

# Free Schools in 2013

## Application form

### Mainstream and 16-19 Free Schools

# Completing your application

Before completing your application, please ensure that you have read the 'How to Apply' guidance carefully (which can be found [here](#)) and can provide all the information and documentation we have asked for – failure to do so may mean that we are unable to consider your application.

The Free School application is made up of nine sections as follows:


- **Section A:** Applicant details and declaration
- **Section B:** Outline of the school
- **Section C:** Education vision
- **Section D:** Education plan
- **Section E:** Evidence of demand and marketing
- **Section F:** Capacity and capability
- **Section G:** Initial costs and financial viability
- **Section H:** Premises
- **Section I:** Due diligence and other checks

In **Sections A-H** we are asking you to tell us about you and the school you want to establish and this template has been designed for this purpose. The boxes provided in each section will expand as you type.

**Section G** requires you to provide two financial plans. To achieve this you must fill out and submit the templates provided [here](#).

**Section I** is about your suitability to run a Free School. There is a separate downloadable form for this information. This is available [here](#)

**You need to submit all the information requested in order for your application to be assessed.**

**Sections A-H** and the **financial plans** need to be submitted to the Department for Education by the application deadline. You need to submit one copy (of each) by email to: 

If there is any additional information that you wish to submit as part of your application please add it to the annexes section at the end of this template. Please bear in mind that your email must be smaller than 20MB. Please do not include photographs, images and logos in your application.

You also need to submit two hard copies (of **sections A-H** and the **financial plans**) by 'Recorded Signed For' post to:

Free Schools Applications Team  
Department for Education

[Redacted]  
London [Redacted]

**It is essential that the hard copies are identical to the version you email.**

**Section I** must be submitted in hard copy and sent by 'Recorded Signed For' post to:

Due Diligence Team  
Department for Education

[Redacted]  
London [Redacted]

#### **Data Protection**

Personal data is collected on this form in order to consider an application to set up a Free School and will not be used for other purposes. For the purposes of the Data Protection Act, the Department for Education is the data controller for this personal information and for ensuring that it is processed in accordance with the terms of the Act. The Department will hold all personal information you supply securely and will only make it available to those who need to see it as part of the Free School application process. All personal information supplied in these forms will only be retained for as long as it is needed for this process.

# Application checklist

Checklist: Sections A-H of your application		
	Yes	No
1. You have established a company limited by guarantee	x <input type="checkbox"/>	<input type="checkbox"/>
2. You have provided information to cover all of the following areas:		
<b>Section A:</b> Applicant details – including signed declaration	x <input type="checkbox"/>	<input type="checkbox"/>
<b>Section B:</b> Outline of the school	x <input type="checkbox"/>	<input type="checkbox"/>
<b>Section C:</b> Education vision	x <input type="checkbox"/>	<input type="checkbox"/>
<b>Section D:</b> Education plan	x <input type="checkbox"/>	<input type="checkbox"/>
<b>Section E:</b> Evidence of demand and marketing	x <input type="checkbox"/>	<input type="checkbox"/>
<b>Section F:</b> Capacity and capability	x <input type="checkbox"/>	<input type="checkbox"/>
<b>Section G:</b> Initial costs and financial viability	x <input type="checkbox"/>	<input type="checkbox"/>
<b>Section H:</b> Premises	x <input type="checkbox"/>	<input type="checkbox"/>
3. This information is provided in A4 format using Arial font, minimum 12 font size	x <input type="checkbox"/>	<input type="checkbox"/>
4. You have completed two financial plans using the financial template spreadsheet	x <input type="checkbox"/>	<input type="checkbox"/>
5. <b>Independent schools only:</b> you have provided a link to the most recent inspection report	<input type="checkbox"/>	<input type="checkbox"/>
6. <b>Independent schools only:</b> you have provided a copy of the last two years' audited financial statements or equivalent	<input type="checkbox"/>	<input type="checkbox"/>
7. All relevant information relating to Sections A-H of your application has been emailed to [REDACTED] between 13 and 24 February 2012	x <input type="checkbox"/>	<input type="checkbox"/>
8. Two hard copies of the application have been sent by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, [REDACTED] London [REDACTED], between 13 and 24 February 2012	x <input type="checkbox"/>	<input type="checkbox"/>
Checklist: Section I of your application		
9. A copy of <b>Section A</b> of the form and as many copies of the Due Diligence form as there are members and directors have been sent by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, [REDACTED] London [REDACTED], between 13 and 24 February 2012	x <input type="checkbox"/>	<input type="checkbox"/>

## Section A: Applicant details

Main contact for this application			
1.	Name: [REDACTED]		
2.	Address: [REDACTED] Hereford. [REDACTED]		
3.	Email address: [REDACTED]		
4.	Telephone number: [REDACTED]		
About your group			
5.	<table border="0"> <tr> <td style="vertical-align: top;">Please state how you would describe your group:</td> <td> <input checked="" type="checkbox"/> Parent/community group  <input type="checkbox"/> Teacher-led group  <input type="checkbox"/> Academy sponsor  <input type="checkbox"/> Independent school  <input type="checkbox"/> State maintained school   <input type="checkbox"/> Other                 </td> </tr> </table>	Please state how you would describe your group:	<input checked="" type="checkbox"/> Parent/community group <input type="checkbox"/> Teacher-led group <input type="checkbox"/> Academy sponsor <input type="checkbox"/> Independent school <input type="checkbox"/> State maintained school  <input type="checkbox"/> Other
Please state how you would describe your group:	<input checked="" type="checkbox"/> Parent/community group <input type="checkbox"/> Teacher-led group <input type="checkbox"/> Academy sponsor <input type="checkbox"/> Independent school <input type="checkbox"/> State maintained school  <input type="checkbox"/> Other		
6.	If Other, please provide more details:  N/A		
7.	<table border="0"> <tr> <td style="vertical-align: top;">Has your group submitted more than one Free School application in this round?</td> <td> <input type="checkbox"/> Yes  <input checked="" type="checkbox"/> No                 </td> </tr> </table>	Has your group submitted more than one Free School application in this round?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Has your group submitted more than one Free School application in this round?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
8.	If Yes, please provide more details:  N/A		
9.	<table border="0"> <tr> <td style="vertical-align: top;">In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?</td> <td> <input checked="" type="checkbox"/> Yes  <input type="checkbox"/> No                 </td> </tr> </table>	In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		

10.	<p>If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the Free School if your application is successful:</p> <p>The <b>Hereford Diocesan Educational Trust</b> has provided advice and assistance, including advice from other schools e.g. Barrow Primary School and other school members of the Trust. The Trust will continue to provide teacher and governor training opportunities, joint visits and expeditions, shared resources and mutual support between participating schools, if our application is successful.</p> <p>The National Association of Small Schools has provided advice and support and has been particularly helpful in advancing the merits of small schools.</p>
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**Details of company limited by guarantee**

11.	Company name: St. Mary's Church of England Primary Academy Dilwyn
12.	<p>Company address:</p> <p>St. Mary's CE Primary Academy  ██████████  Hereford,  ██████████</p> <p>(Please note that the Company Limited by guarantee was originally established to support an academy bid. The company will now support the Free Schools bid for 2013. The school name, as opposed to the company name, will be St Mary's CE Primary School Dilwyn).</p> <p>The Memorandum and Articles are consistent with those available on the Department for Education's website but are modified, as advised by ██████████ our legal advisors and advisors to the Church of England, as those recommended for a Church of England designated Free School or Academy.</p>
13.	Company registration number: 7745424
14.	Does the company run any existing schools, including <input type="checkbox"/> Yes

	any Free Schools?	<input checked="" type="checkbox"/> No
15.	If Yes, please provide details:  N/A	
<b><u>Company Members</u></b>		
<p>The members of the company are its legal owners. We require that there are a minimum of three members. The founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.</p>		
16.	Please confirm the total number of company members: 3	
17.	Please provide the name of each member below (add more rows if necessary):	
	1. Name: ██████████	
	2. Name: ██████████	
	3. Name: ██████████	

<b><u>Company Directors</u></b>		
<p>The company directors are appointed by the members and will eventually form the governing body that will oversee the management of the school. At the point of setting up the company, members are required to appoint at least one director – this may be one of the members. All directors at the point of application must complete a Section I personal information form. All individuals on the governing body must be formally appointed as directors of the company and registered with Companies House.</p>		
18.	Where directors have already been appointed please provide the name of each and the positions they will hold (add more rows if necessary):	
	1. Name: ██████████	
	2. Name: ██████████	
	3. Name: ██████████	
	4. Name: ██████████	
	<p><b>Please note:</b> ██████████ Members of the Company Limited by Guarantee. They will resign as Directors/Governors when the full Governing Body is appointed in accordance with the Memorandum and Articles. As owners, they will then assume overall governance and</p>	

	oversee the function of the Governing Body and Head of School.	
19.	Please provide the name of the proposed chair of the governing body, if known: [REDACTED]	
<b>Related organisations</b>		
20.	Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (e.g. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
21.	<p>If Yes, please provide the following information about each organisation:</p> <ul style="list-style-type: none"> <li>• their name;</li> <li>• their Companies House and/or Charity Commission number, if appropriate; and</li> <li>• the role that it is envisaged they will play in relation to the Free School.</li> </ul> <p>We are linked with St. Mary's Primary School Dilwyn, a temporarily established independent school, which will be closed when our Free School application is successful. Company number 07583198.</p> <p>[REDACTED] is a Trustee of an ancient Trust established in 1845 that holds the school building. This Trust will continue to operate as long as the school is in existence and will let the school building at peppercorn rent to the school.</p>	
22.	<p>Please specify any religious organisations or institutions connected to your application (local, national and international). In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (eg Pentecostalism, Deobandism, Reform Judaism, etc).</p> <p>We are a Church of England School connected to our local village Church of St. Mary the Virgin; we are within the auspices of the Leominster Team Ministry, which is part of the Hereford Diocese, and we are a member of the Hereford Diocesan Educational Trust.</p>	
<b>Existing providers</b>		
23.	Is your organisation an existing independent school wishing to become a Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
24.	Is your organisation an existing independent school wishing to establish a new and separate Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
25.	Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No



26.	If Yes to any of the above three questions, please provide your six digit unique reference number here:	N/A
27.	If you are an existing independent or state maintained school or an Academy, please state the age range and current number of pupils on roll and your capacity:	N/A
28.	If you are an existing independent or state maintained school or an Academy, please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website:  N/A	
29.	If you are an existing independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years:  N/A	
30.	If you are another type of organisation involved in education, eg an Academy sponsor, please describe that organisation. Please ensure you include your company registration number:  N/A	

**Please tick to confirm that you have included all the items in the checklist.**

x

## **Declaration to be signed by a company member on behalf of the company**

I confirm that the information provided in this application is correct to the best of my knowledge. I further confirm that if the application is successful the company will operate a Free School in accordance with the requirements outlined in the 'How to Apply' guidance and the funding agreement with the Secretary of State. I acknowledge that this application may be rejected should any information be deliberately withheld or misrepresented that is later found to be material in considering the application.

**Signed:**

**Position:** [REDACTED]

**Print name:** [REDACTED]

**Date:** 17<sup>th</sup> February 2012

**N.B. This declaration only needs to be signed in the two hard copy versions of your application. Please use black ink.**

## Section B: Outline of the school

1.	Proposed school name:	St. Mary's CE Primary School, Dilwyn
2.	Proposed academic year of opening:	2013
3.	Specify the proposed age range of the school:	<input checked="" type="checkbox"/> 4-11 <input type="checkbox"/> 4-16 <input type="checkbox"/> 4-19 <input type="checkbox"/> 11-16 <input type="checkbox"/> 11-19 <input type="checkbox"/> 14-19 <input type="checkbox"/> 16-19 <input type="checkbox"/> Other  If Other, please specify:
4.	Date proposed school will reach expected capacity in all year groups:	2017
5.	Will your proposed school be:	<input type="checkbox"/> Boys only <input type="checkbox"/> Girls only <input checked="" type="checkbox"/> Mixed
6.	Do you intend that your proposed school will be designated as having a religious character?  <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No  <b>NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation.</b>	
7.	If Yes, please specify the faith, denomination, etc of the proposed school:	Christian, Church of England
8.	Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)?  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
9.	If Yes, please specify the faith, denomination, etc of the proposed school:	N/A
10.	Postcode of the preferred site of the proposed school:	██████████

11.	Local authority area in which the proposed school would be situated:	Herefordshire
12.	If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:	Shropshire
13.	<p>This application form is designed to be used for mainstream applications and 16-19 applications (as defined at Annex A of the 'How to Apply' guidance). If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision schools either, you need to use the template that is the closest fit and explain how your school would differ. If this applies to your application please briefly outline the main differences below. You will also need to address these differences in more detail in the relevant sections of the application.</p> <p>N/A</p>	

## Section C: Education vision

### C: EDUCATION VISION

#### **Vision Statement**

Recognising that every child is different, our vision is to guide and nurture each individual towards his/her best achievable level of attainment, in all aspects of learning and personal development: academic, physical, and spiritual by offering an exciting and inspirational curriculum in a caring family-style environment guided by the ethos of the Christian faith.

#### **Mission Statement**

The Mission Statement for our school will be '**Achieving Excellence**'.

#### **Why we are establishing the Free School**

**Our reasons for the determined fight to maintain our village school is our firm conviction that we will achieve much better educational standards, much better personal and moral development of the children; much better happiness, safety and security, than are normally attained in schools in the vicinity and, at the same time, preserve the social cohesion of our strong and united village community.**

**Our curriculum is inclusive of the requirements of the National Curriculum but goes much further, and is directed towards excellence in a much wider breadth of learning than in schools limited by the National Curriculum.**

**The local requirement is for a very high standard Primary school. The choice of building is self-evident since we have a high quality, well-maintained Victorian school building which has been extended in the past to meet modern primary school requirements. It has been satisfactorily used by the state primary school for many years and by the temporary Independent School since September 2011.**

A Church of England Primary School has existed in the village of Dilwyn for the past 165 years. It not only has provided a good Christian education for the children of the village and surrounding area, but is a vital component of the social life of the village and of the local St. Mary's Church. It is very much at the centre of a strong village community. Against intense local opposition, Herefordshire Council ordered the closure of the school, mainly on the grounds of declining numbers but ignoring clear evidence that **the Council itself caused the decline by announcing some 5 years ago, its intention to close the school.** The decline in numbers clearly dates from this announcement and it has been the declared principal reason for many parents choosing other schools.

An application for Academy status was submitted and an Academy Order was granted but Herefordshire Council lobbied The Secretary of State for Education, Lord Hill, with strong opposition and the Funding Agreement was declined. A Free Schools application for 2012 had also been submitted and had been well received, although it was considered to require strengthening in a few areas. We were invited to resubmit for 2013.

There are other schools within a few miles that have available places but the issue is not simply the provision of primary education but, more importantly, the preservation of the coherence and social unity of this small rural village. Despite the earlier disappointment, the Dilwyn Community is determined to regard this as an opportunity. We have successfully registered as an independent school and the Ofsted inspector was very pleased with our curriculum and policies.

Since then, the **independent St. Mary's CE Primary School was opened in September 2011** and is running very successfully, with happy pupils, happy parents and happy staff. The strength and determination of the local community is demonstrated by the fact that the school is staffed and supported entirely by unpaid volunteers and funded by local donations. (We are fortunate in having a highly experienced head teacher and several equally experienced class teachers of proven capability, able to provide an outstanding education for our children.) This backbone of support will form the main governance and possibly teaching force for the Free School. **The Steering Group for the Free School consists of the Trustees, Governors and Teachers of the successful Independent School.**

All the current children of the independent school will register for the Free School (it is most unlikely that we will be oversubscribed in the first year but in this event the children of the Independent School will re-apply for places in line with our over-subscription criteria). The teachers of the Independent School will be invited to apply for posts in the Free School, the Governors will be the same as those for the independent school and the Members of the Free School Limited Company are currently Trustees and Directors of the Independent School. The only reason we are setting up a new Free School is procedural, since we do not have a long enough track record of performance to justify a conversion of the Independent School to a Free School. **For all practical purposes our intention is that the Free School will be a seamless continuation of the successfully operating Independent School.**

The standards of the old state Primary school were 'Good' in all educational areas but overall only 'Satisfactory', mainly as a result of some administrative shortcomings. **The new Independent School is achieving standards that are measurably very much better.**

Primary schools in the surrounding area are in general only 'Satisfactory' or 'Good' and we are determined to lift our standards to 'Outstanding'. Freedom from local authority constraints; the recruitment of new, highly motivated staff; the initiation of a new and stimulating curriculum; the introduction of exciting 'Forest School' methods, and the greater involvement of parents and the local community are going to enable us to raise our standards well above those of nearby state schools and far better than the state primary that was closed by Herefordshire Council. (See Section D4.)

As a small school, St .Mary's CE Primary School will have the advantage that children can receive exceptional individual attention and personalised learning from a teaching staff who will be expert and very well-experienced; there will be high expectations for pupils' personal, social and learning achievements. Ecological and conservation policies will be integrated into the curriculum through the medium of 'Forest School' and there will be an active outdoor curriculum with woodland, garden and wildlife areas. The school will further develop the already strong links that exist with the village church and will be a member of a network of mutually supportive Anglican schools that includes 'Outstanding' primary schools in the Hereford Diocese, under the auspices of the Hereford Diocesan Educational Trust. In addition, it will maintain the existing positive links with other local, non-Anglican schools in the area, giving pupils the benefits of inter-school activities and developments, and will maintain and strengthen links with an African primary school in Tengeru in Tanzania to provide children with a world view.

**The school will be strongly supported by community volunteers who will give time, effort and expertise to the school and will be a true example of a community taking charge of its own future: the 'Big Society' in action.**

**Overall, trustees, governors and teaching staff will be determined to ensure true excellence in primary school teaching by setting the following aims and ensuring their delivery through the objectives that follow.**

**Aims:** The school will aim to:

- Achieve the highest standards of teaching and learning through a wide and stimulating curriculum and innovative teaching method, while maintaining high standards in the basic skills, in order to ensure that each pupil leaves the school equipped with those skills in reading, writing and mathematics necessary to proceed smoothly to secondary education.
- Prepare pupils for life in a rapidly changing world by giving them the ability to communicate effectively and to work in teams when appropriate, whilst encouraging them to be creative, innovative, resilient and adaptive.
- Establish an educational ethos in which all pupils, regardless of ability or background, can achieve their maximum potential, both in terms of attainment and personal development, in a safe, friendly and attractive environment, while enjoying to the full the experience being offered.
- Guide each individual to an understanding of good citizenship guided by a Christian ethic, in terms of a loving, caring and compassionate approach to others.
- Provide the facilities and quality of teaching that will make it possible for every

pupil to flourish, expanding his/her knowledge and experience both within the school situation and the wider community.

- Involve parents and the community in all aspects of school life and encourage the children themselves to share in church and secular events.
- Provide a value for money solution through direct voluntary community involvement in all aspects of running the school

**Objectives:** In order to achieve its aims, the School will

- Provide outstanding teachers to inspire and motivate all pupils to fulfil their potential.
- Provide personalised learning.
- Offer strong and consistent pastoral care.
- Place the most positive emphasis on the quality of teaching and learning, and develop the concept of partnership in the learning process between children, parents and teachers. (A Home-School agreement will be produced and signed and will be adhered to.)
- Encourage pupils to be independent in their learning and to embrace responsibilities within the school.
- Maintain high standards of behaviour at all times, to provide the most positive atmosphere for learning, but also to ensure an environment where pupils can develop self-discipline, respect for themselves and each other, and where good manners are seen to be a fundamental social skill.
- Insist on the highest levels of attainment and encourage a full and active involvement in learning.
- Offer special and expert, individual support to children with special educational needs.
- Develop an extended learning curriculum that encourages a positive 'can-do' approach to learning and relationships.
- Ensure that the safety and well-being of pupils is paramount at all times. ('Every Child Matters')
- Establish for all pupils an understanding of the importance of Christian values: of courtesy, respect and care for other people and of themselves; of concern for those who are of other ethnicity, or religion, disadvantaged, sick or oppressed.
- Encourage pupils to take an interest not only in their own community but also in the wider world and, through this interest, to participate as fully as possible in what goes on around them.
- In order to develop the whole child, offer extra-curricular opportunities in sport, music and other cultural activities.
- Overall, ensure that every pupil is fully equipped for the next phase of his/her education, and for life, competent in reading, writing, speaking and arithmetic

### **Impact of the School Ethos on the Curriculum**

The curriculum has been designed with the above school ethos providing the guiding principles. Above all, it is a curriculum directed by our Mission of 'Achieving Excellence'. As a faith designated CE school the religious education will be based on the ethos of Christianity and the Christian story will be taught. However, our principles are inclusive and the teaching will not be evangelical. All faiths are valued; Islam, Judaism, and Hindu religions will be explained. Codes of moral behaviour will be integrated into PSHE.

### **Measurement of Aspirations for Pupils and Whole School**

The school and pupil performance will be monitored to ensure adherence to the Vision, Mission, Aims and Objectives as outlined above, by regular peer group

review, by a panel comprising: the Head of Governors, the Church Vicar (as a governor) a representative parent governor, the Head of School and class teachers. The panel will receive and consider reports on any Ofsted judgements, any Anglican Church Inspections, SATs reports, results of measured children's performance, any safeguarding, accident, bullying or behaviour reports and parent satisfaction surveys. The panel will submit a report to the Members of the Limited Company. The panel will meet annually before the start of the new academic year, but the Members may require the panel to meet more frequently if there is any indication of concern.

### **Performance related reward**

It is the intention that the teaching staff will be awarded a performance related bonus based on the school and children's performance. The precise criteria will be recommended by the Governors in conjunction with the teaching staff and will be approved by the Members. The Governors will evaluate performance in accordance with the agreed criteria annually and will make recommendations for a bonus award for each member of the teaching staff to the Members of the Limited Company.

## **Section D: Education plan – part 1**

In the table below, please provide the proposed numbers in each year group at the point of opening and an explanation of how pupil numbers will build up over time. Please add additional rows/columns if appropriate. If you are an existing independent school wishing to become a Free School, please use the first column to show how many pupils you currently have.

**The numbers in the following table are those obtained by the various surveys detailed in Section E; there is steady growth towards capacity in 2021.**

	<b>Current number of pupils (if applicable)</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
<b>Reception</b>		9	6	8	8	8	8	<b>8</b>
<b>Year 1</b>		4	9	6	8	8	8	<b>8</b>
<b>Year 2</b>		8	4	9	6	8	8	<b>8</b>
<b>Year 3</b>		6	8	4	9	6	8	<b>8</b>
<b>Year 4</b>		4	6	8	4	9	6	<b>8</b>
<b>Year 5</b>		4	4	6	8	4	9	<b>6</b>
<b>Year 6</b>		2	4	4	6	8	4	<b>9</b>
<b>Year 7</b>								
<b>Year 8</b>								
<b>Year 9</b>								
<b>Year 10</b>								
<b>Year 11</b>								
<b>Year 12</b>								
<b>Year 13</b>								
<b>Totals</b>		37	41	45	49	51	51	<b>55</b>



## Section D: Education plan – part 2

### **D1: CURRICULUM PLANNING**

At St. Mary's C E Primary School, the curriculum will be based on the statutory requirements of the National Curriculum, as stated in the Education Reform Act, 1988, but widened and enriched. We consider this will provide a broad and balanced educational experience and would ensure the most appropriate transition to the next phase of pupil learning (KS3). All statutory obligations with regard to assessments at KS2 will be met.

Pupils will experience a curriculum that is broad and deep, stimulating and rigorous. Whenever possible the aim will be to make thematic links across curriculum subjects to provide the children with clear and coherent learning objectives. However, teachers will be encouraged to seize unexpected moments of awe and wonder by pursuing the children's interests and thereby developing curiosity, imagination and general knowledge. A 'Human Sense' pedagogy will be adopted, building on pupils prior understanding and encouraging them to link their experiences to their learning. Understanding of the wider world will be enhanced by comparing and contrasting their own lives and environment with those of others, both in the past and the present.

Specific knowledge and skills, based on the National Strategies, will be taught in individual subject areas. Children will be encouraged to apply their learning widely through problem solving and cross-curricular projects. All aspects of the curriculum will be assessed in accordance with the National Curriculum, and teacher assessments of pupil progress will be entered on the whole school assessment programme ('Classroom Monitor') so that the rate of pupil progress can be monitored diagnostically and challenging targets can be set.

The curriculum will be enthused and enriched through music, art, drama, outdoor learning experiences and Forest School. Visits and visitors will further enhance the children's experiences and these will be an important aspect of termly planning. Wherever possible, natural links will be made between subject areas to enable curriculum content to be both stimulating and relevant to the child. Particular emphasis will be placed on the use of local cultural and environmental resources and settings; frequent use will be made of the wide range of opportunities within walking distance of the school, including farms, woods, streams and historic buildings. By contrast, it is of equal importance for the children to experience other cultural environments, and links will be developed with, for example, schools in Africa, through personal contacts and an established link between the Leominster Deanery and Tengeru in Tanzania.

#### **Principles of the Curriculum**

The curriculum will be based on the principles outlined below. Fundamentally, the curriculum will promote the broad set of values established by the National Forum for Values in Education and the Community:

- The Self: We value ourselves as unique human beings capable of spiritual, moral, intellectual and physical growth and development.

- Relationships: We value others for themselves, not only for what they have or what they can do for us. We value relationships as fundamental to the development and fulfilment of ourselves and others, and to the good of the community.
- Society: We value truth, freedom, justice, human rights, the rule of law and collective effort for the common good. In particular, we value families as sources of love and support for all their members, and as the basis of a society in which people care for others.
- The Environment: We value the environment, both natural and shaped by humanity, as the basis of life and a source of wonder and inspiration.

Through the curriculum, these values will be explored and developed, in order that the pupils receive an experience that is both outstanding and inspirational. Being a small school there will be mixed age classes and, accordingly, there will be a rolling programme of topics to ensure a balanced approach and full coverage of the National Curriculum. Overall, the curriculum at St. Mary's CE Primary School will provide the opportunity for all pupils, regardless of background or ability, ethnicity or faith, to learn and achieve at the highest level, whilst promoting their spiritual, moral, social and cultural development and preparing them for the opportunities, responsibilities and experiences of life. It will concentrate on ensuring a sound foundation in the basic skills of reading, writing and mathematics but will be supplemented with opportunities for interest and stimulation that will enable them to apply those skills with purpose and interest. To assist in achieving these aims, a number of initiatives will be developed:

- Application of the Forest School concept will place particular emphasis on the local environment and eco-systems, sustainability, conservation, water management and the impact of farming and woodland management in relation to similar global issues.
- Local history: the history of the Marches.
- Wider communities: international affairs using, in particular, the local Anglican Church's close contacts with a community in Tanzania in developing an understanding of other cultures and ways of life; the development of links with contrasting communities within the UK.
- Creativity: the use of local artists, musicians and drama specialists to enhance learning and experience in this area.

Throughout, the curriculum will aim to encourage creativity and to develop thinking skills, the whole being underpinned by the teaching of all the knowledge and skills in ICT necessary to flourish in the modern world. Due regard will be given to physical development through outdoor activity and competitive sports and games, with an emphasis being placed on sportsmanship and fair play. Curriculum development and planning will be enhanced by the close-relationship being developed with St. Mary's RC High School and its associated primary schools, but also with other professional training bodies, where appropriate.

### **Teaching and Learning**

At St. Mary's CE Primary School, the concept of lifelong learning and the notion that learning should be a rewarding and enjoyable experience for everyone will be developed. Through the teaching children will be equipped with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. It is believed that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

The teaching and learning policy will be intended to promote consistency and high standards and achievement of the school's aims. A caring, supportive and stimulating environment with high quality teaching will be maintained that will develop:

- A high level of literacy and numeracy and an enquiring mind that wants to learn more each day;
- Independent young people who are confident, flexible and able to cooperate with others;
- Imagination and creative expression through a wide range of media;
- Conscientious young citizens in our multi-cultural society who are tolerant and respectful of others' values;
- Pride in achievement and a desire to succeed;
- Effective links between the school, the child's home and the community that promote aspiration and high expectations;
- Equality of opportunity for all.

### **Effective Learning**

It is acknowledged that people learn in many different ways and the need is to develop strategies that allow all children to learn in ways that best suit them. The psychologist Howard Gardner identifies seven main areas of intelligence: linguistic, logical/mathematical, visual/spatial, kinaesthetic, musical, interpersonal/group working, and intrapersonal/reflective. These different forms of intelligence and individual needs will be taken into account when planning teaching and learning styles.

Opportunities will be offered for children to learn in various ways; these will include:

- Investigation and problem solving
- Research and finding out
- Group work
- Pair work
- Independent work
- Whole class work
- Outdoor learning
- Questioning
- Use of multi -media and I.T. resources
- Fieldwork and visits to places of educational interest
- Creative activities
- Debates, role plays and oral presentations
- Designing and making things
- Participation in physical activity
- Reflecting on what has been learned

Children will be encouraged to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn and to reflect on how they learn, what helps them learn and what makes it difficult for them to learn. Self review and peer review strategies will be used, as well as planned plenaries at the end of lessons to review the key learning objectives and to assess the level of understanding.

## **Effective Teaching**

The focus, when teaching, will be on motivating children and building on their skills, knowledge and understanding of the curriculum. Curriculum plans based on Department for Education guidance will guide the teaching and will set out the aims, objectives and details of what is to be taught to each year group.

It is believed that children learn effectively when the teacher provides:

- Thorough preparation
- Clear objectives of what pupils are expected to achieve by the end of the session
- Individual learning targets
- Open-ended, thought provoking, challenging questions of the children
- Appropriate differentiation
- An atmosphere where children are prepared to take risks
- Innovative teaching
- Appropriate pace to the lesson
- Active, practical and first hand experiences, involving individual and collaborative talk, exploration, questioning, prediction and investigation
- A planned programme of enrichment visits to reinforce and stimulate learning
- An environment where children's previous learning and interests provide the foundation for the next steps
- Opportunities to review and reflect on the learning
- Thinking time before answering questions
- Formative assessment and constructive marking in collaboration with pupils

Teaching will be planned with an awareness of individual levels of attainment and future targets, to ensure that tasks are appropriate to each child's level of ability and needs. Individual education plans will be prepared for children with special needs and these will be reviewed half-termly. There will be high expectations of all children, and every effort will be made to develop in each individual a sense of self-worth and pride in achievement.

## **The Curriculum in Action**

The Curriculum will be rich, balanced and broad-based, and will include but will not be limited to the requirements of the National Curriculum.

***Children in Reception will follow the Foundation Stage Curriculum.***

***Children in Year 1 and Year 2 will be taught the Key Stage 1 National Curriculum.***

***Children in Year 3, Year 4, Year 5 and Year 6 will be taught the Key Stage 2 National Curriculum.***

As part of the National Curriculum, the children will be provided with a wide range of learning experiences and opportunities to enhance their knowledge and skills in:

*The core subjects*

***English, Mathematics, IT and Science.***

*The foundation subjects*

***Design and Technology, History, Geography, Art, Music, PE and RE.***

Great emphasis will be placed on the teaching of basic skills as tools to learning. English will be taught using the National Literacy Strategy framework, and Mathematics through the National Numeracy Strategy framework, and the children will work towards the attainment targets outlined in the National Curriculum. There will be a whole school approach to planning that will ensure continuity and progression for each child. A series of carefully designed units of study for the whole school will allow coverage of all the appropriate elements of the National Curriculum, as well as other important dimensions of primary education, such as environmental education, PSHE, citizenship and values education.

**Curriculum Model**

***School Day: 8.55am - 3.15pm***

*Approximate Curriculum Time: On both models, Registration, Assemblies and Hymn Practices -- 1h.55 minutes per week; Breaks/Lunches – 6h.15 minutes per week (approx.); R/KS1 – 30 minutes extra break (afternoons); R/KS1- remaining time on related activities: spelling, etc.*

KS1 Curriculum Time based on 39 weeks

<b>Subject</b>	<b>Time per week</b>	<b>Total hours over year</b>
English	6 hours	234
Mathematics	4 hours	156
Science	1½ hours	58.5
ICT	45 minutes	29.25
DT, Art & Design	1 hour	39
History Geography	1¼ hour	48.75
French	½ hour	19.5
Music	1 hour	39
PE	2 hours	78
PSHE	½ hour	19.5
RE	1 hour	39
Forest School	2¼ hours	87.75
<b>Total</b>	<b>21.75 hours</b>	<b>848.25</b>

## KS 2 Curriculum Time based on 39 weeks

Subject	Time per week	Total hours over year
English	6 hours	234
Mathematics	5 hours	195
Science	1½ hours	58.5
ICT	1 hour	39
DT, Art & Design	1hour	39
History Geography	1½ hour	58.5
French	45 minutes	29.25
Music	1 hour	39
PE	2 hours	78
PSHE	½ hour	19.5
RE	1 hour	39
Forest School	2 ¼ hours	87.75
<b>Total</b>	23.5 hours	916.75

### Details of the Curriculum

#### *ENGLISH/LITERACY*

Language is the basis of our learning and for whatever we do in life, which gives English and Literacy a special place in the school's curriculum. It is during a child's primary education that the foundations of all aspects of language are laid. In the literate society in which we live, an ability to communicate effectively, both orally and in the written word, and to read a wide range of different types of texts, is essential if children are to achieve their potential through their school days and on into adult life. We believe that children should enjoy using language and, through that enjoyment, gain expertise, self-confidence, enthusiasm and pleasure. We aim to cultivate children's skills of thought, speech, listening, reading and writing, as expressed in the National Curriculum, through discrete literacy lessons and cross curricular integration. The 'Letters and Sounds' phonics scheme is used in KS1.

#### *Speaking and Listening:*

The children will be expected to give and receive precise instructions, listen attentively, take part in group and class discussions, ask and respond to questions, provide detailed accounts, and present information orally to a range of audiences: assemblies and plays, and participation in the Hereford Arts Festival.

#### *Reading:*

In addition to reading individually, children will read in groups as part of 'guided reading' sessions. During 'guided reading' the children will read and analyse a chosen text, to enable them to share and develop ideas. Children will develop sustained reading habits during daily reading time, culminating in 15-20 minute sessions by the end of KS2. Children will be encouraged to use and develop a range of strategies including phonics, word recognition and use of context. Over the year, the class teacher will work with groups on a range of texts in order to monitor the children's understanding, and develop a range of reading skills, enabling the children to support and encourage each other.

The children will also have opportunities to read as a whole class. In literacy lessons, the children will participate in 'shared reading', which will involve everyone reading a chosen text aloud together, and discussing and analysing both its content and literary features. The range of texts encountered will include stories, poems, information texts, legends, plays, diaries, newspapers, letters and many others.

#### *Writing:*

Using the National Literacy Strategy framework a structured writing curriculum will be taught, to enable each child to produce independently pieces of writing which have a clear beginning, middle and end, and are presented in complete sentences which are grammatically correct and appropriately punctuated. The children will be taught how to revise and redraft their work in discussion with the teacher and/or others, paying attention to meaning and clarity, as well as checking for correct and consistent application of language conventions and rules.

Opportunities will be provided for the children to write freely (extended writing & workshops), in addition to the set writing tasks which will be directed by the teacher as part of literacy lessons and cross-curricular work.

#### *Spelling:*

The children will investigate the rules of phonics (letter sounds), and learn how to develop spelling strategies, spell the most frequently used words, and use and apply spelling rules.

#### *Handwriting:*

Handwriting will involve each child learning to form letters correctly, leading to the development of an efficient, legible, hand written script, where letters are joined. In Upper Key Stage 2 the children will be encouraged to write in pen.

### **MATHEMATICS/NUMERACY**

In line with the National Numeracy Strategy each class will be taught mathematics, including the teaching and practice of mental arithmetic and the development of mathematical understanding through practical activities, problems related to everyday situations, work involving the use of apparatus, and mathematical investigations.

#### *Numeracy*

Using and Applying Mathematics: To develop the children's ability to use and apply mathematics they will be provided with opportunities that will require them to:

- select and use appropriate mathematics and equipment
- recognise and describe patterns and relationships
- make and test predictions
- analyse problems and formulate plans for action
- use alternative strategies and check answers
- analyse, interpret and explain working processes and results.

### *Number:*

The children will learn how to carry out addition, subtraction, simple multiplication and division, and how to use these skills to solve problems. They will also learn about place value, number properties, number patterns, fractions, decimal notation, simple percentages, money, time, and how to use metric measures of length, mass and capacity.

### *Shape, Space and Measures:*

The children will learn how to recognise 2D and 3D shapes and their properties, understand symmetry, recognise, draw and measure angles, and find areas, perimeters and volumes.

### *Handling Data:*

This will involve the children using, and interpreting a range of data, graphs, tables and charts. The children in Key Stage 2 will also explore the basic ideas of probability. The children will, where appropriate, use calculators and ICT as part of their mathematical work.

## **SCIENCE**

Science consists of two elements of equal importance.

### *Experimental and Investigative Science:*

This will involve the children in setting up and carrying out their own investigations and experiments, implementing teacher-led investigations or observing teacher demonstrations in order to answer scientific questions. During these activities the children will be encouraged to plan a fair test, make reasoned predictions, carry out detailed observations and measurements, record information in a variety of ways and draw conclusions.

### *Knowledge and Understanding:*

This will be broken down into three basic areas:

- Life and Living Processes: which explores plant and animal life, the human body, and environmental issues.
- Materials and their Properties: which looks at man-made and natural materials, the states of solid, liquid and gas, the water cycle and very simple chemistry.
- Physical Processes: which includes the study of energy, electricity and magnetism, light, sound and simple astronomy.

Because of the nature of the subject the science curriculum will be practically based where possible and will encourage the children to think for themselves and develop an enquiring mind.

## **INFORMATION TECHNOLOGY (ICT)**

The term ICT refers to all electronic methods of storing, sending and receiving information, whether by computer, sound recording, camera, fax or other means. ICT is becoming increasingly more essential in our society and consequently forms an integral part of all our curriculum subjects. At St Mary's CE Primary School the children will be introduced to ICT in the Foundation Stage and will be encouraged to develop their own individual skills through a range of National Curriculum subjects.



Interactive whiteboards will be used for teaching and learning across the curriculum; there is a 'state of the art' networked computer system and the children will be provided with opportunities to access the internet in accordance with our "Internet Safety Policy". The ICT curriculum will be divided into four components.

*Communicating Information:*

This involves using ICT to present and transmit information in the form of words, numbers, still and motion images, and sounds for particular purposes and audiences.

*Handling Information:*

This involves selecting, retrieving, collecting, analysing and storing information.

*Controlling and Monitoring:*

This involves using ICT to control and monitor events.

*Modelling:*

This involves investigating patterns and relationships by using computer models that simulate real or imaginary situations.

**DESIGN & TECHNOLOGY (DT)**

In DT the children will be provided with a range of opportunities to identify and investigate a practical based task in the context of school, home or the environment. The children will be introduced to a simple need or problem, and will be required to consider, plan and respond to the task, either individually, in pairs or in a group.

As part of their work they will be involved in:

- Designing
- Planning
- Making
- Using a variety of tools, materials and equipment
- Modifying and improving their work
- Testing and evaluating the end product

and will work with:

- Mechanisms, including control mechanisms
- Structures
- Textiles
- Food

**HISTORY (TOPIC BASED)**

Through studies of different periods of time, famous events and people, the children will be given opportunities to develop an awareness of the past, and of ways in which it was different from the present.

As part of their exploration and research they will:

- Use and interpret evidence
- Distinguish between fact and opinion
- Consider the consequences of historical events on their own lives
- Explore how things develop over time
- Set their historical studies in a chronological framework.

### *GEOGRAPHY (TOPIC BASED)*

In geography the children will study places, the physical and human features which shape them, and the people who live in them. A range of resources, together with visits and fieldwork, present opportunities for the children to acquire and develop geographical skills and an understanding of the world around them. The children will be encouraged to enjoy, appreciate and value the environment in which they live, and to understand the implications of today's actions for its future care.

### *PHYSICAL EDUCATION (PE)*

PE will be an important element of the school curriculum as it provides the children with opportunities to enjoy physical activities where they can develop a range of physical skills, co-ordination, confidence, and learn to become a co-operative team member.

At St Mary's CE Primary School we shall have a firm commitment to providing 2-plus hours/week of high quality physical education, which will encourage the children to lead healthy, active lives, and develop good sportsmanship and teamwork qualities.

The P.E. curriculum will include:

#### *Gymnastics:*

The children will explore different means of rolling, jumping, balancing and travelling on the floor and apparatus. They will gradually refine these movements to produce sequences emphasising changes in shape, level, speed and direction.

#### *Games:*

The children will learn a range of skills and techniques using a range of equipment, to enable them to participate in a variety of team games, participating in inter schools tournaments.

#### *Movement and Dance:*

The children will explore gymnastic skills and the flexibility of their own bodies, to create sequences of movement to interpret and respond to rhythms, music, words and events.

#### *Athletics:*

The children will practice basic actions in running, throwing and jumping, and will be encouraged to measure, compare and improve their performance.

#### *Yoga*

The children will be introduced to the first principles of yoga.

### *Swimming:*

All children will have the opportunity to participate in swimming lessons throughout the year.

***Our aim is to ensure that all children have the opportunity to participate in a variety of sports.***

### *ART*

All children will be provided with the opportunity to undertake a wide variety of 2D and 3D art based activities. They will learn how to use a wide range of tools, materials and techniques to discover art through exploring with drawing, painting, printmaking, collage, fabric work, and a range of modelling, including work with clay.

The children will also look at, discuss and use the work of other artists to inspire and develop their own ideas, and learn how to evaluate and modify their own work. We believe all children have a natural artistic ability and we will provide the time, materials, stimuli and opportunities to enable them to develop their creativity.

### *RELIGIOUS EDUCATION (RE)*

RE is planned in accordance with the Herefordshire Council Agreed Syllabus for Religious Education and seeks to give the children a rich variety of experiences through which they can develop the skills, attitudes and knowledge they need to develop their own beliefs and values.

As part of the RE curriculum the children will learn about Christianity and other faiths found in contemporary British society, including Judaism and Hinduism, through studying celebrations, places of worship etc.

Parents have a right to withdraw their children from RE and Collective Worship, but must provide alternative provision.

### *MUSIC*

At St Mary's CE Primary School we shall provide the children with opportunities for:

#### *Performing and Composing Music:*

This will involve the children using tuned and un-tuned percussion together with other musical instruments, including those they have made themselves, to create their own music. The children will learn to understand basic musical notation and the ways in which rhythm and harmony can be used to enhance basic melodies. They will also be taught a range of songs to sing in unison with percussion accompaniment, including simple two part songs, songs involving rounds, canons etc. Specialist music teachers will work weekly with the children to develop skills in singing, percussion and performance .

Pupils will participate in community events such as 'Dilwyn Carols on the Green' and the Hereford Festival.

#### *Appreciating Music:*

This will involve the children listening to their own music, that of their peers and the work of various composers and artists, in order to understand how to create a range of effects, sounds, moods and feelings using musical techniques. Professional musicians will visit and provide workshops, for example African drummers .

Children will also be given further opportunities to develop their musical skills through individual tuition, and after-school clubs.

### *FRENCH*

In KS1, children will begin to learn basic French vocabulary and learn about life for children in France.

In KS2, all pupils will participate in French lessons as part of the curriculum. These sessions will enable the pupils to experience French through a range of interactive activities

### *FOREST SCHOOL*

St Mary's CE Forest School was first established in Autumn 2011 and began its work in September of the same year. In the new Free school, this tradition will be continued and developed further. Through Forest School and other environmentally-based initiatives, children attending St Mary's CE School, will be able to develop a life-long love and understanding of the natural environment, whilst developing the core purposes of the Forest School ethos, namely, development of self esteem, confidence and social skills. Through carefully planned activities, children from all year groups at the school will take part in Forest School sessions weekly which will enable children to excel in all areas of their personal, academic and spiritual development. A qualified practitioner (Level 3) will lead sessions in a local woodland, including shared sessions with parents and special "night time" events!

The philosophy which underpins the Forest School movement is to encourage and inspire individuals of any age from 3 years upwards, and any groups, through mastery of small, achievable tasks in a woodland environment, to grow in confidence and independence so that they are able to develop a sense of self-worth. Children will acquire new skills as they are ready for them, so that activities can maintain a degree of challenge and excitement, whilst remaining safe and controlled. Details of the Forest School approach can be found at [www.forestschool.com](http://www.forestschool.com) .

#### *Activities at the woodland/school site:*

- Exploration
- Collection
- Simple skills: tools, ropes, knots, lashings.
- Simple crafts
- Making temporary shelters
- Songs & stories
- Problem solving
- Team games/activities
- Woodland management
- Health & safety
- Cooking

Wherever possible, areas of the curriculum are integrated into the Forest School sessions, e.g.:

- **Science**, e.g. collection and identification of mini-beasts, ecology and conservation;
- **Art** work using natural materials;
- **Writing**: describing activities in Forest School;
- **Design and Technology**, e.g. shelter construction, knots, etc.;
- **Geography**, e.g. local environment, woodland environment.

### *COLLECTIVE WORSHIP*

Collective Worship is an educational activity which contributes to the pupils' spiritual, moral, social and cultural development. It is a quality experience which encourages a sense of awe and wonder in pupils at the natural world, and which helps them to reflect on those aspects of human life which raise questions of meaning and purpose.

An act of Collective Worship will be held daily; in accordance with the law, this will be non-denominational and mainly Christian in content.

Our assemblies will be planned to incorporate Collective Worship and to link with St. Mary's Church, Dilwyn to coincide with special occasions, e.g. Harvest Festival, Christmas, Easter, Remembrance Day etc.

During the assemblies, which will be led by school staff, visiting speakers and members of local churches or the community, the children will be encouraged to participate by reading poems, saying prayers, singing, performing drama, presenting work etc., fostering a sense of school community and belonging.

Collective Worship will reflect and reinforce our school ethos and will contribute towards the growth of the school as a community, and towards the personal development of individual pupils.

### *PERSONAL, SOCIAL, HEALTH EDUCATION (PSHE)*

We believe that children should be actively involved in shaping their own lives, and to do this they must be able to make their own decisions.

As part of a broad, balanced curriculum, a programme of personal, social and health education will operate within the school, to address the whole development of the child. The children will be encouraged to make positive and healthy choices about their lifestyle and to resist the pressure on them to be involved with behaviour that is unhealthy and detrimental to their well-being.

### *SEX & RELATIONSHIP EDUCATION (SRE)*

A programme for SRE appropriate to the children's age and experience will form an integral part of our science related work on life and living processes and the PSHE curriculum. All issues and questions raised will be dealt with in an appropriate and sensitive manner, and matched to the developmental stages of the children.

**Please Note: Details of curriculum planning may be found at Annex A.**

## D2 LENGTH OF SCHOOL DAY, TERM AND YEAR

**School Term And Holiday Dates 2013/2014 (Provisional). These match Herefordshire Council dates, to co-ordinate with families having siblings in secondary and tertiary schools elsewhere in the County.**

### *Autumn Term*

Term Starts Tuesday, 3<sup>rd</sup> September 2013  
 Half Term Monday, 21<sup>st</sup> - Friday, 25<sup>th</sup> October 2013  
 Term Ends Friday, 20<sup>th</sup> December 2013  
 74 Days

### *Spring Term 2014*

Term Starts Thursday, 2<sup>nd</sup> January 2014  
 Half Term Monday, 10<sup>th</sup> - Friday 14<sup>th</sup> February 2014  
 Term Ends Friday, 28<sup>th</sup> March 2013  
 57 Days

### *Summer Term 2014*

Term Starts Wednesday, 16<sup>th</sup> April 2014  
 Half Term Monday, 2<sup>nd</sup> – Friday, 6<sup>th</sup> June 2014  
 Term Ends Friday, 18<sup>th</sup> July 2014  
 73 Days

## **The School Day Key Stage 1 Timetable**

*Foundation /Key Stage 1 may have a supervised break between 2.15 & 2.30.*

	8.55 – 9.15	9.15 – 10.30			10.45-12.00			1.00 – 2.15	2.30 – 3.15
Monday	Whole School Assembly	Guid .Read.	Literacy	B	Numeracy		L	Forest School	
Tuesday	Key Stage Assembly	Literacy		R	Numeracy		U	Lit.	Science
Wednesday	Key Stage Assembly	Hist/Geog.	Hist/Geog.	E	PSHE	IT	N	Music/PE	

Thursday	Whole School Celebration Assembly	Literacy		A	Numeracy		C	Letters & Sounds	French	PE
Friday	Whole School Assembly (Vicar)	Spelling Focus	Literacy	K	Letters & Sounds	Numeracy	H	RE		Art/DT

### *Class Organisation*

Both Foundation and KS1 classes will be taught initially in one classroom with a qualified early years teacher and TA support. The planned admission number is 8, giving a maximum class size of 24. As numbers increase towards 24 then additional staffing (TA time) will be provided.

## The School Day Key Stage 2 Timetable

	8.55 – 9.15	9.15 – 10.35			10.50-12.00			1.00 – 2.15		2.30 – 3.15
Monday	Whole School Assembly	Literacy		B	Numeracy		L	Forest School		
Tuesday	Key Stage Assembly/ PSHE	Read.	Numeracy	R	Literacy		U	Art/DT		RE
Wednesday	Key Stage Assembly	Literacy		E	Numeracy		N	PE	Music	French
Thursday	Whole School Celebration Assembly	Read.	Numeracy	A	Literacy		C	PE	Music	PSHE
Friday	Whole School Assembly (Vicar)	Guid. Read.	Science	K	Tables	Science	H	History/ Geography		IT

### *Class Organisation*

At KS2, pupils will be taught within two class groups for core subjects: English, Mathematics, Science and ICT. In all other subjects, year groups 3&4 and 5&6 (each with a maximum of 16 pupils) will be taught together; however, there will be flexibility to allow 'Gifted & Talented' pupils to be challenged and SEN pupils to be supported, by placing them in the most appropriate class.

### *Future Organisation*

In the future we may consider basing a nursery/reception class at the school, and this would allow the school to further expand.

### *Pastoral Organisation*

Class teachers will be pastoral tutors to pupils within their forms. The children will be organised into a pastoral House System, comprising three houses Oak, Elm and Ash. Each child will be a member of a House and where appropriate siblings will be grouped together. Throughout the week children can earn points for their Houses by being helpful and working hard. The children will work with their team on a range of activities throughout the year, e.g. den building at Forest School; presenting an assembly to the school or working together at Sports Day. At the end of each week, a cup is awarded to the House with the most team points. Individual achievement is also celebrated and the children will receive star badges for earning 10, 20 and 30 stars within a term. At the end of each term a special cup is awarded to the House with the highest total number of team points.

### *School Council*

There will be a School Council, to provide regular opportunities for pupils to become directly involved in aspects of school decision making. Pupils will be given opportunities to express views and ideas about different aspects of school life. For example, through the School Council children may suggest ways to improve the school environment, consider fund raising activities, or produce their own school magazine. The School Council will collect opinions about what concerns pupils and what initiatives they would like to see implemented.

### *Enrichment Days*

Further to the regular timetable there will also be a planned enrichment day each half term. The enrichment days will enable the children to spend longer blocks of time on, for example, an environmental pond study, problem solving and creative activities such as clay and batik. Throughout the year enrichment days will focus on different areas of the curriculum. These days will sometimes have an historical theme and could be the culmination of a class topic on for example, Romans, Tudors or Castles. The days might involve a range of activities such as dancing, cooking, designing flags and shields and creating a tournament or banquet. The enrichment days should be special and enjoyable experiences, and parents and carers will be invited to see what learning the children have been involved in.

### *Play Activity*

The school site has two playgrounds and these will be accessible, under supervision, to all children during break times. In one playground, use can be made of balls, skipping ropes, rides on toys and other play equipment, and the other play area will be retained for quieter activities. The playgrounds can also be separated by wooden gates.

## **D3 SPECIAL NEEDS**

### *Rationale*

**Children with special needs will have the same opportunities and be included in all aspects of the life of the school;** all children are special, and meeting every pupil's needs is a shared responsibility between the school and the parents, who should work in partnership in order to support the needs of the child. As is stated in our admissions policy, all children with a Statement of SEN will be admitted to the school if the school is named within that statement. Within our school, based on Herefordshire figures (School Census) we will make provision for 10% of children to require additional support.

### *Definition*

A child is said to have a '**Special Educational Need**' (SEN) if he/she has a significantly greater difficulty in learning than the majority of children of the same age **or**, if '**Gifted and Talented**', has a need over and above the average.

### *Objectives*

Every effort will be made to:

- Identify children with special needs as soon as possible.
- Plan and teach these children carefully, using differentiation.
- Give all children access to a broad and balanced curriculum.
- Use ICT to support the needs of individual children, according to need.
- Assess children's progress regularly.
- Include all such children in the full life of the school.
- Provide equal opportunities for all children.
- Support and train staff.
- Keep parents informed of their child's progress and inform them as soon as any concern is raised.



### *Disabled Pupils*

- There is adequate wheel chair access to the school.
- The needs of pupils with physical or sensory impairment will be evaluated, with the aims of ensuring that their needs are met and enabling them to be fully involved in the life of the school.
- Changes to the physical environment will be made as required.

## **Children with SEN**

### *Admission Arrangements*

Admission arrangements are the same for all children regardless of SEN. However, it is obviously important for parents to fully inform the school of any SEN at the earliest opportunity. Any child with a Statement of SEN will be guaranteed admission to the School, if St. Mary's has been named.

### *Identification of Pupils with SEN*

Areas of Special Educational Need are:

- Cognition and Learning
- Sensory and/or Physical
- Communication and Interaction
- Behavioural, Emotional and Social.

The aim is to identify children with SEN as early as possible during their school-life, but a concern can be raised at any time. Initially parents will be approached by their child's teacher and a concern form will be filled in which will include the parents views. At this stage the child will be provided for by inclusion and differentiation of work in the class and remain the class teacher's responsibility.

Partnership with parents plays a key role in enabling children with special educational needs to achieve their full potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of the children's needs and the best ways of supporting them. All parents will be treated as partners and be given support, in order to play an active and valued role in their children's education.

Children with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to participate in the decision making processes and contribute to the assessment of their needs, the review and the transition processes.

### *School Action*

The child's class teacher will set targets for an individual learning plan, which will include any need for additional or different action or provision for that child. These targets will be shared with parents, teaching assistants (TA), other teaching staff and the child and will be reviewed every half term; the level of support will be adjusted as to need. If a child does not make sufficient progress with this extra support he/she may be moved on to School Action Plus.

### *School Action Plus*

At this stage, advice is usually sought from outside agencies. This might include:

- Educational Psychologist
- Speech and Language Therapist
- School Nurse
- Social Services
- Education Welfare Officer
- Advisory Teachers for Hearing/Vision
- Other specialists: in particular, [REDACTED], [REDACTED] at Loughborough University, who is a Patron of the School and who will advise on the use of ICT for children with Special Educational Needs

### *Assessment*

The identification of children with special educational needs, including gifted and talented children, is closely linked to assessment. Termly teacher assessments are made in English, Mathematics and Science and these will be recorded on a whole school IT system (Classroom Monitor). Each term, summative assessments will also be made in mathematics and pieces of unaided writing are levelled. In the summer term years 2-6 will also complete SATS tests in English and Mathematics. If matters arise concerning the rate of pupil progress (either accelerated or slower than expected) then specialist SENCO intervention will be sought. Special Needs issues are always placed on the agendas of both Staff Meetings and Governors' Meetings.

### *The Role of the SENCO*

The Special Educational Needs Code of Practice 2001 describes the importance of the role of the SENCO in all school settings, from pre-school to secondary. The SENCO will be responsible for:

- Overseeing the day-to-day operation of the school's SEN policy.
- The assessment, target-setting and reviewing/monitoring of individual learning targets.
- Coordinating the provision for children with SEN.
- Liaising with and advising fellow teachers.
- Managing learning support assistants.
- Overseeing the records of all children with SEN.
- Liaising with parents/carers of children with SEN.
- Contributing to the in-service training of staff.
- Liaising with external agencies.

In general, support may be offered within and/or outside the classroom depending on the nature of the need and learning activity.

### **Deprived and "Looked after children"**

At St Mary's C.E. Primary school all children are welcomed equally. In our rural community there is a low proportion of minority groups; but the predominant groups are 'traveller' and European migrant communities. There was a low percentage of free school meals in the LA village school, indicating a low proportion of deprived families and there were several 'looked after' pupils. There is a commitment to continuing the same inclusion policies and to enabling deprived children and their families to take part in all aspects of school. School funds will be made available to ensure discreetly that pupils are included in extra-curricular activities, including the provision of resources and equipment as required. The small school size and intimate contact with caring teachers will encourage good integration and levels of pupil progress. Publicity will be given to this commitment to inclusion on the school web-site, and in the prospectus, brochure and any recruitment advertisements.

## **Gifted and Talented Policy**

### *Rationale*

The school aims state that the school will:

- Continue to raise standards so that every child achieves his/her full potential.
- Educate all children for an ever-changing world and the world in which they will live.

This policy is an integral part of the school's broader development of maximum inclusion and educational opportunity for all pupils and states the absolute commitment to providing an environment in which all pupils are enabled to realise their potential.

### *Aims*

This policy is intended to support the following aims:

- The raising of aspiration for all pupils.
- High expectations of achievement for all pupils.
- Greater enterprise, self-reliance and independence for all pupils.

In order to achieve these aims, it will be ensured that all pupils have the opportunities to develop specific skills or talents.

### *Definitions*

There are many definitions of 'gifted and talented'. 'Excellence in Cities' (EiC) guidance suggests:

- 'Gifted' learners are those who have abilities in one or more subjects in the statutory curriculum other than art and design, music and PE.
- 'Talented' learners are those who have abilities in art and design, music, PE or performing arts such as dance and drama.

The term 'gifted and talented' is not to be understood as referring to the most able children in the national population. The term should be seen as relative and refers to the top 5% to 10% of any school, regardless of the ability profile of pupils at the school.

Within the school it will be recognised that gifted and talented pupils can be:

- Good all-rounders.
- High achievers in one area.
- Of high ability but with poor writing skills.

We also recognise that those pupils who are gifted and talented do not always show their ability. Such pupils **are** gifted and talented even though their abilities may be hidden or remain as potential.

### *Identification*

Gifted and talented students are identified by making a judgement based on an analysis of various sources of information including:

- Test scores and teacher assessment.
- Teacher nomination (based on classroom observation, discussions with pupils, work scrutiny).
- Expert nomination from sport coaches or teachers of music, art and the

- performing arts.
- Reading ages.

This information will be collated by the Head of School and is made available to all staff. A 'gifted and talented' register is maintained, reviewed annually and updated as necessary.

#### *Organisational and in-class approaches*

Important strategies include:

- The coherent management of pupil groupings (whether in mixed ability groups or ability sets) and recognition that whilst there may be a higher concentration of gifted and talented pupils in some groups, there will be pupils who have gifts and talents in all groups.
- The provision of opportunities for gifted and talented pupils to work with pupils of similar ability. This will mean that it is appropriate for pupils to work with older pupils occasionally.
- Mentoring and additional provision for pupils of exceptional ability.
- The provision of enrichment/extension activities and tasks.
- Differentiation within subject areas. Differentiation should provide activities requiring higher order thinking skills.
- The development of independent learning by allowing pupils to organize their own work, to carry out tasks unaided, evaluate their work and become self-critical.

#### *Out of class activities*

The following will be offered on a regular basis and, although these benefit all pupils, they are particularly apt for ensuring that pupils who have potential in these areas are given opportunities to practice and extend their skills.

- Enrichment days.
- Residential experiences.
- School clubs.
- Musical and sporting activities.

#### *Parental Involvement*

Parents and teachers will work together for the needs of the gifted and talented child.

#### *Co-ordination*

The Head of School has overall responsibility for:

- Ensuring that the policy is implemented.
- The monitoring of progress,
- Ensuring that the professional development programme includes relevant aspects of gifted and talented provision.

#### *Monitoring and Evaluation*

The progress and achievement of 'gifted and talented' children will be monitored on a regular basis, using the school's teacher assessment tracking system.

### *Quality Assurance*

Regular monitoring will provide opportunity to ensure that the provision made for 'gifted and talented' pupils meets their needs. In addition, the views of parents and pupils will be welcomed and will be collated formally as part of the school's annual questionnaire. All of this information will be used to inform future provision.

### *Policy Review*

This policy will be reviewed on an annual basis in the summer term by the Head of School in conjunction with the Governor nominated for gifted and talented children.

## **Children with English as an Additional Language**

### *Introduction*

At St. Mary's CE Primary School, the teaching and learning achievements, attitudes and well-being of all our children are fully valued and we encourage them to achieve the highest possible standards, by taking account of each child's life experiences and needs. Children who are learning English as an additional language have skills and knowledge about language similar to those of monolingual English-speaking children; their ability to participate in the full curriculum may well be in advance of their communicative skills in English.

### *Aims and objectives*

Our curriculum secures entitlement for all children to a number of areas of learning and gives them the opportunity to develop the knowledge, understanding, skills and attitudes that are necessary for their self-fulfilment and development as responsible citizens. We promote the principles of fairness and justice for all through the education that we provide in our school and the aim of this policy, therefore, is to help ensure that we meet the full range of needs of those children who are learning English as an additional language (EAL). This is in line with the requirements of the Race Relations Act 1976.

### *Teaching and Learning styles*

At St. Mary's CE Primary School, teachers will employ various methods to help those children, who are learning English as an additional language, to achieve their full potential.

### *Developing spoken and written English*

This will be achieved by;

- Explaining how speaking and writing in English are structured for different purposes across a range of subjects.
- Providing a range of reading materials that highlight the different ways in which English is used.
- Ensuring that there are effective opportunities for talking, and that talking is used to support writing.
- Encouraging children to transfer their knowledge, skills and understanding of one language to another.
- Building on children's experiences of language at home and in the wider community, so that their developing use of English and other languages support one another.

### *Ensuring access to the curriculum and to assessment*

This will be achieved by:

- Using accessible texts and materials that suit children's ages and levels of learning.
- Providing support through ICT, video or audio materials, dictionaries and translators, readers and amanuenses.
- Using the home or first language where appropriate and possible.

### *The Curriculum*

The curriculum will be reviewed regularly and examined to ensure that multicultural aspects are fully integrated into the entire course.

All children in the school will follow the curricular requirements of the Foundation Stage and the National Curriculum. Children with English as an additional language will not produce separate work. It will not be general practice to withdraw children from lessons to receive EAL support. However, when deemed necessary (a new arrival who speaks/understands no English) there may be provision made for a period of one to one focused support.

If appropriate, siblings or other children who use the same first language as the new child may link together for transition or other activities. If there are several children with the same first language across the school, they may be brought together for small group work and socialising.

In the Foundation Stage there will be opportunities for children to develop their English language, and support will be provided to help them take part in all activities.

### *The Foundation Stage and learning English as an additional language*

Here, children are helped by:

- Building on their experiences of language at home and in the wider community, so that their developing use of English and of other languages support one another.
- Providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults.
- Providing bilingual support to extend vocabulary where possible.
- Providing a variety of writing in the children's home language as well as in English.

### *Key Stages One and Two*

Here, children are helped in learning English as an additional language by:

- Continuing those strategies used in the Foundation Stage, whilst moving the emphasis towards written and spoken English.

### *Assessment*

- Teaching staff will carry out ongoing recording of attainment and progress in line with agreed school procedures.
- Data analysis will be carried out to monitor the progress of EAL pupils and appropriate support will then be allocated.
- The Head of School will closely monitor EAL pupils' progress and attainment in line with the school's Assessment Policy.
- The statutory assessment arrangements of the National Curriculum will allow 'access arrangements' for children who are learning English as an additional language to be made.

- When appropriate/necessary contact will be made with the curriculum helpline for specific guidance – in addition to that given in the ‘Assessment and Reporting Arrangements’ documentation.

### *Individual Language Profile*

An Individual Language Profile (ILP) focuses on speaking and listening and will be updated half-termly. An ILP will be maintained for each child with identified

EAL needs. It will set targets and be used to monitor progress, and will detail:

- The targets set for or by the child;
- The personnel involved
- The dates targets are achieved
- The identification of the next target.

The ILP will be reviewed every half term and the outcomes recorded. Pupils will participate fully in the review process according to their ages and abilities. Parents/carers will also be invited to participate in the review process, either at parents’ evening or private interview.

## **D4 MEASURES OF SUCCESS**

### **Criteria**

The following criteria will be used as measures of success:

- Obtaining an ‘Outstanding’ Ofsted grading.
- School results in KS2 SATS well above local and national average.
- Good progress of individual children being observed through careful monitoring, particularly in numeracy, literacy, science and ICT.
- The degree of happiness and self-esteem of the children.
- The level of attendance and the standards of behaviour; only the highest degree on both counts will be regarded as acceptable.
- The degree of parental support.

### **Assessment, Recording and Reporting**

The Foundation Stage children will be assessed using the Foundation Stage Profile and this will be updated termly and shared with parents and carers. Each child will have a ‘Learning Journey’ which is an individual record and will include photographs, observations, drawings, etc. that records their achievement in the six areas of development. This will support personalised target setting and will enable practitioners to plan the next steps in learning.

Throughout KS1 & KS2, termly examples of unaided work will be collected to build up a profile of each individual’s development. Children will be assessed regularly through using NC levels and SAT materials. In numeracy pupils will also be assessed using Wigan Mathematic Assessments. Children will be assessed throughout the year by their teacher and each child’s development will be monitored to encourage continuity of progression throughout the school. Teacher assessments and summative assessments will be entered termly onto an electronic data analysis system (Classroom Monitor) .. This will allow pupil progress to be monitored and individual pupil targets to be identified.

Each child will receive a full report at the end of the summer term and each term there will be parent's evenings to discuss pupil progress. Pupils failing to achieve satisfactorily will be offered additional one-to-one tuition.

### Measurement of Success

In the six schools local to St Marys (see table below) the average percentage of pupils achieving Level 4 in both English and Mathematics is 77%. The percentage achieving Level 5 in both English and Mathematics is 12.2%. To be successful we aim to achieve between 80-90% Level 4 in both English and Mathematics and 30-40% of pupils attaining Level 5 in both English and Mathematics. Based on a favourable teacher to pupil ratio and current assessment data we aim for pupils to progress by approximately two sub-levels per academic year (6-8 sub-levels over KS2). This will be well above the National Benchmark at KS2.

School Name	Expected level in English & Maths (%)	Expected level in English (%)	Expected level in Maths (%)	Higher level pupils	Progress English	Progress Maths
Almeley Primary	80	80	100	20	89	100
Canon Pyon CE Primary	67	100	67	17	100	83
Ivington CE Primary	56	56	75	0	67	80
Pembridge CE Primary	100	100	100	0	67	100
Staunton-on-Wye Primary	92	92	100	25	92	100
Weobley Primary	67	67	83	11	61	83

In addition to academic achievement a further definition of our success will be that all pupils participate and contribute to community events e.g Dilwyn Village Show, Dilwyn in Bloom and Carols on the Green.

### Marking Policy

Marking work is to inform the progress of each child and provide teachers with essential planning information (formative assessment). It is important that work is assessed as soon as possible, so that it can be discussed with the child and future learning planned. Staff will monitor children's understanding and recording during lessons. The standard of work will be evaluated with the child and positive feedback given. Targets for children will be regularly reviewed with individual pupils and new targets set. Assessments will be made against NC statements. These will be entered onto Classroom Monitor so that pupil progress can be carefully monitored and future targets can be set.

### Teacher Performance

Planning will be monitored by Lead Teachers in each Key Stage and the Head of School. Overall responsibility will be that of the Head of School, who will regularly observe teachers in the classroom and also monitor pupil's performance data. Observations will be made using the relevant standards, and lessons graded using the current OFSTED criteria. Each week several pupils will share examples of their work with the Head of School.



## **Teacher Performance Indicators**

Pupil's progress throughout the academic year will be monitored half term (sub-levels). Book trawls and pupil questionnaires will provide evidence for assessment feedback and pupil satisfaction. Regular surveys and parent consultation will provide further qualitative indicators.

## **D5 ADMISSIONS POLICY**

Although a school with a Church of England designation and teaching within the principles of the Christian Church, there will be no selection on grounds of faith. All children of any faith or of no particular faith will be welcome.

The admissions authority is the Free School Trust, (the Company Limited by Guarantee). Any complaints against admission will be referred to the Schools Adjudicator in accordance with the Schools Admission Code published by the Department for Education. The Free School Trust will arrange for any appeal against refusal of a place at the school.

The admission authority will set admission arrangements annually, any changes will be subject to public consultation in accordance with the Department for Education Admissions Policy.

The Published Admissions Number (PAN) is 8 children in the reception year, group 4-5 years.

If oversubscribed, priority will be given, in the following order, to:

- Children with siblings attending at the school at the time of application, including any half-siblings, foster siblings, or step-siblings and any children adopted by the parents and brought up in the same home.
- Looked after children or previously looked after children.
- Children resident in the catchment area of the Parish of Dilwyn, (Parochial boundaries as defined by the Diocese of Hereford).
- Children with particular or specific needs.

**Note: It is acknowledged that children with a statement of SEN must be admitted, if they have nominated the School, even if oversubscribed.**

If it is still impossible to decide against the above criteria an open and transparent lottery will be held, supervised by a member of the Dilwyn Parish Council not directly associated with the school.

It is possible that, depending on the date of starting the Free School, there may not be time to be part of the local authorities coordinated admissions. In that case we will run our own admissions process. Invitations for admission will be published in the local press and circulated by personal contact to parents who have already expressed an intention to apply for places. This will be done 2 months before the date the school commences.

**St. Mary's will commit to the adoption of practices and arrangements that are consistent or in accordance with the School Admissions Code, the School Admission Appeals Code and admissions law as it applies to maintained schools.**

## **D6 ATTENDANCE, PUPIL WELLBEING AND BEHAVIOUR MANAGEMENT**

### **ATTENDANCE POLICY**

Good attendance at school is vital if pupils are to achieve their full educational potential and benefit from:

- Continuity of learning which makes progress and retention easier.
- A sense of achievement as progress is made.
- Developing relationships and friendships.
- Forming good habits for later life.

Parents obviously play a very important part in developing good attendance records and are asked to cooperate fully by:

- Ensuring that their child attends school regularly, unless there be very good reason why they should not do so.
- Helping the child to be punctual at all times.
- Not allowing the child to have time off for minor complaints or illnesses; if the child is well enough to be up and about, they are generally well enough to attend school.
- Notifying the school before 9.00am, if absence is unavoidable (illness, etc.).
- Seeking any required leave of absence well in advance of the date concerned by application in writing to the Head of School.
- Trying to book any medical or dental appointments in out of school hours or at the very end of the day.
- Avoiding taking holidays in term-time, except in exceptional circumstances and with prior agreement with the Head of School.\*

In return, the School will ensure that children are encouraged to attend by provision of a welcoming and stimulating environment. The school will:

- Arrange home visits and transition meetings for all children prior to starting, whenever possible.
- Actively promote attendance and punctuality and discourage absence.
- Keep a coded attendance register.
- Follow up immediately on any un-notified absence.
- Discuss with parents any prolonged absence or any irregular attendance.
- Make arrangements, in the case of illness, to recover from work lost.
- Include attendance figures for the year as part of the annual report to parents.
- Introduce a **'Home-School Agreement'** for all pupils, setting out in full the expectations for each individual child, and the responsibilities of the parents, particularly in ensuring good attendance and behaviour. **(See Annex B)**
- Ensure close monitoring of levels of attendance by the class teachers and the Head of School; the highest standards will be expected and any shortfall will be taken up promptly with the parents concerned.

## **PUPIL WELLBEING**

### ***Safeguarding & Welfare***

The fundamental aim of the School is to encourage all pupils to have confidence in themselves and to provide a positive environment in which they can feel secure and cared for, and in which they can develop to the full in all respects.

In order to achieve this aim, the School must:

- Ensure the practice of safe recruitment in checking the suitability of all staff and volunteers who work with children.
- Establish and maintain a safe and secure environment in which children can learn and develop and are encouraged to talk and have confidence that they will be listened to.
- Equip children with the skills needed to keep them safe.
- Develop and implement procedures for identifying and reporting cases or suspected cases of abuse. Support pupils who have been found to be abused in accordance with an agreed child protection plan.
- Provide opportunities for optimum development of their individual skills and abilities and ensure that they are fully prepared, in due course, for the later stages of their education.

### ***Procedures***

The School will:

- Designate a member of staff and a governor to have specific responsibilities for child protection and ensure that they have the appropriate training.
- Make known to all staff, volunteers, pupils and parents the identities of the designated staff member and governor, in order that they might be approached if there is any cause for concern.
- Ensure that every member of staff has proof of a Criminal Record Bureau check.
- Ensure all staff are trained to recognise signs of abuse or maltreatment, and are trained to follow these procedures.
- Include opportunities in the personal, social, health and economic curriculum for children to develop the skills they need to recognise and stay safe from abuse.
- Keep written and secure records of concerns raised (even if not referred on) and of any incidents that occur on school premises or which are reported to members of staff. **Such records must be kept in a different place to pupil records.**
- Follow procedures outlined by the Local Safeguarding Children Board and the Department for Education\*, and liaise with other agencies that support a pupil who has suffered abuse, such as social services, Child and Adult Mental Health Services (CAHMS) and the educational psychology service.
- Provide emergency cover for any in-school incident (such as an accident) where a member of staff has to leave the premises, using a team of well-qualified and experienced local volunteers to stand in to ensure the remaining children are cared for.

- Refer immediately to the Chair of Governors and Ofsted, any allegation made against a member of staff.

### *Abuse of Children*

There are six principal categories of abuse:

- **Physical:** Perhaps the most obvious and indicated by bruising or scarring, flinching or cowering, sudden shows of aggression, etc.
- **Emotional:** Shown by low esteem, absenteeism, parental over-protection, etc.
- **Social:** Ignored or ostracised by other children, isolated behaviour, etc.
- **Neglect:** Poorly dressed, looking ill-fed or sickly, etc.
- **Sexual:** Unusual relationships, drawings, behaviour changes, etc.
- **Bullying:** Cowed or withdrawn behaviour, absenteeism, etc.

**Any member of staff, suspecting abuse of some sort, should proceed with extreme caution. It is perfectly in order to seek information if this is done with tact and sympathy, but any further investigation must be referred to the Head of School, who will decide on what action to take and what other agencies to involve.**

\*Ref. Department for Education Guidance: 'Safeguarding Children and Safer Recruitment in Education'

## **CHILD SAFETY**

### ***On the School Premises***

- Children will only be sent out of the building with adult supervision.
- There be will an adult supervising outside whenever children are on one of the playgrounds or field, to ensure that it is not possible for an entering adult to meet children before being greeted by an adult.
- Children will only enter the kitchen with adult supervision.
- Children should never be left in any room without supervision.
- Children will always be supervised by an adult on the 'Single Central Record' (SCR) (unless the adult is an occasional visitor or from another agency that is obliged to carry out enhanced CRB checks).

### ***Other Procedures***

- Security of the children within the school building will be ensured by:
- Keeping the main corridor door locked, entry being gained via the key-pad.
- Keeping doors, other than the fire door at the back of the school, secured at all times by means of a bolt or lock.
- The main entrance gate will be secured with a padlock at morning break.
- Duty staff at lunch-time and play-time will supervise inside the building (including the toilets) as well as outside.
- If using a private car for a school journey, the vehicle must be insured for school use, be free from known safety related defects, and *the journey must be authorised by the Head of School or the teacher in charge on the day.* A declaration form for using private cars for school

journeys must have been completed *before* the journey occurs. In addition, if a child or children are being transported, there must be at least two adults in the car; all adults must be on our SCR; at least one adult must be a staff member; appropriate seat belts/child seats must be used for the child/children. *(Please remember that there are now specific legal requirements relating to the use of child seats and booster cushions).*

- Any activity or procedure having a recognised risk factor will be 'risk assessed'.
- Particular care will be taken with electrical safety. All portable appliances will have a sticker confirming a PAT test in the previous 12 months. Any combustible materials should not be placed on heaters or other electrical items, and the air flow around electrical items must not be impeded.
- Whenever children are moved from one place to another, appropriate checks will be made that no-one has been left behind (head count).
- The required staffing ratios for off site visits:  
*Reception: 1:3; Years 1-3: 1:6; Years 4-6: 1:10-15*

### ***Educational Visits***

Pupils can derive a great deal of educational benefit from taking part in school visits, both short-term and residential. In particular, they have the opportunity to undergo experiences not available in the classroom. Visits help to develop a pupil's investigative skills and longer visits, in particular, encourage greater independence.

For any activity taken outside school, proper preparation and planning are necessary, not only to ensure the smooth running of the activity but, and of paramount importance, the safety and wellbeing of the pupils concerned.

### ***PROCEDURE***

#### ***A. Local***

When pupils join St. Mary's C E Primary School, parents will be asked to sign a consent-form which covers all trips within walking distance of the school, such as church visits, Forest School, nature and environmental walks within the village. This will cover all excursions of this type and will be reviewed annually.

#### ***B. General***

1. A written proposal for the activity will be presented to the Head of School, with full details (including cost) and a preliminary risk assessment. A decision on viability will be made by the Head, but final responsibility for the activity lies with the Governing Body. The Head will appoint a Group Leader (who should have a qualification in First Aid and be judged to be competent for the particular activity).
2. If a subsequent full risk assessment proves satisfactory, an information letter to parents will be distributed, together with a consent form.
3. Shortly before the activity, final details will be issued. The Group Leader should carry a mobile phone, a first-aid kit, and emergency contact details on his/her person during the trip.
4. On successful completion of the activity, the Group Leader will submit a written report to the Head of School who, in due course will report to the Governing Body.



### ***Promoting Good Behaviour***

Behaviour and the ability to learn are influenced by many factors in a pupil's life, including: self-esteem, home circumstances; environmental and physical needs. In a small school such as St. Mary's, the staff will have the opportunities to know the character of individual pupils, their interests and talents and their family background. This detailed knowledge will enable staff to negotiate and recognise pupil strengths when resolving conflict. Changes in home circumstances will always be considered when there are changes in a pupil's behaviour, and parents will be expected to inform staff of changes that might affect a pupil's well-being. Raising self-esteem is central to the ethos of the school and we aim to be positive in approach and to notice and reward good behaviour rather than take it for granted; everyone responds to praise and will take pride in a sense of achievement. Rewards are motivational in helping children to see that good behaviour is valued and staff will use a range of rewards to promote appropriate behaviour including:

- Verbal Praise
- Inviting other children to acknowledge the achievement
- Inviting other members of staff and the Head of School to acknowledge the achievement
- Informing parents of achievement

### ***Resolving Negative Behaviour***

When a pupil's behaviour causes concern, the following strategies will be employed:

- The staff member will discuss the behaviour with the pupil, away from other pupils, to find out what the cause may be and the effect on other pupils. Staff will always make clear that it is the behaviour that is unacceptable, rather than the individual concerned.
- Support will be given to the pupil and classroom management steps taken as required, to remove or alleviate the problem.
- If the inappropriate behaviour continues, the Head of School will be informed and the pupil spoken to regarding his/her conduct. At this point, the parents will be informed and teachers will work with the parents and the pupil to improve his/her behaviour.
- A 'home-school' diary will be completed daily to record positive aspects of the day in addition to targets for improvement; this will be shared with the pupil and the parents.
- If violent or abusive behaviour persists, exclusion will be considered, initially on a short-term basis but, eventually for a longer period or even permanently (in accordance with our Exclusion Policy). Such measures will only be applied in extreme cases and only after full consultation with the parents at every stage of the process.
- All instances of behaviour requiring the intervention of the Head of School will be recorded on an incident record form.

### ***Monitoring & Review***

All staff will monitor behaviour throughout the school and take action as required to reinforce good practice. Policy and performance reviews will be undertaken annually.

## ***Bullying and its Prevention***

*Bullying may be defined as behaviour that is:*

- Deliberately hurtful and painful, and that which makes another person feel uncomfortable, distressed or threatened, and powerless to defend themselves.
- Persistent and unprovoked and repeated over time.
- Difficult for victims to defend themselves against.
- An abuse of power.

It can take place between children, between children and staff, between staff and parents or between staff; by individuals or groups, face-to-face, indirectly or using a range of cyber-bullying methods.

*Bullying can take any of the following forms:*

- Emotional Bullying: Excluding, tormenting, hiding belongings, being unfriendly, using threatening behaviour, giving someone the 'silent treatment', pulling faces, ignoring, spreading nasty stories about someone, making someone the subject of malicious rumours, deliberate damage or taking of someone else's property without permission, for example sweets, pens, pencils or money.
- Verbal Bullying: Name calling, teasing, insulting, using nicknames, spreading rumours, mockery, sarcasm, offensive remarks, taunting or threatening; picking on someone who is different, perhaps overweight, small, tall, of a different religion, or doesn't wear trendy clothes, or is not allowed to do things after school.
- Physical Bullying: Pushing, kicking, hitting, punching, pinching, tripping, spitting, or some other form of physical violence.
- Extortion Bullying: Demanding money or goods with threats.
- Racist Bullying : Verbal abuse by name calling, racial taunts, racist jokes and offensive mimicry, racist gestures, physical threats and attitudes.
- Sexual Bullying : Abusive name calling of a sexual nature, looks and comments about appearance or attractiveness.
- Bullying of Children with SEN and/or Disabilities: Children with SEN or disabilities can experience bullying both directly and indirectly about their specific difficulties or disability.
- Cyberbullying: All areas of internet, email and chat room misuse, mobile threats via text messaging and calls, misuse of associated technology e.g. camera and video facilities including those on mobile phones.

*If there is any reason to suppose that bullying has occurred, despite the promotion of the values promoted by the School, the following steps will be taken:*

- Discussion will be held with all concerned: the children, staff and parents, to discover the facts of the case and to determine the best course of action.
- Children involved will receive support as necessary, and strategies will be worked out with the parents to counter any further problems.
- The children and their parents will be made fully aware of the seriousness of the situation and if appropriate, advised as to their future conduct.



- If it is thought to be appropriate, all parties involved will be brought together under supervision and encouraged to discuss what has happened.

*While it is very important that children (and their parents) should understand that bullying will not be tolerated, it is equally important that they know exactly what is meant by the term, since actions that they consider normal may not be so to another child. To that end, the following actions will be taken and children:*

- Should learn, through the curriculum, that prejudice of any form is hurtful and dangerous.
- Should learn tolerance and how to value and appreciate the positive contribution different people can make to their peer group/school/society.
- Should understand that causing distress to another pupil, whether in the playground, on the internet or elsewhere, is totally unacceptable.
- Should be assured that any such problems that they are having will be dealt with sensitively.

*In addition, parents will:*

- Be made well aware of the policies and procedures being applied.
- Be encouraged to contact the School as soon as they suspect that a problem exists.
- Be fully involved in all subsequent discussion and action.

*And the School will:*

- Guarantee that appropriate action be taken promptly and effectively.
- Fully inform all concerned as to actions being taken.
- Keep full records of all incidents.
- Review policies in this respect on a regular basis and not less frequently than every two years.

Ref. Department for Education Guidance:

'Safe to Learn: Embedding anti-bullying work in schools'

### ***Relationship of behaviour and attendance to school vision***

The vision of ensuring that every child is developed to the best of their abilities is only achieved: if there is regular attendance so that no lessons are missed; and through excellent behaviour in class so that there is no disruption of learning. Our approach is based on firm and consistent guidance, and active cooperation with parents and with the children themselves through the School Agreement. Our curriculum is interesting, so that children are stimulated and want to learn.

### ***Pastoral System***

Lead teachers in KS1 and KS2 groups will be nominated as responsible for the pastoral care of children in their classes. This will be written into their job-descriptions and parents will be notified of the teachers with a pastoral responsibility. The purpose of the pastoral system is to ensure that every child is encouraged in their work and their play, but also helped and mentored through any personal problems, any uncertainties or any insecurity. If there are signs of unhappiness or anxiety these will be monitored and action will be taken to investigate and decide remedial action. Teachers will be trained under the auspices of the Diocesan Educational Trust.

### **Role of Parents**

A guiding principle of our school will be the cooperation and involvement of parents. The School Agreement signed by parents stresses their responsibilities for ensuring attendance, punctuality and good behaviour. Only 100% attendance and punctuality will be acceptable and absence will only be allowed for illness or for unavoidable pressures such as family bereavement. Only in exceptional circumstances will permission be granted to take holidays during term time.

### **Role of Teachers**

The Head of School will be ultimately responsible for implementing these policies but lead teachers will be responsible for their own classes and will keep registers of attendance and records of any bad behaviour. Under our pastoral care system the emphasis will be on encouragement and mentoring rather than punitive measures

## **D7 COMMUNITY NEEDS**

Dilwyn is a small village in the West of Herefordshire close to the Welsh border. It has a population of around 800 and is a fairly typical, largely rural village, although it does contain a factory, Tyrrell's Crisps employing over 100 people which produces high quality crisps and snacks using local potatoes. Dilwyn is about 6 miles from the nearest town, Leominster, and about 15 miles from the City of Hereford. It is a tight knit community with an unusual degree of social cohesion which enables it to stage a very large village show attracting over 3,000 visitors; to run Church and School Fetes and to operate a very popular social club in the village hall. A thriving Women's Institute, Mother's Union and a very successful branch of the Royal British Legion are all indicators of the strength and cohesion of the community. The Parish Church of St. Mary's the Virgin is at the heart of the community and is directly associated with the school. Sadly the village has lost its shop and post-office and its local pub – although there is hope that this can be reinstated. These are indicators of the social decay of a very precious rural inheritance: the small but integrated village. All the village organisations, and virtually the entire community are determined that this decay will not be allowed to go any further. For our village the preservation of the school is an issue that goes well beyond the provision of primary education. The school is needed to maintain social cohesion and the balance of younger families to the older population. However we recognise that this can only be achieved by establishing the school as a centre of primary school excellence.

The school has always been, and will remain, at the heart of the village and church community. Significant support for the school was shown in the community consultation about the future of the school in spring 2010, including from local businesses and our MP. It showed that 98% of households felt that the closure of the school would have a negative impact on the community –regardless of whether they had children at the school or not. Reasons given included the *'loss of the heart/hub/life-blood of the community'*; that *'Dilwyn would become less socially diverse/balanced'*; *'loss of another amenity would have a knock-on effect on other amenities'* and that *'young families wouldn't move here'* (see [www.dilwyn.com](http://www.dilwyn.com)).

Parents of the school closed by the LEA and the local community as a whole have remained steadfastly loyal, and that loyalty will be retained and developed by involving the community in the work of the Free School. The

relations between the village community and the school are outstanding and will continue to be so. The village community has provided skilled and experienced teachers who have given their time without recompense to the independent school established to ensure continuity of education, and to ensure that the school building trust did not revert; administrative and support staff have worked as volunteers, volunteers have offered teaching in music, drama, PE and sport; volunteer craftsmen have decorated and maintained the school premises

The children will benefit from the wide range of skills and expertise within this community. Local support has been offered from specialists in a range of subjects including drama, music, French, yoga, gymnastics and dance, all of which obviously enrich the curriculum. The children will also benefit from the involvement of different generations in the school. Many members of our local community grew up and went to school in this village; they are able to share their personal recollections of the school, village, church and farms and the children will be encouraged to ask questions about their surroundings and make comparisons. This is an exciting and natural way for children to learn and it will enhance their personal and social, development.

At St. Mary's C.E. Primary School, it will be our aim to provide a safe, supportive and challenging learning environment and a team of regular helpers will be established to assist with school activities such as Breakfast Club and including reading, cooking, and gardening. Parents and the community will be invited to assemblies, and special celebrations and services such as Harvest Festival, Remembrance and Nativity plays, all of which will take place in the parish church. Our children will enjoy regular opportunities to participate in community events and activities including the Village Show, Maypole Dancing, local Morris dancing and Carols on the Green.

The community will also make use of school facilities and resources. During the school day the local playgroup will share the playing field, outdoor play equipment, playground and ICT resources. Further detail on community use will be found in Section E2.

At St. Mary's C.E. School it will be the intention that as children learn and have fun within their community, they will also gain from the warmth and care around them.

### **Community Relations**

The School, teachers, governors, children and the 'Friends of St. Mary's' are all committed contributors to community activities and will maintain strong relationships with the local community as a whole. Examples are as follows:

- *St. Mary's Church:* Church and school work closely together; children attend regular worship, they will participate in 'All Age Group' services, hold nativity plays and Easter celebrations in the Church.
- *Dilwyn Village Show.* The children regularly perform Maypole and traditional dancing.
- *School Fete:* The school fete is well supported by the entire village community.
- *Adult ICT Training:* The school provides adult ICT training using the school ICT equipment.
- *'Dilwyn in Bloom'* : The school is an active participant in the 'Villages in Bloom' national competition.
- *Diocesan Educational Trust:* The school is an active participant in the Hereford Diocese Educational Trust a organisation of mutually supportive schools.

There is little or no inter-community strife in our village. There are no ethnic minority groups except for a small 'traveller ' community and a number of immigrant workers. The attitudes promulgated by the school are of tolerance and inclusivity. Children are taught the Christian ethic of neighbourly tolerance and understanding.

All staffing, governor selection and admissions policies take note of the Equality Act 2010. There is an active insistence on racial and religious equality.

## **D8 RELIGIOUS CHARACTER**

Although a designated Church of England school no restrictions are placed on admissions. It is expected therefore that there will be children of other faiths or of no faith in the school. We currently have no Muslim, Hindu, Sikh or other ethnic groups in this area of rural Herefordshire and at present no Jewish pupils or applicants. Were we to have applications from parents of such religious groups they would be welcome and our marketing stresses this open inclusivity. We would really like our children to experience friendships with other ethnic groups but the demographics of North-West Herefordshire provide little opportunity.

We are investigating, together with the Diocesan Educational Trust, the possibility of ecumenical cooperation with the Roman Catholic faith, through St. Mary's RC High School with whom we have a cooperative agreement on teaching.

We teach the Christian message in our curriculum and we follow the principles of the Anglican Church in our communal worship. However, we teach that Christianity is an inclusive and tolerant religion and that other faiths are to be respected; religious or ethnic intolerance is unacceptable to Christians. Parents may opt to exclude their children from communal worship. The children so excluded will be looked after by a teacher or classroom assistant. The groups of other faiths are too small to make special provision for communal worship in their faith.

RE is planned in accordance with the Herefordshire Council Agreed Syllabus for Religious Education and seeks to give the children a rich variety of experiences through which they can develop the skills, attitudes and knowledge they need to develop their own beliefs and values.

As part of the RE curriculum the children will learn about Christianity and other faiths found in contemporary British society, including Judaism and Hinduism, through studying celebrations, places of worship etc. The Christian story is taught in our curriculum and the school maintains a strong link with our local church, St. Mary's. While we are open and inclusive, nevertheless the central Christian ethos is integrated into all our teaching and pastoral care. We are committed to promulgating Christian morality but we do not seek to convert or to impose our views.

The percentage of time devoted specifically to religious education is small but significant: approximately 4% of teaching time, but we stress that the Christian designation of the school is reflected in everything we do, in teaching, in pastoral care, in our relationships with the Church and the community.

## Section E 1: Evidence of demand and marketing

If your school is new provision:

- In **column A** please provide the proposed number of places in each year group.
- In **column B** please provide the number of children of the relevant ages whose parents have indicated that they will choose the proposed school as their first choice.
- Leave **column C** blank.
- In **column D** please express the demand (column B) as a percentage of the places available (column A). i.e.  $D = (B/A) \times 100$ .

	2013				2014			
	A	B	C	D	A	B	C	D
Reception	8	9		113%	8	6		75%
Year 1	8	4		50%	8	9		113%
Year 2	8	8		100%	8	4		50%
Year 3	8	6		75%	8	8		100%
Year 4	8	4		50%	8	6		75%
Year 5	8	4		50%	8	4		50%
Year 6	8	2		25%	8	4		50%
Year 7								
Year 8								
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals	56	37		66%	56	41		73%

## Section E: Evidence of demand and marketing – part 2

### EVIDENCE OF DEMAND & CONSULTATION

- Spring 2010 – there were two **surveys about the future of Dilwyn school**, one by Herefordshire Council and the other by the parish where questionnaires were hand-delivered to every household in the parish. (187 households responded at just under a 70% response rate). The results from both consultations showed very high levels of support for the continuation of the school in the village, at the heart of this rural community. 98% of the community survey said the closure of the school

would have a negative impact on the community. In addition to the community survey, many letters were also received from individuals including health and education professionals, local businesses and village organisations, as well as from both Members of Parliament for Herefordshire and the [REDACTED]. All letters supported the continuation of this small village school.

Further evidence of community support has been shown in the investment of significant resources in setting up and running the school on a voluntary basis, to keep the school open until such time as we are successful in becoming a free school. These resources have mainly involved time and effort rather than financial. The community has worked together to establish who will manage and run the school, how it will be run (ethos, curriculum, resources), complete redecoration and redesign of the building and resources, and now are actually are running it (from teaching, support, and supervisory staff to administration and building and grounds maintenance).

- A **petition** was lodged with our previous submission for 2011. 178 signatures were received from residents of Dilwyn Parish; 29 of these were from parents.

**A Petition to the Department of Education  
For the Formation of a Free Primary School  
in the Village of Dilwyn, Herefordshire**

*We, the undersigned as parents, residents of Dilwyn village, Parish Council members, Parochial Church Council members, and Governors of the existing Dilwyn CE Primary School wish to petition the Department of Education for the creation of a Free Primary Church of England School in the village of Dilwyn, Herefordshire:*

<b>Name</b>	<b>Address</b>	<b>Status (Parent/ resident etc)</b>
<b>Signature</b>		

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- **A survey of parents and prospective parents** for Dilwyn School in March 2011 received feedback from parents on the future of the school, including demand for out of school clubs, and details of any voluntary support (including skills available).
- **A 'support Dilwyn School' campaign group** was set up in February 2010 on the social networking site Facebook. By mid-April it had 258 members with numerous messages of support stated for the school, particularly from ex-pupils.
- **Evidence of demand for the school forms have been completed by parents** from 2010 to date, the wording of which has been amended twice to reflect the changing circumstances. Those involved included parents at the school and Dilwyn Playgroup who have a broad range of social backgrounds. The forms were handed out at public meetings about the future of the school and via the parish magazine. Care was always taken not to unduly pressurise people into signing the forms and included a statement that the information would be held securely, not published and used only as evidence of demand.

The wording of the forms was as follows:

1. **Spring to autumn 2010:**

*“ I am a parent of a child/children of primary school age/preschool age. Should Dilwyn School continue to provide faith-based education in federation with St Mary's High School, then I would definitely consider sending my child/children to Dilwyn.”*

Responses from these included children already in primary schools elsewhere, but mostly reception intake from 2011 onwards. Most of the parents of children who have already started school elsewhere remain interested in Dilwyn School and will consider moving their children once its long-term future is secured.

2. **May to spring 2011 (most of the forms): see wording below:**

### **St. Mary's CE Primary School Dilwyn**

#### **Dilwyn Residents take the future of their school into their own hands**

Although Herefordshire Council has ordered the closure of Dilwyn Primary School the parents and the community of Dilwyn are determined that the 160 year old tradition of primary education in the village of Dilwyn will continue in a new school: St. Mary's CE Primary School Dilwyn.

#### **A Free School for North Herefordshire**

It is proposed that this new primary school, free from council control and directly funded by Central Government, should be formed in Dilwyn. A strong proposal for a possible start in September 2011 has been lodged with the Department for Education and if this is not possible for timescale reasons, a proposal for a start in September 2012 will shortly be made. If the 2011 start is not possible Dilwyn will establish an independent school for the 2011 year. This will be voluntarily funded and staffed.

#### **Our aim is excellence!**

- The school will have expert, highly skilled and experienced teaching staff.
- We will continue to use the existing building which is held in a church trust and we will continue to have use of the excellent playing field.
- The ethos of the school will be a caring and individualised education tailored to each individual child's needs. This is only possible in a small school.
- An exciting and stimulating curriculum will be offered, going well beyond the narrow requirements of the National Curriculum. Learning will be exciting and enjoyable. There will be opportunities for such important activities as music, drama, sport etc.
- We will be a 'Forest School, where children will learn by exploring the outdoors, and learn to value conservation and environmental concerns
- We will teach within the ethos of the Christian Church, teaching children to be kind and to value and respect each other, but entry will not be restricted on religious grounds.
- We will offer 'breakfast club' and after school care. If there is sufficient demand we will offer subsidised transport from Leominster or other outlying areas.

**We promise that this will be a very special school: the first Free Primary School in North Herefordshire, run by parents for the benefit of their children and not constrained by local government bureaucracy**

If you are interested in sending your child(ren) to this new local school please indicate below (this is not a binding commitment but would help us to demonstrate potential demand)

Contact name..... Post code.....  
Children's ages & year groups.....

**(This information will be kept securely, not published and used only as evidence of demand)**

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3. **Sept 2011 onwards:** *“Admission to St Mary's primary school. We would be very pleased to register an interest in admission to St Mary's for your child/ren; this could be during the present academic year or for September 2012. For the future, we are very confident of securing the necessary funding, provided that we can demonstrate a strong interest by local parents.”*

**Guidance for evidencing demand has now changed in order to ask parents to state that this school would be their first choice of school. By completing yet another form, this has been done.**

**Geographic Analysis**

Analysis of the postcodes from the families who have signed evidence of demand forms so far show that 2 in 5 come from Dilwyn area, 1 in 4 from Weobley area and 1 in 5 from Leominster (please see the following map and list of postcodes and ages of children).





Table showing postcodes and current school year or intake year of children, from evidence of demand forms so far:

POSTCODE	School year (as of Feb 2012)
HR3	2013, 2015
HR4	2015
HR4	2012, 2015
HR4	2015
HR4	2013
HR4	2015
HR4	reception
HR4	2013
HR4	Reception, 2014
HR4	yr1
HR4	reception
HR4	2013
HR4	yr1, yr4
HR4	YR 5
HR4	2013, yr1, 2 & 3
HR4	reception
HR4	2013
HR4	2013,2014
HR4	Yr3 & 5
HR4	reception
HR4	2013
HR4	2012, yr 1
HR4	2014, 2016
HR4	Yr3 & 5
HR4	Yrs 2 & 6
HR4	Yr4 & 5
HR6	2013
HR6	2014
HR6	2015
HR6	2012,2014
HR6	2015
HR6	reception
HR6	Yr 2 & 5
HR6	reception, yr2
HR6	Reception, 2016
HR6	2014
HR6	reception, yr3
HR6	2013

# Section E: Evidence of demand and marketing – part 2

## CONTEXT:

Dilwyn is a village in the north west of Herefordshire which is a rural, sparsely populated county. This provides challenges in the provision of local services, including schools particularly, to keep villages sustainable. Dilwyn School has been in the village for 160 years with pupil numbers at or around 40 over the last few years (current capacity 56), probably due in part to the threat of closure by the local authority. There has been a decline in the numbers of children in the County with some primary schools in the area having vacant places (Weobley, Canon Pyon) and others have a waiting list (Kingsland, Pembridge, Leominster infants) depending on parental preference. The decline in numbers of children is likely to be reversed in the future with plans for substantial increases in housing in Leominster and other towns and villages in North Herefordshire. There is also emerging evidence from the Office for National Statistics that the estimates of our population has underestimated the numbers of settled migrant workers in the County over the last 5 years, with higher than expected birth rates over the last couple of years.

There has been considerable new housing development in the nearby town of Leominster and future plans for 1,700 new homes as part of the 'urban extension' to the south west of Leominster (nearer our village). The local infant and junior schools in Leominster are already operating at full capacity with no plans for expansion. The age profile in Leominster is much younger than the rest of the county so further increases in young families with the provision of new homes (particularly to address the acute shortage of affordable homes) will put pressure on the town schools and parents will be looking to the surrounding villages for provision of high quality education. A small village school like Dilwyn, only 6 miles away is already attractive to some Leominster families. There is also a preferred spatial planning option for up to a 100 new homes allowed in each of the villages of Weobley, Pembridge, Kingsland, Eardisley and Kington (designated 'rural service centres') - all nearby villages that have in the past provided pupils for our school. It is very likely that in a few years the surplus places in primary schools will be absorbed and there will be a shortage of primary school places.

Dilwyn in particular has a significant factory - Tyrrell's Crisps - which employs over 100 people (with plans to expand and employ 175) – these are mainly young people who live in the County including workers from Eastern Europe. The school has always attracted around half of its pupil numbers from a much wider area of North Herefordshire than the official school catchment, including from the town of Leominster.

An active preschool (Dilwyn Playgroup) is situated next door to the school and is associated with it through use of the school playground at break time and story-time with the younger pupils. The ethos at Playgroup is also to nurture the individual and meet the particular needs of children, regardless of family background, where parent partnerships are key. It currently has 20 children

aged 2 to 4 years old out of a total capacity of 24 and is run as a charity and company limited by guarantee. It is predicted to grow to 30 children in the next 2 years. Playgroup will eventually be associated with the primary school as a nursery class and is therefore expected to provide a direct feeder of children to the main school as it attracts children from other villages where there is no preschool.

We have a close association with St. Mary's RC High School in Hereford, which is one of the best high schools in the West Midlands. Although the numbers of practising Roman Catholic and Anglican families has decreased over the years there is still ample evidence that local parents do have a preference for Christian faith-based schools. However in order to reach out to the wider community our marketing will stress that we teach within the Christian ethos but that children of any creed or faith or of no particular faith are welcome.

It is expected that numbers will rise steadily, once a positive marketing strategy can be embarked upon and there is confidence in the future of the school. There has been strong support to keep the school open in the village, demonstrated by a community consultation, public meetings and media interest. Our emphasis on the individual and his/her needs is also key, particularly with children who may struggle with change or a transition to a large primary school or those from disadvantaged backgrounds. The ethos at Dilwyn school and Dilwyn Playgroup is accepting of families regardless of background, via good relationships and trust between school/preschool and families with varying approaches and needs.

There is evidence of rural poverty in our locality with two areas around Weobley and Credenhill being in the most income-deprived quartile in the County. These areas also have comparatively lower educational attainment levels and higher levels of special educational needs compared to the rest of Herefordshire. As Weobley is close by, this has already been identified as a key area to market St. Mary's CE Primary School, which will offer a completely different and often preferred approach to other neighbouring schools, including Weobley. We have also found that 'word-of-mouth' is a powerful way of advertising the school using existing social networks, particularly 'mums groups' and we plan to continue and develop the provision of information about our school using these networks.

## **Marketing**

We have a clear 'brand' design as demonstrated by our logo, prospectus and website [REDACTED]. A young ex-pupil has provided the graphic and web-design. We also have voluntary support from another experienced web designer and a local reporter and PR consultant.

We have advertised in the local newspapers, parish magazines and in the educational and diocesan press. We have held open-days for prospective parents and for the community to view the newly redecorated and revamped school in August and October 2011. We have produced large road-side signs and posted leaflets door-to-door in key areas in Leominster. There will be a regular display stand at the annual Dilwyn Show, which attracts thousands of people every year. We will also build on the media interest received thus far by local media and regional BBC news over the last year.

A 'support Dilwyn school' campaign group was set up in February 2010 on the social networking site Facebook. By mid-April it had 260 members with numerous messages of support stated for the school, particularly from ex-

pupils. This was used to keep people informed about public meetings. A new Facebook group was established in autumn 2011 as part of the fund-raising group 'Friends of St Mary's Primary School' in Dilwyn. This organisation replaced the previous PTFA, runs as a charity and has a wider membership than just parents and teachers.

**We plan to continue our marketing campaign as described above.**

## **Section F: Capacity and capability**

### **F1 APPROPRIATE AND SUFFICIENT EDUCATIONAL EXPERTISE**

**All of the following have substantial educational experience and have been involved in setting up and running the current Independent School. They have all been active in every aspect of setting up this application and will continue to be so in the pre-opening phase and once the new school has opened.**

██████████

██████████

██████████

[REDACTED]

[REDACTED]



## **F2 APPROPRIATE AND SUFFICIENT FINANCIAL EXPERTISE**

**The Financial Team:** Those who have been involved in the finances of the current Independent School, the drawing up of the financial plans for the Free School and who will continue to be similarly active in the pre-opening stage of the new school and beyond are:

██████████ who has extensive experience of school financial administration (including that of the current Independent School).

██████████ (see below) and ██████████ (see above, who have been involved in business finance at a high level.

They will be joined in the pre-opening stage and beyond by:

██████████

**This team will be actively involved in drawing up the budget for the new school and will give whatever time is necessary to achieve this task; it will also oversee financial probity when the school is running..**

**F3 EXPERTISE TO MANAGE OPENING AND OPERATION**

*The core team involved will be:*

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]



*This core team will be backed by:*

### ***External Support***

We are advised and supported by [REDACTED]

We have been advised by the New Schools Network and by the National Association for Small Schools.

The Independent School has engaged [REDACTED], local ICT consultants, to provide appropriate expertise. It is envisaged that the new school will do likewise.

### ***Church of England Oversight***

We will be part of the Anglican Diocese of Hereford and will have the help and support of the Diocesan Board of Education. An Anglican School Trust has been formed, over-arching all CE schools in the Hereford Diocese, which also includes the County of Shropshire. We are a member of that association, which is a mutually supportive group of schools and we enjoy the direct support of several other schools in the group. The Group offers teacher and governor training.

### ***Parental Support***

It is intended that there will be 4 parent governors who will be nominated by an active Parents, Teachers and Friends association, (Friends of St. Mary's Primary School Dilwyn).

There will be regular meetings with parents who will work with teachers to further develop school policies.

### ***Community Support.***

The village community has already shown enormous commitment to the school and recognises that the school is a vital part of community life. There are a large number of volunteers who will help with school and grounds maintenance, school administration, help with hearing children read, give classroom assistance, help with music and drama, help with school sports, help with school trips etc. The community is determined to continue to support the school. CRB checks will be carried out for all personnel, salaried and volunteer.

### ***Relationship with St. Mary's RC High School***

The [REDACTED] will continue to maintain close contact with Dilwyn school and will provide help and support where possible.

Pupils from Dilwyn will be able to join with primary school children from St. Joseph's RC Primary school, which is federated with St. Mary's High, for weekly science lessons or to avail themselves of St. Mary's resources. Dilwyn children will be able to join St Joseph's on expeditions or outside visits.

St. Mary's High School and St. Joseph's will help and advise on curriculum, school policies and teaching method.

We will continue to work towards an ecumenical partnership with the Roman Catholic Schools federation led by St. Mary's high school with the ultimate intention of joining that federation as a partner.

## **F4 STAFFING STRUCTURE**

**Head of School:** A full-time appointment, the role will ultimately involve a 0.5 FTE teaching commitment, as well as the School leadership. The Head will be the primary contact with parents and all outside agencies and individuals. He/she will oversee the administration of the School and be responsible to the Governing Body for the curriculum, all school policies and procedures and, ultimately, the standards achieved and the ethos set. He/she will have SENCO responsibilities.

**Lead Teacher - Infants:** A full-time appointment, this teacher will be responsible for all children in the reception and KS1 years, for their learning and their welfare; he/she will have appropriate first-aid qualifications. He/she will liaise with Dilwyn Playgroup and all other potential providers, regarding entry to the School.

**Lead Teacher – Juniors:** A full-time appointment, this teacher will be responsible for all KS2 children, for their learning and their welfare; he/she will have appropriate first-aid qualifications. He/she will liaise with local secondary schools regarding the transfer of Year 6 pupils.

**\*Depending on seniority, one of the two lead-teachers will be designated as stand-in for the Head of school when required.**

**Assistant teacher:** Initially employed at 0.4FTE salary, this teacher will become full-time in 2015/16, to cope with increasing numbers, and will work in the Junior section.

**Teaching Assistants:** One teaching assistant will be employed full-time, at first but a second will be employed in 2016/17 because of the increasing pupil numbers. They will be backed by trained volunteers.

**Supply Cover:** There will be sufficient teaching strength available to cover most eventualities. In an emergency, a supply teacher will be bought in.

**Office Administrator:** A full-time post (possibly on a job-share basis), the Administrator will be responsible to the Head of School for all administrative processes, will be the primary telephone contact and will assist with pupil supervision and first aid as required. (He/she must have appropriate first-aid qualifications.)

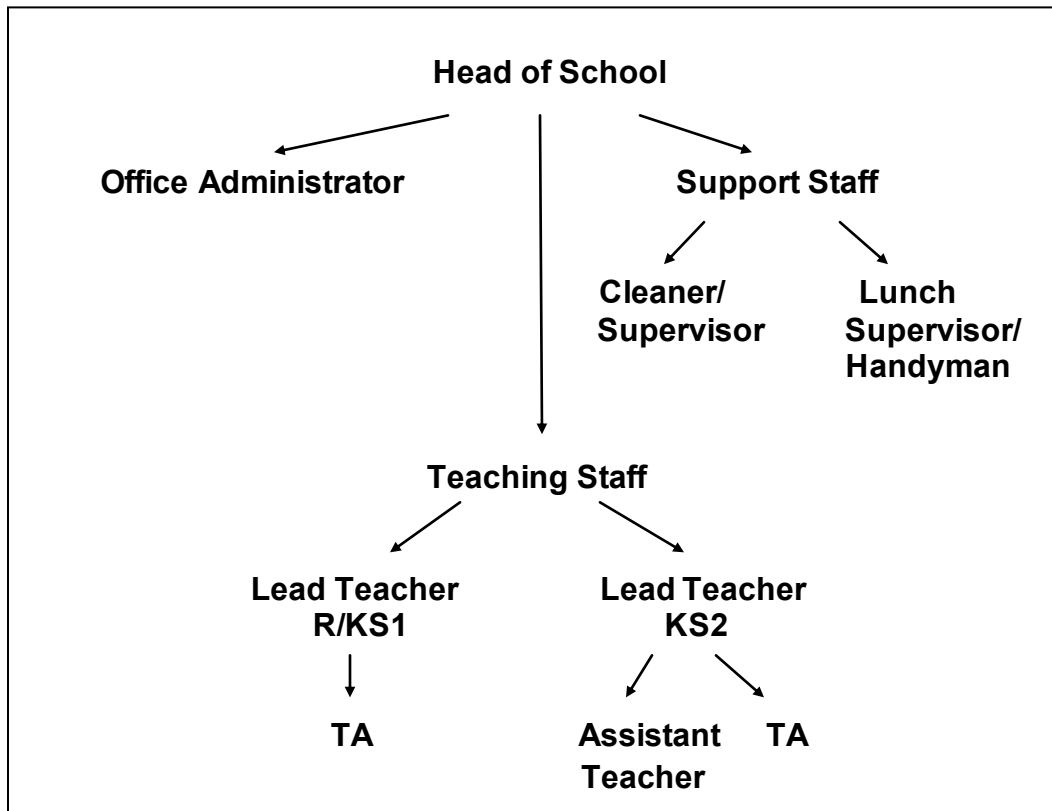
**Support Staff:** A lunchtime-supervisor/handyman and a supervisor/cleaner will be employed, each on 0.4FTE salary.

***This team will be backed, where appropriate, by trained and experienced local community volunteers, all of whom will have had significant school experience.***

***Everyone involved, whether salaried or volunteer, will have CRB clearance.***

**Note:** This staffing structure is essentially that being satisfactorily employed currently, in the Independent School. It can be applied equally to either Financial Plan A or B, as shown in the following

organisation chart, from the opening of the School through to the steady state.



## **F5 APPOINTMENTS**

### **Head of School**

*The person appointed must have the following qualities:*

- **Vision:** To be able to identify with the ethos of the School, as planned, and to have the capacity for development, essential to success.
- **Leadership skills:** To be able to lead by example in all aspects of school life.
- **Personal skills:** The ability to relate well with parents, governors, staff and the community at large.
- **Experience:** All that is necessary, both in life generally and in the educational world to fulfil the role of Head.
- **Management skills:** The ability to manage all of the complex aspects of running a school.

*The role will entail:*

- Responsibility for the day-to-day running of the school.
- Direction and supervision of teachers and classroom assistants.
- Monitoring and recording children's attainment.
- Providing a direct contact to deal with any parental complaints or concerns.
- Having overall responsibility for school administration and finance.
- Ensuring that all aspects of the law pertaining to primary schools, particularly safeguarding are adhered to.

- Regularly observing teaching practice.
- Assuming SENCO responsibilities.
- Guiding and mentoring teachers and advising when appropriate on career development.
- Being required to undertake teaching when appropriate.
- Reporting regularly to the School Governors and attending all governors' meetings.

**Appointment will follow open advertisement and interview.** Once appointed, the successful candidate will be involved at all stages of the implementation phase of the new school.

### **Lead Teachers**

*The roles will entail, respectively, responsibility for reception/KS1 and KS2 classes and specifically:*

***Reception/ KS1; this role will entail:***

- Responsibility for all children in the reception and KS1 years, on a day to day basis, to include their learning and welfare.
- Responsibility for a Teaching Assistant in his/her area.
- Being available to meet parents as required to give advice, report on progress or counsel.
- Monitoring the progress of each individual and, where necessary devising appropriate work programmes to meet need.
- Keeping full records on every child.
- Liaising with SENCO regarding individual children with SEN.
- Keeping the Head of School fully informed on all matters relating to the children in his/her section.
- Liaising with Dilwyn Playgroup and all other potential providers, regarding entry to the School.
- Having appropriate First Aid qualifications, including paediatric.

***KS2: this role will entail:***

- Responsibility for all children in the KS2 phase: Years 3 – 6.
- Responsibility for coordinating teaching and learning standards with the other (initially part-time) KS2 teacher.
- Responsibility for a Teaching Assistant in his/her area.
- Being available to meet parents as required to give advice, report on progress or counsel.
- Monitoring the progress of each individual and, where necessary devising appropriate work programmes to meet need.
- Keeping full records on every child.
- Liaising with SENCO regarding individual children with SEN.
- Keeping the Head of School fully informed on all matters relating to the children in his/her section.
- Liaising with secondary schools regarding the transfer of Year 6 pupils.
- Having appropriate First Aid qualification.
- Having Forest School experience and qualifications.

**Appointment of both lead teachers will follow open advertisement and interview.** Two of the teachers currently working in the Independent School will be strong contenders.

**Teaching Assistants/Support staff** will be recruited by advertisement and interview; there will be strong contenders from those currently holding equivalent posts in the Independent School. All candidates must be experienced and of the highest quality.

### **Governors**

The composition of the Governing Body is detailed in F6. The majority of governors at the Independent School has expressed interest in carrying on into the new school; this group (a number of whom are named above) has varied and significant experience and would be invaluable in this context, both in the pre-opening phase and beyond. Recruitment will be by discussion with the representative groups and, if necessary, elections.

### **F6 OTHER ROLES**

The Organisational and support structures are described below:

#### **Company Limited by Guarantee: St. Mary's Church of England Academy; Company number 7745424**

This company was originally established for an academy bid. The constitution and Articles conform to the requirements of the Free School's Directorate and to the requirements for a Church of England designated school.

### **Members**

**The members are the legal owners of the limited company:**

**Corporate Member:** [REDACTED]

[REDACTED]

#### **Members will:**

- Appoint the Governors in accordance with the Company Articles.
- Be ultimately responsible for the operation of the school, educationally, administratively and financially, and will receive regular formal reports from the Head of School and the Governors. They will advise the Head of School and Governors on policy and on the future direction of the school.
- Hold an Annual General Meeting and regular General Meetings; the minutes will be available to the Governors and to the Friends of St. Mary's CE Primary School.
- Undertake independent scrutiny of the Governors and the Head of School and will hold them to account for any shortcomings.

**N.B.** [REDACTED] as well as being a member, is also a Trustee of the Trust holding the school building. He will represent the interests of this school building Trust and ensure that the conduct of the school conforms to the terms of the Trust. There is no conflict of interest involved; the Trust merely requires the continuation of Christian education in the Parish of Dilwyn.

### **Governors**

- The Governors are appointed by the Members in accordance with

the Company Articles. As such:

- They are responsible for control and direction of the operation of the school; educationally, administratively and financially.
- They will meet regularly to discuss school policy and performance and receive reports from the Head of School.
- They will ensure that the school abides by all aspects of the law as it applies to primary schools, particularly in regard to safeguarding.
- They will undertake independent scrutiny of the Head of School and may challenge his/her actions if they fail to conform to the law or to the school policy.

Governors will be appointed to represent:

- Foundation members appointed by the Hereford Diocese (2)
- Head of School (1)
- The School staff (1)
- Parents (4)
- The local community (4)

### **Patrons**

We have influential patrons who are strongly supportive of the School and who will provide political support:

- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- Mr. Bill Wiggin, M.P Member of Parliament for North Herefordshire.
- [REDACTED]
- [REDACTED]
- [REDACTED]

### **Hereford Diocesan Board of Education**

The Hereford Diocesan Board of Education will provide the ultimate authority for primary school operation within the requirements for Church of England schools. They will oversee the operations of the Hereford Diocesan Educational Trust.

The Board will provide a Corporate Member for the Company – [REDACTED] will represent the Trust.

### **Hereford Diocesan Educational Trust**

The Hereford Diocesan Educational Trust has established an organisation of mutually supportive Church of England Schools within the Diocese of Hereford. It will provide advice, assistance and training for teachers and governors.

### **Head of School Designate**

- The Head of School will be responsible for the day-to-day running of the school.
- He/She will direct and supervise teachers and classroom assistants; monitor and record children's attainment; provide a direct contact to

deal with any parental complaints or concerns; deal with school administration; ensure that all aspects of the law pertaining to primary school, particularly safeguarding are adhered to; regularly observe teaching practice; guide and mentor teachers and advise when appropriate on career development

- He/She will be required to undertake teaching where required by the curriculum and teaching plan.
- He/She will report regularly to the school governors and will attend all governors' meetings.

### **Governance Structure**

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## **Section G: Initial costs and financial viability**

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## **Section H: Premises**



We intend to continue to use the existing premises for the Free School that have served the state primary and the independent school for the past 165 years.

The school is a lovely Victorian building of approximately 400 Square meters with 3 classrooms with a capacity of 56 children. It would be possible to extend the building to accommodate a Nursery Class if this were planned in the future. The building has recently been surveyed and is in good condition.

The address of the school is **St Mary's CE Primary School Dilwyn, Hereford, [REDACTED]**.

The building has all the necessary administrative facilities including a kitchen for meal preparation.

The school has a large playing field with play apparatus and a garden maintained by the children as well as two hard-standing enclosed play areas.

The school is adjacent to the village hall which is used for plays or functions when needed.

It is close to the village Church of St. Mary's which is used for regular services.

The school building is in charge to a Church Trust and is leased to the School at a peppercorn rent. The Trustees are the Church Wardens and Incumbent of our village Church of St. Mary's.

The playing field is Hereford Diocesan Glebe land leased to the school at £235 per annum.

**Both the lease of the building and the lease of the playing field will continue as long as a school is in existence. There is therefore no capital cost to acquire the school building and no major repairs required.** Moreover we have a standing support arrangement with local tradesmen who will undertake maintenance, repair or decoration at only the cost of materials.

**The premises therefore represent extremely good value for money.**

## Annex A: CURRICULUM PLANS

### Literacy: Years 1 and 2: Cycle A

The literacy programme is based around the National Strategy and the year is organised into units of study. There are three key themes – narrative, non – fiction and poetry. Where possible appropriate links will be made with class topics, to enrich and support the children’s learning.

Autumn Term: Being Me      Spring Term: Water  
 Summer Term: Light and Dark

<b>Narrative (15 –16 weeks)</b>	<p><b>Y2 UNIT 1</b>  <b>Stories with familiar settings</b>          (4 weeks)          Happy Families books .(Ahlberg)          Discuss format of the story links with our own experiences.          Planning and writing our own versions of <u>Mrs Wobble the Waitress</u> and <u>Mrs Lather’s Laundry</u> including repetition and alliteration.          Including the language of time  <u>Dogger</u>  <u>Moving Molly</u>          Sharing stories written by Shirley Hughes. Linking to our own feelings.          What would we do if we lost a favourite toy?          How would we feel about moving house?          Planning and creating simple story books including titles, cover, name of author / illustrator.</p>	<p><b>Y1 UNIT 3</b>  <b>Traditional and fairy tales *</b>  <b>(includes plays)</b>          (4-5 weeks)          The Three Little Pigs (play script)          The Elves and The Shoe Maker,          The Three Billy Goats Gruff and Rumpelstiltskin          Sharing, retelling and acting.          Looking at the main elements – structure, repetition moral etc. Making a collection of traditional tales and comparing different versions.          Planning and writing our own ending for The Three Little Pigs.          Creating a play script for The Three Billy Goats Gruff and performing with puppets.          Character profiles – writing a diary for the Big Bad Wolf</p>	<p><b>Y2 UNIT 3</b>  <b>Different stories by the same author</b>          (3 weeks)          Nick Butterworth          -          After the Storm, The Treasure Hunt, The Hedgehog’s Balloon, The Rescue Party and The Secret Path.          Making a collection of Nick Butterworth stories and making comparison.          What does each book tell us about Percy the Park keeper and his friends?          Making an ‘All About Me’ book for Percy.          Sustained writing – creating further adventures for Percy. What do we already know about the setting?          Listing our known facts and using these to help us plan a</p>	<p><b>Y1 UNIT 4</b>  <b>Stories about fantasy worlds</b>          (4 weeks)  <u>Pirates</u>          One Eyed Jake (Pat Collins)          The Ship Shape Shop (Frank Rodgers)          Peter Pan          Sharing different versions of Peter Pan, making comparisons and explaining our preferences.          Use of cover, title, blurb and pictures to make predictions about a story.  <u>The Little Red Ship / The Pirates</u>          - interactive stories          (NGfL) Creating blurbs for these stories – encouraging children at playgroup to read the stories.          Story writing – pirate ship setting.          Suggesting titles and creating story boards.</p>
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	Making a collection of other books by Shirley Hughes - identifying patterns and themes.		new rescue! Group / partner work – devising questions about Percy e.g. What does Percy like to eat? Searching a selection of texts to find details!	
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<b>Non-fiction (15 weeks)</b>	<b>Y1 UNIT 1 Labels, lists and captions</b> (1 week) Looking for examples of labels around school, on village notice boards etc. Collecting lists - shopping list, register etc. Why are they useful? Creating labels and captions for a class Toy Museum. Writing lists of ingredients for a healthy lunch box etc.	<b>Y2 UNIT 1 Instructions</b> (4 weeks) Looking at the format of some simple cookery books. What is included? List of ingredients, utensils etc. What are the key features of instructions? Creating some nonsense instructions! Creating clear instructions for preparing healthy snacks	<b>Y1 UNIT 3 Recount, dictionary</b> (2 weeks) Looking at a selection of dictionaries – learning about format and use of alphabetical order. Creating simple wildlife dictionaries, including definitions and illustrations. Reading recounts and listening to recounts of childhood holidays. Creating class and individual recounts.	<b>Y2 Explanation</b> (3 weeks) Studying some simple cyclical diagrams showing the development al stages of tadpoles and butterflies. Why is this format useful? How does it help the reader? Focus on sequence, clear labels and matching pictures. Creating diagrams to explain growth of seeds and Spring bulbs	<b>Y1 Information Texts</b> (5 weeks) Selection of information texts about wildlife. Learning language of fiction and non-fiction. Visit to local library – finding out how books are organised. Being librarians - sorting books! Writing a spotters guide to a non - fiction text. Writing questions about mini beasts and using reference books.

<b>Poetry (6 weeks)</b>	<b>Y1 UNIT 1 Using the senses</b> (2 weeks)  Here is the Nose... My Brother My Sister's Eating Porridge Sounds Good Messing About  Enjoying poems – creating a book of class poems, including sections on each sense. Including different types of poetry – descriptive, nonsense, funny etc. Choosing favourite rhymes and poems to share with others and explaining our choices.	<b>Y2 UNIT 3 Silly stuff (2 weeks)</b>  Awkward Child Eletelephony My Name is ... Witch, Witch The Underwater Camel The Picallili Monster  The Owl and the Pussy Cat Sharing poetry, enjoying nonsense thymes – making up tongue twisters and adapting silly rhymes.	<b>Y1 UNIT 2 Pattern and rhyme</b> (2 weeks)  A Dragonfly The Caterpillar Snail Don't Cry Caterpillar A Dibble dubble Day The Sunshine Tree  Sharing poems - creating vocabulary lists and writing our own poetic sentences with repetitive patterns / rhymes.

**Literacy: Years 1 and 2: Cycle B**  
**Autumn Term: Hot and Cold**  
**Spring Term: Homes**  
**Summer Term: The World Around Us**

	<u>Y1 UNIT 1</u> <u>Stories with familiar settings</u> (4 weeks )	<u>Y2 UNIT 2</u> <u>Traditional stories</u> (4 weeks)	<u>Y1 UNIT 2</u> <u>Stories from a range of cultures/Stories with predictable and patterned language</u> (4 weeks)	<u>Y2 UNIT 4</u> <u>Extended stories/Significant authors</u>
<b>Narrative (15 weeks)</b>	Alfie stories by Shirley Hughes : <u>Alfie Gets Home</u> , <u>First, Alfie Gives A Hand, An Evening at Alfie's, Alfie's Feet and Annie Rose is My Little Sister</u>	<u>The Three Bears</u> , <u>The Magic Porridge Pot</u> , <u>Jack and the Beanstalk</u> , <u>The Town Mouse and the Country Mouse</u>	<u>Handra's Surprise</u> / <u>Handra's Hen</u> (E. Browne)	(3 weeks) <u>Main focus :The Owl who Was Afraid of the Dark</u> (Jill Tomlinson) Also looking at other titles by Jill Tomlinson
	Making a collection of Alfie books. What do we recognise about the settings? Have we been to any of the places that Alfie visits?  Sharing the stories and making an All About Me book for Alfie. Retelling the stories and finding out about his home, family, friends and favourite things.	Sharing, retelling and acting these traditional tales. Collecting different versions of the stories and making comparisons. What happens to The Giant and Goldilocks at the end of different stories? Which endings do we like best? Why?  Writing our own versions with scary / gentle	Describing story settings – comparing clothes, homes, wildlife etc.  Focus on the language patterns –encouraging children to predict outcomes.  Planning our own stories, based on the ideas in these books. What might happen if Handra was carrying a basket of clothes?  Outlining the main events in the stories, through captions and story boards.  Writing research questions about Handra e.g. What does she enjoy?	Sharing an extended story: The Owl Who Was Afraid of the Dark Looking at the format – title, blurb, content, chapter headings.  Focus on the characters –as the story develops. What do we learn about Mother, Father and Plop?  Why do we think Plop is afraid of the dark? Links to our own experiences. How might Plop become braver? Predicting outcomes.  Focus on the format of the chapters – Plop meets someone new, he is not recognised as a barn owl and on each

	<p>Children will be encouraged to make comparisons with their own surroundings and experiences. Making simple zig zag books and outlining Alfie's day.</p> <p>Planning a birthday party for Alfie or Annie Rose. Using the texts to find out who Alfie enjoys playing with. Working in groups and explaining our guest list to the class. What sort of party would Alfie and Annie Rose like? Why?</p> <p>Looking at party invitations. What needs to be included on an invitation? How are invitations presented? Designing and making an invitation for the birthday party. (I.T.)</p>	<p>endings. Why are there so many different versions?</p> <p>Outlining some new hiding places for Goldilocks and planning her escape route.</p> <p>How could Goldilocks make friends with the Three Bears?</p> <p>Looking at different types of letters - postcards, invitations, apologies etc. Writing a letter of explanation to Baby Bear and making friends.</p> <p>What are these traditional tales telling us? Explaining the moral in The Magic Porridge Pot. Planning and writing our own story with a message about a greedy animal e.g. The Mouse Who Ate Too Much Cheese.... and including a consequence</p>	<p>Is she a good friend?</p> <p>Swapping questions and looking for answers in the text and pictures!</p> <p>Focus on the repetition e.g. one black hen, two fluttery butterflies, three stripy mice, four little lizards.</p> <p>Predicting what Handra might see next – descriptive vocabulary.</p> <p>Imagining looking for a missing hen in Dilwyn. What animals might we encounter? Where could we look? Writing descriptions and making comparisons.</p> <p>Exploring the taste and texture of the fruits from Kenya in Handra's Surprise – describing and comparing.</p> <p>Creating some 'What am I?' rhymes, linked to our favourite fruits</p> <p>Handra could write a list to help her to refill her basket.</p> <p>Collecting examples of lists. When do we use them? What do they look like? How are they used? Can we</p>	<p>occasion he learns something about the dark.</p> <p>Outlining our favourite incidents e.g. Plop being mistaken for a Catherine Wheel.</p> <p>Describing our favourite meeting e.g. Plop meeting the group of scouts / old lady / astronomer / little girl and explaining our choice.</p> <p>Writing our own stories – creating a setting e.g. the park. What might happen when Plop explores his new surroundings. Who could Plop meet? What might they tell him about the dark?</p> <p>Planning and writing an extended story about Plop leaving the nest at night .What animals / people might he see? How would he feel? What could he explore?</p> <p>Reading some other titles Jill Tomlinson e.g. The penguin Who Wanted to Find Out and The Cat Who Wanted To Go Home. Making comparisons and thinking of other possible titles – working in groups</p>
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	<p>Selecting our favourite Alfie book – creating a simple story board and explaining our choice!</p> <p>Suggesting different endings for some of the stories. How else might Alfie open the locked door in Alfie Gets in First? (Role play.)</p> <p>Planning and writing new adventures based on our experiences. Alfie has a favourite blanket. Describing our favourite toys. How would Alfie feel if his blanket was missing? What might happen? New story ideas.</p>	<p>e.g. being unable to get back into his hole!</p> <p>Imagining Dillwyn covered in sticky porridge – describing our journey to school. (Role play.)</p> <p>Deciding if we would prefer the life of a town or country mouse.</p> <p>Creating information booklets, including details and illustrations of our imaginary homes.</p>	<p>think of any other lists that would be useful for Handra?</p> <p>Writing and using lists in the classroom and our wildlife area.</p>	<p>and acting out our ideas.</p>
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<p><b>fiction (12 weeks)</b></p>	<p><b>Y1 UNIT 2 Instructions</b> (2 weeks)</p> <p><b>Looking at safety notices in the school environment.</b></p> <p>Identifying the key features – large print, bold pictures etc.</p> <p>Considering the instructions provided with a fire extinguisher /fire blanket. How are the instructions written? Looking at the use of sequencing, numbered steps and concise information.</p> <p>Going on a ‘Signs and Instructions’ hunt around the village!</p> <p>Planning and designing notices and safety instructions for our school and Baby Clinic (role play area).</p>	<p><b>Y2 UNIT 3 Information texts</b> (4 weeks)</p> <p><b>Non-fiction books about homes and castles.</b></p> <p>Looking at the layout of a range of non-fiction texts.</p> <p>Focus on the use of contents page, headings, glossary, index etc. Explaining how we read a book for information – locating the appropriate section, scanning the text etc.</p> <p>Using a range of books to search for information about castles. Where were they built? How were they defended?</p> <p>Comparing different information texts (including I.T. based) What features do we find helpful?</p> <p>Planning, writing and illustrating information books including a glossary of vocabulary -</p>	<p><b>Y1 UNIT 5 Recount(fact and fiction)</b> (2 weeks)</p> <p>Planning and writing recounts of our experiences including our visit to Ludlow Castle and a local walk.</p> <p>Focus on sequence of events, linking sentences and choice of vocabulary.</p> <p>The Wind In The Willows Creating a recount of an imaginary visit to Toad Hall and a ride in a caravan with Ratty and Mole.</p>	<p><b>Y2 UNIT 4 Non-chronological reports</b> (4 weeks)</p> <p><b>Looking at recounts non chronological writing about nocturnal animals and their habitats.</b></p> <p>Project will include a visit to The Small Breeds Farm at Kington, as this includes a large collection of owls.</p> <p>Focus on the use of text, labels, headings and photographs.</p> <p>Observing our surroundings and considering possible nesting places. Producing our own reports and compiling a class book on nocturnal animals. (Using I.T._and a range of reference materials.)</p> <p>Recalling the photographs, labels and reports used at The Small Breeds Farm - creating</p>
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moat, keep,  
drawbridge,  
portcullis etc.

our own  
examples for an  
animal sanctuary  
role play area.

	<b>Y2 UNIT 2</b> <b>Really looking</b> (2 weeks)	<b>Y1 UNIT 3</b> <b>Poems on a theme</b> (2 weeks)	<b>Y2 UNIT 1</b> <b>Patterns on the page</b> (2 weeks)
<b>Poetry</b> <b>(6 weeks)</b>	Looking at a range of verse including chants, tongue twisters and action rhymes. Traditional rhymes and chants about the weather – It's Raining, it's Pouring..., Rain, Rain Go Away, I hear thunder... Saying the rhymes and adding our own actions. Using the format of these rhymes and creating poems for a hail or snow storm. (Linking to art, drama and music including the use of percussion instruments.)	The World Around Us - Wildlife Poems Making a Poetry Corner with a collection of animal poems and rhymes to share and enjoy. Cats (E. Farjeon) Cats sleep anywhere, Any table, Any chair...' Imaging other sleeping places and adding our own rhyming verses.	Poems and rhymes about our senses. Focus on feelings. Making word banks for a range of emotions - fear, happiness, anger, excitement, sadness. Designing shapes to match each word.
	<b>Weather Poems:</b> Storm (C.Watson), When the Wind Blows (J.Foster) Jack Frost (T.Heine) Focus on the use of vocabulary – making weather word banks. Recalling our experiences of sun, wind, rain, fog etc. and writing descriptive sentences.  A Dibble-Dubble Day (J.Poulson) Enjoying saying the words dibble dibble, potter – putter, splotter - splutter etc. Focus on alliteration - making up our own weather words. Writing alliterative sentences. Group / class work to create tongue twisters about the weather.  Giant Thunderclogs (J.Kenward) Enjoying the poem – making up actions and	The Tadpole (E. Gould) 'Underneath the water –weeds, Small and black I wriggle...' Focus on description and rhythm. Using this format to write new poem about a butterfly.  Eletelephony (L.Richards) 'Once there was an elephant. Who tried to use the telephant Linking words by sound – making nonsense words from animal names.  Like an Animal (J. Poulson) Sharing the poem - and predicting which animals are being described. Working with partners in small groups to write our own 'What am I?' animal poems. Focus on adjectives. Presenting our rhymes to the class.	Storm (C.Watson) Enjoying and developing rhythm and rhyme. Matching words and shapes – jagged, crash, boom, rumble bumble etc.  An Alphabet of Horrible Habits (C.West) Making a class alphabet and creating new rhymes  Charity Chadder (C.Causley) Sharing a poem about Charity climbing to the moon. Substituting words and planning fun ways to present the rhyme. Imagining ways for Charity to reach the stars and planet – working in groups and adding new verses to the poem.  Danger Game (J,Walsh) Sharing a short nonsense rhyme. Thinking of other dangers like the hungry escalator and describing our ideas! Writing the rhyme and illustrating the monster!

	adding sound effects. Creating our own Thunderclogs Family!		
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## **Years R, 1 and 2**

### **Numeracy Planning Cycle**

These documents build on the mixed age planning created within the Renewed Framework for Mathematics. Objectives and relevant 'I can...' statements are aligned across a number of year groups in order to aid continuity and differentiation.

- *Italic text signifies objectives which do not appear in the single-age version of this unit but have been added to create a coherent mixed-age unit*

- Smaller font indicates objectives which do appear in the single-age version of this unit, but which are addressed elsewhere within the mixed-age units

- **Bold font indicates 'End-of-year' objectives and Early Learning Goals**

**I can... statements: red are MA1 Using and Applying, green are MA2, MA3 or MA4**

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**Block E: Securing number facts, relationships and calculating**

**Unit 1 – 15 days**

Foundation Stage (Suggested objectives tracked back from Year 1)	Year 1	Year 2
Match sets of objects to numerals that represent the number of objects	Describe a puzzle or problem using numbers, practical materials and diagrams; use these to solve the problem and set the solution in the original context I can talk about how I solved a problem using numbers and objects to help me	Identify and record the information or calculation needed to solve a puzzle or problem; carry out the steps or calculations and check the solution in the context of the problem I know what information I need to use to solve a problem and can describe what I did step by step I can record it in a number sentence and check if my answer makes sense
Count aloud in ones, twos, fives or tens	Use the vocabulary of halves and quarters in context I can find half of a piece of paper or string, or half of a shape I can find half of a small number of objects	Find one half, one quarter and three quarters of shapes and sets of objects I can use my knowledge of halving numbers to help me to work out half and a quarter of a set of objects or a shape I can also work out three quarters
Observe number relationships and patterns in the environment and use these to derive facts	Count on or back in ones, twos, fives and tens and use this knowledge to derive the multiples of 2, 5 and 10 to the tenth multiple. I can count on and back in ones and tens I am beginning to count in 5s	Derive and recall multiplication facts for the 2, 5 and 10 times-tables and the related division facts; recognise multiples of 2, 5 and 10 I can recognise some of the 2, 5 and 10 times tables and can explain the patterns I see

	<p>Recall the doubles of all numbers to at least 10 I can recall or work out doubles of numbers to <math>5 + 5</math></p>	<p>I can use these patterns to see if other numbers belong to the sequence</p> <p>Understand that halving is the inverse of doubling and derive and recall doubles of all numbers to 20, and the corresponding halves I know doubles of numbers up to 10 and I can use what I know to work out halves I understand the connection between doubling and halving</p>
<p>Count repeated groups of the same size</p> <p>Share objects into equal groups and count how many in each group</p>	<p>Solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups. I can share objects into equal groups and work out how many in one group (linked to E2)</p> <p>Use the vocabulary related to addition and subtraction and symbols to describe and record addition and subtraction number sentences (combined with A2)</p>	<p>Represent repeated addition and arrays as multiplication, and sharing and repeated subtraction (grouping) as division; use practical and informal written methods and related vocabulary to support multiplication and division, including calculations with remainders I can use a number line to do multiplication and division and can work out remainders if there are any</p> <p>Use the symbols <math>+</math>, <math>-</math>, <math>\times</math>, <math>\div</math> and <math>=</math> to record and interpret number sentences involving all four operations; calculate the value of an unknown in a number sentence (e.g. <math>\square \div 2 = 6</math>, <math>30 - \square = 24</math>) I know how to write number sentences for multiplication and division as well as addition and subtraction I can explain what my number sentences mean</p>

**Block E: Securing number facts, relationships and calculating**  
**Unit 2 – 15 days**

Foundation Stage (Suggested objectives tracked back from Year 1)	Year 1	Year 2
<p><b>Use developing mathematical ideas and methods to solve practical problems</b></p> <p>Match sets of objects to numerals that represent the number of objects</p>	<p>Solve problems involving counting, adding, subtracting, doubling or halving in the context of numbers, measures or money, for example to 'pay' and 'give change'</p> <p>I can count and calculate to solve measurement problems</p> <p>Describe a puzzle or problem using numbers, practical materials and diagrams; use these to solve the problem and set the solution in the original context</p> <p>I can show how I solved a problem using drawings or objects to help me</p>	<p>Solve problems involving addition, subtraction, multiplication or division in contexts of numbers, measures or pounds and pence</p> <p>I can use calculations to solve problems and I know which calculation to use</p> <p>Identify and record the information or calculation needed to solve a puzzle or problem; carry out the steps or calculations and check the solution in the context of the problem</p> <p>I know what I need to do to help me to solve a problem and then I can work out the answer</p> <p>I can show how I solved a problem or puzzle and explain steps in my working</p>
<p>Count aloud in ones, twos, fives or tens</p>	<p>Use the vocabulary of halves and quarters in context</p> <p>I can make whole, half and quarter turns on the spot</p> <p>I can fold a piece of paper into halves and quarters</p> <p>I can find half of a number of objects by sharing them into two groups</p>	<p>Find one half, one quarter and three quarters of shapes and sets of objects</p> <p>I can find a half or a quarter of a set of objects</p> <p>I can fold a piece of paper into halves or quarters</p>
	<p>Count on or back in ones, twos, fives and tens and use this knowledge to derive the multiples of 2, 5 and 10 to the tenth multiple</p> <p>I can count on and back in ones, fives and tens</p>	<p>Derive and recall multiplication facts for the 2, 5 and 10 times-tables and the related division facts; recognise multiples of 2, 5 and 10</p> <p>I know some of my times tables for 2, 5 and 10</p>

	<p>Recall the doubles of all numbers to at least 10 I can recall or work out doubles of all numbers to 10</p>	<p>I can use counting or other strategies for those I don't know I know that multiples of 5 end in 2, 5 or 10</p> <p>Understand that halving is the inverse of doubling and derive and recall doubles of all numbers to 20, and the corresponding halves I know some of my doubles up to 20 I can work out the rest and some others too</p>
<p>Count repeated groups of the same size</p> <p>Share objects into equal groups and count how many in each group</p> <p>In practical activities and discussion begin to use the vocabulary involved in adding and subtracting</p>	<p>Solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups I can share objects into equal groups and work out how many in one group</p> <p>Use the vocabulary related to addition and subtraction and symbols to describe and record addition and subtraction number sentences I can record an addition or subtraction number sentence and tell you what it means</p>	<p>Represent repeated addition and arrays as multiplication, and sharing and repeated subtraction (grouping) as division; use practical and informal written methods and related vocabulary to support multiplication and division, including calculations with remainders I can use sharing to work out divisions and can explain what I did</p> <p>Use the symbols +, -, ×, ÷ and = to record and interpret number sentences involving all four operations; calculate the value of an unknown in a number sentence (e.g. <math>\square \div 2 = 6</math>, <math>30 - \square = 24</math>) I know how to write number sentences for multiplication and for division I can explain what different number sentences mean</p>

**Block E: Securing number facts, relationships and calculating**  
**Unit 3 – 15 days**

Foundation Stage (Suggested objectives tracked back from Year 1)	Year 1	Year 2
<p>Match sets of objects to numerals that represent the number of objects</p> <p>Describe solutions to practical problems, drawing on experience, talking about their own ideas, methods and choices</p>	<p>Describe a puzzle or problem using numbers, practical materials and diagrams; use these to solve the problem and set the solution in the original context</p> <p>I can work with a partner or in a small group to decide the best way to describe what we found out</p> <p><i>Describe ways of solving puzzles and problems, explaining choices and decisions orally or using pictures I can draw a picture/ diagram to show how I solved the problem (from C3)</i></p> <p>Describe simple patterns and relationships involving numbers or shapes; decide whether examples satisfy given conditions (combined with B3)</p>	<p>Identify and record the information or calculation needed to solve a puzzle or problem; carry out the steps or calculations and check the solution in the context of the problem</p> <p>When I have worked out the answer to a problem I can look again at the problem and then check that the answer makes sense</p> <p>Present solutions to puzzles and problems in an organised way; explain decisions, methods and results in pictorial, spoken or written form, using mathematical language and number sentences</p> <p>I can explain how I worked out the answer to a problem and can show the working I did</p>
<p>Count aloud in ones, twos, fives or tens</p>	<p>Use the vocabulary of halves and quarters in context</p> <p>I can find half of the water in a jug by pouring it into two glasses so that each glass has the same amount</p> <p>I can tell you when the clock says half past two</p> <p>I can find a quarter of a number of objects by sharing them into four equal groups</p>	<p>Find one half, one quarter and three quarters of shapes and sets of objects</p> <p>I can find three quarters of a set of objects or of a shape</p>



<p>Observe number relationships and patterns in the environment and use these to derive facts</p>	<p>Count on or back in ones, twos, fives and tens and use this knowledge to derive the multiples of 2, 5 and 10 to the tenth multiple I can count on from or back to zero in ones, twos fives and tens</p> <p>Recall the doubles of all numbers to at least 10 I can recall or work out doubles of numbers to at least 10 I can use doubles I know to help me work out other doubles</p>	<p>Understand that halving is the inverse of doubling and derive and recall doubles of all numbers to 20, and the corresponding halves I can double all numbers up to 20 and can find matching halves</p> <p>Derive and recall multiplication facts for the 2, 5 and 10 times-tables and the related division facts; recognise multiples of 2, 5 and 10 I know my 2, 5 and 10 times tables I can work out divisions that go with the tables</p>
<p>Count repeated groups of the same size</p> <p>Share objects into equal groups and count how many in each group</p> <p>In practical activities and discussion begin to use the vocabulary involved in adding and subtracting</p>	<p>Solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups I can find how many there are in several groups of 2,5 or 10 I can share objects into equal groups and tell you how many there are in one group</p> <p>Use the vocabulary related to addition and subtraction and symbols to describe and record addition and subtraction number sentences I can use mathematical words and symbols to describe and record addition and subtraction</p>	<p>Represent repeated addition and arrays as multiplication, and sharing and repeated subtraction (grouping) as division; use practical and informal written methods and related vocabulary to support multiplication and division, including calculations with remainders I can use arrays to help me work out multiplication I can do multiplication and division in different ways and show how I do them</p> <p>Use the symbols +, -, ×, ÷ and = to record and interpret number sentences involving all four operations; calculate the value of an unknown in a number sentence (e.g. <math>\square + 2 = 6</math>, <math>30 - \square = 24</math>) I can work out the missing numbers in number sentences When I think I have the answer, I can put it in the number sentence and check whether it is correct</p>

## KS 1 Rolling Programme (Science)

Two Year rolling programme

	Autumn	Spring	Summer
Year 1	<p><b>Being Me:</b> Naming parts of the body, singing, observing our faces. Finding out how we have changed - collecting baby photos and clothes. Exploring our senses and finding out how they keep us safe.</p> <p><b>Sound:</b> Listening walks, making sounds, recording sounds etc.</p> <p><b>Staying Healthy:</b> Importance of diet and exercise. Planning and making healthy lunches.</p>	<p><b>Water- floating and sinking</b> Exploring the properties of different materials. Investigations e.g. can we find a way to make a marble float?</p> <p><b>Growing Things:</b> Importance of light and water for growth. Finding out what happens when seeds are grown different conditions. Visit local farms</p>	<p><b>Under the Ground:</b> Exploring the wildlife garden. Sorting samples of soil. Collecting mini beasts and using reference materials to find out about earthworms, snails, woodlice etc. Creating environments and recording of our observations.</p> <p><b>Forces and Movement:</b> Collecting moving toys –describing movement and the effect of pushes and pulls.</p>
Year 2	<p><b>Changing Materials :</b> Exploring the effect of hot and cold on different materials e.g. water, chocolate, bread, cheese</p> <p><b>Seasonal Changes:</b> observing the effects of the weather on living things – making a photo record. Forest School.</p>	<p><b>Materials:</b> Sorting materials and making collections of natural and man-made materials. Treasure Hunt</p> <p><b>Electricity in the Home:</b> simple circuits and switches. Making circuits for use in our model homes. (CDT Homes project)</p>	<p><b>Living Things:</b> caring for plants and animals in the wildlife garden. Making observations and creating environments Using a range of reference materials to find out about wildlife and habitats</p>

## KS1 Rolling Programme: Art

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
Year 1	<p><b>Class Topic : Being Me</b></p> <p>Self Portraits of ourselves. Colour mixing. Looking at self-portraits by van Gogh and Picasso. How do these paintings make us feel? Creating our own mask like portraits – a range of materials including chinks, charcoal and pastels. Creating textured collages and drawings of favourite toys. Link to R.E. and History</p> <p>Hand and finger painting – poppy pictures (Remembrance Day). Collage using natural materials – bonfire pictures (Guy Fawkes). Making and decorating candles (light as a symbol).</p>	<p><b>Class Topic : Water</b></p> <p>Rainforest – brush and sponge painting. Focus on colour – mixing shades of green etc. Making a rainforest exhibition. Mood pictures – listening to pan pipes.</p> <p>Water techniques – wax resist, using textured paint</p> <p>Pattern making – looking at patterns in the environment – rubbings, bubble painting etc.,</p> <p>Link to History – Canals</p> <p>Looking at traditionally painted canal artefacts e.g. water can, jug - observational drawing. Then decorating clay pots with our own designs. ‘Roses and Castles’.</p>	<p><b>Class Topic : Light and Dark</b></p> <p>Day and Night pictures – working in groups. Focus on the texture and appearance of materials.</p> <p>Looking at the work of children’s illustrator Brian Wildsmith, particularly ‘What the Moon Saw’ - making our own versions using his bright, bold technique. I.T reference to find out about other examples of his work – and describing our favourite illustrations.</p> <p>Link to Literacy (role play area – cave)</p> <p>Finding out about cave paintings – decorating the walls of the cave using paint, chalk and charcoal. Local artist to demonstrate spinning and show how natural dyes are made and used.</p>

<p>Year 2</p>	<p><b>Class Topic : Hot and Cold</b></p> <p>Colour – exploring hot and cold colours, making a picture /material collection. Looking at autumn and winter pictures by Monet - making comparisons. Choosing a favourite example – creating a picture in this style. Link to History : Fire of London Collage and painting to create a class frieze. Colour mixing – making red / yellow paintings.</p> <p>Guy Fawkes: collecting natural materials and making a bonfire collage. Fireworks – wax resist pictures. Shape and colour – looking at abstract paintings by Kandinsky, creating our own concentric circles etc.</p>	<p><b>Class Topic : Homes</b></p> <p>Exploring pattern in the environment – brick, stone, tiles etc. Making drawings and rubbings (visit parish church). Focus on texture – looking for suitable materials inside and outdoors to develop rubbing and pattern making skills. Drawings of our homes – focus on shapes. Using our observations –designing and making clay tiles of our homes. Designing and printing border patterns for our topic folders.</p> <p>Link to History &amp; Geography : Castles Visit from local armourer – demonstrate how armour is designed, referenced and used in historical re-enactments. Designing a coat of arms and shield - for ourselves, the school and the village.</p>	<p><b>Class Topic : The World Around Us</b></p> <p>Sketching our local environment – trees, leaves, flowers etc. Visit from local wildlife and landscape artists.</p> <p>Making clay models of mini – beasts – ladybirds, snails, butterflies etc.</p> <p>Link to Geography: Where I Live Sketching buildings in the village and making 3-D models from reclaimed materials.</p> <p>Tanzania Visitors from Tanzania. Finding out about African patterns and masks and looking at fabrics and artefacts. Designing and making our own masks. Fabric printing. Listening to African drumming – using chalks and pastels to create mood pictures. Visit from local drummer / percussionist Pedro Brown.</p>
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**KS1 Rolling Programme: Design Technology**

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
Year 1	<p><b>Class Topic: Being Me Healthy Lunch Box (Link to Science – Staying Healthy)</b></p> <p>Investigating a selection of supermarket lunch boxes, looking at the food contents, design and use of the packaging etc. Are the contents healthy? Does the packaging appeal to children? Is it practical? Designing and making our own lunch box – enjoying the contents! Evaluating and planning possible changes.</p>	<p><b>Class Topic : Water Model Sailing Boat (Link to History – Early Boats, Science - Materials))</b></p> <p>Making a collection of model boats – looking at shape and design. Testing materials for suitability – card, wood, foil, plasticine etc. Testing sails of various shapes and size. Planning, making and sailing the models. Thinking of our own evaluation questions. Did it float? Did it stay afloat? Could the sail be used?</p>	<p><b>Class Topic : Light and Dark Moving toy vehicles (Link to Science – Forces)</b></p> <p>Exploring a collection of simple toy vehicles. How do they move? Building vehicles with construction kits. Looking at wheels and axles. Creating and building our own designs. Giving our vehicle a safety check! How could we improve the vehicles and make them more road worthy?</p>

<p>Year 2</p>	<p><b>Class Topic : Hot and Cold Arctic board game</b>  <b>(Link to Geography - Cold Climates, Science – Weather)</b></p> <p>Looking at a range of simple board games e.g. Don't Wake Dad How do the games work? What allows players to move forward? What mishaps might send players back? Working in groups to create a game based in the Arctic. Designing the board and planning various events to help and hinder explorers.          Making and playing the games. Some peer assessment – What did we enjoy? Why? What made a game difficult to play?</p>	<p><b>Class Topic : Homes</b>  <b>Poster : Safety at Home</b>  <b>(Link to Geography and P.S.H.E.)</b></p> <p>Comparing a selection of safety posters and deciding which are most effective? Looking at the style of the print and illustrations.          Finding out where posters are often displayed,          Deciding on a safety message and a good place to display posters for other children.          Planning, producing our designs and displaying our posters.          Evaluation. Did we anticipate design problems? Did our posters need to be protected from the weather?</p>	<p><b>Class Topic : The World Around Us</b>  <b>Summer Fruit Drink</b></p> <p>Looking at some supermarket drinks. What types of fruits are included in smoothies etc? What does the packaging look like? What sort of names and illustrations are used? Preparing and tasting a selection of fresh fruits – using appropriate kitchen tools. Selecting a combination of fruits.          Planning a name and label for our summer fruit drink. (Link to I.T.) Making, tasting and comparing the drinks. Explaining our choices. Why did we find particular drinks appealing?          Would we like to make any changes to our summer fruit drink?</p>
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## KS 1 Rolling Programme: Geography

	Autumn	Spring	Summer
Year 1	<p><b>Our Village Environment</b>            Making maps and plans            Investigating the area around the school: fields, roads, church etc.            What do we like about our locality?            Looking at local environmental issues e.g. car parking.            How could we further improve our surroundings? (planting trees, removing litter etc.) Comparisons with link school in Dewsbury.</p>	<p><b>Rain Forest</b>            Globe and world maps            Finding out about plants, trees and animals – making comparisons with our own environment.            Why are people trying to protect the rain forest?</p>	<p><b>Our Wildlife Area</b>            Making plans to show how land is being used in the wildlife garden - Pond, vegetables, wild flowers, African keyhole garden...            How could we improve the garden / develop new habitats?            Using reference materials for information. How could we attract more butterflies? What plants might suit a shady area?</p>
Year 2	<p><b>Weather</b>            Observing the weather and simple data collection.            Looking at seasonal changes to our surroundings – heaps of leaves, muddy ground, frozen pond etc.</p> <p><b>Cold Climates</b>            Globe and world maps,            Finding out about Arctic and Antarctic landscapes? How has wildlife adapted?</p>	<p><b>Homes</b>            Making plans of our homes.            Describing our journey to school and designing simple maps. Focus on vocabulary : hill, brook, The Common, The Green</p> <p><b>Castles</b>            Visit to Ludlow Castle            Where was the castle built? Why?            Looking at local maps. Where would we build an imaginary castle?</p>	<p><b>The World Around Us –</b>            Comparisons with Tanzania            Globe, world maps and reference materials            Visitors from Tengeru,            Focus on farming. Importance of water conservation, keyhole gardening etc.</p>

## KS 1 Rolling Programme: History

	Autumn	Spring	Summer
Year 1	<p><b>Being Me:</b> Making personal time lines, showing the special events in our own lives.</p> <p><b>Toys</b> Looking at our toys. What makes a toy special? Making a toy history. Creating a collection of old toys. Inviting visitors into school to talk about childhood toys and games</p> <p><b>Lord Shaftesbury &amp; Doctor Barnardo</b> Finding out about life for children in the Victorian era. What did these men do to help poor and homeless children?</p>	<p><b>Boats</b> Finding out about early boats? Why were they made? How did they change? Making comparisons between early rafts and Viking ships.</p> <p><b>Canal Life</b> Visit to Brecon Canal and Water Folk Canal Centre Why did families live on narrow boats? What was life like? What did children do? Comparisons with the ways we help in our own homes. Role Play – narrow boat cabin</p>	<p><b>Holidays</b> Discussing our holidays – transport, destinations, activities etc. Finding out about holidays to the seaside in the C19 - comparisons. Designing and making postcards.</p> <p><b>Transport</b> Visit to Severn Valley Steam Railway What transport existed before the railways? What were the difficulties of long journeys? What difference did railways make? Role play – ticket office / seaside trip</p>
Year 2	<p><b>Fire of London</b> What happened? Why did it occur? Comparisons – buildings, materials. What would happen today?</p> <p><b>Guy Fawkes</b> Using reference materials to find out about Guy Fawkes. What did he do? How is he remembered?</p>	<p><b>Homes</b> Local study. Looking at construction materials. Comparing materials used in older 'black and white' houses and newer homes. Model making</p> <p><b>Castles</b> Visit to Ludlow Castle. What was life like in a castle? How could you defend /attack a castle. Role play – medieval tournament</p>	<p><b>Where we live</b> Looking at local buildings. Making observational drawings, rubbings of brick and stone patterns etc. Finding out about the local history of the church and school. Using photos, log books etc. and talking to older residents about their recollections.</p>



## KS1 Rolling Programme: Information Technology

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
Year 1	<p><b>Class Topic : Being Me</b></p> <p>Collecting information about ourselves – using I.T. to store and display the data in different ways.</p> <p>Using I.T. as a source of information – collecting and selecting information about toys in the Victorian era. (Link to History topic.)</p>	<p><b>Class Topic: Water</b></p> <p>Research for topic on Canals. Use of word processing to present information.</p> <p>Making a layout for a wild life garden, planning routes through the garden and Programming a floor robot e.g., Bee Bot to travel along these pathways.</p>	<p><b>Class Topic : Light and Dark</b></p> <p>Using a paint program to design a holiday postcard – combining simple text and pictures. (Link to History topic about Holidays.) Saving, retrieving and printing our designs.</p> <p>Using digital cameras to take photographs of our mini beast environments, saving and selecting photos to create a record of our observations. Creating and editing captions for our photographs,</p>
Year 2	<p><b>Class Topic : Hot and Cold</b></p> <p>Finding photographs, film clips, maps and information about the Arctic. Using I.T. to find out about a chosen Arctic animal. Children would work in small groups and share their findings to the class. (Link to Geography.)</p> <p>Collecting data about the weather, storing and displaying in simple charts and tables.</p>	<p><b>Class Topic : Homes</b></p> <p>Using I.T. to design labels for our topic folders – selecting a font, importing illustrations or border, adding text and print.</p> <p>Using digital cameras to record our visit to Ludlow Castle, creating a class record of our visit.</p>	<p><b>Class Topic : The World Around Us</b></p> <p>Talking to parents members of the community about growing up in Dilwyn and their memories of the school - sound recording. Listening to the recordings and sorting the information.</p> <p>Creating simple mazes using wooden bricks. Challenging a partner to programme a floor robot, and reach the hidden treasure.</p>

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**KS 1 Rolling Programme (PSHE & Citizenship)**

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
Year 1	<p><b>Being Me</b></p> <p><b>Healthy Living</b> – eating, exercise, hygiene Making responsible choices – planning recreational activities that would be enjoyable and healthy. Explaining our ideas and trying them out.</p>	<p><b>Staying Safe</b> : safety in and around water</p> <p><b>Being Healthy</b> – importance of clean drinking water</p>	<p><b>Road safety</b></p> <p><b>Feelings</b></p>
Year 2	<p><b>Fire Safety</b> - dangers of heaters, cookers fireworks, cookers, open fires etc.</p> <p><b>Staying Safe Outside</b> : seasonal dangers of cold weather - ice, frozen ponds etc.</p>	<p><b>Staying Safe at Home</b> – electricity, medicines</p> <p><b>Belonging</b></p>	<p><b>The World Around Us:</b> caring for our environment and being aware of the needs of others.</p> <p><b>Special Places</b></p>

## KS1 Rolling Programme: Religious Education

This is a Church of England school, and we have strong links with St. Mary's R.C. School, Lugwardine, Hereford. Our curriculum for Religious Education is based around the Herefordshire Agreed Syllabus for Religious Education (2006). At Key Stage 1 there is a particular focus on Christianity and Judaism, taking into account the beliefs, viewpoints and ideas of children and their families.

	Autumn	Spring	Summer
Year 1	<p><b>Belonging – what it means to belong to a faith community.</b></p> <p><b>Christianity: Baptism</b> – ceremony of welcome, God parents, water, prayer, candles, special clothes etc. Visiting the church, looking at font and cradle roll. Role play, a baptism celebration.</p> <p><b>Judaism: Home and Family.</b> Shabbat - prayers, candles, greetings, and special food. Talking about family celebrations and shared meal times. Role play</p> <p><b>Celebrating and Remembering Special Times. Christianity: Harvest</b> - hymns, decorating the church, harvest festival service, planning a harvest lunch, prayers of thanks. <b>Christmas</b> - the birth of Jesus, candles, nativity service, crib scene etc. Making advent calendars to retell the Christmas story.</p> <p><b>Judaism: Hanukkah</b> – festival of light, lighting of the menorah, songs, prayers, special foods. Making and lighting candles.</p>	<p><b>Special Books and Stories – holy books giving help and inspiration.</b></p> <p><b>The Bible</b> Why is this book important for Christians? Sharing bible stories, focus on parables e.g. The Good Shepherd, House Built on Rock and the House Built on Sand, Prodigal Son. What are the meanings for our lives?</p> <p><b>The Torah</b> Why is this important for Jews? Learning about how the Torah scrolls are read and used in a synagogue.</p> <p>Respect for holy books. Do we have any special books? How could we look after them?</p>	<p><b>Living with Others - ways to live our lives and care for those around us.</b></p> <p><b>Christianity :</b> Bible stories, about care and friendship e.g. The Sick man lowered down to Jesus, The Good Samaritan, The Story of Zacchaeus What do these stories mean? How could I be a good friend? The commandments of Jesus – to love God and your neighbour. What does this mean for Christians? Thinking about the value of rules at home, school and in our community.</p> <p><b>Judaism:</b> God giving Moses the Ten Commandments. Link to Jewish festival of Shavuot. Why is this a special time for Jews?</p>

## KS 1 Rolling Programme (Music)

Two Year rolling programme (SEE UNITS OF WORK)

	Autumn	Spring	Summer
Year 1	<p><b>Unit 1 - Ongoing skills</b></p> <p>This unit highlights the musical skills that require regular practice and ongoing development throughout the key stage. It focuses on the development of the singing voice and other essential musical skills (listening skills, aural memory and physical skills) that should be a regular part of classroom work week-by-week.</p>	<p><b>Unit 2 – Sounds interesting – exploring sounds</b></p> <p>This unit develops children's ability to identify different sounds and to change and use sounds expressively in response to a stimulus.</p>	<p><b>Unit 3 – The long and the short of it – exploring duration</b></p> <p>This unit develops children's ability to discriminate between longer and shorter sounds, and to use them to create interesting sequences of sound.</p>
Year 2	<p><b>Unit 4 - Feel the pulse - Exploring pulse and rhythm</b></p> <p>This unit develops children's ability to recognise the difference between pulse and rhythm and to perform with a sense of pulse.</p>	<p><b>Unit 5: Taking off - Exploring pitch</b></p> <p>This unit develops children's ability to discriminate between higher and lower sounds and to create simple melodic patterns.</p>	<p><b>Unit 6: What's the score? - Exploring instruments and symbols</b></p> <p>This unit develops children's ability to recognise different ways sounds are made and changed and to name, and know how to play, a variety of classroom instruments.</p>

### **Unit 7: Rain, rain, go away - Exploring timbre, tempo and dynamics**

This unit should be revisited during the key stage using different stimuli.

**Year 3 and 4:**  
**Two Year Literacy**  
**Planning Cycle**

**Guidance**

This mixed age planning cycle is one possible model only and will therefore need to be adapted to suit the school situation.

This cycle is planned to ensure coverage of both year groups' units over a cycle of two years.

It is important that there is a balance of fiction, non-fiction and poetry each term. The length of time per unit is a suggestion only and will need to be adjusted to take account of the ability of the class and the number of weeks available.

**Literacy Year 3 and 4 Cycle A** (suggested topic links: in italics)

<b>Narrative, plays and scripts (17 weeks)</b>	<b><u>Y3 UNIT 1</u> <u>Stories with familiar settings</u> *</b> (3 weeks) <i>Stories relating to the local environment, farms , village, holidays</i>	<b>Y4 UNIT 3</b> <b>Stories from other cultures</b> (3 weeks) <i>Stories from India/ Caribbean Christmas around the world</i>	<b><u>Y3 UNIT 3</u> <u>Adventure and mystery</u> *</b> (4 weeks) <i>Explorers Pirates and time travel!</i>	<b><u>Y4 UNIT 1</u> <u>Stories with historical settings</u> *</b> (3 weeks) <i>Victorian children Research and imagine+ Dickens</i>	<b>Y3 UNIT 5</b> <b>Dialogue and plays</b> (4 weeks) <i>Local history, interviews, and Re enactment: WW2 stories and scenarios, evacuees .</i>
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<p><b>Non-fiction (12-15 weeks)</b></p>	<p><b>Y4 UNIT 2</b> <b>Information texts</b> (3-4 weeks) <i>History sources: Romans/Celts Tudors/ Victorians. Investigate famous people Science: health and growth</i></p>	<p><b>Y3 UNIT 2</b> <b>Instructions</b> *</p> <p>(3-4 weeks) <i>Science: how to build an electric circuit, grow a plant, keep healthy etc</i></p>	<p><b>Y4 UNIT 3</b> <b>Explanation</b> *</p> <p>(2-3 weeks) <i>Science experiments Geographical explanation: farms and farming</i></p>	<p><b>Y3 UNIT 1</b> <b>Reports</b> *</p> <p>(4 weeks) <i>Scientific or geographical reports, writing factual reports: Traffic survey, exploration .</i></p>
<p><b>Poetry (4 weeks)</b></p>	<p><b>Y4 UNIT 2</b> <b>Exploring form</b> *</p> <p>(2 weeks) <i>Different styles , topics: “seasons and change: “growth”+ “ moving”</i></p>		<p><b>Y3 UNIT 3</b> <b>Language play</b> (2 weeks) <i>Topics: “light and shadow” “sounds”</i></p>	

**Year 3 and 4 Cycle B** (suggested topic links: In italics)

<p><b>Narrative (17 – 18 weeks)</b></p>	<p><b>Y4 UNIT 2</b> <b><u>Stories set in imaginary worlds</u></b> * (4 weeks) <i>Science:” outer space” Or History” Ancient worlds” Geography: “rain forests”</i></p>	<p><b>Y3 UNIT 2</b> <b><u>Myths and legends</u></b> * (4 weeks) <i>Greek/Viking myths Traditional tales; Grimm</i></p>	<p><b>Y4 UNIT 5</b> <b>Plays</b> (2-3 weeks) <i>Greek theatre Christmas /nativity</i></p>	<p><b>Y3 UNIT 4</b> <b><u>Authors and letters</u></b> * (3 weeks) <i>Diaries and letters Letters from holiday, post cards.</i></p>	<p><b>Y4 UNIT 4</b> <b>Stories which raise issues/dilemmas</b> (4 weeks) <i>Human rights/equality Geography; Africa: Greek/Egyptian slaves. topical Local issues</i></p>
<p><b>Non-fiction (12 weeks)</b></p>	<p><b>Y4 UNIT 1</b> <b><u>Recounts: newspapers/magazines</u></b> * (4 weeks) <i>Current affairs, topical news Historical research: Egyptians, Greeks. Geography: Weather and climate: science: the solar system, gasses, plants.</i></p>	<p><b>Y3 UNIT 3</b> <b>Information texts</b> (4 weeks) <i>Tourist information leaflets, posters etc; for Locality and/ Africa/ European holiday destinations</i></p>	<p><b>Y4 UNIT 4</b> <b><u>Persuasive texts</u></b> * (4 weeks) <i>“care for our environment” rainforests” Local planning /sustainability issues.</i></p>		
<p><b>Poetry (5 weeks)</b></p>	<p><b>Y3 UNIT 2</b> <b><u>Shape poetry and calligrams</u></b> * (2 weeks) <i>“Pets, mini beasts , bugs” etc</i></p>	<p><b>Y4 UNIT 1</b> <b><u>Creating images</u></b> * <i>Writing descriptions: rivers and the sea, rain forest, weather</i>  (2 weeks)</p>	<p><b>Y3 UNIT 1</b> <b>Poems to perform</b> (1 week) <i>Seasons Our village Dilwyn show Geography :Rivers and coasts</i></p>		

## Years 5 and 6: Two Year Cycle

### ***Guidance***

This mixed age planning cycle is one possible model only and will therefore need to be adapted to suit the school situation.

This cycle is planned to ensure coverage of both year groups' units over a cycle of two years.

It is important that there is a balance of fiction, non-fiction and poetry each term. The length of time per unit is a suggestion only and will need to be adjusted to take account of the ability of the class and the number of weeks available.

It will also be necessary to consider using the revision units for Year 6 and allocate time accordingly.



**Literacy: Years 5 and 6: Cycle A** (Suggested topic links: in italics)

(Content also linked to years 3 and 4 cycle A)

<p><b>Narrative, plays and scripts (13 - 14 weeks )</b></p>	<p><b>Y5 UNIT 4</b>  <b>Older literature</b>                  (3 weeks)  <i>Shakespeare</i>  <i>Greek theatre</i>                  (revisit)</p>	<p><b>Y5 UNIT 2</b>  <b>Traditional stories, fables, myths, legends *</b>                  (4 weeks)  <i>Celtic and Roman/ Indian gods</i>  <i>Caribbean Christmas around the world</i></p>	<p><b>Y5 UNIT 6</b>  <b>Dramatic conventions *</b>                  (2-3 weeks)  <i>Shakespeare/ Pantomime</i>  <i>Nativity plays</i>  <i>Make puppets</i></p>	<p><b>Y6 UNIT 3</b>  <b>Authors and texts *</b>                  (2 weeks)  <i>Victorian writers, Dickens</i>  <i>Shakespeare and Tudors</i></p>	<p><b>Y6 UNIT 2</b>  <b>Extending narrative *</b>                  (2 weeks)  <i>Writers workshops sessions: Adventure and mystery: explorers</i></p>
<p><b>Non-fiction (13-14 weeks)</b></p>	<p><b>Y5 UNIT 2</b>  <b>Reports/explanations *</b>                  (4-5 weeks)  <i>Science: electrical circuits, plants , keeping healthy geography</i>  <i>Traffic survey</i>  <i>History :Exploration</i></p>	<p><b>Y6 UNIT 1</b>  <b>Biography and autobiography *</b>                  (3 weeks)  <i>Famous Victorians, explorers</i>  <i>Tudors</i>                  Choose a “hero or heroine “to research and write about.  <i>Artists</i></p>	<p><b>Y5 UNIT 3 Part a</b>  <b>Persuasive writing</b>                  (3 weeks)  <i>Victorian child labour reforms</i>  <i>Local environmental issues.</i>  <i>Evacuees</i>                  “Your county needs you dig for victory!”</p>	<p><b>Y6 UNIT 2</b>  <b>Journalistic writing *</b>                  (3 weeks)  <i>News and current affairs</i>  <i>WW2 headlines and accounts.</i>  <i>Britain sine 1930- the coronation, etc</i>  <i>Victorian child labour</i>                  “Henry 8<sup>th</sup> and his Wives”</p>	
<p><b>Poetry (4 weeks)</b></p>	<p><b>Y5UNIT 2</b>  <b>Classic/narrative poems *</b>  <i>Victorian ballads, extracts e.g.: Hiawatha, The Lady of Shallot, The Highwayman,</i>  <i>Journeys</i>                  (2 weeks)</p>		<p><b>Y6 UNIT 1</b>  <b>The power of imagery *</b>                  (2 weeks)                  Science: “light and shadow”                  “sounds”                  Seasons                  Religious Education: “ how we see things”</p>		

<b>Revision (8 weeks)</b>	<p align="center"><b><u>UNIT 1</u></b>  <b><u>Reading and writing</u></b>  <b><u>narrative</u></b>  <b><u>(and plays) *</u></b>  (3 weeks)  <i>Scenes from Shakespeare</i>  <i>Own drama "Evacuated to Dilwyn"</i>  <i>Extended writing: writers workshops</i></p>	<p align="center"><b><u>UNIT 2</u></b>  <b><u>Reading and writing</u></b>  <b><u>non-fiction *</u></b>  (3 weeks)  <i>Diaries</i>  <i>History</i>  <i>Science evaluations</i>  <i>News letters</i>  <i>Letters and email</i></p>	<p align="center"><b><u>UNIT 3</u></b>  <b><u>Reading poetry *</u></b>  (2 weeks)  <i>Poems about growth , movement, travel</i></p>
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**Literacy: Years 5 and 6: Cycle B** (Suggested topic links: in italics)  
(Content also linked to years 3 and 4 cycle B)

<b>Narrative, plays and scripts (16 - 17 weeks)</b>	<p align="center"><b><u>Y5 UNIT 5</u></b>  <b><u>Film narrative *</u></b>  (3 weeks)  <i>Danny the champion of the world</i>  <i>The BFG</i>  <i>Star wars?</i>  <i>Make own films set in Local area; farms and farming</i>  <i>Contrasting locality visits and filming</i></p>	<p align="center"><b><u>Y5 UNIT 3</u></b>  <b><u>Stories from other cultures</u></b>  (3 weeks)  <i>Africa</i>  <i>Europe :brothers</i>  <i>Grimm</i>  <i>Russian folk tales</i>  <i>Aztecs</i>  <i>Viking sagas</i></p>	<p align="center"><b><u>Y6 UNIT 4</u></b>  <b><u>Short stories with flashbacks</u></b>  *  (2 weeks)  to follow Y5 Unit 5</p>	<p align="center"><b><u>Y5 UNIT 1</u></b>  <b><u>Novels and stories by significant children's authors *</u></b>  (4 weeks)  <i>Roald Dahl?</i>  <i>Oscar Wilde</i></p>	<p align="center"><b><u>Y6 UNIT 1</u></b>  <b><u>Fiction genres *</u></b>  (4-5 weeks)  <i>Fables/Myths</i>  <i>Traditional tales</i>  <i>Mystery</i>  <i>Comics</i></p>
<b>Non-fiction (12 weeks)</b>	<p align="center"><b><u>Y5 UNIT 1</u></b>  <b><u>Instructions *</u></b>  (3 weeks)  <i>Science: experiments on gasses, changing state separating solids and liquids</i>  <i>How to make a film</i></p>	<p align="center"><b><u>Y6UNIT 3</u></b>  <b><u>Argument *</u></b>  (3 weeks)  <i>Human rights/equality</i>  <i>Greek roman/African slaves</i>  <i>Topical local issues</i>  <i>Space exploration</i></p>	<p align="center"><b><u>Y5 UNIT 3 Part b</u></b>  <b><u>Persuasive writing</u></b>  (3 weeks)  <i>Care for our environment</i>  <i>Rainforests, local issues/sustainable farming</i>  <i>Space exploration</i></p>	<p align="center"><b><u>Y6 UNIT 4</u></b>  <b><u>Formal/impersonal writing *</u></b>  (3 weeks)  <i>Tourist information</i>  <i>Travel inquiries</i>  <i>Letters of application</i>  <i>Requests for permission (for film making), interviews etc</i></p>	

<p><b>Poetry (4 weeks)</b></p>	<p><b>Y5 UNIT 1</b>  <b>Poetic style</b>  <b>(word-play, rhyme, metaphor, word choice)</b>  (2 weeks)</p> <p><i>Science and geography themes: "outer space"  Water, rivers the sea, weather  Rain forest</i></p>	<p><b>Y6 UNIT 2</b>  <b><u>Finding a voice</u> *</b>  (1 week)</p> <p><i>Own experience :Holidays, Travel/journeys  Local area and contrasting locations  "home"</i></p>	<p><b>Y5 UNIT 3</b>  <b>Choral and performance</b>  (1 week)</p> <p><i>Greek theatre, to perform  Our village  Seasons  Dilwyn show</i></p>
<p><b>Revision (8 weeks)</b></p>	<p><b><u>UNIT 1</u></b>  <b><u>Reading and writing narrative (and plays)</u> *</b>  (3 weeks)</p> <p><i>Ancient Greeks; Aesop  Christmas nativity  Film scripts</i></p>	<p><b><u>UNIT 2</u></b>  <b><u>Reading and writing non-fiction</u> *</b>  (3 weeks)</p> <p><i>Current affairs, topical news, Historical research, Greeks, geography: weather and climate, the solar system, gasses and plants Egyptians.</i></p>	<p><b><u>UNIT 3</u></b>  <b><u>Reading poetry</u> *</b>  (2 weeks)</p> <p><i>"Pets, mini beasts, bugs, jungle!"  Also topical /seasonal subjects</i></p>

**Year 3,4,5 and 6:**

**Numeracy Planning Cycle**

These documents build on the mixed age planning created within the Renewed Framework for Mathematics. Objectives and relevant 'I can...' statements are aligned across a number of year groups in order to aid continuity and differentiation.

## Key

- *Italic text signifies objectives which do not appear in the single-age version of this unit but have been added to create a coherent mixed-age unit*
- Smaller font indicates objectives which do appear in the single-age version of this unit, but which are addressed elsewhere within the mixed-age units
- **Bold font indicates 'End-of-year' objectives.**

**I can... statements: red are MA1 Using and Applying, green are MA2, MA3 or MA4**

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- **Block C: Handling data and measures**  
**Unit 1 – 10 days**

Year 3	Year 4	Year 5	Year 6
<p>Follow a line of enquiry by deciding what information is important; make and use lists, tables and graphs to organise and interpret the information</p> <p>I can decide what information to collect to answer a question (C1)</p> <p>I can make a table to record my results (from E1)</p>	<p>Suggest a line of enquiry and the strategy needed to follow it; collect, organise and interpret selected information to find answers</p> <p>I can think about an experiment, predict what might happen and decide how I could go about finding out whether it is true</p> <p>Report solutions to puzzles and problems, giving explanations and reasoning orally and in writing, using diagrams and symbols</p> <p>I can tell people what I have found out and show some graphs to back up my conclusions</p>	<p>Plan and pursue an enquiry; present evidence by collecting, organising and interpreting information; suggest extensions to the enquiry</p> <p>I can collect and organise data to find out about a subject or to answer a question</p> <p>Explain reasoning using diagrams, graphs and text; refine ways of recording using images and symbols</p> <p>I can use graphs to show findings about a subject or to help explain my answer to a question</p>	<p>Suggest, plan and develop lines of enquiry; collect, organise and represent information, interpret results and review methods; identify and answer related questions</p> <p>I can suggest a line of enquiry and plan how to investigate it</p>
<p>Know the relationships between kilometres and metres, metres and centimetres, kilograms and grams, litres and millilitres; choose and use appropriate units to estimate, measure and record measurements</p> <p>I can suggest sensible units to</p>	<p>Choose and use standard metric units and their abbreviations when estimating, measuring and recording length, weight and capacity; know the meaning of 'kilo', 'centi' and 'milli' and, where appropriate, use decimal notation</p>	<p>Read, choose, use and record standard metric units to estimate and measure length, weight and capacity to a suitable degree of accuracy (e.g. the nearest centimetre); convert larger to smaller units using decimals to</p>	<p>Select and use standard metric units of measure and convert between units using decimals to two places (e.g. change 2.75 litres to 2750ml, or vice versa)</p> <p>I can convert from one unit of measure to another</p>

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measure lengths

Read, to the nearest division and half-division, scales that are numbered or partially numbered; use the information to measure and draw to a suitable degree of accuracy

I can use a ruler or tape measure to measure a length to the nearest  $\frac{1}{2}$  cm

to record measurements (e.g. 1.3m or 0.6kg)

I can measure lengths, weights, and times to help me find out more about the question I am exploring

Interpret intervals and divisions on partially numbered scales and record readings accurately, where appropriate to the nearest tenth of a unit

I can measure lengths to the nearest half centimetre, eights in grams and kilograms, and times in seconds

one place (e.g. change 2.6kg to 2600g)

I can measure weight using appropriate measuring instruments. I can state measurements in kg and g (C1)

I can choose and use a suitable metric unit to estimate and measure weight

I can use benchmarks to help me estimate weight

I know how many grams there are in a kilogram (from D2)

Interpret a reading that lies between two unnumbered divisions on a scale

I find the value of each interval on a scale so that I can read measurements accurately

Read and interpret scales on a range of measuring instruments, recognising that the measurement made is approximate and recording results to a required degree of accuracy; compare readings on different scales, for example when using different instruments I can read scales and give my answers as accurately as the question asks

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Answer a question by collecting, organising and interpreting data; use tally charts, frequency tables, pictograms and bar charts to represent results and illustrate observations; use ICT to create a simple bar chart

I can explain what a frequency chart tells me

**Use Venn diagrams or Carroll diagrams to sort data and objects using more than one criterion**

I can place objects on a Venn diagram

**Answer a question by identifying what data to collect; organise, present, analyse and interpret the data in tables, diagrams, tally charts, pictograms and bar charts, using ICT where appropriate**

I can collect data and put it in a table to help me explore an idea and find out more about it

Answer a set of related questions by collecting, selecting and organising relevant data; draw conclusions, using ICT to present features, and identify further questions to ask

I can decide what information needs to be collected to answer a question and how best to collect it I can explain what a table or graph or chart tells us and consider questions that it raises

**Solve problems by collecting, selecting, processing, presenting and interpreting data, using ICT where appropriate; draw conclusions and identify further questions to ask**

I can answer questions about the data I have represented

Construct and interpret frequency tables, bar charts with grouped discrete data, and line graphs; interpret pie charts

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**Construct frequency tables, pictograms and bar and line graphs to represent the frequencies of events and changes over time**

I can explain why I chose to represent data using a particular table, graph or chart

Find and interpret the mode of a set of data

I know that the 'mode' is the most common piece of information

I can find the mode of a set of data that I have collected

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I can represent data in different ways and understand its meaning

Describe and interpret results and solutions to problems using the mode, range, median and mean

I can work out different types of average

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- **Block C: Handling data and measures**  
**Unit 2 – 10 days**

Year 3

Follow a line of enquiry by deciding what information is important; make and use lists, tables and graphs to organise and interpret the information  
I can decide what information to collect to answer a question

Year 4

Report solutions to puzzles and problems, giving explanations and reasoning orally and in writing, using diagrams and symbols  
I can tell people what I have found out and show some graphs to back up my conclusions

Suggest a line of enquiry and the strategy needed to follow it; collect, organise and interpret selected information to find answers  
I can think of a question to ask about some information and organise the information to help me find out more about it

Year 5

Explain reasoning using diagrams, graphs and text; refine ways of recording using images and symbols  
I can use graphs to show findings about a subject or to help explain my answer to a question

Plan and pursue an enquiry; present evidence by collecting, organising and interpreting information; suggest extensions to the enquiry  
I can collect and organise data to find out about a subject or to answer a question

Year 6

*Suggest, plan and develop lines of enquiry; collect, organise and represent information, interpret results and review methods; identify and answer related questions and develop*  
*I can plan and develop a line of enquiry, posing and investigating a hypothesis*

Use a calculator to solve problems involving multi-step calculations  
I can use a calculator to solve problems involving more than one step (C2 & from C3)

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Know the relationships between kilometres and metres, metres and centimetres, kilograms and grams, litres and millilitres; choose and use appropriate units to estimate, measure and record measurements  
I know that temperature can be measured in degrees Celsius

**Read, to the nearest division and half-division, scales that are numbered or partially numbered; use the information to measure and draw to a suitable degree of accuracy**

I can read the temperature on a thermometer to the nearest degree

Read the time on a 12-hour digital clock and to the nearest 5 minutes on an analogue clock; calculate time intervals and find start or end times for a given time interval  
(to D1)

**Choose and use standard metric units and their abbreviations when estimating, measuring and recording length, weight and capacity; know the meaning of 'kilo', 'centi' and 'milli' and, where appropriate, use decimal notation to record measurements (e.g. 1.3m or 0.6kg)**

I can measure carefully lengths to the nearest half centimetre so that my measurement is accurate (C2)

I can estimate and measure a length using metres, centimetres or millimetres

I know the relationship between metres, centimetres and millimetres (from D2)

Interpret intervals and divisions on partially numbered scales and record readings accurately, where appropriate to the nearest tenth of a unit

I can use different kinds of rulers and measuring tapes to measure lengths accurately

Read, choose, use and record standard metric units to estimate and measure length, weight and capacity to a suitable degree of accuracy (e.g. the nearest centimetre); convert larger to smaller units using decimals to one place (e.g. change 2.6kg to 2600g)

I can measure capacity in litres and millilitres using appropriate measuring instruments. I can use decimals to record measurements

Interpret a reading that lies between two unnumbered divisions on a scale

I can find the value of each interval on a scale and use this to give approximate values of readings between divisions

**Select and use standard metric units of measure and convert between units using decimals to two places (e.g. change 2.75 litres to 2750ml, or vice versa)**

I can convert measures between units including decimals

Read and interpret scales on a range of measuring instruments, recognising that the measurement made is approximate and recording results to a required degree of accuracy; compare readings on different scales, for example when using different instruments  
I can read and answer questions about scales and write down my answer as accurately as the question requires

I can compare readings from different scales

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Answer a question by collecting, organising and interpreting data; use tally charts, frequency tables, pictograms and bar charts to represent results and illustrate observations; use ICT to create a simple bar chart  
I can show information in a pictogram where each picture represents 2 people

**Use Venn diagrams or Carroll diagrams to sort data and objects using more than one criterion**  
I can place objects on a Carroll diagram

**Answer a question by identifying what data to collect; organise, present, analyse and interpret the data in tables, diagrams, tally charts, pictograms and bar charts, using ICT where appropriate**  
I can choose from tables, diagrams, tally charts, pictograms and bar charts to show data so that it is easy to understand

Compare the impact of representations where scales have intervals of differing step size  
I can compare graphs with different scales and decide which is the most useful

Answer a set of related questions by collecting, selecting and organising relevant data; draw conclusions, using ICT to present features, and identify further questions to ask  
I can decide what information needs to be collected to answer a question and how best to collect it  
I can explain what a table or graph or chart tells us and consider questions that it raises

**Construct frequency tables, pictograms and bar and line graphs to represent the frequencies of events and changes over time**  
I can explain why I chose to represent data using a particular table, graph or chart

Describe the occurrence of familiar events using the language of chance or likelihood  
I can describe how likely an event is to happen and justify my statement

**Solve problems by collecting, selecting, processing, presenting and interpreting data, using ICT where appropriate; draw conclusions and identify further questions to ask**  
I can use data to solve problems

Construct and interpret frequency tables, bar charts with grouped discrete data, and line graphs; interpret pie charts  
I can represent data in different ways and understand its meaning

Describe and interpret results and solutions to problems using the mode, range, median and mean  
I can solve problems using mode, range, median and mean

Describe and predict outcomes from data using the language of chance or likelihood  
I can use data to work out problems about chance

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• **Block C: Handling data and measures**  
**Unit 3 – 10 days**

Year 3	Year 4	Year 5	Year 6
<p>Follow a line of enquiry by deciding what information is important; make and use lists, tables and graphs to organise and interpret the information</p> <p>I can decide what information to collect to answer a question</p> <p>I can choose how to show others what I have found out (C3)</p> <p>I can test examples to follow an enquiry about numbers (from E3)</p>	<p>Suggest a line of enquiry and the strategy needed to follow it; collect, organise and interpret selected information to find answers</p> <p>I can think about an investigation, predict what might happen and decide how I would go about finding information, perhaps by doing a survey or taking measurements</p>	<p>Plan and pursue an enquiry; present evidence by collecting, organising and interpreting information; suggest extensions to the enquiry</p> <p>I can collect and organise data to find out about a subject or to answer a question</p>	<p><i>Suggest, plan and develop lines of enquiry; collect, organise and represent information, interpret results and review methods; identify and answer related questions</i></p> <p><i>I can suggest, plan and develop a line of enquiry involving data</i></p>
<p>Describe and explain methods, choices and solutions to puzzles and problems, orally and in writing, using pictures and diagrams</p> <p>I can explain how the class used information to solve a problem</p>	<p>Report solutions to puzzles and problems, giving explanations and reasoning orally and in writing, using diagrams and symbols</p> <p>I can explain how I solved a puzzle using a diagram to help me</p>	<p>Explain reasoning using diagrams, graphs and text; refine ways of recording using images and symbols</p> <p>I can use graphs to show findings about a subject or to help explain my answer to a question</p>	<p><i>Explain reasoning and conclusions, using words, symbols or diagrams as appropriate</i></p> <p><i>I can explain my reasoning and conclusions, using words, symbols or diagrams</i></p>
<p>Know the relationships between kilometres and metres, metres and centimetres, kilograms and grams, litres and millilitres; choose and use appropriate units to estimate,</p>	<p>Choose and use standard metric units and their abbreviations when estimating, measuring and recording length, weight and capacity; know the meaning of 'kilo', 'centi' and 'milli' and, where appropriate, use decimal notation to record</p>	<p>Read, choose, use and record standard metric units to estimate and measure length, weight and capacity to a suitable degree of accuracy (e.g. the nearest centimetre); convert larger to smaller units using decimals to one place (e.g. change 2.6kg to 2600g)</p> <p>I can estimate and measure length in kilometres, metres, centimetres and millimetres using</p>	<p>Use a calculator to solve problems involving multi-step calculations (combined with C2)</p> <p>Select and use standard metric units of measure and convert between units using decimals to two places (e.g. change 2.75 litres to 2750ml, or vice versa)</p> <p>I can convert measures between units</p>

measure and record measurements  
I can choose suitable units to  
estimate and measure length

Read, to the nearest division and  
half-division, scales that are  
numbered or partially numbered;  
use the information to measure and  
draw to a suitable degree of  
accuracy  
I can read a scale to the nearest  
division or half-division

measurements (e.g. 1.3m or 0.6kg)

I can estimate the length of a line in  
centimetres and millimetres and then  
measure the line to see how close my  
estimate is

Interpret intervals and divisions on  
partially numbered scales and record  
readings accurately, where appropriate to  
the nearest tenth of a unit

I can use different kinds of rulers and  
measuring tapes to measure lengths  
accurately

appropriate measuring instruments. I can use  
decimals to record measurements

Interpret a reading that lies between two  
unnumbered divisions on a scale  
I can find the value of each interval on a scale and  
use this to give approximate values of readings  
between divisions

including decimals

Read and interpret scales on a range  
of measuring instruments, recognising  
that the measurement made is  
approximate and recording results to a  
required degree of accuracy; compare  
readings on different scales, for  
example when using different  
instruments

I can read and answer questions about  
scales and write down my answer as  
accurately as the question requires

I can compare readings from different  
scales

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Answer a question by collecting, organising and interpreting data; use tally charts, frequency tables, pictograms and bar charts to represent results and illustrate observations; use ICT to create a simple bar chart  
I can show information in a tally chart or bar chart

***Use Venn diagrams or Carroll diagrams to sort data and objects using more than one criterion***  
*I can sort data using a Carroll or Venn diagram*

**Answer a question by identifying what data to collect; organise, present, analyse and interpret the data in tables, diagrams, tally charts, pictograms and bar charts, using ICT where appropriate**

I can collect data in different ways and decide whether to put it in a table, diagram, tally chart, pictogram or a bar chart so that it is easy to understand

Compare the impact of representations where scales have intervals of differing step size  
I can compare graphs with different scales and decide which is the most useful

Answer a set of related questions by collecting, selecting and organising relevant data; draw conclusions, using ICT to present features, and identify further questions to ask

I can decide what information needs to be collected to answer a question and how best to collect it  
I can explain what a table or graph or chart tells us and consider questions that it raises

**Construct frequency tables, pictograms and bar and line graphs to represent the frequencies of events and changes over time**

I can explain why I chose to represent data using a particular table, graph or chart

Find and interpret the mode of a set of data

I know that the 'mode' is the most common piece of information

I can find the mode of a set of data that I have collected

Describe the occurrence of familiar events using the language of chance or likelihood

I can describe how likely an event is to happen and justify my statement

**Solve problems by collecting, selecting, processing, presenting and interpreting data, using ICT where appropriate; draw conclusions and identify further questions to ask**

I can collect and present data in a variety of ways and use my results to solve problems

Construct and interpret frequency tables, bar charts with grouped discrete data, and line graphs; interpret pie charts

I can represent data in a variety of ways and answer questions about the data, including interpreting pie charts

Describe and interpret results and solutions to problems using the mode, range, median and mean

I can use the different averages to solve problems

Describe and predict outcomes from data using the language of chance or likelihood

I can use the language of chance to solve problems

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## KS 2 Rolling Programme (Science)

Science will be based on a 3 Year rolling programme.

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
Year 1	Healthy Eating & Teeth	Material & Their Uses	Magnets & Spring	Rocks & Soils	Helping Plants Grow	Light & Shadow
Year 2	Moving and Growing	Separating Solids & Liquids	Keeping Warm	Circuits & Conductors	Habitat	Friction
Year 3	Keeping Healthy Autumn 2011	Space Solar System	Gases of The Air	Plants	Sounds	Changing State
Year 4	Inter-dependence & adaptations	Micro-organisms	6C Dissolving and separating Autumn 2011	Reversible and irreversible change	Forces in Action	How We See Things

## KS 2 Rolling Programme (Art)

The emphasis will be the developing of observational and drawing skills. Self and peer assessment of art will be encouraged throughout themes.

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
Year 1	Celtic Art  Knot patterns, weaving	Papier Maché  Piñata	William Morris  Patterns,tiles & printing	Transport posters & advertising	Perspective Local landscape in art. Perspective	Colour Hot colours e.g Gauguin native paintings
Year 2	Roman sculptures & comparisons	Patterns in landscapes.  Naive Art Andy Goldsworthy	Portraits Tudors to modern times Van Dyke Gainsborough	St George and the dragon.	Design & Clothing Textiles and pop art	India Tie dying & printmaking
Year 3	Vikings runes and carving	Colour Cold colours/hot colours. Weather paintings /rainy days	Egyptians Art , murals,profiles, clay pots and tiles	Shells and sea shapes	People at work in art  Lowry	European Artists  Van Gogh Fairy tale illustrations
Year 4	Aztecs  Weaving patterns.	Rainforests Collage, Geoga O'Keefe, Rousseau	Greeks Pattern, sculpture & comparisons	Our Environment Observation, drawing & painting Andy Goldsworthy	Impressionist Art Degas, Rousseau, Van Gogh, Monet	Africa Batik prints & marks Patterns, tie dying

## KS 2 Rolling Programme (Design & Technology)

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
Year 1	Sandwich Snacks (food) Links to Sc Healthy eating		Story Books Mechanisms		Village Guide (Graphics) Links to History Local area	
Year 2	Moving Vehicles (mechanisms) Links to Romans chariots and farms & farming moving loads		Tudor Houses (structures) Linked to History Topic		Forest School Links habits	
Year 3	Making Biscuits (food) Links to keeping Healthy (SC)		River Valley Models(structures Links to Rivers & Coasts		Percussion Instruments (mechanisms) Links to sound (Sc)	
Year 4	Shelters (structures) Linked to Humanities		Packaging nets(Ma) Structure & Graphics Recycling (Sc)		Forces in action constructing games, rockets electrics etc. Linked to science	

## KS 2 Rolling Programme (Geography & History)

### Overview of topics

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
Year 1	Celts Visit iron age fort Construct Celtic houses Comparison with modern day Boudicca	Xmas around the world	Victorians Black Country Museum Schools Rich and poor	Transport and traffic	Local Area How are our village grew	Islands of The world Ring of Fire Tsunami, island home
Year 2	Romans Invasion Visit to Caerleon Roads and Towns Amphitheatres	Farms & Farming	Tudors Buildings, People Visit to Ludlow	Exploration	Local Area Britain 1930 +	India Water /weather
Year 3	Vikings	Weather/local and climates	Egyptians	Rivers & Coasts Erosion Water cycles	Local Area Industry Contrasting with urban location	Europe Mountains tourism
Year 4	Ancient People Aztecs,	Rain Forests Animals, Trees, tribes	Ancient Greece	Care for our environment	Local Area Farms and farming	Africa Tanzania link water



**KS 2 Programme (ICT)** Computer skills will be developed through the taught curriculum at the level appropriate to the ability of the child ( See Appendix 1 and 2)

Annual timetable Year groups	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3/4 Level	Combining text and graphics	E-mail	Exploring simulations	Introduction to databases	Modelling effects on screens	Manipulating sound
Year 5/6 Level	Using a word processor to organise, recognise and develop ideas	E-mail using address book and attachment	Extending the use of adventures and simulation Questionnaires and pie charts	Branching databases Spreadsheets	Developing images using repeating patterns	Using ICT to explore and develop musical ideas
Areas of the curriculum where ICT skills will be taught	Harvest poems, calligrams (English) Comparisons, research (History) Tables of results, research (Science) Digital photography, notes, composition, resources (Art)	Links with other schools worldwide (Geog) ongoing Communication in letter form (English)	BBC interactive. Victorians/Tudors/ Egyptians/Ancient Greece Science/Geog/Maths – Interactive software – quizzes, games, adventures	Inputting of numerical data (Maths) Gases of the air (Science)  All history topics this term	Tessellation (Maths) Studying Escher (Art) Our local area – Powerpoint presentation (Geog)	To be developed as part of the music curriculum

## KS 2 Rolling Programme (French)

The emphasis will be on Speaking & Pronunciation. Gradually written exercises will be introduced. A spiral needs approach will be adopted to pedagogy. Much repetition and revisiting of themes will allow pupils to acquire, listening, reading and speaking skills. In Year 6 simple writing skills will be introduced.

Subject Areas

Topic/Themes	Methodology
Introductions/greetings Months/day of the week Numbers 1-10, 1-20, simple addition Weather Alphabet Colours Animal/pets The Body Time The Family Clothes Food & Drink Sport & pastimes Countries Simple Verbs Simple negatives Adjectives	CDs Worksheets Songs/Rhymes Whiteboard Games Role Play Stories French pictures Website eg BBC Flash Cards General Games including bingo Simon says, Hangman

## KS 2 Rolling Programme Music (SEE UNITS OF WORK)

Music will be based on a 2 Year rolling programme.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p><b>Unit 8 - Ongoing skills</b></p> <p>This unit highlights the musical skills that require regular practice and ongoing development throughout the key stage. It focuses on the development of the singing voice and other essential musical skills (listening skills, aural memory and physical skills) that should be a regular part of classroom work week-by-week. All the activities in this unit are designed so that they can be taught in short periods when opportunities arise.</p>	<p><b>Unit 9 – Animal Magic</b></p> <p>This unit develops children's ability to create, perform and analyse short descriptive compositions that combine sounds, movements and words.</p>	<p><b>Unit 10- Play it again –Exploring rhythmic patterns</b></p> <p>This unit develops children's ability to create simple rhythmic patterns and perform them rhythmically using notation as a support.</p>	<p><b>Unit 11 – The class orchestra – Exploring arrangements</b></p> <p>This unit develops children's ability to create, combine and perform rhythmic and melodic material as part of a class performance of a song.</p>	<p><b>Unit 12 - Dragon scales – Exploring pentatonic scales</b></p> <p>This unit develops children's ability to recognise, and use, pentatonic scales and create short melodies and accompaniments.</p>	<p><b>Unit 13 - Painting with sound – Exploring sound colours</b></p> <p>This unit develops children's ability to create, perform and analyse expressive compositions and extend their sound vocabulary.</p> <p><b>Unit 14 – Salt, pepper, mustard, vinegar – Exploring singing games</b></p> <p>This unit develops children's ability to recognise and explore some characteristics of singing games. It consolidates their sense of pulse and ability to perform with others.</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	<p><b>Unit 15 – Ongoing skills</b></p> <p>This unit highlights the musical skills that require regular practice and ongoing development throughout the key stage. It focuses on the development of the singing voice and other essential musical skills, <i>eg listening skills, aural memory and physical skills</i>, which should be a regular part of classroom work week-by-week. All the activities in this unit are designed so that they can be taught in short periods when opportunities arise.</p>	<p><b>Unit 16 – Cyclic patterns – Exploring rhythm and pulse</b></p> <p>In this unit, pupils learn basic rhythmic devices used in many drumming traditions. They play a variety of sounds on percussion instruments and learn how to use timbre and duration to add variety to their rhythmic ideas. They invent and improvise simple rhythmic patterns.</p>	<p><b>Unit 17 – Roundabout – Exploring rounds</b></p> <p>This unit develops children's ability to sing and play music in two (or more) parts. They explore the effect of two or more pitched notes sounding together - harmony.</p>	<p><b>Unit 18 – Journey into Space – Exploring sound sources</b></p> <p>This unit develops children's ability to extend their sound vocabulary, including the use of ICT, and to compose a soundscape.</p>	<p><b>Unit 19 Songwriter – Exploring lyrics and melody</b></p> <p>This unit develops children's ability to compose a song with an awareness of the relationship between lyrics and melody.</p>	<p><b>Unit 20 – Stars, hide your fires – Performing together</b></p> <p>This unit develops and demonstrates children's ability to take part in a class performance with confidence, expression and control.</p> <hr/> <p><b>Unit 21 – Who knows? Exploring musical processes</b></p> <p>This unit provides an opportunity for children to develop and demonstrate the musical skills, knowledge and understanding achieved in years 5 and 6</p>

### KS 2 Rolling Programme (PE) 2 Hours/Week

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1 Hour	Football, team games: ball skills	Dance	Netball, hockey, football	Dance /maypole	Athletics Field games	Athletics Sports day
1 hour	Swimming Gymnastics	Netball, hockey Fitness skills	Swimming Gymnastics	Field games Rounders, cricket	Swimming Gymnastics	tennis

### KS 2 Rolling Programme (PSHE)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Transition Feelings		Friends Differences		Keeping Healthy Keeping safe	
Year 2	Rules All about me		Relationships Differences		Keeping Healthy and safe Local community	
Year 3	Rules The co-operative classroom		World outside school Keeping healthy and safe		Caring for the environment Rights and responsibilities	

Year 4	Rules/Laws Local community	Influences Trust/Qualities	Puberty (Years5/6) Facing new challenges
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### KS 2 Rolling Programme (Religious Education) 70 minutes/ week

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Harvest Celts: the coming of Christianity “what do people believe?”	Remembrance day Christmas Advent “how do people express beliefs?” Christmas around the world.	Chinese new year Missionaries and morals .eg: Gladys Aylward etc How do beliefs influence actions	Easter and the gospels Purim: Jewish spring	Religion and the community: Our church in Dilwyn: history , symbolism and the communion service	Ramadan “what do people believe?” “how do people express beliefs?” Pilgrimages
Year 2	Harvest: Jewish Feast of Tabernacles: Succot Jewish new year Rosh Hashanah	Christmas Hanukah Remembrance day	How do beliefs influence actions Henry the 8 <sup>th</sup> and the reformation (our church and the priory church)	Easter and lent customs in different cultures “how do people express beliefs?”	Rites of passage in different cultures: Christian, Hindu, Muslim and Sikh comparisons	Hinduism and Sikhism “what do people believe?” “how do people express beliefs?”
Year 3	Harvest Eid and Islam “how do people express beliefs?”	Christmas The life of Christ Remembrance day	Old testament stories, Moses, Joseph, Bible times . Burial rituals(plagues of Egypt)	Easter and Pentecost in Christian and Jewish cultures	Our personal beliefs and how we express them: Moral dilemmas?	Inspirational people. How do beliefs influence actions?
Year 4	Harvest Sharing Bread symbolism Creation stories	Christmas Diwalli Hinduism Remembrance day	Saints and celebrations UK saints How do beliefs influence actions	Easter and new testament stories Baptismal rites	Local area: St Cosmos and Damien. Hereford Cathedral/Leominster priory	Human rights and equality Tengeru links to Tanzania How do beliefs influence actions

In addition: assemblies will take place daily: 3 assemblies will be whole school, 1 of which will be taken by the local Vicar and one will be a celebration assembly. 2 assemblies will take place weekly within each Key Stage.

## Annex B: HOME/SCHOOL AGREEMENT

Name of Pupil: \_\_\_\_\_

St. Mary's C.E Primary	Home School Agreement	
<p><b>Agreement for children</b></p> <p>To help myself at school, I will do my best to:</p> <ul style="list-style-type: none"> <li>• Treat other people with respect</li> <li>• Follow the school rules</li> <li>• Always ask for help when it is needed</li> <li>• Look after school equipment and environment</li> <li>• Always do my best</li> <li>• Be responsible for my own belongings</li> <li>• Tell an adult if I have a problem</li> </ul>	<p><b>Agreement for Parents/Carers</b></p> <p>To help my child at school I will</p> <ul style="list-style-type: none"> <li>• Make sure my child attends regularly and arrives on time</li> <li>• Collect my child on time</li> <li>• Always inform the school by 9.00am if my child is going to be absent</li> <li>• Work with the school to promote good behaviour</li> <li>• Share information about my child and inform the school of any circumstances at home which may affect the happiness or behaviour of my child</li> <li>• Support my child's learning at home</li> <li>• Listen to my child</li> </ul>	<p><b>Agreement for School</b></p> <p>To help your child at school we will:</p> <ul style="list-style-type: none"> <li>• Provide a safe friendly atmosphere</li> <li>• Provide highly-trained and dedicated staff</li> <li>• Provide appropriate and stimulating learning materials and resources</li> <li>• Involve other professional services when necessary</li> <li>• Provide a high quality curriculum</li> <li>• Encourage children to do their best and have high expectations</li> <li>• Try to make each day an enjoyable experience</li> <li>• Keep parents fully informed about their child's progress and welfare</li> </ul>

St. Mary's C.E Primary	Home School Agreement	
	<ul style="list-style-type: none"> <li>• Provide appropriate uniform and clothing</li> <li>• Attend parents' evenings and appointments</li> <li>• Encourage my child to do his/her best</li> <li>• Avoid taking holidays during term time</li> <li>• Try to make routine medical appointments outside school hours</li> <li>• Read and respond to correspondence</li> </ul>	<ul style="list-style-type: none"> <li>• Guarantee to take every concern seriously and deal with all problems quickly</li> <li>• Provide opportunities for parents to be fully involved in the education of their children and in the daily life of the school</li> <li>• Teach children to respect people and environments</li> </ul>
Signed: Pupil	Signed : Parent/Carer	Signed: Head of School  Date:



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