriculum at St Michael's



# **The Curriculum at St Michael's**

# The Curriculum at St Michael's

<p><b>Reading at St Michael's CE Primary School</b></p> <p>Our Reading provision aims to equip pupils with the skills and knowledge necessary to read fluently and confidently while developing a lifelong love of reading that allows pupils to draw on knowledge of the world around them. Pupils show resilience in engaging with ever more challenging texts and taking more responsibility for managing their independent reading as they move through school. Children are encouraged to have respect for a range of genres, authors and periods of literature.</p> 	<p><b>Big Ideas</b></p> <p><b>Word reading</b> – systematic phonics, learning GPC, developing skill of blending, sharing high quality texts, developing fluency</p> <p><b>Comprehension</b> – drawing on linguistic knowledge and on knowledge of the world, read widely across a range of genres, develop a love of reading, increase pupils' vocabulary, develop reading for pleasure</p> <p><b>Making strong curriculum links</b> – All pupils encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum.</p>	<p><i>‘When I read great literature, great drama, speeches, or sermons, I feel that the human mind has not achieved anything greater than the ability to share feelings and thoughts through language.’</i></p> <p>James Earl Jones (Actor)</p> 	
<p><i>Links with other subjects</i></p> <ul style="list-style-type: none"> <li>• High quality texts linked to cross curricular learning</li> <li>• Vocabulary</li> <li>• Reasoning and inference skills linked to subjects</li> <li>• Non- fiction writing</li> </ul>	<p><i>Pedagogy</i></p> <ul style="list-style-type: none"> <li>• Low stakes quizzing</li> <li>• Specific teaching of reading skills (VIPERS) Varied teaching and learning activities</li> <li>• Regular low stakes quizzes using Accelerated Reader programme to support comprehension</li> <li>• Thoughtful sequencing of content</li> <li>• Specific teaching of vocabulary</li> </ul>	<p><i>Progress</i></p> <p>Regular assessments carried out by RWI Leader to ensure gaps are filled</p> <p>Regular formative assessment and assessment for learning ensures gaps are filled</p> <p>Progress and attainment within Accelerated Reader is recorded and shared with staff.</p> <p>Opportunity for revisiting content or apply learning to a wide of genres and audiences</p>	<p><i>Support</i></p> <p>For staff:</p> <ul style="list-style-type: none"> <li>• National Curriculum</li> <li>• Subject associations –</li> <li>• <a href="#">RWinc</a></li> <li>• <a href="#">Power of Reading</a> text and planning suggestions</li> <li>• <a href="#">Literacy Shed+</a></li> </ul> <p>For Pupils:</p> <ul style="list-style-type: none"> <li>• Oxford Owl</li> <li>• getepic</li> </ul>

# The Curriculum at St Michael's

## Reading Content and Sequencing

EYFS	KS1	LKS2	UKS2
<p>Nursery</p> <p>Understand the five concepts of print:</p> <ul style="list-style-type: none"> <li>-meaning</li> <li>-purpose</li> <li>-left-right</li> <li>-parts of books</li> <li>-page sequencing</li> </ul> <p>Spot and suggest rhymes</p> <p>Count or clap syllables</p> <p>Recognise words with the same initial sound</p> <p>Talk about the key events in a story I have heard or listened to.</p> <p>Hear the letter sounds from RWInc sound blending.</p> <p>Join in with nursery rhymes/songs.</p> <p>Engage in extended conversations about stories learning new vocabulary</p> <p>Reception</p> <p>Read individual letters by saying the sounds of them</p> <p>Know and recognise phonemes from red and green RWInc.</p> <p>Blend sounds into words so they can read short words</p> <p>Read letter groups that represent one sound</p> <p>Read a few common exception words (from RWInc 45)</p> <p>Read simple phrases and sentences made up of known letter-sound correspondence and a few exception words</p> <p>Re-read books to build confidence</p>	<p>Year 1</p> <p>Know and recognise phonemes from purple, pink and orange RWInc.</p> <p>Sight read the 100 high frequency words immediately</p> <p>Recognise and join in with predictable phrases.</p> <p>Relate reading to own experiences.</p> <p>Re-read if reading does not make sense.</p> <p>Re-tell with considerable accuracy.</p> <p>Discuss significance of title and events.</p> <p>Make predictions on basis of what has been read.</p> <p>Make inferences on basis of what is being said and done.</p> <p>Read aloud with pace and expression, i.e. pause at full stop; raise voice for question.</p> <p>Recognise:</p> <ul style="list-style-type: none"> <li>capital letters</li> <li>full stops</li> <li>question marks</li> <li>exclamation marks</li> </ul> <p>Explain the difference between fiction and non-fiction texts.</p> <p>Apply phonics knowledge to de-code words for reading.</p> <p>Begin to read with fluency.</p> <p>Year 2</p> <p>Know and recognise phonemes from yellow, blue and grey RWInc.</p> <p>Read accurately most words of two or more syllables</p> <p>Read most words containing common suffixes</p> <p>Read most common exception words</p> <p>Read most unfamiliar words accurately and fluently without sounding and blending.</p> <p>Check any inaccurate reading in a known book</p> <p>Answer questions and make some inferences</p> <p>Explain what has happened so far in what I have read</p>	<p>Year 3</p> <p>Comment on the way characters relate to one another.</p> <p>Know which words are essential in a sentence to retain meaning.</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions.</p> <p>Recognise how commas are used to give more meaning.</p> <p>Recognise inverted commas.</p> <p>Explain the difference that the precise choice of adjectives and verbs make.</p> <p>Use evidence from the text to explain your answer.</p> <p>They maintain reading at a speed in line with expectations (100 words per minute)</p> <p>Year 4</p> <p>Give a personal point of view on a text.</p> <p>Re-explain a text with confidence.</p> <p>Justify inferences with evidence, predicting what might happen from details stated or implied.</p> <p>Use appropriate voices for characters within a story.</p> <p>Recognise apostrophe of possession (plural)</p> <p>Identify how sentence type can be changed by altering word order, tenses, adding/deleting words or amending punctuation.</p> <p>Explain why a writer has used different sentence types or a particular word order and the effect it has created.</p> <p>Skim and scan to locate information and/or answer a question.</p> <p>They maintain reading at a speed in line with expectations (110 words per minute).</p>	<p>Year 5</p> <p>Summarise main points of an argument or discussion within their reading and make up own mind about issue/s.</p> <p>Compare between two texts</p> <p>Appreciate that people use bias in persuasive writing.</p> <p>Appreciate how two people may have a different view on the same event.</p> <p>Draw inferences and justify with evidence from the text.</p> <p>Vary voice for direct or indirect speech.</p> <p>Recognise clauses within sentences.</p> <p>Explain how and why a writer has used clauses to add information to a sentence.</p> <p>Use more than one source when carrying out research.</p> <p>Create a set of notes to summarise what has been read.</p> <p>They maintain reading at a speed in line with expectations (150 words per minute).</p> <p>Year 6</p> <p>Read a wide range of text types including fiction, non-fiction and poetry.</p> <p>Say how and why a particular text is laid out.</p> <p>Refer to text to support opinions and predictions.</p> <p>Summarise the main points in a text.</p> <p>Give a view about choice of vocabulary, structure, etc.</p> <p>Distinguish between fact and opinion.</p> <p>Appreciate how a set of sentences has been arranged to create maximum effect.</p> <p>Recognise:</p> <ul style="list-style-type: none"> <li>complex sentences with more than one subordinate clause</li> <li>phrases which add detail to sentences</li> </ul> <p>Explain how a writer has used sentences to create particular effects.</p> <p>Skim and scan to aide note-taking and quickly find key facts or ideas.</p> <p>They maintain reading at a speed in line with expectations (180 words per minute).</p>



# The Curriculum at St Michael's

## Writing at St Michael's CE Primary School

Our Writing provision aims to equip pupils with the skills and necessary to become confident writers who can form, articulate and communicate their ideas effectively. Children show respect for the discipline developing a range of writer techniques. They are resilient in developing accuracy in spelling, grammar and punctuation and take responsibility for improving their work through editing and redrafting.



### Big Ideas

**Transcription** (spelling and handwriting) – spelling accurately; knowing the relationship between sounds and letters (phonics) and understanding morphology (word structure) and orthography (spelling structure).  
**Composition** (articulating ideas and structuring them in speech and writing – forming, articulating and communicating ideas; organising them coherently for a reader. Requires clarity, awareness of audience, purpose and context.  
**Vocabulary, grammar and punctuation** - increasingly wider range of vocabulary and grammar, understanding nuances/relationships between words; gives more conscious control and choice over language.

*'I can shake off everything as I write; my sorrows disappear, my courage is reborn.'*

Anne Frank



### Links with other subjects

- High quality texts linked to cross curricular learning
- Vocabulary
  - Reasoning and inference skills linked to subjects
  - Non- fiction writing

### Pedagogy

- Varied teaching and learning activities
- Regular low stakes quizzes around vocabulary and spelling patterns.
  - Thoughtful sequencing of content
  - Specific teaching of vocabulary

### Progress

Regular assessments carried out by RWI Leader to ensure gaps are filled  
 Regular formative assessment and assessment for learning ensures gaps are filled  
 Progress and attainment within Accelerated Reader is recorded and shared with staff.  
 Opportunity for revisiting content or apply learning to a wide of genres and audiences

### Support

For staff:

- National Curriculum
- Subject associations –
- [RWinc](#)
- [Power of Reading](#) text and planning suggestions
- [Literacy Shed+](#)

For Pupils:

- Spelling Frame

# The Curriculum at St Michael's

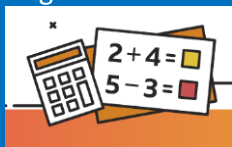
## Writing Content and Sequencing

<p><b>EY</b> <b>Nursery</b> Use print and letter knowledge in early writing Write some or all of my name Write some letters accurately</p> <p><b>Reception</b> Form lower-case and capital letters correctly Spell words by identifying the sounds and then writing the letters Write short sentences with known sound-letter correspondences Use a capital letter and full stop Re-read what I have written to check that it makes sense</p>	<p><b>KS1</b> <b>Year 1</b> Write in sentences in order to create short stories and non-fiction texts. Use features of different text types Reread writing to check it makes sense. Use adjectives to describe. Use 'and' to link ideas. Use capital letters for names, places, days of the week and 'I' Use finger spaces Use full stops to end sentences and ?! Spell most words correctly using the sounds I know Spell Y1 common exception words and days of the week Use –s and –es to spell plurals Use prefix un- Add suffixes –ing, -ed, -est to root words. Write lower case and capital letters in the correct direction</p> <p><b>Year 2</b> Write simple, coherent narratives about personal experiences and those of others (real or fictional) Write about real events, recording these simply and clearly Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required Use present and past tense mostly correctly and consistently Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others Spell many common exception words Form 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.</p>	<p><b>LKS2</b> <b>Year 3</b> Begin to use ideas from my reading to plan my writing. Demonstrate an understanding of why I am writing and who I am writing to. Begin to use structures from a range of text types. Proofread my own writing for errors. Make ambitious word choices. Begin to create settings, character and plot in stories. Begin to organise writing into themes (paragraphs). Maintain the correct tense in my writing. Use a full range of punctuation I have learned. Use inverted commas for direct speech. Use subordinate clauses. Begin to use conjunctions, adverbs and prepositions to show time and place. Use 'a' or 'an' mostly correctly. Spell words with a range of prefixes ir-, auto-, in-, dis-, super-, anti- Spell a range of suffixes Spell homophones correctly Spell some of the 3/4 spelling list words Use neat, joined handwriting with increasing accuracy.</p> <p><b>Year 4</b> Write a range of stories and non-fiction using consistent structures. Write stories with a clear beginning, middle and end. Proofread my own and others' writing confidently. Create more detailed settings, characters and plot to engage the reader. Consistently organise my writing into paragraphs around a theme. Maintain an accurate tense. Use Standard English verbs accurately. Use a full range of punctuation I have learned. Use direct speech punctuation mostly accurately. Use apostrophe for single and plural possession. Use expanded noun phrases regularly with modifying adjectives. Choose pronouns appropriately. Use fronted adverbials demarcated with commas. Spell all words with specific prefixes and suffixes correctly. Spell all 3/4 statutory spellings correctly. Use consistent, neat joined handwriting.</p>	<p><b>UKS2</b> <b>Year 5</b> Write for a range of purposes and audiences confidently. Describe settings, character and atmosphere to consciously engage the reader. Use dialogue to convey character and advance action. Use a range of organisation and presentational devices. Proofread work to be more precise. Create paragraphs which are linked. Assess effectiveness of own and others' writing. Use a full range of punctuation I have learned. Use commas to clarify meaning or avoid ambiguity. Use a wide range of linking words including time adverbials. Use relative clauses beginning with a relative pronoun. Use brackets, dashes or commas to indicate parenthesis. Use adverbs and modal verbs to indicate degrees of possibility. Spell an increasing range of prefixes correctly: de- over-, mis- Convert nouns into adjectives. Spell complex homophones Spell many words from the 5/6 spelling lists Write legibly, fluently and with increasing speed.</p> <p><b>Year 6</b> Write effectively for a range of purposes and audiences Select language that shows good awareness of the reader Describe settings, characters and atmosphere in narratives Integrate dialogue in narratives to convey character and advance the action Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately Use a range of devices to build cohesion within and across paragraphs Use verb tenses consistently and correctly throughout my writing Use the range of punctuation from key stage 2 mostly correctly Spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary Maintain legibility in joined handwriting when writing at speed.</p>
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# The Curriculum at St Michael's

## Mathematics at St Michael's CE Primary School

Our maths provision aims to create a culture of high achievement in maths which leads to confident children who show resilience as they master the key concepts of fluency of calculation, logical reasoning and problem solving. Children develop respect for the discipline through pattern spotting, proving and disproving ideas, classifying and comparing.



### Big Ideas

**Fluency:** the ability to perform mathematical operations and processes accurately and quickly. Mathematical fluency has 4 parts: accuracy, automaticity, speed, flexibility.

**Reasoning:** The ability to logically justify and identify key information in problems. To select the most appropriate process to arrive at a solution.

**Problem Solving:** to able to think systematically in order to make appropriate decisions to apply known skills in a variety of contexts.

*‘Pure mathematics is, in its way, the poetry of logical ideas.’*

Albert Einstein (German Physicist)



### Links with other subjects

**History:** Chronological ordering of dates and timelines, Roman Numerals.

**Geography:** Map work with links to position and direction including grid references, knowledge of time zones, data handling and analysis of statistics, measures including temperature, straight line distances and economic activity links to money.

**Science:** Gathering and recording scientific results

**Art:** Pattern spotting, use of perpendicular and parallel lines.

**Design Technology:** Links to measures including measuring materials accurately and to money with costing products.

**Languages:** Counting, reading and writing numbers in a different language.

**Music:** identifying repeated patterns.

**Computing:** To reason about algorithms making amendments to sets of instructions to debug code and overcome any experienced problems.

### Pedagogy

- Focus on arithmetical fluency using a ‘concrete, pictorial, abstract’ approach.
- Low stakes quizzing for long term memory
- Varied teaching and learning activities
- Thoughtful sequencing of content
- Specific teaching of vocabulary
- Higher order thinking tasks – linked specifically to reasoning and problem-solving

### Progress

- Units of work are carefully sequenced so prior knowledge and concepts are built upon
- Regular formative assessment and assessment for learning ensures gaps are filled
- Effective questioning and higher order thinking features in every level
- Progress and attainment within units is recorded and shared with all teaching staff
- Opportunity for revisiting content and consolidating or applying learning at greater depth
- Opportunities for Low stakes Quizzes incorporated for children to retain key mathematical facts

### Support

For staff:

- National Curriculum
- Subject associations – – [NECTM](#)
- [White Rose Maths](#)
- [Mathematical Association](#)

For Pupils:

- TTRockstars
- Numbots
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# The Curriculum at St Michael's

## Maths Content and Sequencing

### EYFS

#### Nursery

Demonstrate fast recognition of up to 3 objects without counting  
 Recite numbers past 5  
 Say one number for each item in order: 1,2,3,4,5  
 Know the last number reached when counting a small set of objects  
 Show finger numbers up to 5  
 Link numerals and amounts to right number of objects  
 Experiment with own number symbols and numerals  
 Solve problems with numbers up to 5  
 Compare quantities: more/fewer

#### Reception

Count objects, actions and sounds  
 Subitise (know without counting)  
 Link number symbol with its value  
 Count beyond 10  
 Compare numbers  
 Understand one more than / less than  
 Explore composition of numbers to 10  
 Automatically recall number bonds 0-10

### KS1

#### Year 1

Count within 100, forwards and backwards, starting with any number.  
 Reason about the location of numbers to 20 within the linear number system, including comparing using  $<$   $>$  and  $=$   
 Demonstrate fluency in addition and subtraction facts within 10.  
 Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers.  
 Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers.  
 Read, write and interpret equations containing addition, subtraction and equals, symbols and relate additive expressions and equations to real-life contexts.

#### Year 2

Read scales in divisions of ones, twos, fives and tens Partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus  
 Add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g.  $48 + 35$ ;  $72 - 17$ )  
 Recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships  
 Recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems,  
 Identify  $1/4$ ,  $1/3$ ,  $1/2$ ,  $2/4$ ,  $3/4$ , of a number or shape, and know that all parts must be equal parts of the whole  
 Use different coins to make the same amount

### LKS2

#### Year 3

Know that 10 tens are equivalent to 1 hundred, apply this to identify and work out how many 10s there are in other three digit multiples of 10.  
 Recognise the place value of each digit in three-digit numbers, and compose and decompose three-digit numbers  
 Reason about the location of any three digit number in the linear number system, Divide 100 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples Secure fluency in addition and subtraction facts that bridge 10,  
 Recall multiplication facts, and corresponding division facts, in the 10, 5, 2, 4 and 8 multiplication tables,  
 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 10).  
 Calculate complements to 100.  
 Add and subtract up to three-digit numbers using columnar methods.  
 Understand the inverse relationship between addition and subtraction, and how both relate to the part-part-whole structure. Understand and use the commutative property of addition, and understand the related property for subtraction.  
 Apply known multiplication and division facts to solve contextual problems with different structures,  
 Interpret and write proper fractions to represent 1 or several parts of a whole that is divided into equal parts.  
 Find unit fractions of quantities using known division facts  
 Reason about the location of any fraction within 1 in the linear number system.  
 Add and subtract fractions with the same denominator, within 1.

#### Year 4

Know that 10 hundreds are equivalent to 1 thousand, apply this to identify and work out how many 100s there are in other four-digit multiples of 100.  
 Recognise the place value of each digit in four-digit numbers, and compose and decompose four-digit number  
 Reason about the location of any four digit number in the linear number system  
 Divide 1,000 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 1,000  
 Recall multiplication and division facts up to  $12 \times 12$ ,  
 Solve division problems, with two-digit dividends and one-digit divisors, that involve remainders, and interpret remainders appropriately according to the context  
 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 100)  
 Multiply and divide whole numbers by 10 and 100.  
 Manipulate multiplication and division equations,  
 Reason about the location of mixed numbers in the linear number system.  
 Convert mixed numbers to improper fractions and vice versa  
 Add and subtract improper and mixed fractions with the same denominator, including bridging whole numbers.

### UKS2

#### Year 5

Know that 10 tenths are equivalent to 1 one, and that 1 is 10 times the size of 0.1.  
 Know that 100 hundredths are equivalent to 1 one, and that 1 is 100 times the size of 0.01.  
 Recognise the place value of each digit in numbers with up to 2 decimal places,  
 Reason about the location of any number with up to 2 decimals places in the linear number system and rounding to the nearest of each  
 Divide 1 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in units of 1  
 Convert between units of measure, including using common decimals and fractions.  
 Secure fluency in multiplication table facts, and corresponding division facts.  
 Multiply and divide numbers by 10 and 100  
 Find factors and multiples of positive whole numbers  
 Multiply any whole number with up to 4 digits by any one-digit number using a formal written method.  
 Divide a number with up to 4 digits by a one-digit number using a formal written method, and interpret remainders appropriately for the context  
 Find non-unit fractions of quantities.  
 Find equivalent fractions and understand that they have the same value and the same position in the linear number system.  
 Recall decimal fraction equivalents for  $1/2$ ,  $1/4$ ,  $1/5$  and  $1/10$  and for multiples of these proper fractions.

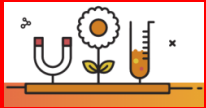
#### Year 6

Understand the relationship between powers of 10 from 1 hundredth to 10 million, and use this to make a given number 10, 100, 1,000, 1 tenth, 1 hundredth or 1 thousandth times the size.  
 Recognise the place value of each digit in numbers up to 10 million  
 Reason about the location of any number up to 10 million, including decimal fractions, and round numbers, as appropriate.  
 Divide powers of 10, from 1 hundredth to 10 million, into 2, 4, 5 and 10 equal parts, and read scales/number lines with labelled intervals.  
 Solve problems involving ratio relationships.  
 Solve problems with 2 unknowns.  
 Recognise when fractions can be simplified, and use common factors to simplify fractions.  
 Express fractions in a common denominator and use this to compare fractions that are similar in value.  
 Compare fractions with different denominators, including fractions greater than 1.

# The Curriculum at St Michael's

## Science at St Michael's CE Primary School:

Our science curriculum ensures all children leave the school with a secure foundation of science knowledge and practical skills. Children develop a respect for the discipline through collecting, understanding and evaluating scientific evidence. As they develop their substantive knowledge, they take greater responsibility for planning and leading investigations; respecting others' views and contributions. They persevere when testing theories and drawing conclusions.



- Big Ideas:**
- Understanding and knowledge**
- Pupils build their knowledge and understanding around the areas of biology, chemistry and physics. They develop recall of key information and concepts
- Working scientifically**
- Pupils build skills of scientific enquiry. They pose and answer questions, gathering data and presenting the information accurately.

*'It is important to view knowledge as sort of a semantic tree – to make sure you understand the fundamental principles, i.e. the trunk and big branches, before you get into the leaves/details or there is nothing for them to hang on to.'*

Elon Musk (Tech Entrepreneur)



### Links with other subjects

- English
- Vocabulary and non-fiction writing
- Maths
- Number, measuring, 2D and 3D shape, handling data
- DT – forces and electricity
- Computing – solving problems
- PSHE
- Healthy eating, growing, hygiene

### Pedagogy

- Low stakes quizzing for long term memory
- Varied teaching and learning activities
- Thoughtful sequencing of content
- Specific teaching of vocabulary
- Higher order thinking tasks

### Progress

- Units of work are carefully sequenced so prior knowledge and concepts are built upon
- Regular formative assessment and assessment for learning (including low-stakes quizzing) ensures gaps are filled
- Effective questioning and higher order thinking features in every lesson
- Progress and attainment within units is recorded and shared with all teaching staff
- Opportunities are provided for revisiting content or applying learning at greater depth.

### Support

- For staff:
- National Curriculum
  - Subject associations - [ASE](#)
  - [Plan Assessment](#)
  - [STEM](#) in school
  - Knowledge organisers
- For Pupils:
- Ambitious targets
  - Quality first planning and teaching to meet all needs
  - Guidance from individual support plans
  - Texts / resources chosen which are accessible
  - Children requiring support do not miss the same lesson every week

# The Curriculum at St Michael's

## Science Content and Sequencing *(also see separate detailed progression document for Science)*

<b>EYFS</b>	<b>KS1</b>	<b>LKS2</b>	<b>UKS2</b>
<p>Life cycle of an animal            Exploring the natural world            Differences between materials            Life cycle of a plant            Effects of seasonal changes            Forces we can feel            Explore all 5 senses</p>	<p>How animals grow, what animals need, the importance of exercise, diet and hygiene            Observe change across the seasons            Name describe and compare materials and their properties            Naming and describing plants            Naming and describing animals mad parts of the human body            Habitats and food chains            Compare materials and their uses            How plants grow and what plants need</p>	<p>Identify animals' needs            Skeletons            Forces, magnets and sorting magnetic materials            Compare a group rocks by properties, how fossils are formed            Light sources and shadows            Parts and requirements of a plants and life cycles            Digestive systems, teeth, food chains            Solids, liquids and gases – changing state of matter            How sounds are made, pitch and volume            Constructing a circuit – conductors and insulators            Classification</p>	<p>Changes as humans develop to old age            Grouping materials – reversible and irreversible changes            Earth, planets Sun and Moon            Gravity, air resistance, water resistance, and friction Mechanisms            Different life cycles            Circulatory system, impact of diet            Changes over time, adaptation            How light travels, light sources            Voltage, function of components, symbols in a circuit diagram            Group classifications of plants and animals</p>

# The Curriculum at St Michael's

## Religious Education at St Michael's CE Primary School

As a Church of England school, RE is core within our curriculum offer. Our RE curriculum enables children to hold balanced and informed conversations about religion and belief. They will understand Christianity as a living faith that influences the lives of people around the world and has shaped British culture and heritage. Children will know and understand about other major world religions, their impact on society, culture and the wider world – enabling children to express ideas and insights. RE will contribute to the development of children's own spiritual convictions, exploring and enriching their own beliefs and values.



### Big Ideas

#### Making sense of beliefs

- Identifying and making sense of core religious concepts and beliefs and what they mean
- Recognising how and why sources of authority and used and interpreted in different ways

#### Understanding the impact

- Examining how and why people put their beliefs into action in diverse ways and within everyday lives.

#### Making connections

- Reasoning about, reflecting on and evaluating concepts, beliefs and practices.
- Challenge ideas and thinking
- Understand connections between ideas and own lives

*'RE is like an iceberg. As you unpack the ideas, you come to understand deeper meaning.'*

Anon.



### Links with other subjects

#### English

- High quality texts
- Vocabulary and non-fiction writing
- Reasoning and inference

#### Maths

- Number, statistics

Art – religious art

Music – religious music

### Pedagogy

- Low stakes quizzing for long term memory
- Varied teaching and learning activities
- Thoughtful sequencing of content
- Specific teaching of vocabulary
- Higher order thinking tasks

### Progress

- Units of work are carefully sequenced so prior knowledge and concepts are built upon
- Regular formative assessment and assessment for learning ensures gaps are filled
- Effective questioning and higher order thinking features in every lesson
- Progress and attainment within units is recorded and shared with all teaching staff
- Opportunities are provided for revisiting content or applying learning at greater depth.

### Support

#### For staff:

- Diocesan [RE Syllabus](#)
- Subject associations – [NATRE](#)
- [Understanding Christianity](#)

#### For Pupils:

- Ambitious targets
- Quality first planning and teaching to meet all needs
- Guidance from individual support plans
- Texts / resources chosen which are accessible
- Children requiring support do not miss the same lesson every week

# The Curriculum at St Michael's

Religious Education Content and Sequencing			
<p><b>EYFS</b> – Children will:</p> <ul style="list-style-type: none"> <li>• Encounter religions and worldviews through special people, books, times, places and objects and by visiting places of worship.</li> <li>• Listen to and talk about stories. Be introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression.</li> <li>• Ask questions and reflect on their own feelings and experiences. Use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live.</li> </ul>	<p><b>KS1</b> – Children will: (Christianity and Judaism)</p> <ul style="list-style-type: none"> <li>• Identify the core beliefs and concepts studied and give a simple description of what they mean</li> <li>• Give examples of how stories show what people believe (e.g. the meaning behind a festival)</li> <li>• Give clear, simple accounts of what stories and other texts mean to believers</li> <li>• Give examples of how people use stories, texts and teachings to guide their beliefs and actions, individually and as communities</li> <li>• Give examples of ways in which believers put their beliefs into practice</li> <li>• Think, talk and ask questions about whether the ideas they have been studying have something to say to them</li> <li>• Give a good reason for the views they have and the connections they make.</li> <li>• Talk about what they have learned</li> </ul>	<p><b>LKS2</b> – Children will: (Christianity and Hinduism)</p> <ul style="list-style-type: none"> <li>• Identify and describe the core beliefs and concepts studied</li> <li>• Make clear links between texts/sources of authority and the key concepts studied</li> <li>• Offer informed suggestions about what texts/sources of authority might mean and give examples of what these sources mean to believers</li> <li>• Make simple links between stories, teachings and concepts studied and how people live, individually and in communities</li> <li>• Describe how people show their beliefs in how they worship and in the way they live</li> <li>• Identify some differences in how people put their beliefs into practice</li> <li>• Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live</li> <li>• Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly</li> <li>• Give good reasons for the views they have and the connections they make</li> <li>• Talk about what they have learned and if they have changed their thinking</li> </ul>	<p><b>UKS2</b> – Children will: (Christianity and Islam)</p> <ul style="list-style-type: none"> <li>• Identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions</li> <li>• Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts</li> <li>• Taking account of the context(s), suggest meanings for texts/sources of authority studied, comparing their ideas with ways in which believers interpret them, showing awareness of different interpretations</li> <li>• Make clear connections between what people believe and how they live, individually and in communities</li> <li>• Using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures</li> <li>• Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists)</li> <li>• Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently.</li> <li>• Consider and weigh up how ideas studied relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make</li> <li>• Talk about what they have learned, how their thinking may have changed and why</li> </ul>



# The Curriculum at St Michael's

## History at St Michael's CE Primary School

Our history provision aims to create excitement, inspire curiosity and promote deep thinking about the world: past and present. Children develop respect for significant people and events which have shaped our lives. They take responsibility for their learning as they engage in higher order thinking challenges and persevere when pursuing answers to historical enquiries.



### Big Ideas

#### Significant people and events:

- Children explore key individuals and events in the past which have impacted upon life today

#### Exploring and travelling:

- Children examine cause and effect of how explorers travelled to new worlds or how settlers have invaded Britain.

#### Global impact:

- Children find out about how ancient civilisations and cultures compared and impacted on life through the ages.

*'A people without the knowledge of their past history, origin and culture is like a tree without roots.'*

Marcus Garvey (Political activist)



### Links with other subjects

#### English

- High quality texts
- Vocabulary and non-fiction writing
- Reasoning and inference

#### Maths

- Number, measuring (time), handling data

Art – history or art and artists

Music – history of music and musicians

DT – history of products and product designers

Geography – understanding of place and time

### Pedagogy

- Low stakes quizzing for long term memory
- Varied teaching and learning activities based around enquiry
- Thoughtful sequencing of content
- Specific teaching of vocabulary
- Higher order thinking tasks

### Progress

- Units of work are carefully sequenced so prior knowledge and concepts are built upon
- Regular formative assessment and assessment for learning (including low-stakes quizzing) ensures gaps are filled
- Effective questioning and higher order thinking features in every lesson
- Progress and attainment within units is recorded and shared with all teaching staff
- Opportunities are provided for revisiting content or applying learning at greater depth.

### Support

#### For staff:

- National Curriculum
- Subject associations – [Historical Association](#)
- Knowledge organisers

#### For Pupils:

- Ambitious targets
- Quality first planning and teaching to meet all needs
- Guidance from individual support plans
- Texts / resources chosen which are accessible
- Children requiring support do not miss the same lesson every week

# The Curriculum at St Michael's

History Content and Sequencing			
<p><b>EYFS</b>            Use everyday language related to time            Order and sequence familiar events            Describe main story settings, events and principal characters.            Talk about past and present events in their own lives and in lives of family members.</p> <p>Extend vocabulary, especially by grouping and naming, exploring meaning and sounds of new words.</p> <p>Be curious about people and show interest in stories            Answer 'how' and 'why' questions ... in response to stories or events.            Explain own knowledge and understanding, and asks appropriate questions.            Know that information can be retrieved from books and computers            Record, using marks they can interpret and explain</p> <p>Look closely at similarities, differences, patterns and change            Develop understanding of growth, decay and changes over time            Question why things happen and give explanations            Know about similarities and differences between themselves and others, and among families, communities and traditions            Recognise and describe special times or events for family or friends</p>	<p><b>KS1</b>            Develop an awareness of the past            Use common words and phrases relating to the passing of time            Know where all people/events studied fit into a chronological framework            Identify similarities / differences between periods</p> <p>Use a wide vocabulary of everyday historical terms</p> <p>Ask and answer questions            Understand some ways we find out about the past            Choose and use parts of stories and other sources to show understanding</p> <p>Identify different ways in which the past is represented            Identify similarities / differences between ways of life at different times            Recognise why people did things, why events happened and what happened as a result            Make simple observations about different types of people, events, beliefs within a society            Talk about who was important eg in a simple historical account</p>	<p><b>LKS2</b>            Continue to develop chronologically knowledge of history            Establish clear narratives within and across periods studied            Note connections over time</p> <p>Develop the appropriate use of historical terms</p> <p>Regularly address historically valid questions            Understand how knowledge of the past is constructed from a range of sources            Selecting relevant historical information</p> <p>Understand that different versions of the past may exist, giving some reasons for this            Describe main events, situations and changes within different periods/societies            Identify historical events, situations, changes            Describe social, cultural, religious and ethnic diversity in Britain &amp; the wider world            Identify historically significant people and events in situations</p>	<p><b>UKS2</b>            Continue to develop chronologically secure knowledge of history            Establish clear narratives within periods studied            Note connections, contrasts and trends over time</p> <p>Develop the appropriate use of historical terms</p> <p>Regularly address and sometimes devise historically valid questions            Understand how knowledge of the past is constructed from a range of sources            Construct informed responses            Selecting and organising relevant historical information</p> <p>Understand that different versions of the past may exist, giving some reasons for this            Describe / make links between main events, situations and changes within and across different periods/societies            Identify and give reasons for, results of, historical events, situations, changes            Describe social, cultural, religious and ethnic diversity in Britain &amp; the wider world            Identify historically significant people and events in situations</p>

# The Curriculum at St Michael's

## Geography at St Michael's CE Primary School

Our geography provision aims to create excitement, inspire curiosity and promote deep thinking about the world pupils live in. Children learning to be responsible global citizens showing respect for the world we live in. They show perseverance in engaging in disciplinary thinking and taking on higher order challenges.



### Big Ideas

#### Place:

Children describe and explain places in increasing depth such as population, climate, economy, land use and change, landforms, built environment, soils, vegetation, water resources and cultures.

#### Environment:

Children examine climate, extreme weather, phenomena such as volcanoes

#### Fieldwork:

Children find out about using maps, exploring data, making observations

*'You can travel the seas, poles and deserts and see nothing. To really understand the world, you need to get under the skin of the people and places. In other words, learn about geography... We'd all be lost without it.'*

Michael Palin (Actor, writer, traveller and broadcaster)



### Links with other subjects

#### English

- High quality texts
- Vocabulary and non-fiction writing
- Reasoning and inference

#### Maths

- Number, measuring, direction, handling data

History – understanding of place and time

Languages – cultural understanding

### Pedagogy

- Low stakes quizzing for long term memory
- Varied teaching and learning activities
- Thoughtful sequencing of content
- Specific teaching of vocabulary
- Higher order thinking tasks
- Field work

### Progress

- Units of work are carefully sequenced so prior knowledge and concepts are built upon
- Regular formative assessment and assessment for learning (including low-stakes quizzing) ensures gaps are filled
- Effective questioning and higher order thinking features in every lesson
- Progress and attainment within units is recorded and shared with all teaching staff
- Opportunities are provided for revisiting content or applying learning at greater depth.

### Support

#### For staff:

- National Curriculum
- Subject associations – [Geographical Association](#)
- Ordnance survey
- [Digi maps](#)
- [Oddizzi https://www.rgs.org/](https://www.rgs.org/)
- Knowledge organisers

#### For Pupils:

- Ambitious targets
- Quality first planning and teaching to meet all needs
- Guidance from individual support plans
- Texts / resources chosen which are accessible
- Children requiring support do not miss the same lesson every week

# The Curriculum at St Michael's

## Geography Content and Sequencing

### EYFS

Children should:

- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
- Draw information from a simple map.
- Recognise some similarities and differences between life in this country and life in other countries.
- Recognise some environments that are different to the one in which they live.

### KS1

Children should *know*:

- basic vocabulary and concepts about weather and the climate;
- the main nations and features of the UK, including their locations and related key vocabulary;
- the location and features of the local area.
- the names and locations of the world's continents and oceans, and some information about each of them;
- where the world's main hot and cold regions are, and some information about what they are like;
- the location and features of a contrasting locality in Australia, comparing and contrasting it with their local area and situating it within the Oceania continent;
- how their location within hot and cold regions might affect everyday life differently in the UK and Australia.

### LKS2

Children should *know*:

- where the world's main climate zones are (building on their prior understanding of hot and cold regions);
- the location and main human and physical features of North and South America;
- the location and human/physical features of Rio de Janeiro and South-East Brazil, as a region in The Americas, comparing and contrasting this region with places previously studied;
- how their location within different climate zones might affect everyday life differently in South-East Brazil and places previously studied;
- the location of South-East Brazil and Rio de Janeiro within the South American continent;
- about processes of settlement, trade, tourism and culture in South-East Brazil and Rio de Janeiro.
- the key elements and features of a river;
- the key elements of the water cycle;
- the names of – and key information on – the world's main rivers;
- basic ideas about flood management;
- the key elements of a rainforest biome, how these contrast with other biomes and the main location of the world's rainforests
- the location and principal features of the Amazon, situating it within the globe and the South American continent and comparing and contrasting it with South-East Brazil;
- how physical processes involving rivers, the water cycle and rainforests distinctively apply to the Amazon;
- how some human beings have adapted to life in the rainforest and the Amazon.

### UKS2

Children should *know*:

- the names and locations of the world's principal mountains, volcanoes and areas at risk from earthquakes;
- the main features and types of mountains;
- how some people have adapted to life in mountainous areas;
- the main features and causes of volcanoes and earthquakes;
- the location and principal features of the region around Athens, when seen at a range of scales, from the global to the immediately local;
- ways in which human processes (such as tourism and migration) operate within the Mediterranean, Greece and Athens;
- ways in which the location and physical geography of the region impact on (and are impacted by) human activity – this includes the key role of the Mediterranean Sea, as well as core knowledge about mountains, volcanoes, earthquakes, etc;
- how people can respond to a natural disaster, such as an earthquake;
- ways in which the location and distinctive features of Greece and the Athens region (including everyday life) compare and contrast with those of other places studied;
- about place-specific patterns of continuity and change (including different perspectives on issues in the news, as well as ways in which modern-day Greece compares and contrasts with its past).
- the location and principal features of the UK and their local region when seen at a range of scales, from the global to the immediately local;
- ways in which human processes (such as economic and political processes, the distribution of energy, land use, settlement and change) operate within the UK and their local region;
- ways in which the location and physical geography of the UK and their local region impact on (and are impacted by) human activity in the region;
- ways in which the location and distinctive features of the UK and their local region compare and contrast with those of other places studied.

# The Curriculum at St Michael's

## Music at St Michael's CE Primary School

Our music curriculum gives all pupils the opportunity to learn about and develop a respect for a range of musicians: historical and modern; their lives, techniques and inspirations. Children use this as stimulus as they show resilience in mastering disciplinary knowledge in music. They take responsibility for improving their work in response to feedback.



### Big Ideas

#### Listen and Appraise:

Children explore and express ideas and feelings about music and also reflect on and improve own and others' work in relation to its intended effect.

#### Create and compose:

Children create music patterns moving onto exploring, choosing, combining and organising musical ideas with musical structures.

#### Perform and Share

Children learn to use their voices expressively, controlling their pitch and play tuned and untuned percussion with increasing accuracy.

*'Without music, life would be a mistake.'*

Friedrich Nietzsche (German Philosopher)



### Links with other subjects

#### English

- High quality texts
- Vocabulary and non-fiction writing
- Reasoning and inference

#### Maths

- Number, measuring, direction, handling data

### Pedagogy

- Low stakes quizzing for long term memory
- Varied teaching and learning activities
- Thoughtful sequencing of content
- Specific teaching of vocabulary
- Higher order thinking tasks
- The opportunity to perform

### Progress

- Units of work are carefully sequenced so prior knowledge and concepts are built upon
- Regular formative assessment and assessment for learning (including low-stakes quizzing) ensures gaps are filled
- Effective questioning and higher order thinking features in every lesson
- Progress and attainment within units is recorded and shared with all teaching staff
- Opportunities are provided for revisiting content or applying learning at greater depth.

### Support

#### For staff:

- National Curriculum
- [Charanga](#)
- Knowledge organisers (from Charanga)

#### For Pupils:

- Ambitious targets
- Quality first planning and teaching to meet all needs
- Guidance from individual support plans
- Resources chosen which are accessible
- Children requiring support do not miss the same lesson every week

# The Curriculum at St Michael's

Music Content and Sequencing			
<p><b>EYFS</b> – Children will experience: Listening and responding to different styles of music, embedding foundations of the interrelated dimensions of music, listening to, learning to sing or sing along with nursery rhymes and action songs, improvising leading to playing classroom instruments and, share and perform the learning that has taken place.</p>	<p><b>KS1</b> – Children will:</p> <ul style="list-style-type: none"> <li>• learn about lots of styles of music</li> <li>• find the pulse in songs.</li> <li>• know that the pulse is the heartbeat of the music</li> <li>• play the glockenspiel along to songs</li> <li>• copy rhythms when playing Warm-up Games</li> <li>• clap the rhythm of my name and favourite colour</li> <li>• improvise with songs</li> <li>• composed a simple melody</li> </ul>	<p><b>LKS2</b> – Children will:</p> <ul style="list-style-type: none"> <li>• name style indicators to songs</li> <li>• listen to Classical music</li> <li>• learn to play more tunes on the glockenspiel</li> <li>• play different glockenspiel parts</li> <li>• play my own instrument</li> <li>• find the pulse of all these songs and recognise some other musical dimensions when I listen to them</li> <li>• know the difference between pulse, rhythm and pitch</li> <li>• perform songs</li> </ul>	<p><b>UKS2</b> – Children will:</p> <ul style="list-style-type: none"> <li>• focus on Classical music in class and its history</li> <li>• demonstrate and explain how pulse, rhythm and pitch</li> <li>• play melodies by ear and improvised</li> <li>• use notated music</li> <li>• compose a simple melody</li> </ul>

# The Curriculum at St Michael's

## Art and Design at St

### Michael's CE Primary School

Our art and design curriculum gives all children the opportunity to learn about and develop a respect for a range of historical and modern artists and their lives, techniques and inspirations. Children use this as stimulus as they show resilience in mastering the elements of art and develop skills in evaluating and appraising. They take responsibility for improving their work in response to feedback.



## Big Ideas

### Drawing

Children explore drawing elements; pattern, still life or faces and figures.

### Painting

Children focus on colour and painting looking at one particular movement or style.

### Fabric and Collage

Children learn about the differences in texture and how these can be combined for a variety of effects.

### 3D Art

Children work with a variety of media to create a 3D pieces of art and sculpture.

*'Every man is an artist.'*

Joseph Beuys (Artist)



## Links with other subjects

### English

- High quality texts
- Vocabulary and non-fiction writing
- Reasoning and inference

### Maths

- Number, measuring, direction, handling data

## Pedagogy

- Low stakes quizzing for long term memory
- Varied teaching and learning activities
- Thoughtful sequencing of content
- Specific teaching of vocabulary
- Higher order thinking tasks
- The opportunity to showcase work

## Progress

- Units of work are carefully sequenced so prior knowledge and concepts are built upon
- Regular formative assessment and assessment for learning (including low-stakes quizzing) ensures gaps are filled
- Effective questioning and higher order thinking features in every lesson
- Progress and attainment within units is recorded and shared with all teaching staff
- Opportunities are provided for revisiting content or applying learning at greater depth.

## Support

### For staff:

- National Curriculum
- Subject associations – [NSEAD](#)
- theartyteacher.com [Google Arts and Culture](#) (APP)
- [Access art](#)
- Knowledge organisers

### For Pupils:

- Ambitious targets
- Quality first planning and teaching to meet all needs
- Guidance from individual support plans
- Texts / resources chosen which are accessible
- Children requiring support do not miss the same lesson every week

# The Curriculum at St Michael's

## Art and Design Content and Sequencing

<p><b>EYFS</b> – Children will:</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p> <p>Explore colour and colour-mixing.</p> <p>Show different emotions in their drawings – happiness, sadness, fear etc.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively sharing ideas, resources and skills.</p>	<p><b>KS1</b> Children will:</p> <p>Know how to Recognise and describe some simple characteristics of different kinds of art, craft and design</p> <ul style="list-style-type: none"> <li>• Know the names of tools, techniques and formal elements</li> <li>• Know that different forms of creative works are made by artists, craftspeople, and designers from all cultures and times, for different purposes</li> <li>• Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary</li> </ul> <p>Each child should be given the opportunity to:</p> <ul style="list-style-type: none"> <li>• Discover that art is subjective (we all have our own legitimate understanding)</li> <li>• Begin to feel confident to express a preference in....</li> <li>• Experience the connection between brain, hand and eye</li> <li>• Understand ideas can come through hands-on exploration</li> <li>• Begin to build knowledge of what different materials and techniques can offer the creative individual</li> <li>• Work at different scales, alone and in groups</li> </ul>	<p><b>LKS2</b> Children will:</p> <p>Know the names of tools, techniques and formal elements</p> <ul style="list-style-type: none"> <li>• Know about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers from all cultures and times, for different purposes. Be able to know and describe the work of some artists, craftspeople, architects and designers, including artists who are contemporary, female, and from various ethnicities</li> <li>• Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary</li> <li>• Be able to demonstrate how to safely use some of the tools and techniques they have chosen to work with Discover that art is subjective (we all have our own legitimate understanding)</li> <li>• Experience the connection between brain, hand and eye</li> <li>• Understand ideas can come through hands-on exploration</li> <li>• Develop their knowledge of what different materials and techniques can offer the creative individual</li> <li>• Work at different scales, alone and in groups</li> <li>• Feel safe enough to take creative risks and follow their intuition (fed with skills knowledge)</li> <li>• Share their journey and outcomes with others. Feel celebrated and feel able to celebrate others</li> </ul>	<p><b>UKS2</b> Children will:</p> <ul style="list-style-type: none"> <li>• Know the names of tools, techniques and formal elements (in</li> <li>• Be happy to describe, interpret and explain the work, ideas and working practices of artists, craftspeople, architects and designers from all cultures and times, for different purposes. Be able to know and describe the work of some artists, craftspeople, architects and designers, including artists who are contemporary, female, and from various ethnicities</li> <li>• Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary. Describe processes used and how they hope to achieve high quality outcomes</li> <li>• Be able to demonstrate how to safely use some of the tools and techniques they have chosen to work with Each child should be given the opportunity to:</li> <li>• Discover that art is subjective (we all have our own legitimate understanding)</li> <li>• Experience the connection between brain, hand and eye</li> <li>• Understand ideas can come through hands-on exploration</li> <li>• Develop their knowledge of what different materials and techniques can offer the creative individual</li> <li>• Work at different scales, alone and in groups</li> <li>• Feel safe to take creative risks and follow their intuition (fed with skills knowledge) and define their own creative journey</li> <li>• Share their journey and outcomes with others. Feel celebrated and feel able to celebrate others</li> </ul>
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# The Curriculum at St Michael's

<p><b>Design Technology at St Michael's CE Primary School</b></p> <p>Our Design Technology curriculum will allow children to develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world. Children will build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users. They will critique, evaluate and test their ideas and products and the work of others and understand and apply the principles of nutrition and learn how to cook.</p> 	<p><b>Big Ideas</b></p> <p><b>Design</b></p> <p><b>Make</b></p> <p><b>Evaluate</b></p> <p><b>Technical Knowledge</b></p> <p><b>Cooking and Nutrition</b></p>	<p><i>‘Good buildings come from good people, and all problems are solved by good design’</i></p> <p>Stephen Gardiner (Architect)</p> <p><i>‘Food is much more than sustenance. Food is love’</i></p> <p>Nadiya Hussain (Baker)</p> 	
<p><i>Links with other subjects</i></p> <p><b>English</b></p> <ul style="list-style-type: none"> <li>• High quality texts</li> <li>• Vocabulary and non-fiction writing</li> <li>• Reasoning and inference</li> </ul> <p><b>Maths</b></p> <ul style="list-style-type: none"> <li>• Number, measuring, direction, handling data</li> </ul>	<p><i>Pedagogy</i></p> <ul style="list-style-type: none"> <li>• Low stakes quizzing for long term memory</li> <li>• Varied teaching and learning activities</li> <li>• Thoughtful sequencing of content</li> <li>• Specific teaching of vocabulary</li> <li>• Higher order thinking tasks</li> </ul>	<p><i>Progress</i></p> <ul style="list-style-type: none"> <li>• Units of work are carefully sequenced so prior knowledge and concepts are built upon</li> <li>• Regular formative assessment and assessment for learning (including low-stakes quizzing) ensures gaps are filled</li> <li>• Effective questioning and higher order thinking features in every lesson</li> <li>• Progress and attainment within units is recorded and shared with all teaching staff</li> <li>• Opportunities are provided for revisiting content or applying learning at greater depth.</li> </ul>	<p><i>Support</i></p> <p>For staff:</p> <ul style="list-style-type: none"> <li>• National Curriculum</li> <li>• Subject associations – <a href="#">DATA</a></li> <li>• Knowledge organisers</li> </ul> <p>For Pupils:</p> <ul style="list-style-type: none"> <li>• Ambitious targets</li> <li>• Quality first planning and teaching to meet all needs</li> <li>• Guidance from individual support plans</li> <li>• Texts / resources chosen which are accessible</li> <li>• Children requiring support do not miss the same lesson every week</li> </ul>

# The Curriculum at St Michael's

## Design Technology Content and Sequencing

<p><b>EYFS</b> Children will</p> <ul style="list-style-type: none"> <li>Use one-handed tools</li> <li>Use all their senses in hands-on exploration of natural materials</li> <li>Explore collections of materials with similar and/or different purposes</li> <li>Talk about what they see</li> <li>Explore how things work</li> <li>Talk about the differences between materials and changes they notice(food)</li> <li>Explore different materials freely, in order to develop their ideas about how to use them and what to make</li> <li>Develop their own ideas and then decide which materials to use to express them</li> <li>Join different materials and explore different textures</li> <li>Develop small motor skills to use a range of tools safely and competently</li> </ul>	<p><b>KS1</b> Children will:</p> <p><b>design purposeful, functional, appealing products for themselves and other users based on design criteria</b></p> <ul style="list-style-type: none"> <li>• generate, develop, model and communicate their ideas through <b>talking, drawing, templates, mock-ups</b> and, where appropriate, <b>information and communication technology</b></li> <li>• <b>select from and use a range of tools and equipment</b> to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>• <b>select from and use a wide range of materials and components</b>, including construction materials, textiles and ingredients, according to their characteristics</li> <li>• <b>explore and evaluate</b> a range of existing products</li> <li>• <b>evaluate their ideas and products against design criteria</b></li> <li>• <b>build structures</b>, exploring how they can be made stronger, stiffer and more stable</li> <li>• <b>explore and use mechanisms</b> [for example, levers, sliders, wheels and axles], in their products.</li> <li>• use the <b>basic principles</b> of a healthy and varied diet to <b>prepare dishes</b></li> <li>• <b>understand where food comes from</b></li> </ul>	<p><b>LKS2</b> Children will:</p> <ul style="list-style-type: none"> <li>• <b>develop design criteria</b> to inform the design of <b>functional, appealing products that are fit for purpose</b>,</li> <li>• generate, develop and model their ideas through discussion, <b>annotated sketches and prototypes</b>.</li> <li>• <b>select from and range of tools and equipment</b> to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>• <b>select from and use a range of materials and components</b>, including construction materials, textiles and ingredients, according to their <b>properties and aesthetic qualities</b></li> <li>• <b>investigate</b> a range of existing products • <b>evaluate their ideas and products against their own design understand how individuals in design and technology have helped shape the world</b></li> <li>• <b>apply their understanding of how to strengthen, stiffen and reinforce structures</b></li> <li>• <b>understand and use electrical systems</b> in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</li> <li>• <b>understand and apply the principles of a healthy diet</b> • <b>prepare and cook</b> a variety of <b>dishes</b></li> <li>• <b>know where and how a variety of ingredients are grown, reared, caught and processed.</b></li> </ul>	<p><b>UKS2</b></p> <ul style="list-style-type: none"> <li>• <b>use research and develop design criteria</b> to inform the design of <b>innovative, functional, appealing products that are fit for purpose</b>, aimed at <b>individuals or groups</b></li> <li>• generate, develop, model and communicate their ideas through discussion, <b>annotated sketches, cross-sectional and exploded diagrams</b>, prototypes, pattern pieces and <b>computer-aided design</b></li> <li>• <b>select from and use a wider range of tools and equipment</b> to perform practical tasks [for example, cutting, shaping, joining and finishing], <b>accurately</b> select from and use a <b>wider range of materials and components</b>, including construction materials, textiles and ingredients, according to their <b>functional properties and aesthetic qualities</b></li> <li>• <b>investigate and analyse</b> a range of existing products • <b>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</b></li> <li>• <b>understand how key events and individuals in design and technology have helped shape the world</b></li> <li>• <b>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</b></li> <li>• <b>understand and use mechanical systems</b> in their products [for example, gears, pulleys, cams, levers and linkages]</li> <li>• <b>understand and use electrical systems</b> in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</li> <li>• <b>apply their understanding of computing to program, monitor and control their products.</b></li> <li>• <b>understand and apply the principles of a healthy and varied diet</b> • <b>prepare and cook</b> a variety of <b>predominantly savoury dishes</b> using a <b>range of cooking techniques</b></li> <li>• <b>understand seasonality</b>, and know where and how a variety of ingredients are <b>grown, reared, caught and processed.</b></li> </ul>
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# The Curriculum at St Michael's

## Computing at St Michael's CE Primary School

Our computing curriculum recognises that pupils are living in a rapidly changing world in which computing is playing an ever-increasing role. We aim to equip children with the resilience and skills to adapt to new technology and give them confidence to use computing for a variety of purposes. Children understand they must behave responsibly online and respect e-safety rules.



### Big Ideas

#### Computer Science:

We learn the principle of information and computation, how digital systems work and how to put this knowledge to use through programming.

#### Information Technology:

We learn to create programs, systems and a range of content safely.

#### Digital Literacy:

We learn how to use, express ourselves and develop ideas safely, through information and communication.

*‘Alan Turing gave us a mathematical model of digital computing that has completely withstood the test of time. He gave us very, very clear description that was truly prophetic.’*

George Dyson (Scientific historian)



### Links with other subjects

- Maths
- handling data
- Science
- Natural and artificial systems
- DT
- Programming, computer aided design

### Pedagogy

- Low stakes quizzing for long term memory
- Varied teaching and learning activities
- Thoughtful sequencing of content
- Specific teaching of vocabulary
- Higher order thinking tasks

### Progress

- Units of work are carefully sequenced so prior knowledge and concepts are built upon
- Regular formative assessment and assessment for learning (including low-stakes quizzing) ensures gaps are filled
- Effective questioning and higher order thinking features in every lesson
- Progress and attainment within units is recorded and shared with all teaching staff
- Opportunities are provided for revisiting content or applying learning at greater depth.

### Support

- For staff:
- National Curriculum
  - [Teach Computing](#)
  - Subject associations – [Computing at School](#) (CAS)
  - Knowledge organisers
- For Pupils:
- Ambitious targets
  - Quality first planning and teaching to meet all needs
  - Guidance from individual support plans
  - Children requiring support do not miss the same lesson every week

# The Curriculum at St Michael's

Computing Content and Sequencing			
<p><b>EYFS</b>            Explore how things work            Follow instructions            Be creative</p>	<p><b>KS1</b> – Children will:</p> <ul style="list-style-type: none"> <li>• Understand the technology around them</li> <li>• Create digital paintings / photography</li> <li>• Programme a robot with algorithms</li> <li>• Group data and using pictograms</li> <li>• Create digital writing and digital music</li> <li>• Programme animation and quizzes</li> </ul>	<p><b>LKS2</b> - Children will:</p> <ul style="list-style-type: none"> <li>• Understand how computers are connected including the Internet</li> <li>• Create stop-frame animations /edit audio</li> <li>• Sequence sounds / create repeating patterns</li> <li>• Create and interpret branching databases / use data logging</li> <li>• Use desk top publishing / photo editing</li> <li>• Set up events and actions in programs / set up repetition in games</li> </ul>	<p><b>UKS2</b> - Children will:</p> <ul style="list-style-type: none"> <li>• Understand how information is shared / investigate internet communication</li> <li>• Edit videos / create web pages</li> <li>• Make selections in physical computing / set up variables in games</li> <li>• Make flat-file databases / introduce spreadsheets</li> <li>• Use vector drawings / 3D modelling</li> <li>• Use selection in quizzes / use sensing</li> </ul>

# The Curriculum at St Michael's

## Physical Education at St Michael's CE Primary School

St Michael's CE Primary School recognises the vital contribution of physical education to a child's physical, cognitive, social and emotional development. We aim to provide a PE curriculum which aids children's increasing self-confidence in their ability and resilience in participating in competitive sports and respecting the rules of each discipline. All children are encouraged to join clubs and extend their interest and involvement in sport and fitness are taught, how to take responsibility for having a healthy and fit body, and begin to understand those factors which affect health and fitness.



### Big Ideas

**Skills**-pupils learn to excel in a broad range of physical activities

**Activity**-pupils are physically active for sustained periods of time

**Competition**-pupils engage in competitive sports and activities

**Being healthy**-pupils lead healthy, active lives

*'Physically educated persons should be defined as those who have learned to arrange their lives in such a way that the physical activities they freely engage in make a distinctive contribution to their wider flourishing.'*

James MacAllister (Stirling University)



### Links with other subjects

#### English

- High quality texts
- Vocabulary and non-fiction writing
- Reasoning and inference

#### Maths

- Number, measuring, direction, handling data

### Pedagogy

- Varied teaching and learning activities
- Thoughtful sequencing of content
- Specific teaching of techniques

### Progress

- Units of work are carefully sequenced so prior knowledge and concepts are built upon
- Regular formative assessment and assessment for learning (including low-stakes quizzing) ensures gaps are filled
- Effective questioning and higher order thinking features in every lesson
- Progress and attainment within units is recorded and shared with all teaching staff
- Opportunities are provided for revisiting content or applying learning at greater depth.

### Support

#### For staff:

- National Curriculum
- Subject associations – [AFPE](#)
- Rising Stars – [Champions](#) Sport and fitness
- Knowledge organisers

#### For Pupils:

- Ambitious targets
- Quality first planning and teaching to meet all needs
- Guidance from individual support plans
- Texts / resources chosen which are accessible
- Children requiring support do not miss the same lesson every week

# The Curriculum at St Michael's

<p><b>EYFS</b>          Develop movement, balancing, riding          Go up steps and climb apparatus using alternate feet          Skip, hop, stand on one leg and hold a pose for a game like musical statues          Use large muscle movements to wave flags and streamers, paint and make marks          Take part in group activities and teams          Remember sequences of patterns of movement          Decide which movements to use: run/crawl          Use a range of movements: roll, crawl, walk, jump, run, hop, skip, climb          Develop movements with control and grace          Develop overall body strength, coordination and balance.          Use a range of large and small apparatus indoors and outside          Develop ball skills: throwing, catching, kicking, passing, batting and aiming</p>	<p><b>KS1 -</b>          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 are able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of increasingly challenging situations. Pupils are taught to:          Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.          Participate in team games, developing simple tactics for attacking and defending.          Perform dances using simple movement patterns.</p>	<p><b>KS2</b>          Children continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They enjoy communicating, collaborating and competing with each other. They develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.          Pupils are taught to:          Use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounder's and tennis], and apply basic principles suitable for attacking and defending.          Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].          Perform dances using a range of movement patterns.          Take part in outdoor and adventurous activity challenges both individually and within a team.          Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>
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# The Curriculum at St Michael's

## Languages (Spanish) at St

### Michael's CE Primary School

We believe that the learning of a foreign language provides a valuable educational, social and cultural experience for our pupils. Pupils show resilience in developing the ability to communicate, including key skills of speaking and listening and extends pupils' knowledge of how language works. Learning another language gives children a new perspective on the world, taking responsibility for communicating with others in their own language and encouraging them to respect their own culture and that of others.



## Big Ideas

**How languages work-** pupils understand the elements of language and lay the foundations for future language learning.

**Developing key skills-** pupils understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

**Making substantial progress-** pupils learn Spanish throughout KS2 allowing them to gain a thorough and in depth understanding of the National Curriculum content

*'You live a new life for every language you speak. If you only know one language, you only live once.'*

Czech Proverb



#### Links with other subjects

##### English

- High quality texts
- Vocabulary and non-fiction writing
- Reasoning and inference

##### Maths

- Number, measuring, direction, handling data

##### Geography

- Understanding of place

#### Pedagogy

- Low stakes quizzing for term memory
- Varied teaching and learning activities
- Thoughtful sequencing of content
- Specific teaching of vocabulary
- Higher order thinking tasks

#### Progress

- Units of work are carefully sequenced so prior knowledge and concepts are built upon
- Regular formative assessment and assessment for learning (including low-stakes quizzing) ensures gaps are filled
- Effective questioning and higher order thinking features in every lesson
- Progress and attainment within units is recorded and shared with all teaching staff
- Opportunities are provided for revisiting content or applying learning at greater depth.

#### Support

##### For staff:

- National Curriculum
- Scheme of work: <http://www.rachelhawkes.com/>
- Knowledge organisers
- [International Mother Language day](#)
- [European Day of Languages](#)

##### For Pupils:

- Ambitious targets
- Quality first planning and teaching to meet all needs
- Guidance from individual support plans
- Texts / resources chosen which are accessible
- Children requiring support do not miss the same lesson every week

# The Curriculum at St Michael's

Languages (Spanish) Content and Sequencing (KS2 only)			
<p><b>Year3-</b>            Make links between some phoneme, rhymes and spellings and read aloud familiar word. They notice the spelling of familiar words, recognise how sounds are represented in written form and identify specific sounds, phonemes and words. Children write some familiar simple words accurately using a model and write some familiar simple words from memory. They communicate with others using simple words and phrases and use the correct pronunciation in spoken work. They also recognise question forms and negatives. Children link sounds to meanings and recognise question forms and negatives. They identify specific sounds, phonemes and words.</p>	<p><b>Year 4-</b>            Build on their prior learning. They read and understand familiar words and short written phrases and follow a short text. They use phonic knowledge to support accurate pronunciation and to say, listen to and identify words and short phrases. They communicate by answering a wider range of questions. In writing they recognise and apply simple agreements (e.g. gender, plural, singular). They copy simple structures and recognise and apply simple agreements (e.g. gender, plural, singular).</p>	<p><b>Year5-</b>            Read and understand some of the main points from a short text, recognise typical conventions of word order and compare with English. They understand and use negative statements. In writing they understand how a simple sentence is written. They write words, phrases and a few sentences using a model, remembering simple structures and applying in new contexts. They join simple sentences using y/pero and manipulate language by changing a single element in a sentence. They use 1st, 2nd and 3rd person singular forms of familiar verbs. In addition children communicate by asking a wider range of questions and express simple opinions. They make a short presentation using a model showing a developing accuracy in pronunciation and intonation. They apply knowledge of language rules and conventions when building short sentences. When listening, they pick out some of the main points from short spoken passages and join in a short conversation.</p>	<p><b>Year6-</b>            Read aloud with confidence, enjoyment and expression, in chorus or individually. They read and understand the main points and some detail from a short written passage and they identify different text types and read short, authentic texts for enjoyment or information. Children match sound to sentences and paragraphs and Notice and apply knowledge of word order and sentence construction to support understanding of written text. Children write several sentences from memory. They develop a short text using a model and they know how to use a bilingual dictionary to check their spelling and the gender. Children notice and manipulate agreements and use knowledge of words, text and structure to make meaning, using simple language. They apply knowledge of words and text conventions to build meaningful sentences and short texts Use 1st, 2nd and 3rd person singular forms of familiar verbs. Children join in a short conversation and give a clear presentation in a clear audible voice. They recognise the importance and significance of intonation and notice and manipulate agreements. They use knowledge of words, text and structure to make meaning, using simple language. Children listen to and understand the main points and some detail from a short spoken passage.</p>



# The Curriculum at St Michael's

## Personal, Social and Health Education at St Michael's CE Primary School

At St Michael's CE Primary School we believe that delivering high quality PSHE is vital in providing children with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as resilient individuals and responsible members of the community. Children are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of our school and communities. In doing so they learn to recognise their own worth, work well with others respecting their opinions and contributions.



**Big Ideas**

**Health and Wellbeing**

**Relationships**

**Living in the wider world**

*'Do not judge me by my successes, judge me by how many times I fell and got back up again.'*

Nelson Mandela



### Links with other subjects

- English
- High quality texts
  - Vocabulary and non-fiction writing
  - Reasoning and inference
- Maths
- Money
- Science
- Growing up and changing
  - Reproduction
  - Nutrition and fitness
- PE
- Fitness and healthy lifestyles

### Pedagogy

- Discursive approach
- Low stakes quizzing for term memory
- Varied teaching and learning activities
- Thoughtful sequencing of content
- Specific teaching of vocabulary
- Higher order thinking tasks

### Progress

- Units of work are carefully sequenced so prior knowledge and concepts are built upon
- Regular formative assessment and assessment for learning (including low-stakes quizzing) ensures gaps are filled
- Effective questioning and higher order thinking features in every lesson
- Progress and attainment within units is recorded and shared with all teaching staff
- Opportunities are provided for revisiting content or applying learning at greater depth.

### Support

- For staff:
- National Curriculum
  - Subject associations – [PSHE Association](#)
  - [Go Givers](#) – Citizenship and British Values
  - Knowledge organisers
- For Pupils:
- Ambitious targets
  - Quality first planning and teaching to meet all needs
  - Guidance from individual support plans
  - Texts / resources chosen which are accessible
  - Children requiring support do not miss the same lesson every week

# The Curriculum at St Michael's

Personal, Social and Health Education Content and Sequencing			
<p><b>EYFS – Children will:</b>            Select and use activities and resources, with help when needed to achieve a goal.            Develop sense of responsibility and membership of a community.            Become more outgoing with unfamiliar people            Show more confidence in new social situations.            Play with one or more children            Help to find solutions to conflicts.            Increasingly follow rules (even without an adult)            Develop appropriate ways of being assertive            Talk about feelings            Begin to understand how others might be feeling            See themselves as valuable individuals            Build constructive and respectful relationships            Express their feelings and consider feelings of others            Show resilience and perseverance in the face of challenge            Identify an moderate their own feelings socially and emotionally            Think about the perspectives of others            Manage own needs</p>	<p><b>KS1 Children will know about:</b>            Roles of different people; families; feeling cared for            Managing secrets; resisting pressure and getting help; recognising hurtful behaviour            How behaviour affects others; being polite and respectful            What rules are; caring for others' needs; looking after the environment            The internet in everyday life; online content and information            Strengths and interests; jobs in the community            Keeping healthy; food and exercise, hygiene routines; sun safety            Growing older; naming body parts; moving class or year            How rules and age restrictions help us; keeping safe online            Making friends; feeling lonely and getting help            Recognising privacy; staying safe; seeking permission            Recognising things in common and differences; playing and working cooperatively; sharing opinions            Belonging to a group; roles and responsibilities; being the same and different in the community            The internet in everyday life; online content and information            Different jobs and skills; job stereotypes; setting personal goals            Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help            Growing older; naming body parts; Moving class or year            Safety in different environments; risk and safety at home; emergencies</p>	<p><b>LKS2 Children will know about:</b>            What makes a family; features of family life            Responding to hurtful behaviour; managing confidentiality; Recognising risks online            Recognising respectful behaviour; the importance of self-respect; courtesy and being polite            The value of rules and laws; rights, freedoms and responsibilities            How data is shared and used            Different jobs and skills; job stereotypes; setting personal goals            Health choices and habits; what affects feelings; expressing Feelings            Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty            Risks and hazards; safety in the local environment and unfamiliar places            Positive friendships, including online            Personal boundaries; safely responding to others; the impact of hurtful behaviour            Respecting differences and similarities; discussing difference sensitively            What makes a community; shared responsibilities            How the internet is used; assessing information online            Making decisions about money; using and keeping money Safe            Maintaining a balanced lifestyle; oral hygiene and dental Care            Personal strengths and achievements; managing and reframing setbacks            Medicines and household products; drugs common to everyday life</p>	<p><b>UKS2 Children will know about:</b>            Managing friendships and peer influence            Recognising and managing pressure; consent in different situations            Responding respectfully to a wide range of people; recognising prejudice and discrimination            Protecting the environment; compassion towards others            Evaluating media sources; sharing things online            Identifying job interests and aspirations; what influences career choices; workplace stereotypes            Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies            Human reproduction and birth; increasing independence; managing transition            Keeping safe in different situations, including responding in emergencies, first aid and FGM            Attraction to others; romantic relationships; civil partnership and marriage            Physical contact and feeling safe            Expressing opinions and respecting other points of view, including discussing topical issues            Valuing diversity; challenging discrimination and stereotypes            How information online is targeted; different media types, their role and impact            Influences and attitudes to money; money and financial risks            What affects mental health and ways to take care of it; managing change, loss and bereavement;            Managing time online            Personal identity; recognising individuality and different qualities; mental wellbeing            Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media</p>

# **The Curriculum at St Michael's**