

Our Aim:

**‘High Quality,
Consistent Practice’**



St JV

Curriculum Guide

Version 4

August 2021

St John Vianney

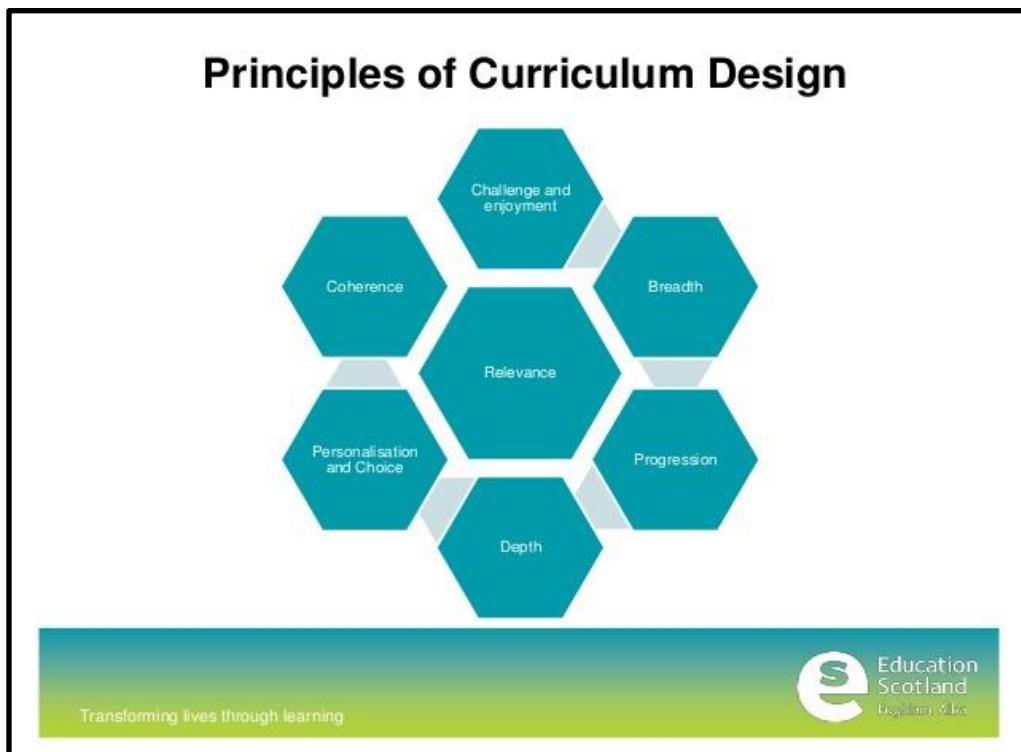
R.C. Primary School

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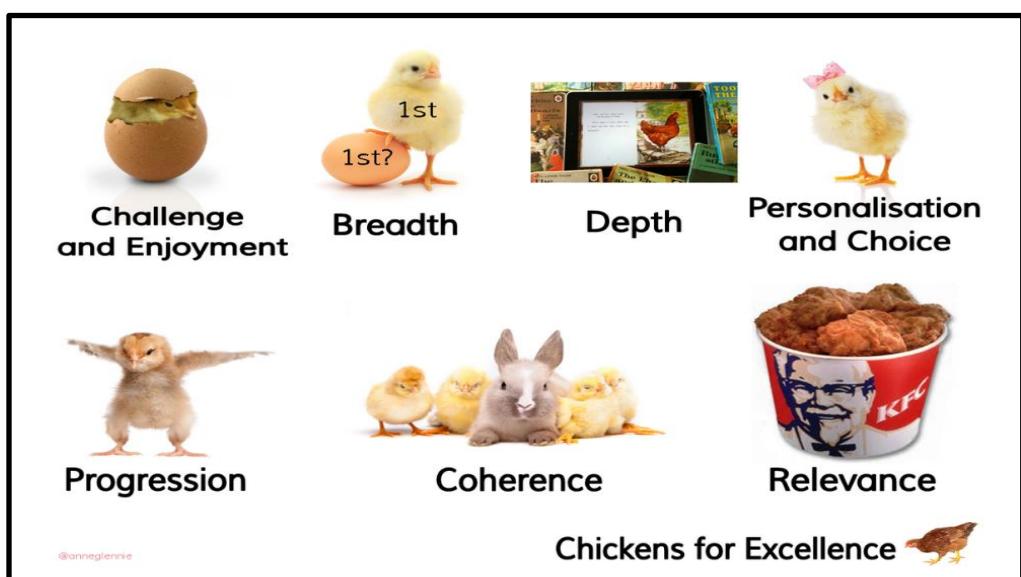
Our CfE Subjects and Principles of Curriculum Design

There are eight curriculum areas:

- Languages (including English, Gaidhlig, Gaelic learners and modern languages)
- Mathematics and Numeracy
- Health and wellbeing
- Expressive arts
- Religious and moral education
- Sciences
- Social studies
- Technologies.



Or as easy to remember format:



What makes our school community and curriculum unique?

Below quotes, generated from across the school community.

January 2018.

- *A highly self-evaluative staff, developing best practice and moving the school forward.*
- *We celebrate where we (pupils and staff) come from and which language they speak.*

Many of us come from other countries. We learn from each other and their flags. We learn about diversity.

- *Positive relationships of respect between staff and pupils. Very supportive nature of the staff to each other and the children, special to St JV. Our Friendship Benches!*
- *Positive Behaviour Policy, awarding children who always behave.*
- *P7 De Gaulle Awards evening where we celebrate P7 achievements, is very unique.*
- *We have great forest areas in our playground and I look forward to being in them!*
- *We have 'House Captains'. They help Mr Kelly at Achievement Assemblies and give tours of the school. There are lots of Pupil Teams at our school we can join.*
- *Class Masses: Every class visits St Gregory's and leads the mass. Our parishes. We are a Catholic school. We welcome all faiths.*
- *Links with local Sainsburys /Morrisons and local care homes.*
- *Wonderful sense of community we have at STJV. All the staff are lovely all the way from the Nursey through to the ladies on reception.*
- *The politeness and mannerisms of the pupils. The special tie for P7s. Pupils who are articulate and confident.*
- *Our excellent Parent Council who work so hard for the school.*

Core Research Underpinning our school's continuous aim of *High Quality, Consistent Practice*

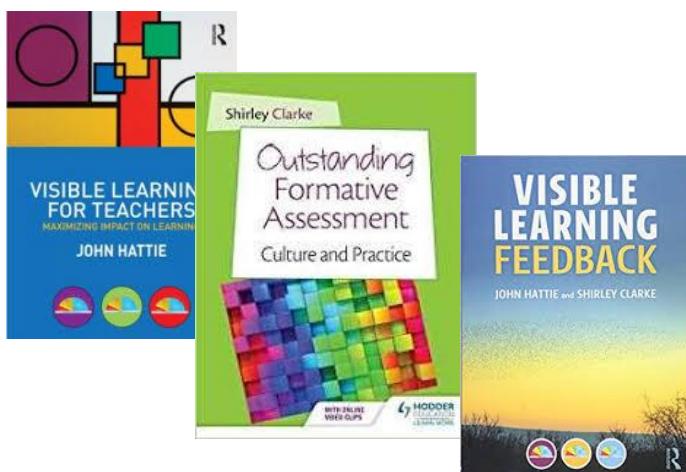


'How Good Is Our School 4'.



'How Good is Our Early Learning and Child Care'

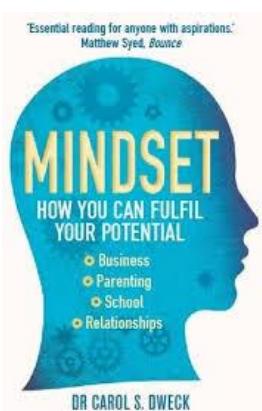
Education Scotland, **'Building & Realising the Ambition'**



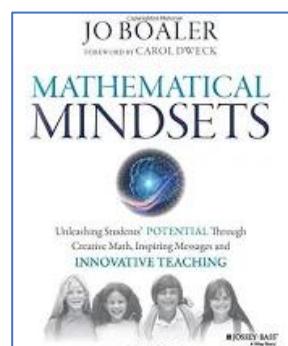
John Hattie's, **'Visible Learning'**

Shirley Clark's, **'Outstanding Formative Assessment'**

John Hattie & Shirley Clark,
'Visible Learning Feedback'



Carol Dweck's,
Mindsets'



Jo Boaler's,
'Mathematical Mindsets'



Our Mission Statement

St John Vianney RC Primary School is a community of faith and learning that aims to encourage all pupils to achieve their potential both in their learning and in the wider community. As a Catholic community we are committed to and celebrate our faith through celebration and worship. We value all within our community and promote an inclusive ethos where everyone is welcomed and respected.

Our School Aims:



- *To promote Gospel values, particularly love and forgiveness, in all our interactions with pupils, staff and the wider school community*
- *To provide high quality learning experiences that enable all pupils to achieve highest levels of attainment*
- *To ensure our young people understand and develop their physical, mental and spiritual wellbeing and social skills*
- *To promote children's wellbeing, independence and the right to make choices in their learning*
- *To provide a welcoming, safe and secure learning environment where each child feels valued, is happy and able to grow in confidence and build resilience as they progress through school*
- *To celebrate our diverse school community and continue developing positive relationships with all our parents, parishes and the wider community*
- *To ensure all staff continue to develop professionally and maintain characteristics set out in the charter for Catholic Schools*



ST JOHN VIANNEY R.C. PRIMARY SCHOOL

MISSION STATEMENT: PUPIL VERSION

WRITTEN OUT BY PUPIL COUNCIL

Our Mission

St. John Vianney Primary School

- **Helps and wants all pupils to achieve their best.**
- **Is a Catholic School community.**
- **Work, pray and celebrate Mass together.**
- **Anyone is welcome at our school.**
- **Everyone is respected.**
- **We listen to each other and care for one another.**



St. John Vianney R.C. Primary School Leadership



'Leadership: The Responsibility of ALL'

Devolved Staff Leadership

'Responsibility of All' : Numeracy / Literacy / Health & Wellbeing

Literacy Co-ordinator	Literacy Working Party
Positive Behaviour Co-ordinator	Mrs Bernadette Mackay
Numeracy Co-ordinator/SEAL	Mathematics Working Party
Library/Book Fairs and Pupil Library Team	Mrs Anne Spence
Global Citizenship: Tanzania	Class Leadership/ Mrs Reid
Ordering/Medical records & updates/care plans	Mr Phillip Duffy
ICT/STEM	Mrs Stephanie Watton/ Mr James Hibbert
Sensory Room development and equipment	Ms Lara Ritchie
Sports Day and Interschool Championships (incl. Inter-scholastics and Swimming)	House Captains with P7 CTs and Angela Hutt (P.E. Teacher)
Sacramental Preparation	Mrs Aisling Christie and P3,4 and 7 CTs
EIS	Mrs Bernadette McKay
Playground Equipment: Storage, Upkeep and ordering.	Mrs Arleen Grealis and Mrs Eileen Glass
P1 Resource Room:	Mrs Agati Francis
Lost Property and Resource Rooms	Mrs Sandra Pretsel

Senior Leadership Team Remits

Head Teacher: C. Kelly	Depute Head Teacher: A. Christie	Principal Teacher: M. Goodwin	Principal Teacher (Act) : Helen Law	Business Manager: Anthony Reynolds
<p>Leadership & Management – 1.1, 1.2, 1.3, 1.4, 1.5</p> <ul style="list-style-type: none"> ▪ Overview of leadership & management in all areas ▪ Strategic planning: SQIP, In-Service, CAT sessions ▪ Self-evaluation approaches ▪ School Policy/procedures ▪ Management of Finance for learning ▪ Analysis & evaluation of intelligence and data ▪ Deployment of Staff – P1-P7 ▪ Professional review – teaching staff ▪ Resources: N, P1 – P6&7 ▪ Nursery Class Management ▪ Staff meetings ▪ Staff wellbeing & pastoral support ▪ Cluster/Collegiate working ▪ Absence/Supply cover <p>Learning Provision – 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7</p> <ul style="list-style-type: none"> ▪ Pastoral Care and ASL/CP/LAAC: N, P1, P6&7 ▪ Safeguarding & Child Protection ▪ Curriculum Development: Num. & Maths, Social Subjects, Technologies ▪ Standardised assessments ▪ Planning, Tracking & Monitoring (N, P1 – P2, P5-P7) ▪ Transition N-P1 ▪ Partnerships: EAL liaison, parent forum, Community & Outside agency links ▪ Promotion of the school ▪ Newsletters ▪ Pupil Council /Cluster Pupil Council Rep ▪ ASL Overview ▪ Active Schools/P.E. liaison with Robert Ure and Angela Hutt <p>Successes & Achievements: 3.1, 3.2, 3.3</p> <ul style="list-style-type: none"> ▪ Ethos ▪ Discipline, Pastoral Care ▪ Achievement & Attainment ▪ Attainment over time, Literacy & Numeracy attainment ▪ Assemblies ▪ Monitoring attendance, late coming ▪ Statutory duties ▪ Equity for all learners: PEF planning 	<p>Leadership & Management – 1.1, 1.2, 1.3, 1.4, 1.5</p> <ul style="list-style-type: none"> ▪ Depute for HT ▪ Strategic planning: SQIP, In-Service, CAT sessions ▪ Analysis & evaluation of intelligence and data ▪ Resources: P3 – P4 ▪ PSA Timetables ▪ Staff wellbeing & pastoral support ▪ Absence/Supply cover ▪ Student regent ▪ New staff mentor ▪ CPD Co-ordinator <p>Learning Provision – 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7</p> <ul style="list-style-type: none"> ▪ Curriculum Development: Literacy (Accelerated Reading 2020/21) ▪ Pastoral Care and ASL/CP/LAAC: P3,4,5 ▪ Teaching commitment 0.2 ▪ ASL Lead/GIRFEC planning ▪ Curriculum Development: Literacy & English, R.E. , '1 + 2' ▪ Standardised assessments ▪ Planning, Tracking & Monitoring (P3 – P4) ▪ Partnerships: parent forum, Community & Outside agency links ▪ Promotion of the school ▪ SG/CP: in absence of HT <p>Successes & Achievements: 3.1, 3.2, 3.3</p> <ul style="list-style-type: none"> ▪ Ethos ▪ Discipline, Pastoral Care ▪ Achievement Assemblies with House Captains 	<p>Leadership & Management – 1.1, 1.2, 1.3, 1.4, 1.5</p> <ul style="list-style-type: none"> ▪ Depute for DHT/ HT ▪ Strategic planning: SQIP, In-Service, CAT sessions ▪ Resources: First Level (Upper Classes) corridor ▪ Staff wellbeing & pastoral support ▪ Pastoral Care: P2-P4 pupils <p>Learning Provision – 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7</p> <ul style="list-style-type: none"> ▪ Teaching Commitment 0.95 ▪ Curriculum Development: Main focus: HWB & Science, Expressive Arts, Curriculum ▪ First Level Corridor Pastoral Care & BM ▪ Implement CEC Resilience Program ▪ CP : in absence of HT/DHT <p>Successes & Achievements: 3.1, 3.2, 3.3</p> <ul style="list-style-type: none"> ▪ Ethos ▪ Discipline, Pastoral Care ▪ Achievement Assemblies with House Captains 	<p>Leadership & Management – 1.1, 1.2, 1.3, 1.4, 1.5</p> <ul style="list-style-type: none"> ▪ Depute for DHT/ HT ▪ Strategic planning: SQIP, In-Service, CAT sessions ▪ Resources: Early Level (Upper Classes) corridor ▪ Staff wellbeing & pastoral support ▪ Pastoral Care: N-P1 pupils <p>Learning Provision – 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7</p> <ul style="list-style-type: none"> ▪ Teaching Commitment 0.88 ▪ Curriculum Development: Main focus: Early Level Pedagogy. Strategic development of Early Level L&T. Implement 'Learning Through Play' Guidance ▪ Early Level Corridor Pastoral Care & BM ▪ CP : in absence of HT/DHT <p>Successes & Achievements: 3.1, 3.2, 3.3</p> <ul style="list-style-type: none"> ▪ Ethos ▪ Discipline, Pastoral Care ▪ Achievement Assemblies with House Captains 	<p>Leadership & Management – 1.1, 1.2, 1.3, 1.4, 1.5</p> <p><u>FINANCE</u></p> <p>Devolved School Budget</p> <p>School Fund Management</p> <p><u>SLT</u></p> <p>Management Meetings</p> <p><u>STAFFING</u></p> <p>Managing Staffing Entitlements</p> <p>Recruitment & Selection</p> <p>Absence Management</p> <p>Line Manager to support staff</p> <p>Performance review of PSA staff</p> <p>Support Staff Meetings</p> <p><u>FACILITIES</u></p> <p>Property Maintenance Management</p> <p>Building Risk Assessment</p> <p>Fire Drill Procedures</p> <p>Health & Safety</p> <p>Security Management</p> <p>Accommodation co-ordinator – lets etc.</p> <p><u>ADMINISTRATION</u></p> <p>Secretarial & Clerical Systems Management</p>

<u>Pupil Leadership Groups</u>	
Pupil Council & House Captains	Mr Chris Kelly, Head Teacher.
Front Garden Beds and Courtyard Upkeep and Design	P3 CT & Class Curriculum Leadership
Health Group	P6 CT
Library Group	P5&6 pupils and Mrs Anne Spence
RERC Group	Mrs Aisling Christie

<u>Class Leadership of Citizenship Enterprises (Refer to Pupil School Journey for E&Os)</u>	
Nursery & P1 Classes	Early Level Wildlife Garden Corridor
P2	Eco Project: Eco School's project linked with School Eco Plan
P3	Eco Project: Eco School's project linked with School Eco Plan
P4	Community Business Enterprise: Mini St Vinnies with St Gregory's RC Parish Churches. Jan – March - June St JV's Got Talent Show P4
P5	Community Business Enterprise: Fair Trade (January – March).
P3 & 5	StJV Forest and Environmental Garden with Earth Calling (March – June)
P6	Tanzania Global Citizenship: Peace and Justice theme working with Tanzania 'Tendy Pamoja' Health week (April – June). Playground Buddy System
P5	Road Safety Week (October-December) P4-7 Christmas Carol Service
P7	House Captains: leadership of Sports Day (May) and Achievement Assemblies (weekly) P7 School Leadership Roles

Working Parties:

<ul style="list-style-type: none"> • Mathematics and Numeracy • PEF • Literacy

<u>Parent Council</u>
<ul style="list-style-type: none"> • Ms Fyfe: Chair Person

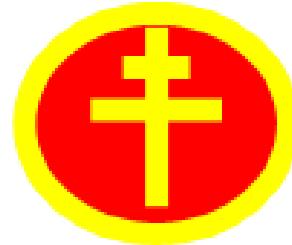


Moderation Framework: Developing Capacity, Shared Understanding and Consistency

St John Vianney R.C. Primary School Moderation Framework Yearly Overview (EXAMPLE: Please see yearly Moderation Calendar)

Ongoing	August	September	October	November	December
<ul style="list-style-type: none">• <i>Sharing LI with variety of approaches</i>• <i>Co-Construct SC (S2S)</i>• <i>Weekly pupil lead target setting</i>• <i>Weekly CT/pupil 'Take 4' sessions</i>• <i>Weekly SLT 'Learning Review' walks across CfE levels</i>• <i>Weekly 'Lucky Learners' SLT/Pupil moderation meetings with focus against HGIOS indicators</i>• <i>Ed Psychologist CT drop in sessions</i>• <i>Moderation focus sessions as part of CATS</i>• <i>CfE Level Collegiate Meetings twice Termly</i>	<ul style="list-style-type: none">• In-Service Day 1&2:<ul style="list-style-type: none">• Review of Attainment Data• T&L Practice: Building consistency• Value, Vision, Aims• GIRFEC Review	<p>Staff Meeting 1</p> <p>CAT Session 1</p> <p>Attainment /Planning Meetings 1: Establish Attainment and Achievement focus</p> <p>CfE Level Collegiate Mtg 1. (Term 1)</p> <p>HT Joint Practice Group 3.2 Attainment</p>	<p>Staff Meeting 2</p> <p>In-Service Day 3:</p> <p>CAT Session 2</p> <p><i>Sharing Practice: CT/SLT Trios Learning Rounds in CfE Levels</i></p>	<p>Staff Meeting 3.</p> <p>'Open Doors 1': Sharing Learning with Parents/Carers</p> <p>CAT Session 3:</p> <p><i>Parent/Carer Teacher Meetings: TBC</i></p> <p>HT Joint Practice group</p>	<p>Staff Meeting 4.</p> <p>CAT Session 4:</p> <p>SWST Assessment/Writing Assessment</p> <p>CfE Level Collegiate Mtg. 2 (Term 1)</p>

January	February	March	April	May	June
<p>Staff Meeting 5.</p> <p>In-Service Day 4</p> <p>'Open Doors' 2: Sharing Learning with Parents/Carers</p> <p><i>Sharing Practice: CT/SLT Trios Learning Rounds in CfE Levels</i></p> <p>CAT Session 5: Minor focus- Moderation 5.</p> <p>Attainment /Planning Meetings 2: Predictions for all pupils</p> <p>CfE Level Collegiate Mtg 3 (Term 2)</p> <p>HT Joint Practice group</p>	<p>Staff Meeting 6</p> <p>.</p> <p><i>Sharing Practice: HTx4 Joint Practice Group: 'Learning Walks'</i></p>	<p>Staff Meeting 7.</p> <p>CAT Session 6: Minor focus- Moderation 6.</p> <p>CfE Level Collegiate Mtg 4 (Term 2)</p> <p>HT Joint Practice group</p> <p>Attainment /Planning Meetings 2: Predictions for all pupils</p>	<p>Staff Meeting 8.</p> <p>'Open Doors' 3: Sharing Learning with Parents/Carers</p> <p>CAT Session 7:</p> <p>CfE Level Collegiate Mtg 5. (Term 3)</p>	<p>Staff Meeting 9.</p> <p>In-service Day 5</p> <p>SWST/Writing Assessment</p> <p>SNSA & St JV Standardised Tests</p>	<p>Staff Meeting 10.</p> <p>Transition Meetings</p> <p><i>End of session reports go home to parents/carers.</i></p> <p>CAT Session 8: SQIP Review</p> <p>CfE Level Collegiate Mtg 6. (Term 3)</p>



Learning and Teaching Guidance

*Core Strategy Guidance for High Quality, Consistent
Practice across our School*



Policy and Curriculum

Guidance Documents

Guidelines for the following subjects exist in this book:

- Mathematics and Numeracy
- Literacy
- HWB including P.E.
- R.E.R.C
- Play Based Learning in P1&2

Policies found in the Policy Folder on the IT Shared Folder are:

- Positive Behaviour Management
- Equalities
- A.S.L
- Presentation of Pupils' Work



St John Vianney RC Primary School

Numeracy and Mathematics guidance document (June 2020)

Overview

Maths and numeracy are recognised as a key life skill and are the responsibility of all within the Curriculum for Excellence. This guidance in this document is aspirational; what we are working towards as a school. It is intended to support teachers to deliver numeracy and mathematics from Early to Second Level.

The approaches and resources included in this document aim to offer learners a progressive, coherent approach in Numeracy and Mathematics which is designed to meet the unique needs of our school community.

Planning Rationale

There is a purposeful heavy weighting for Numeracy experiences in our curriculum. The ability to use mathematics and numeracy skills is essential for equipping our young people to be effective contributors to society. We therefore aim to develop high levels of numeracy through a curriculum that offers breadth, coherence, relevance, depth, progression, challenge, enjoyment, personalisation and choice.

Our approach to the planning for the Learning and Teaching of Numeracy and Mathematics is underpinned by compelling pedagogic theory and research, notably, by J Bruner. Bruner's 'Spiral Curriculum' advocates a cyclical approach to education, revisiting topics to reinforce and build on prior knowledge and thus allow topics to be explored in more complexity. *Our planning for Numeracy and Mathematics allows for the discrete teaching of skills progressively and the reinforcement, consolidation and application of learning.*

In P1-4, teachers plan Numeracy learning experiences using the Stages of Early Arithmetical Learning (SEAL) progression. Groupings are flexible and further assessment and teacher observation is used regularly to ensure pupils are being taught at the correct level. The SEAL progression is used to plan learning outcomes and teachers use a range of resources and activities to deliver these, including the use of ICT and active learning approaches. All other Mathematics outcomes are planned using the CEC Pathways. The Heinemann Active Maths (HAM) 'Beyond Number' is used extensively, though not exclusively in teaching other Mathematical and Numeracy outcomes.

Most pupils would be expected to complete Chapter 9 of the SEAL progression by the end of Primary 4. At this stage the CEC Pathways are used as a planning tool as pupils progress through First and Second level outcomes. Pupils can be taught in ability differentiated or mixed ability groups and should be regularly assessed to ensure they are being challenged and supported according to individual needs. Activities include the use of ICT, group tasks, games and jotter work. At this stage pupils who require extra support are identified and referred to SfL Teacher and then DHT. Extra support is provided in a small group or individual setting using focused activities at the appropriate stage of the SEAL progression. Class and the SfL teachers identify pupils with gaps in their Number knowledge and skills. These pupils are assessed using the SEAL screeners and grouped according to intervention required, by class teacher and specialist PSA group.

Throughout the school teachers follow the City of Edinburgh Council mental agility guidelines. Mental agility is a vital skill and the basis for understanding and progression in maths. It includes the quick recall of number facts as well as the ability to use a variety of strategies to work out other facts. Pupils are given frequent opportunities to develop mental agility, both during and out-with maths lessons. Every pupil has a 'Sumdog' account, should be used regularly with CT's setting differentiated skills for each pupil within the programme. The use of concrete materials are used to support learning. Discussions of strategies and **problem-solving approaches are modelled and encouraged in pupils through real life context and collaborative tasks.**

Where possible learning in maths should take place within a real-life context. Maths and numeracy are part of everyday life and this should be reflected in **interdisciplinary learning experiences that allow pupils to apply skills** and therefore deepen understanding. Opportunities to learn outdoors should be considered, including excursions linked to maths topics. A creative approach to planning varied and stimulating learning experiences is key to ensuring learners are engaged and motivated to learn.

Approach to Planning

At St John Vianney Primary School we use a four-part approach to our planning for learning.

Year Planning consists of:
Planning across the four contexts
Medium term planning using St JV L&T 'Sets' involving learners & CEC Pathways
N&M Calendars - Discrete Planning of E&Os - Progressive
Weekly planning and evaluation involving learners.

The approaches and resources detailed in this document support the successful delivery of the Numeracy and Mathematics curriculum through the structure of our planning approach.

StJV Numeracy and Mathematics Calendars (Please refer to these)

Our P1-P7 calendars have been created for the discrete teaching of Numeracy and Mathematics Experiences and Outcomes. They are to be used alongside the CEC Numeracy and Mathematics Progression Pathways, SEAL Teaching Progression and Methodology and CEC Mental Agility guidelines.

The calendars provide a planning framework for progression in key areas of learning where concepts have to be learned in sequential order. They are designed to ensure pace and coverage with concepts being revisited within, and at every year stage. A weekly focus is identified in the calendar and weeks are weighted according to the number or complexity of benchmarks associated with concepts.

The revisiting of concepts will allow the development of fluency in conceptual understanding and fluency in facts and procedures. In turn children will be able to apply skills and strategies when engaging with problems and acquire critical understanding to allow the application of their knowledge in broader contexts.

Opportunities should be given for children to develop their full capacity for different types of thinking and learning, exploring and achieving more advanced levels of understanding.

Numeracy and Mathematics is taught discretely however it is expected medium term planning will allow for the application of many Experiences and Outcomes through IDL.

The calendars are therefore not prescriptive. However, planning for the teaching of concepts should adhere to the number of weeks allocated and must allow for skills to be built upon previous learning and align with the CEC Progression Pathways Overview and Benchmarks.

Suggested approaches and resources

From the early years of education children will experience success and develop the confidence to take risks, ask questions and explore alternative solutions without the fear of being wrong. At all stages, an emphasis on collaborative learning will encourage children to reason logically and creatively through discussion of mathematical ideas and concepts.

Regular opportunities are sought across the curriculum to practice numeracy skills so depth in understanding is achieved through application to a variety of real and relevant contexts.

Teachers draw on a range of methodologies, which will stimulate and promote creativity through a learning environment which includes:

- Active learning and planned purposeful play
- Problem solving activities
- Mental agility
- Opportunities to talk about and explain their thinking
- Relevant, real contexts
- Links across the curriculum
- Use of technology
- AiFL strategies
- Collaborative and independent learning

Problem Solving and Thinking Skills

Significant weighting is given to developing these skills in pupils at two points:

1. Within daily math's lessons as part of the skill being learnt
2. Weekly focused lesson developing key Problem solving and Thinking Skills strategies. This should be identified in each class' timetable.

StJV L&T Toolkit: Core Strategies Guide

Created through consultation with the community, the above noted guide details the core strategies to be used across all years. Teachers and pupils will be familiar with the strategies and consistent *language of learning* and is central in developing the learning culture at our school.

As of session 2017/18 we are currently employing the following approaches to deliver the planned learning and teaching in literacy at each level.

Approach/Resources	Stage	Aspect of numeracy and mathematics
SEAL Maths	P1-3 (or 4) (or until completion of Chapter 9)	Numeracy
Heinneman Active Maths	P1-7	Numeracy & mathematics
CEC Mental Agility Progression	P1-7	Numeracy & mathematics

Numeracy Interventions

To support learning who have additional needs in numeracy the school currently uses the following Numeracy interventions:

P1-3	Differentiated groups for SEAL Maths
P3-7	SEAL Maths

Tracking and Monitoring

The school uses the following approaches to track and monitor learners' progress and attainment in Numeracy and Mathematics:

Assessment	Who?	When	How often?
SNSAs	P1, P4 & P7	May	Annually

Progress in maths	P2,3,5,&6	May	Annually
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The following assessment strategies are used regularly in class to inform planning of next steps and ensure pupils are being challenged and supported at the appropriate level.

End of unit summative assessment (HAM Question banks or teacher created questions)	
Weekly reflections	
Self and peer assessment (traffic lights, thumbs...)	
Discussion of strategies	
Teacher observations	<i>Refer to the StJV Core Strategies Guide.</i>

The following approaches also support our continued self-evaluation for self-improvement in Numeracy and Mathematics.

'Lucky Learners': SLT weekly meeting with pupil focus group (Learners' Evidence Sampling)
Attainment Meetings (3x per year per class)
Shared classroom practice
SQIP Evaluation

Mental Agility

Mental agility is an essential skill. As adults, we need to estimate and calculate every day. This skill must be developed from the early stages. In all learning in numeracy and mathematics, lack of fluency is a major barrier to progress.

Mental agility is not how fast learners can do calculations although this is important. Mental agility is the ability to carry out multi-step questions accurately, either without writing anything down or without a calculator.

Scottish Survey of Literacy and Numeracy.

Mental agility skills should be explicitly taught and not merely practiced. Mental agility skills should be taught in a systematic and regular way. The following mental agility progression supports this and shows the key skills each child should learn at each stage in their maths development.

Primary 1 Maths Calendar

	Wk 1	Wk 2	Wk3	Wk4	Wk5	Wk6	Wk7	Wk8	Wk9
Term 1	SEAL	SEAL	estimate	measure	SEAL	SEAL	angle	SEAL	SEAL
Term 2	SEAL	2D Shape	SEAL	shape patterns	SEAL	money	money	SEAL	SEAL
Term 3	time	time	data	data	SEAL	SEAL	measure	SEAL	money - finance
Term 4	SEAL	angle	number pattern	SEAL	3D shape	SEAL	SEAL	time	data
									SEAL

Primary 2 Maths Calendar

	Wk1	Wk2	Wk3	Wk4	W5	Wk6	Wk7	Wk8	Wk9	Wk10
Term 1	SEAL	SEAL	Data	AS&T	SEAL	SEAL	Estimate	SEAL	SEAL	
Term 2	SEAL	SEAL	SEAL	Measure	Money	SEAL	SEAL	Shape	AS&T	
Term 3	Time	SEAL	SEAL	Fractions	SEAL	Shape	SEAL	SEAL	Money	SEAL
Term 4	SEAL	SEAL	Time	SEAL	Measure	Measure	SEAL	Data	SEAL	Chance

Yearly overview**Planning for Maths and Numeracy****Primary 3 Maths Calendar**

P3	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10
Term 1	SEAL	SEAL	AS&T	Estimate	Exp&Eq	SEAL	Shape	Pattern	SEAL	
Term 2	SEAL	SEAL	Fractions	Measure	SEAL	Money *	SEAL	SEAL	Exp&Eq	
Term 3	Time	SEAL	SEAL	Fractions	SEAL	Shape	SEAL	Money	SEAL	SEAL
Term 4	SEAL	AS&T	Time	SEAL	Measure	Measure	SEAL	Data	SEAL	Chance

Yearly overview

Planning for Maths and Numeracy

Primary 4 Maths Calendar

P4	Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk7	Wk8	Wk9	Wk10
Term 1	SEAL	SEAL	SEAL	AS&T	SEAL	SEAL	Shape	SEAL	Exp&Eq	
	Number Systems	Add + Sub	Add + Sub		Mult + Div	Mult + Div			Symbols	
Term 2	SEAL	SEAL	Money	SEAL	SEAL	Measure	SEAL	SEAL	Data	
	Number Systems	Add + Sub		Mult + Div	Mult + Div		Add + Sub	Mult + Div		
Term 3	Time	SEAL	SEAL	SEAL	SEAL	Shape	SEAL	Money	SEAL	Fractions
	Calendar	Add + Sub	Add + Sub	Mult + Div	Mult + Div		Mult + Div		Mult + Div	
Term 4	SEAL	SEAL	Time	Patterns	Measure	SEAL	SEAL	Fractions	SEAL	Exp + Eq
	Add + Sub	Add + Sub			Mult + Div	Mult + Div		Mult + Div		

Yearly overview

Planning for Maths and Numeracy

Primary 5 Maths Calendar

P5	Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk7	Wk8	Wk9	Wk10
Term 1	Number Systems	Addition & Subtraction	Addition & Subtraction	Mult + Div	Mult + Div	Est + Round	Measure	Addition & Subtraction	Mult + Div	
Term 2	Number Systems	Addition & Subtraction	Mult + Div	Mult + Div	Fractions	Shape	Measure	Mult + Div	Data	
Term 3	Time	Addition & Subtraction	Mult + Div	Patterns	Fractions	Fractions	Money	Mult + Div	AST	AST
Term 4	Number Systems	Addition & Subtraction	Mult + Div	Exp + Eq	Time	Time	Measure	Mult + Div	Data	Chance

Yearly overview Planning for Maths and Numeracy

Primary 6 Maths Calendar

	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10
Term 1	Number System	Addition & Subtraction	Addition & Subtraction	Mutliplication & Division	Mutliplication & Division	Multiples, Factors, Primes	Fractions, Decimals & Percentages	Measurements	Angles & Symmetry	
Term 2	Addition & Subtraction	Addition & Subtraction	Multiplication & Division	Fractions, Decimals & Percentages	Data & Analysis	Shape	Time	Angles, Symmetry	Measurements	
Term 3	Addition & Subtraction	Multiplication & Division	Fractions, dec, %	Angles Symmetry	Estimation and Rounding	Chance & Uncertainty	Number System	Time	Measurements	Money
Term 4	Multiplication & Division	Multiples, Factors, Primes	Fractions, Decimals & Percentages	Expressions & Equations	Shape	Data & Analysis	Measurements	Patterns and Relationships	Angles & Symmetry	Expressions & Equations

Yearly overview Planning for Maths and Numeracy

Primary 7 Maths Calendar

	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10
Term 1	Number System	Addition & Subtraction	Addition & Subtraction	Mutliplication & Division	Mutliplication & Division	Multiples, Factors, Primes	Fractions, Decimals & Percentages	Measurements	Shape	
	Addition & Subtraction	Multiplication & Division	Multiplication & Division	Fractions, Decimals & Percentages	Data & Analysis	Expressions & Equations	Time	Angles, Symmetry	Measurements	
Term 2	Multiplication & Division	Multiplication & Division	Fractions, Decimals & Percentages	Angles Symmetry	Estimation and Rounding	Chance & Uncertainty	Number System	Time	Measurements	Money
	Multiplication & Division	Primes	Fractions, Decimals & Percentages	Expressions & Equations	Shape	Estimation and Rounding	Measurements	Patterns and Relationships	Angles & Symmetry	Chance & Uncertainty
Term 3	Multiplication & Division	Multiplication & Division	Fractions, Decimals & Percentages	Angles Symmetry	Estimation and Rounding	Chance & Uncertainty	Number System	Time	Measurements	Money
	Multiplication & Division	Primes	Fractions, Decimals & Percentages	Expressions & Equations	Shape	Estimation and Rounding	Measurements	Patterns and Relationships	Angles & Symmetry	Chance & Uncertainty
Term 4	Multiplication & Division	Multiples, Factors, Decimals & Percentages	Expressions & Equations	Shape	Estimation and Rounding	Measurements	Patterns and Relationships	Angles & Symmetry	Chance & Uncertainty	
	Multiplication & Division	Primes	Fractions, Decimals & Percentages	Expressions & Equations	Shape	Estimation and Rounding	Measurements	Patterns and Relationships	Angles & Symmetry	Chance & Uncertainty



St John Vianney Literacy Programme P1-7

T&L our pupils will experience weekly.

A week at a glance (June 2020) Reading:

Weekly

- Reading for Enjoyment **(daily)**
- Visits to the school library and Book Bus
- Listen to class novel/story
- **Literacy Rich**
- **Accelerated Reading (P3-P7)**
- **Comprehension Skills**

Writing: Weekly

- Spelling activities and homework
- Cursive Handwriting
- Writing-genre lesson- **follow Teaching of Writing Guidance**
- Writing-Big Writing-VCOP activities and extended writing lesson-**follow Teaching of Writing Guidance**
- Grammar and Punctuation skills

Listening and Talking: Weekly

- Outcomes explored through reading and writing activities in class
- Talk/shoulder/face partners
- Circle Time
- Across the wider curriculum

Other Opportunities

- Higher Order Thinking Skills across Literacy
- Finding and Using Information across the curriculum
- Opportunities throughout the year for personal achievement e.g. presenting at assembly
- Opportunities to learn outside the classroom e.g Book Festival, Book Week, Book Bus



Overview

'Literacy is fundamental to all areas of learning, as it unlocks access to the wider curriculum. Being literate increases opportunities for the individual in all aspects of life, lays the foundations for lifelong learning and work and contributes strongly to the development of all four capacities of Curriculum for Excellence.'

Curriculum for Excellence defines literacy as:

"the set of skills which allows an individual to engage fully in society and in learning, through the different forms of language and the range of texts, which society values and finds useful" '

Curriculum for Excellence: Literacy and English: Principles and practice, Scottish Government, 2009

The guidance in this document is aspirational; what we are working towards as a school. It is intended to support teachers to deliver literacy and english from Early to Second Level.

The Literacy and English curriculum is made up of three component parts:

- Reading
- Writing
- Listening and Talking

The approaches and resources included in this document aim to offer learners a progressive, coherent approach in Literacy and English which is designed to meet the unique needs of our school community.

Planning Rationale

There is a purposeful heavy weighting for Literacy experiences in our curriculum. 'The development of literacy skills plays an important role in all learning.' (Literacy and English Experiences and Outcomes document pg 1)

At St John Vianney Primary, we strive to ensure that every child should become competent and confident in the use of English: able to live, work and succeed in a literate world, using the necessary ability and skills. We therefore aim to develop high levels of literacy through a curriculum that offers breadth, coherence, relevance, depth, progression, challenge, enjoyment, personalisation and choice.

P1-P7 teachers plan using the **CEC Progression Pathways, Education Scotland Benchmarks and the relevant Literacy programme as noted in the 'St JV Curriculum Guide' including Genre and Grammar progressions.** Groupings are flexible and further assessment and teacher observation is used regularly to ensure pupils are being taught at the correct level. The progression pathways are used to plan learning outcomes and teachers use a range of resources and activities to deliver these, including the use of ICT and active learning approaches.

Literacy and English Experiences and Outcomes Document-page 1

I develop and extend my literacy skills when I have opportunities to:

- communicate, collaborate and build relationships
- reflect on and explain my literacy and thinking skills, using feedback to help me improve and sensitively provide useful feedback for others
- engage with and create a wide range of texts

- develop my understanding of what is special, vibrant and valuable about my own and other cultures and their languages in different media, taking advantage of the opportunities offered by ICT • explore the richness and diversity of language
- extend and enrich my vocabulary through listening, talking, watching and reading. , how it can affect me, and the wide range of ways in which I and others can be creative.

In developing my English language skills:

- I engage with a wide range of texts and am developing an appreciation of the richness and breadth of Scotland's literary and linguistic heritage
- I enjoy exploring and discussing word patterns and text structures.

Approach to Planning

At St John Vianney Primary School we use a four part approach to our planning for learning.

Year Planning:
Planning across the four contexts
Medium term planning using St JV L&T 'Sets' involving learners & CEC Pathways
Weekly planning and evaluation involving learners.

The approaches and resources detailed in this document support the successful delivery of the Literacy and English curriculum through the structure of our planning approach.

StJV L&T Toolkit: Core Strategies Guide

Created through consultation with the community, the above noted guide details the core strategies to be used across all years. Teachers and pupils will be familiar with the strategies and consistent *language of learning* and is central in developing the learning culture at our school.

Planned Approaches and Resources

As of session 2019/20 we are currently employing the following approaches to deliver the planned learning and teaching in literacy at each level.

Approach/Resources	Stage	Aspect of Literacy
Literacy Rich	P1 and P2	Reading, Writing, Spelling, Handwriting, Listening and Talking
Literacy Rich/Spelling Made Easy	P3	Spelling
Spelling Made Easy	P4-P7	Spelling
Cursive Handwriting	P1-7	Handwriting
Big Writing	P2-P7	Writing, Listening and Talking
STJV Grammar and Punctuation Programme	P1-P7	Writing, Reading, Listening and Talking

For the coming session 2020/21- we will be looking at our approach to teaching Reading across the school and implementing the recently purchased Accelerated Reading approach.

Literacy Interventions

To support learners who have additional needs in literacy the school currently uses the following literacy interventions:

P1-2	Differentiated groups
P3-4	Read, Write, Inc
P5-P7	Fresh Start, Literacy and Dyslexia Programme, SFL Literacy Group, Hot-listing

When staff have concerns about a pupil's learning and progress they should follow the steps outlined in the ASL policy.

Tracking and Monitoring

The school uses the following approaches to track and monitor learners' progress and attainment in Literacy and English:

Assessment	Who?	When	How often?
SNSA	P1, P4 & P7	May	Annually
Progress in English	P2,3,5,&6	May	Annually
SWST	P2-P7	November and May	Twice per year
Writing Assessment	P2-P7	December and May	Twice per year
CFE Levels	P1-P7	May	Annually
SWRT	Intervention groups and identified pupils	May and as required	
Literacy Rich Assessments	P1, P2, P3	End of unit	End of unit

The following assessment strategies are used regularly in class to inform planning of next steps and ensure pupils are being challenged and supported at the appropriate level.

Weekly reflections/Take 4	<i>Refer to the St JV Core Strategies Guide.</i>
Self and peer assessment (traffic lights, thumbs...)	
Discussion of strategies	
Teacher observations	
Steps to Success ('S2S')	

The following approaches also support our continued self-evaluation for self-improvement in Literacy and English.

'Lucky Learners': SLT weekly meeting with pupil focus group (Learners' Evidence Sampling)
Attainment Meetings (2x per year per class)
CFE Level Meetings
CAT Sessions/Staff CPD
Moderation Sessions
Shared classroom practice
SQIP Evaluation



Guidelines for Teaching Writing

What to teach

Follow the genre guide (if you unsure about how to teach specific genre requirements/skills see red folder and or on-line resources, primary writing resources).

How Often? (In a week)

One genre lesson or related aspect at beginning of the week (30-45 minutes)

Followed by an extended writing session on a different day (**split into two parts: before and after break**). For P2& P3, these sessions should be about 30 minutes each (you may need to build up to this). P4-P7, these sessions should be about 45-50 minutes each.

Process

Step 1. Genre (30-45mins): Having decided on the genre.....

- Identify key learning from benchmarks
- Plan the lesson and match resources accordingly
- WAGOLL: ('What a good one looks like'): A high quality example must be provided to pupils
- Examples in real life context. Where do you find these? Why?

Step 2. 'Big Talk' and Extended Writing

Part 1: Extended Writing- (40mins): 'The BIG TALK'. Pupils undertake a range of:

- WAGGOLL: Examine this. What language, structure, paragraphing, punctuation used. Why? To what effect?
- VCOP activities – linked to genre (15mins)
- Planning to write a new piece: (Pupils should have a planning frame.)
 - Use (talk partners, mind maps, writing frames etc)
 - Modelling of language: Vocabulary, sentences, useful phrases etc.
 - Creation of S2S
 - Plan the new writing

Part 2: Extended Writing- (45-50min)

- Remind pupils of S2S and individual targets from previous assessment
- Review writing plan from Big Talk
- Begin Writing: *While this is independent writing, the CT supports pupils across the class either individually or small groups. (CT/PSA may work with SfL -or other group and create a group piece.)*
- Mid-lesson learning stops (CT to remind pupils of S2S, VCOP and to read over their work, and provide examples to pupils)
- Continue writing
- Plenary- pupils review against S2S and targets

Step 3. Assessment/Feedback (20-30mins)

Teacher/self/peer 3-week rotation (this process will begin in P3) P1 and P2 to introduce and use the toolkit

- Self-assessment- assess against S2S/ use the pupil friendly standard/P1-3 toolkit/2 stars and wish etc.
cont.
- Peer assessment- assess against S2S/ use the pupil friendly standard/P1-3 toolkit/ 2 stars and a wish etc
- Teacher assessment- pupils go over teacher feedback, identify next steps

Jotters

- A4 lined – Narrow feint (P4-7)
- Big spaces (P1-3)
- Double page – pupils writing on right-hand page, left hand page to be used for comments, toolkit or planning pages (folded and stuck in)
- Targets (following twice-yearly assessment) should be stuck in jotter

Resources:

For CT:

- VCOP: Pyramid on every group/individual desk for pupils to use.
- WAGOLL www.literacywagoll.com/fiction.html
- 50 shared texts
- St John Vianney Writing Programme (red folder)
- Primary Writing
- Twinkl resources
- One drive Big writing folder
- TES resources

Resources for pupils to use: as a minimum should include:

- VCOP: A VCOP Pyramid should be available on every group/individual desk for pupils to use during writing.
- Dictionary/thesaurus
- Word banks posted on walls
- Pictures to stimulate thinking
- WAGOLLS (examples of the genre. See below.)
- Soft (classical or other) music in background during writing
- A 'No interruptions please, we're deep in Writing' or similar sign for classroom door!

Cont....

Classroom (Learning Walls should display

- VCOP: *The content will change weekly providing current supports to pupils relevant to the writing genre.*
- Current Genre being taught specific posters/resources
- Star writers: celebration of writing
- Synonyms wheels



Writing Assessment Guidelines (June 2021)

(Based on the Andrell Education- Scottish Criterion Scale and The Oxford Writing Criterion Scale for Scotland)

Writing Assessments

We use the *St JV Writing Criterion Scale*, based upon the Scottish Criterion Scale.

Pupils need to become very familiar with the St JV Scale, to the point that they are using it with each piece of writing. The scale should be used alongside other AifL strategies used in writing. It should be easily accessible...i.e. the relevant level pasted in pupil jotters alongside the pieces of writing. Evidence has shown pupils who use the scale regularly, as part of a writing lesson, are more able to articulate their learning, are aware of their success and next steps; an important part of pupil self and peer assessment.

Two Formal writing assessments are to be carried out per session:

1. December
2. Early May

- Prior to the assessment, review the respective Pupil Assessment sheet and discuss with pupils the expectations of each standard/year level or pupil level.
- Undertake the assessment
- Attach the completed '*Pupil Version- Criterion Scale*' sheet to each assessment.
- Completed assessments should be glued into the pupil's writing jotter for future reference with
- **Targets are written on the assessment sheet *in discussion with the Class Teacher. This could be undertaken individually or as part of a small group of similar standard pupils.***
- Record scores onto the Teacher's [assessment grid](#)

How to administer a writing assessment

(For more detail, access the Big Writing text in SLT Office.)

- All pupils will experience a 'Big Talk' session immediately prior to the writing assessment (perhaps either side of break for example)
- Pupils should also be aware of the targets for each level of writing, as per **Pupil Friendly Version of the Scottish Criterion Scale & their own targets**. i.e **What they need to include in the written piece.**
- **The written assessment ideally should be written in their jotter, or if on separate paper will be glued into the jotter.**
- During the writing pupils should ideally have supports removed however, *please make a judgement call for your individual pupils*. If a child becomes distressed or requires support to write, please do provide this and make a note/take account of this on the assessment notes. *Most importantly, the assessments are used to enable pupils to make informed decisions about their progress and next steps/targets, in a supportive environment, followed by being*

informative to CTs. We want to develop positive mindsets towards writing and self-assessment.

- Resources available to pupils during the assessment – pupils can use resources normally available to them in writing lessons (except for adult help) but pupils must access these independently.
- Pupils should self/peer assess (using the SCS pupil version) and then **together in discussion with the CT provide feedback, share/compare your assessments. This could be done as a small group or individually.**
- ***It is the CT-pupil conversation that has the greatest impact on pupil attainment. (John Hattie: Self Efficacy: 0.92, Classroom discussion 0.82, Self-reported grades 1.33, Met-Cognitive Strategies 0.6). Please have pupils write their targets/next steps on their Pupil SCS Assessment sheet and place in their jotter.***
- Time allowance – 1 writing lesson (maximum 90 minutes).
 - From Standard 5 onwards, pupils are expected to plan and edit their writing. Additional time should be given for this (e.g. 15 minutes for planning and 10 minutes for editing). This could be done before a break / after lunch to allow for a full 90 minutes of writing time.

Step	What to do	Notes
Step 1	Set an appropriate independent writing task for assessment purposes. You may want to offer children a choice of stimulus but it is important to ensure that every child is writing to the same text type.	The OWCS can be used to assess all text types, although poetry, recount of a known story and narrative are not, usually, useful genres for assessment.
Step 2	Select the appropriate Standard for the age of the child, or children, you wish to assess. Or use the descriptions of what a secure piece at a given standard looks like, to decide where to start.	If you know, from other assessments or knowledge of a child, that a child is working well below expectations select the Standard from the prior year.
Step 3	Read through the piece of writing carefully. Then complete the OWCS using the following marks to indicate your judgement against each criterion: ✓ – there is clear, secure evidence in this piece that the child has mastered this skill. ● – there is some evidence in this piece that the child is beginning to do this. x - there is no evidence in this piece that the child can do this (this could also indicate skills that have not been taught yet).	You should expect to see three good examples to make a secure judgement, although two particularly strong examples may be sufficient. At the higher Standards, one accurate and effective example of e.g. metaphor or the subjunctive would be acceptable. Remember: even if you think a child is secure or developing (from Standard 2 onwards) in a skill from previous work you must base your judgement on the evidence in this piece only.
Step 4	Sometimes the text type or genre of the piece means that	

	one or more criteria cannot be assessed. Each criterion that cannot be assessed should be marked with a dash [-].	
Step 5	Add up the number of ticks to generate a score and use the box at the bottom of the Standard to make a judgement.	If one or more criteria are marked with a dash, reduce the points required to achieve each category accordingly. For example, if 'Developing' requires a score between 6 - 9 points it can be awarded for a score between 5 – 8 points if one criterion is unassessed or between 4 - 7 points if two criteria are unassessed.
Step 6	If the piece of writing does not make the entry threshold for 'Developing' at the required Standard you should assess against the previous Standard. If the piece of writing reaches an Assessment Point for a particular Standard you may assess against the next Standard. However, if the piece does not meet the entry threshold for 'Developing' at the next Standard it should be recorded as 'Advanced' at the current Standard.	This child will need focused support and intervention to help them make accelerated progress. You will want to ensure that this child has opportunities to broaden and deepen their skills within the Standard for their year group, as well as providing depth in the form of new learning, as appropriate.
Step 7	Basic Skills (spelling, handwriting, punctuation) any 'pre-requisite' criteria listed on the Standard and those criteria marked with a dot [●] can be used to inform the child's immediate next steps.	
Step 8	Stick the completed assessment along with the Pupil Friendly Criterion Sheet into the pupils jotter facing each other.	Targets should be set in discussion with the pupil.
Step 9	Record the assessment information on the assessment grid provided by SLT.	



Guidance on Writing Genre Progression & Self/peer Assessment Sheets Checklists Grammar (June 2019)

Writing Genre Progression Checklists – Fiction & Non-fiction

The purpose of these checklists is to ensure even coverage of genres/formats. They should be stored in the Literacy Section of the Class Learning Folder; coverage should be highlighted appropriately before being passed on to the receiving teacher during transition meetings.

Grammar Progression

The purpose of these progression sheets is to offer teachers a guide to specific areas of grammar, spelling and handwriting to be taught. They should be stored in the Literacy Section of the Class Learning Folder; coverage should be highlighted appropriately before being passed on to the receiving teacher during transition meetings.

Self/peer Assessment Sheets: P1-3; P4-7

P4-7:

Sheets to be used by pupils to self or peer assess at the end of a piece of writing. In upper school, when peer assessing, pupils will sit together to focus on one piece of writing at a time and work through the sheet. Initially, pupils will need training and opportunities to embed. Time should be factored in to allow pupils to implement improvements.

P1-3:

Pupils will initially work with the class teacher on 2-3 areas. Teacher and pupil use a green highlighter to identify successes – amazing sentences highlighted with a heart drawn at the end. Next steps should be discussed and the symbol on the sheet highlighted in pink.

NB: it is not anticipated that pupils will redraft whole pieces, but instead focus on specific aspects related to S2S.

Documents on following pages.



Imaginative Writing Progression (June 2019)



	P1	P2	P3	P4	P5	P6	P7
Fairy Tales	*	*					
Myths/Legends			*	○		○	●
Animal Stories	○	○	○	○	○	○	○
True to Life	○	○	○	○	○	○	○
Adventure				*		○	●
Fantasy/Magical					*	○	●
Mystery						*	
Personal	#	#	#	#	#	#	#
Other							
Other Genres							
Poem	#	#	#	#	#	#	#
Drama Script	*					*	
Other							

*stage specific # across all stages ○ optional extra ● P7 must do one

Non-Fiction Writing Progression



	P1	P2	P3	P4	P5	P6	P7
Recount (Past events/experiences)	#	#	#	#	#	#	#
Explanation	#	#	#	#	#	#	#
Report/Newspaper (Factual about topic)		*	*	*	*	*	*
Instructions		*	*	*	*	○	○
Persuasive (Leaflet/brochure/advert)			*		*	*	○
Argument (1-sided)				*	*		
Discussion/Debate (2-sided: for/against)						*	*
Format - (some of these are stage specific as indicated)							
Letter	#	#	#	#	#	#	#
Poster			*	*	*	*	
Report							
News Article			*	*			
Form				*	*	*	*
Diagram			*	*		*	
Flow Chart			*	*			

*stage specific

across all stages

○ optional extra

● P7 must do one

St John Vianney RC Primary School
Grammar, Punctuation, Spelling and Handwriting Programme

EARLY LEVEL

Outcome /Experience	Early Level: Stage Nursery	Early Level: Stage 2 Primary One (Mid Ability pupils will...)
<p>I explore sounds, letters and words, discovering how they work together and I can use what I learn to help me as I read or write. ENG 0-12a/LIT 0-13a/LIT 0-21a</p> <p>As I play and learn, I enjoy exploring interesting materials for writing and different ways of recording my experiences and feelings, ideas and information. LIT 0-21b</p>	N.A.	<p><u>Grammar & Punctuation</u></p> <ul style="list-style-type: none"> • Recognise and begin to use full stops • Recognise and begin to use capital letters • Recognise simple connectives (and, but) • Recognise question marks • Identify singular and plural • Build sentences & use correct word order • Identify vowels • Identify rhyme • Know all letter sounds • Make words from letters • Use spaces between words • Begin to use a picture dictionary <p><u>Spelling & Handwriting</u></p> <ul style="list-style-type: none"> • Write CVC words • Write common words (Units 1+ 2) • Make use of a word bank • Write own name • Hold and use a pencil effectively • Control size shape and orientation of writing • Form most letters correctly using cursive script

St John Vianney RC Primary School
Grammar, Punctuation, Spelling and Handwriting Programme

FIRST LEVEL

Outcome /Experience	First Level: Stage 1 Primary Two Grammar & Punctuation (Mid ability pupils will...)	First Level: Stage 2 Primary Three Grammar & Punctuation (Mid ability pupils will...)	First Level: Stage 3 Primary Four Grammar & Punctuation (Mid ability pupils will...)
<p>I can spell the most commonly-used words, using my knowledge of letter patterns and spelling rules and use resources to help me spell tricky or unfamiliar words.</p> <p>LIT 1-21a</p> <p>I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense.</p>	<ul style="list-style-type: none"> Recognise the difference between questions and statements Recognise speech marks in texts Recognise exclamation marks in texts Revise singular and plural Revise sentence building and word order Revise rhyme Use capital letters confidently Use full stops confidently Identify and use simple connectives (and, but, because, then) Identify antonyms (opposites) Write a sentence using a question mark Use a simple dictionary finding words from first letter Use 'a' or 'an' correctly Know names, sounds and order of alphabet Begin to use speech bubbles to show direct speech <p>Spelling & Handwriting</p>	<ul style="list-style-type: none"> Recognise nouns, verbs and adjectives Begin to use adjectives in writing Recognise speech marks, exclamation marks, commas and paragraphs in texts Revise use of connectives (and, but, because, then) Identify and use connectives (so, when) Identify different sentence openers (refer to Big Writing criteria) Identify homophones Use full stops and capital letters consistently Use question marks and exclamation marks Identify synonyms Begin to use ambitious vocabulary Recognise proper nouns Use past tense in writing Use a dictionary finding words from second letter Begin to use a thesaurus Use speech bubbles to show direct speech <p>Spelling & Handwriting</p>	<ul style="list-style-type: none"> Recognise and use common and proper nouns Revise use of simple connectives (and, but, because, then, so, when) Revise alphabetical order Use a variety of sentence structures Use nouns, verbs and adjectives Use commas in lists Identify and use pronouns (refer to Big Writing criteria) Identify and use adverbs Use a thesaurus Identify main idea of a paragraph Identify and use similes Identify and use alliteration Recognise and begin to use speech marks
<p>I can present my writing in a way that will make it legible and attractive for my reader, combining words, images and other features.</p> <p>LIT 1-24a</p>	<ul style="list-style-type: none"> Write common words (Units 3+4) Hold a pencil correctly Use cursive handwriting Form all numbers and letters correctly Use vowel & consonant digraphs confidently Write full name <p>Spelling & Handwriting</p>	<ul style="list-style-type: none"> Write common words (Units 5-8) to commencing Spelling Made Easy-Green Level Follow Cursive Handwriting Guide Books 1 and 2 	<ul style="list-style-type: none"> Revise all common words Follow Spelling Made Easy - Green Level Follow Cursive Handwriting Guide Books 1 and 2

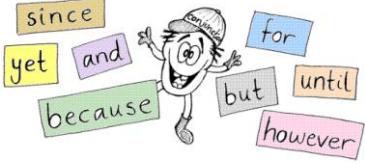
St John Vianney RC Primary School
Grammar, Punctuation, Spelling and Handwriting Programme

SECOND LEVEL

Outcome /Experience	Second Level: Stage 1 Primary Five (Mid ability pupils will...)	Second Level: Stage 2 Primary Six (Mid ability pupils will...)	Second Level: Stage 3 Primary Seven (Mid ability pupils will...)
<p>I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self correction techniques and a range of resources.</p> <p>LIT 2-21a</p> <p>In both short and extended texts, I can use appropriate punctuation, vary my sentence structures and divide my work into paragraphs in a way that makes sense to my reader.</p> <p>LIT 2-22a</p> <p><i>I consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader.</i></p> <p>LIT 2-24a</p>	<p>Grammar & Punctuation</p> <ul style="list-style-type: none"> Revise and develop dictionary skills finding words using third letter Revise use of proper nouns Revise adjectives and categorise by size, age, appearance etc. Revise use of commas in lists Use speech marks to identify spoken words Introduce apostrophes of contraction Use verb tenses past, present and future Use a thesaurus confidently Use a range of sentence openers (refer to Big Writing criteria) Use a range of connectives (until, if, after, while also, as well, although, before, besides). Use adverbs in writing Identify and use onomatopoeia Use commas in sentences Recognise key features and layout of paragraphs Begin to use paragraphs in writing Use correct grammatical structures (nouns and verbs generally agree) <p>Spelling & Handwriting</p> <ul style="list-style-type: none"> Revise all common words if necessary Follow Spelling Made Easy programme – Yellow Level Identify common prefixes and suffixes Follow Cursive Writing <u>Guide Books</u> 1 and 2 	<p>Grammar & Punctuation</p> <ul style="list-style-type: none"> Revise use of apostrophes of contraction possession Identify and use apostrophes of possession Confidently use ambitious vocabulary Revise speech marks and introduce using a new line for each speaker Use additional punctuation for speech (correct capital letters and punctuation inside and out with speech marks) Use adverbs and adjectives for detail and emphasis Use a range of openers (e.g. words ending in: ing, y, ed and connectives as openers) Use more sophisticated connectives (although, however, therefore, nevertheless, since, in order to, whilst) Identify and use commas for extra information Identify and use metaphors Identify and use prepositions Use paragraphs in extended writing Use appropriate topic sentences in paragraphs Use correct grammatical structures <p>Spelling & Handwriting</p> <ul style="list-style-type: none"> Continue to follow Spelling Made Easy programme – Yellow Level/Purple level Revise common prefixes and suffixes and introduce stems Revise Cursive Writing <u>Guide Books</u> 1 and 2 	<p>Grammar & Punctuation</p> <ul style="list-style-type: none"> Revise commas Revise apostrophes for contraction and possession Revise speech marks (new line for each speaker and additional punctuation for speech) Identify and use colons and semi-colons Identify and use ellipses Identify and use parenthesis Identify and use personification Use common abbreviations Use a wide range of openers (words ending in: ed, y, ing and connectives as openers) Use sophisticated vocabulary and imagery Use a wide range of connectives, building on P6 and including furthermore, moreover, similarly, wheras) Revise use of paragraphs (topic sentences and linking sentences) Use paragraphs confidently and consistently Consistently use correct grammatical structure <p>Spelling & Handwriting</p> <ul style="list-style-type: none"> Spelling for Literacy: 10-11 Revise prefixes, suffixes and stems Revise Cursive Writing Books 1 and 2 as necessary
			40

P1&2 Self-Assessment Check List

This should be made available to pupils in the classroom and jotters for referral

W.A.L.T. <i>We Are learning To.....</i>		
 capital letters	 finger spaces	 punctuation
 vocabulary	 conjunctions	 letter formation
 spelling	 presentation	 makes sense

This should be made available to pupils in the classroom and jotters for referral

Peer/Self Editing

- Review S2S
- Add extras/make changes on empty page on left-and side of jotter
- Underline text and use numbers to show changes required
- Check Punctuation
- Check Big Writing targets





HWB Guidance Document

Health and Wellbeing is recognised as a key life skill and is the responsibility of all within the Curriculum for Excellence. This document is intended to support teachers to deliver Health and Wellbeing from Early to Second Level at St John Vianney PS.

The approaches and resources included in this document aim to offer learners a progressive, coherent approach in Health and Wellbeing which is designed to meet the unique needs of our school community.

At St John Vianney PS Physical Education is highly valued as an integral part of the Health and Wellbeing curriculum, but due to its large size it therefore has a separate planning document.

Planning Rationale

We are working towards a **purposeful heavy weighting for HWB experiences** in our curriculum, alongside Literacy and Numeracy. The ability to use Health and Wellbeing skills is essential for equipping our young people to be effective contributors to society. We therefore aim to develop HWB through a curriculum that offers breadth, coherence, relevance, depth, progression, challenge, enjoyment, personalisation and choice.

Teachers plan HWB learning by using the Curriculum for Excellence Experiences and Outcomes in partnership with the Benchmarks. Teachers can also draw upon a number of useful diagrams to frame their thinking including the Wellbeing Wheel and the My World Triangle, both in the GIRFEC section.

The CfE Benchmarks are used to provide clarity on what pupils need to know and progress through a level, and the national standard. They support teachers in developing consistency and making professional judgements.

The SHANNARI Indicators are visible in every classroom and discussed regularly where appropriate through the year including assemblies. Pupils and Teachers use the indicators to reflect and assess pupils HWB.

Assessment is planned for and Assessment is for Learning strategies are used throughout all learning and teaching (see L&T toolkit: Core strategies for Learning & Teaching). Groupings in HWB learning experiences are flexible and support assessment including self, peer and teacher observation. Flexibility and carefully differentiated activities ensure pupils are being taught at the correct level. The St JV 'Sets' Experiences and Outcomes, and the HWB Benchmarks progression documents are used to plan learning outcomes and teachers use a range of resources and activities to deliver these, including the use of ICT and active learning approaches. (Please refer to 'STJV Sets' in the following section).

Most pupils are expected to achieve Early level by the end of Primary 1, First level by the end of P4 and Second level by the end of P7, but it may be later for some.

Where possible learning in HWB should take place within a real-life context. HWB is part of everyday life and this should be reflected in interdisciplinary learning experiences that allow pupils to apply skills and therefore deepen understanding. Opportunities to learn outdoors should be considered, including excursions linked to HWB topics. A creative approach to planning varied and stimulating learning experiences is key to ensuring learners are engaged and motivated to learn.

The CEC Resilience Curriculum Programme (implemented in 2019/20) is taught across a 3 year rolling cycle and includes classroom and assembly lessons. Guidelines for this document (found in the class's HWB folder) should be followed and taught either discreetly or as part of an IDL. PLEASE REFER TO THIS DOCUMENT FOR THE 3 YEAR Programme.

Approach to Planning

At StJV PS we use a three-part approach to our planning for learning.

Year Planning: Planning across the four contexts
Medium term planning using St JV L&T 'Sets' involving learners & CEC Pathways and CfE Benchmarks
Weekly planning and evaluation involving learners.

The approaches and resources detailed in this document support the successful delivery of the Health and Wellbeing curriculum through the structure of our planning approach.

Suggested approaches and resources

Teachers draw on a range of methodologies, which will stimulate interest and promote creativity, through a learning environment which includes:

Please see the discrete P.E. planner below.

Approaches

StJV L&T Toolkit: Core Strategies Guide

Created through consultation with the community, this guide details the core strategies to be used across all years. Teachers and pupils will be familiar with the strategies and consistent *language of learning*, which is central in developing the learning culture at our school.

- Active learning and planned purposeful play
- Problem solving activities
- Opportunities to talk about and explain their thinking
- Relevant, real contexts, application to real world
- Links across the curriculum
- Use of technology
- AiFL strategies
- Collaborative and independent learning

Resources

- The Well Being Wheel
- My World Triangle
- Assessment
- CfE Benchmarks (Google: CfE Benchmarks: Health Well Being)

Health and Well Being Support Groups

To support learners who require targeted support in HWB the school currently uses the following interventions:

Group	Who	Purpose
TIP Groups	P1-7	Therapy Inclusion Partnership, to support pupils to develop strategies to access the curriculum and their community
Place2Be Place2Talk	P1-7	Counselling service to give pupils an opportunity to discuss issues concerning them.

Seasons for Growth	P4-7	To support pupils experiencing or who have experienced change of loss.
City Edinburgh Council Resilience Curriculum Programme	N-P7	Whole school programme developing resilience and Growth Mindset in pupils

Tracking and Monitoring

The school uses the following approaches to track and monitor learners' progress and attainment in HWB.

Assessment	Who	When	How often
Well Being Questionnaire	P3-7	Term 3 February/March	Annually
Tracking and Monitoring of CfE Levels at Attainment Meetings	All pupils	Term 1-3	3 x per year at meetings. Ongoing through assessment process

The following assessment strategies are used regularly in class to inform planning and next steps and ensure pupils are being challenged and supported at the appropriate level. Use the CfE Benchmarks to ensure progression and clarity on achieving a level.

Weekly evaluations
Teacher observations
Self and peer assessment (traffic lights, thumbs etc)
Discussion of strategies
Application of learning to real life events
End of unit summative assessment

The following approaches also support our continued self-evaluation for self-improvement in Health and Wellbeing.

Attainment Meetings (3x per year, per class)
Shared Classroom Practice (3x per year)
SQIP Evaluation
CfE CT Level Planning and Assessment Meetings

HWB: A Week/Year at a Glance (P1-7)

Weekly

- Coverage of experience and outcomes of Personal and Social Education or Food and Health
- 2 hours of quality Physical Education (**See Planner below**)
- Whole School Assembly
- Opportunities for personal achievement and the sharing of success
- Circle Time or Class Meetings
- Evaluation and discussion of their learning (**Weekly Targets Review and 'Take 4'**)
- Golden Time/Reward Time

Yearly P1-4

- Excursions and visitors related to HWB experiences and Outcomes
- Internet Safety
- Performing, presenting or sharing to a large group
- Opportunities to work alongside adults who are not their assigned teacher
- Contributing to the community

Yearly P5-7

- Excursions and visitors related to HWB experiences and outcomes
- Keeping Myself Safe
- Keeping Myself E-Safe
- Drug Awareness Programme
- Opportunities to work alongside adults who are not their assigned teacher
- Contributing to the community
- Dedicated time for one to one discussion with their teacher about their learning (Learning Profile Transition to High School)

SHANARRI INDICATORS

R.E.R.C. Guidance Document



Religious Education in a Roman Catholic School

Guidance Paper (June 2020)

St John Vianney Primary School is a Roman Catholic School. Our Aims and Mission Statement reflect our Catholic Beliefs and Ethos.

Our curriculum reflects our Catholic Faith and we follow the Charter for Catholic Schools in Scotland.

The position of religious education in denominational schools is set out in statute. In Catholic schools, the Catholic Education Commission has responsibility for the faith content of the curriculum on behalf of the Bishops' Conference of Scotland. The Scottish Government is working in partnership with the Catholic Education Commission in the development of guidance for Catholic schools in keeping with the values, purposes and principles of Curriculum for Excellence. In Catholic schools the term 'religious education' is used in preference to 'religious and moral education'.

Religious education in Catholic schools takes place within the context of the wider Catholic faith community, in partnership with home and parish. It is an integral part of the Catholic school, which is itself a community of faith. It is designed to assist children and young people to be increasingly able to make an informed and mature response to God in faith and to nurture that faith. It offers opportunities for both evangelisation – proclaiming the Gospel message to all – and catechesis – the deepening of existing faith commitments among believers.

(CFE Religious Education in Roman Catholic School-Principles and Practice page 1)

Learning through religious education enables children and young people to:

- develop their knowledge and deepen their understanding of the Catholic faith
- investigate and understand the relevance of the Catholic faith to questions about truth and the meaning of life
- highlight, develop and foster the values, attitudes and practices which are compatible with a positive response to the invitation to faith
- develop the skills of reflection, discernment, critical thinking, and deciding how to act in accordance with an informed conscience when making moral decisions
- nurture the prayer life of the individual and of the school community
- understand and appreciate significant aspects of other Christian traditions and major world religions
- make a positive difference to themselves and the world by putting their beliefs and values into action.

(CFE Religious Education in Roman Catholic School-Principles and Practice page 2)

Our School is one of many cultures and faiths and at all times these are respected. All pupils are expected to take part in the life of our Catholic School and attend celebrations. Parents are made aware of this at the time of enrolling their child. Please discuss with the SLT if you have any questions about pupils taking part in lessons/celebrations and then these can be discussed with parents.

Planning, Teaching and Assessment

In Catholic Schools there is a minimum requirement of 2.5 hours per week to be spent on Religious Education. This should be evident in your timetable.

At St John Vianney Primary School we use a four-part approach to our planning for learning.

Year Planning:
Planning across the four contexts
Medium term planning using St JV L&T 'Sets' involving learners & CEC Pathways
Weekly planning and evaluation involving learners.

This is Our Faith and **God's Loving Plan** are the two key resources to support the delivery of the RERC curriculum. All teachers should plan using these documents and copies should be kept in your Class Learning Folder. Other World Religions is to be introduced from P3 onwards.

There are also a number of other resources available in school to help deliver lessons. These are stored in the ASL Teaching Base.

Prayers should be an integral part to each pupils/classes day. Each class should also have a Class Altar.

StJV L&T Toolkit: Core Strategies Guide

Created through consultation with the community, the above noted guide details the core strategies to be used across all years. Teachers and pupils will be familiar with the strategies and consistent *language of learning* and is central in developing the learning culture at our school.

The RERC Principles and Practices Paper (page 2 and 3) outlines that:

The process of learning in religious education in the Catholic school can be seen as a journey of faith, a quest for personal growth and response within the community of faith. To ensure that the young person is able to participate fully and actively in this journey, it is essential that they are accompanied by adults who can engage, question and explain in such a way that the young person is enabled to reflect, understand deeply and respond appropriately.

Engaging

The teacher establishes a relationship of respect and trust with learners. They recognise the importance of the learner's understanding of his or her own life experience and affirm the unique capacity of each person to reflect upon events. Activities are constructed which allow the teacher to walk with the children and young people in a supportive and discerning fashion.

Reflecting

Varied, stimulating learning opportunities are presented which catch the imagination, and focus attention on a selected aspect of life. Learners are led to think in such a way that they enter their own, or another person's, life experience. They are invited to respond by identifying and declaring the thoughts and feelings which they experience.

Questioning

Through questioning, the learners recognise key issues common to all people, which lie at the root of the life experience under reflection. This demands much skill and awareness on the part of the teacher and can often be best achieved through the use of open-ended questioning.

Explaining

The teacher explains the meaning of aspects of Sacred Scripture and Tradition which help the learner make sense of the particular element of life experience under consideration.

Deepening

The way that the teaching is unpacked contains elements which help the learner engage and understand at levels that go beyond cognitive understanding alone. Experiences such as poetry, prayer, meditation, music, drama and faith witness can open not only the mind but also the heart and soul of the learner.

Responding

The teacher creates a climate of respect for the beliefs of all learners and affirms the worth of each person being able to reflect, identify and describe their personal understanding of what they believe in the context under study. Within this ethos learners are led on to reflect upon the challenge to respond to God's call which lies at the heart of the study under consideration. They are asked to describe and explain their response and how this may affect their own life and that of others.

Responding in this way, when connected to the other five elements above, presents learners within the Catholic tradition with the opportunity to deepen their existing faith commitment. Within this ethos, learners of other denominations, faiths and stances for living which may be independent of religious belief are presented with the opportunity to progress their personal search for meaning and truth.

Such dynamic experiences of learning and teaching will be achieved where teachers in their planning seek to:

- *build in time for personal reflection and encourage in depth discussion of ideas, experiences and moral challenges*
- *help learners to recognise the significance of their experience and nurture their capacity to reflect on and evaluate it*
- *incorporate experiences of prayer, liturgy and reflection and other opportunities for spiritual growth, enabling children and young people to experience the life of faith*
- *provide opportunities for learners to experience participation in service to others and meet people who show their faith in action*
- *highlight the relevance of faith and learning in religious education to the lives of young people in modern society*
- *encourage children and young people to probe the basis of different beliefs within an ethos of inclusion and respect*
- *recognise and build on the considerable scope for linking with learning across the curriculum and the ethos and life of the Catholic school community*
- *take account of the developmental stage of children and young people and their capacity to engage with complex ideas*
- *help children and young people to develop critical thinking skills*
- *maximise opportunities for collaborative and independent learning*
- *draw upon a variety of creative approaches which promote active learning*
- *engage learners in the assessment of their own learning*
- *make imaginative use of resources.*

Assessment in religious education in Roman Catholic schools should assist children and young people to become increasingly more able to understand and make informed, mature responses to God's invitation to relationship. Personal faith commitment is not being assessed in any shape or form. In the educational context, the assessment of children and young people's response to God's invitation to relationship demonstrates the knowledge, understanding and skills that learners have gained to support their response to learning in religious education and in the wider life of the school.

Teachers will gather evidence of progress as part of day-to-day learning and through carefully planned use of specific assessment tasks.

(RERC Principles and Practice page 4)

The following assessment strategies are used regularly in class to inform planning of next steps and ensure pupils are being challenged and supported at the appropriate level.

Weekly reflections	<i>Refer to the St JV Core Strategies Guide.</i>
Self and peer assessment (traffic lights, thumbs...)	
Discussion	
Teacher observations	

The following approaches also support our continued self-evaluation for self-improvement in RERC.

‘Lucky Learners’: SLT weekly meeting with pupil focus group (Learners’ Evidence Sampling)
Attainment Meetings (2x per year per class)
Shared classroom practice
SQIP Evaluation

Links with our Parish Community

We have strong links with our Parish Community, Fr Alex, our Parish Priest visits the school regularly to support our school and the delivery of the RERC curriculum. Sister Ninian also supports the school and visits on a regular basis.

Masses

- School Masses

Throughout the year, whole school Masses are celebrated for Feast Days and other celebrations/occasions.

- Class Masses

P1-P7 pupils visit St Gregory’s Church for a Class Mass each year. Pupils plan and take part fully in this Mass in collaboration with Fr Alex.

Sacramental Preparation

P3 pupils make their First Reconciliation

P4 pupils make their First Holy Communion

P7 pupils make their Confirmation * (this has just changed as this was previously done in P4)

Sacramental Preparation lessons take place in school. All pupils take part in lessons but those pupils making the Sacraments have additional work to do at home with their family. The parish

and the school work together with pupils and their families on Sacramental Preparation. Parents meetings are held to keep parents updated and supported.

Pope Francis Faith Award

The **Pope Francis Faith Award** is open to all pupils in Primary 6 and Primary 7. It is an award of the Bishops' Conference of Scotland, designed to help children to show "signs of love" in their daily lives and to be active members of their local Church. It invites young people to use the Gifts of the Holy Spirit and to see how they can bear fruit in their homes, schools and parishes.

Pupil Leadership Group

As well as many other pupil leadership groups, there is a pupil RE leadership group. Pupils meet regularly to discuss various topics related to our RE curriculum, our school life and ethos and to help plan events such as Catholic Education Week. They also help at events.

This coming year 2020/21, we will be implementing the new RSHP-Relationships, Sexual Health and Parenthood Resource

<https://rshp.scot/>

RSHP.scot website:

*Denominational schools are enabled in law and required by the Church to present resources which are in accordance with the teaching of the Catholic Church. The primary resources for delivering Relationship, Sexual health and Parenthood (RSHP) information in Catholic schools remain "Called To Love" and "God's Loving Plan". The RSHP.scot website produced by the Scottish Government is a resource website. It does not have any more weight than any other resource. The Scottish Catholic Education Service advise that the resource can be a useful tool to help teachers plan and deliver RSHP lessons in line with Curriculum for Excellence, **within the wider context of Church teaching and the culture and ethos of individual schools**. Teachers in Catholic schools should not use any part of the website if it does not help them fulfil their planned learning for Relationships and Moral Education, within the wider context of Church teaching.*



Key Points in the Learners' Journey

DRAFT June2021

Effective partnership working, tracking of progress and robust record keeping are essential to support continuity in learning at points of transition. That continuity is crucial to maximising children and young people's successes and ensuring the most appropriate post-school destination.' HGIOS4

Nursery-P1

- Well planned and organised transition for pupils and families which follows CEC guidance and programmes
- Focus on 'Moving On' with pupils
- Opportunities for pupils to visit P1 classroom and playground
- Welcome to P1 book for all pupils
- P1 video tour for all pupils
- Parent session with SLT, P1 teacher and other partners
- Enhanced Transition for pupils
- ASL Service involved
- Support of EYP/PSA
- P1 teacher meets with all Nurseries to discuss pupils
- Transition reports for pupils

Stage to Stage Transition

- Focus on 'Moving On' with pupils
- Transition document completed and passed on to new teacher
- Planning folder with all documents passed on
- Transition meeting with new teacher
- Meet the Teacher sessions for pupils
- Enhanced Transition for pupils who need it
- SFL teacher meeting with new CT if necessary
- Pupil's ASL resources passed on to new class e.g. Strategy Plans/IEP/Visuals
- ASL Service support when required.

P7-S1

- Well planned and organised transition for pupils and families which follows CEC guidance and programmes-World of Work, SWAYS, Moving On, Profile
- Transition starts in P6
- Organised events for pupils at feeder High Schools.
- Transition document completed and passed to High Schools
- 3 day visit to new High School
- Enhanced Transition visits for some pupils
- Transition Child Planning Meetings organised (for some pupils these can start from the final term in P6)
- ASL Service involved when needed

Other relevant partners involved when needed (Ed Psych, PSO, Barnardo's etc)



Current Class: _____ and Teacher: _____ Year: _____

'Effective partnership working, tracking of progress and robust record keeping are essential to support continuity in learning at points of transition. That continuity is crucial to maximising children and young people's successes and ensuring the most appropriate post-school destination.' HGIOS4

- **Thank you for completing this Transition document for the class' new teacher.**
- Current CT please complete and meet with the class' new CT prior to W.B. 14th June. Additional notes can be made at the meeting.
- Please email it to Chris by 14th June.
- Where a CT is passing on to a CT who is not yet at school, please complete as best you can for transition in August.
- This document will expand as you type. Please keep a copy in the class' new Planning Folder.

1. Pupil Background Information:	<i>CT Notes/pertinent information/Action</i>
Review Pupil Year Group Tracker. <i>Current class CT must check and ensure the YGT Information is up-to-date. (Access YGT via the via 365 shared link from Chris.)</i> Which pupils have barriers to learning? Pupil's Overall Strengths/Barriers to learning	Highest performing pupils are: Lowest performing pupils are: Which pupils are underachieving and could do better? Why?
2. GIRFEC Information:	<i>Notes to be made by CT regarding CP/LAAC/SW/ASL pupils in this column including who? What? When? And impact?</i>
Which pupils are CP, LAAC? Why?	
Which other pupils have SW involvement (apart from above)? Why?	
Which pupils attend Place2Be? Why?	

Assessment Information:	
CfE levels are provided for each pupil and samples of pupil's work that may be relevant/useful	Yes <input checked="" type="checkbox"/>
Standardised Assessment Scores Data: Reading, Mathematics and Writing if P4.	Yes <input checked="" type="checkbox"/>
SWST & Writing scores	Yes <input checked="" type="checkbox"/>
<i>Nursery – P1 Profiles: All updated and included?</i>	Yes <input checked="" type="checkbox"/>
Observation and anecdotal evidence	Yes <input checked="" type="checkbox"/>

ASL Information	Pupil Name	Reason	Agencies Involved
Which pupils have CPMs? (add row for each pupil)			
What/who Agencies / key staff involved with any other pupils? Note agency and pupil.			
Is there particular HWB information: physical, mental, social challenges of any pupils? Who and what?			
What Pupils are on Pathway 2 or 3 :-?	Pathway 2: School SfL Intervention	Pathway 3: cEC ASL Intervention	
What ASL Intervention groups do pupils attend: Fresh Start, RWI, Social Groups etc. Note pupil and group.			
Who has challenging behaviour? What are their triggers? What strategies do you use to support the pupil?	Name:	Trigger	Strategy
What special ASL resources exist that are used by pupils? Who uses them? All ASL resources that are used to support the pupil must be passed on prior to the summer in time to be in place for the FIRST day of the new term.			
Updated planning documents to include those below:	CTs are to ensure the class' new CT have all completed/updated versions of the following planning documents. If the class is in the first or second year of a level, they are to be continued to be used for planning and assessment the following year. If at the beginning of a level, NEW planning documents must be used. Documents must be complete prior to handing on folder to new CT.		
Differentiated Group Lists for each of: <ul style="list-style-type: none"> • Reading 	All updated and included?		

<ul style="list-style-type: none"> • Writing • L&T • Numeracy & Mathematics 		
Literacy Pathways: Updated? 3 Differentiated Groups	Yes <input checked="" type="checkbox"/>	
Mathematics Pathways: Updated? 3 Differentiated Groups	Yes <input checked="" type="checkbox"/>	
Writing genre coverage: Updated?	Yes <input checked="" type="checkbox"/>	
SEAL Planners (P1-4): Updated?	Yes <input checked="" type="checkbox"/>	
Mental Maths Planner : Updated?	Yes <input checked="" type="checkbox"/>	
List of IDL topics covered this year: IDL Noted and included?	Yes <input checked="" type="checkbox"/>	
Wider Achievement and Social Skills		
Which pupils are Wider Achievement targets? CT to pass on W.A. list.		
Are there pupils who require Social Skills development?		
Are there any positive role models/leaders in the class?		
Do any pupils have particular strengths and talents? Who/what?		
Are there pupils whose relationships are negative <u>OR</u> positive and ned to be supported/encouraged? Who?	Negative/Challenging Friendships	Strong Friendships
Planning Folder:		
<p><i>It is the current CT's responsibility to ensure the PF is to be up-to-date, complete, shared and passed to the class' next teacher prior to the summer break. It must only contain that which is listed in the contents. No other documents to be included please! New folders for 21/22 will be made available for August.</i></p>		



Play Based Learning at StJV

Introduction

At St John Vianney RC Primary School we have been working on and refining our approach to play based learning in Primary 1 and 2. This document is a guide to our primary one and two staff to help ensure that children are provided with a stimulating and nurturing learning environment that encourages them to take responsibility for and lead their own learning.

Our approach has been worked on over the past few years and is still evolving as we grow and learn about what best suits our learners and our school while also taking account of National Guidance. This guide will be updated and changed as needed.

‘Free play has the potential to contribute powerfully and positively to some of the most significant areas of life in schools, nurseries, early years and childcare. Curriculum for Excellence promotes playful learner-led approaches in the classroom and outdoors.’

(Scottish Government, Play Strategy for Scotland: Our Action Plan pg 9)

What is play?

‘Play is fundamental to children and young people’s quality of life but first and foremost it is a child’s right and one which the UN Convention on the Rights of the Child (UNCRC) is keen to see actively applied.’

(Scottish Government, Play Strategy- Our Vision, pg 10)

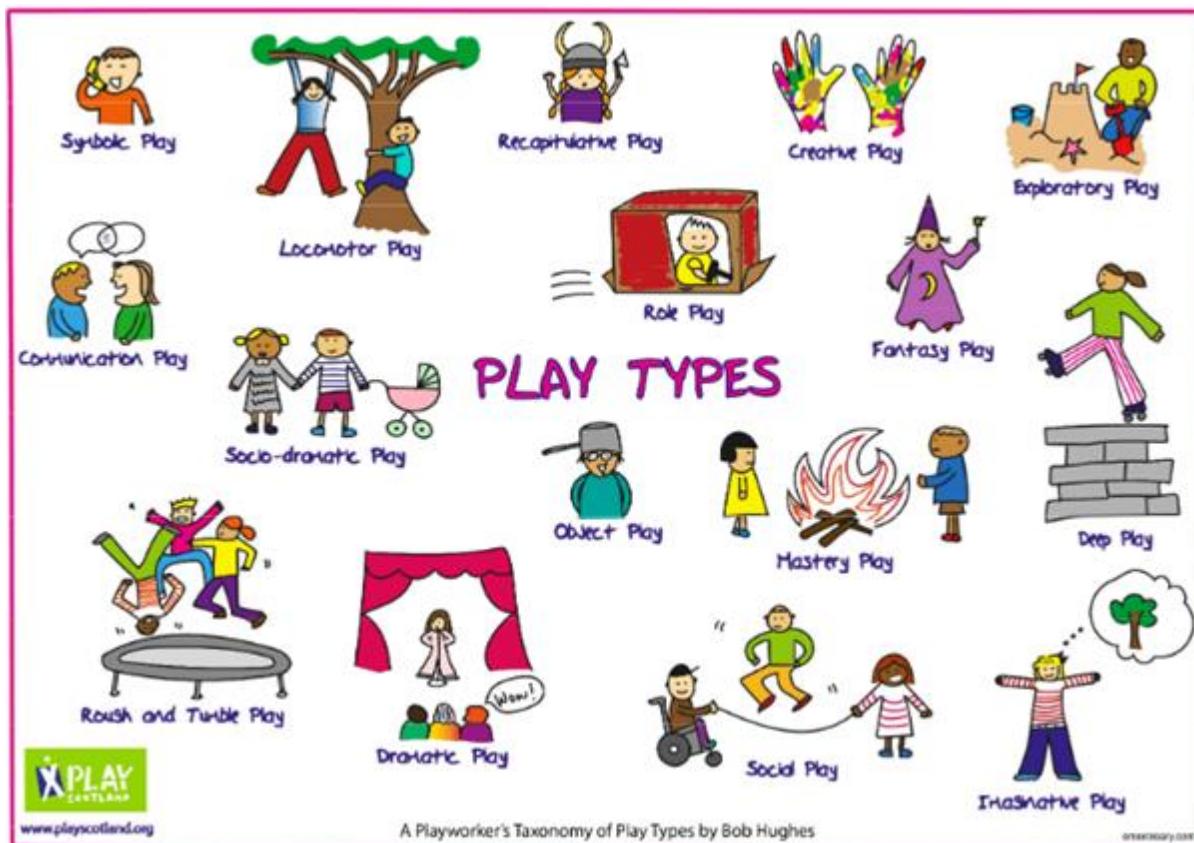
‘Play comes in many forms. It can be active, passive, solitary, independent, assisted, social, exploratory, educational or just for fun. It can be indoors or outdoors, it can be structured, creative, messy, or entirely facilitated by imagination or can involve using the latest gadget.’

(Scottish Government, Play Strategy- Our Vision, pg 13)

Kinds of play

What do we mean by play types?

Below are the play types from play theorist Bob Hughes’ (2006: 33) PlayTypes – Speculations and Possibilities in which he explains that ‘each play type is both distinctly and subtly different from the others’. It is useful to be able to recognise them since ‘engaging in each one is a necessary corollary for a child’s healthy development’.



Learning Environment

'High quality play opportunities and provision of a physical and social environment that supports play increase the likelihood of improved outcomes for children and lessen the impact of factors that lead to poorer Outcomes.' (Play Strategy for Scotland, 2013 pg 8)

Classroom/s

Classrooms should provide opportunities for children to engage in a wide range of play types. Space is limited so there should be a regular review and rotation of play areas.

Play promotes:

- Personal, Social and Emotional Development.
- Physical Development
- Creative/Aesthetic Development
- Knowledge and Appreciation of the Environment
- Science and Technology
- Language Development
- Mathematical Experiences.

(Further details relating to specific skills and these areas of development within each type of play can be found in St David's RC Primary Play Based Learning Policy 2018-2019)

Some areas will be designed for free play by children. Other areas will be designed to address curricular targets and benchmarks through play and these will be managed by a CT, PSA or EYP. Some examples- a specific Science focus with either an area around this or tuft trays. Social Subjects key learning.

Depending on whether there are one or two P1 or P2 classes, the following should be a guide for either one classroom or spread across two classrooms to encourage free flow of children in the available space. (There could be different areas set up in each classroom to promote the types of play, children could free flow between both rooms as well as the garden/outside area. Each room could also have a focus to support delivery of lessons e.g one literacy/one numeracy)

Areas for Free Play

Classrooms should provide opportunities for children to experience each of the following types of play:

Dramatic Play including a Home Corner, Role Play and Dressing Up areas.

Sand Play

Water Play

Dough Play including clay and dough.

Small World

Construction Play including Block Play, Woodwork and Junk Modelling.

Creative Play including Music and Art areas.

There should be opportunities to develop literacy and numeracy skills within the areas above and literacy and numeracy should be embedded within these areas.

(Guidance on essential resources as well as ideas for learning opportunities linked to CfE experiences and outcomes can be found in the relevant sections of St David's RC Primary School Play Based Learning Policy 2018-2019)

Curricular Area Stations (Adult Supported)

These areas should support learning in all curricular areas beyond Literacy and Numeracy.

At different times there should be play based activity stations for Social Studies/IDL, Expressive Arts, Science, Technologies, Health and Wellbeing, RE and Modern Languages.

Some activities may allow children free choice of whether to do them or not. Other tasks will be 'must do' activities which are key to progression through curricular experiences and outcomes, or to achieving benchmark standards. L.I. and S2S/S.C. should be linked to these.

Staff should be available to work with children when they choose to come to these activities which have been identified as 'must do' tasks. The pupils should be introduced and taught how to register that they have undertaken the 'must do' task. (e.g. pegs/lollipop sticks/photos)

These areas can be varied regularly to ensure all curricular experiences and outcomes are covered during the session.

Learning Walls

Learning walls in the classroom should follow the StJV approach and information should be clearly labelled. Displays around the classroom should be interactive and engaging, encouraging the development of literacy and numeracy skills.

Outdoors

Children should have daily access to our outdoor space. Depending on pupil numbers, number of classes and availability of PSA or EYP support this could be at designated times or as part of a free-flow model.

Classrooms in the top corridor have individual direct access to the garden area, which extends along the two classrooms as far as the nursery garden. Within the area there are mature plants and trees as well as more open areas. All areas encourage play and learning through exploration, imagination and social interaction.

Areas within the garden have been developed or are planned for development as follows:

Loose Parts- Tyres, bricks, plastic crates and pieces of wood are available.

Planters- Two large planters are available for growing flowers or vegetables.

Sand/Water/Soil Tray

Mud Kitchen

Den Building- Tarpaulins and ropes can be configured in many ways.

Teepee- This can be for storytelling or small group activities.

Art Easels

Water Wall

Resources-Hand tools, pots, seeds, wheelbarrows, gloves, magnifying glasses, nets, collecting tubes and other items for projects or discovery in the garden are available.

Some items are in the garden storage units and some are in the small resource cupboard, for security.

Resources

A significant and extensive range of new resources have been ordered for session 2021/22.

There are three main resource storage areas:

Small cupboard between the classrooms.

This room is used to keep essential items that are used daily in the classrooms, so that teachers can access these items at any time. Pupils do not have access to this room. The shelving areas are organised by Literacy and Numeracy. They hold all the essential items like number and letter cards, common word cards, dice, counters, stationery etc.

The floor area is currently used for larger items and for Outdoor Learning resources we wish to keep secure.

Large cupboard in corridor

This room is being developed to contain and organise the bulk of our resources. It has several large shelving units which are being organised by curricular area and by types of play.

Outside resource shed

There is also a shed in the garden to store outdoor learning resources.

The Role of the Teacher

The Teacher's role is to provide high quality experiences throughout the curriculum to ensure the children are engaged in structured play activities.

- Literacy and English-In P1 and P2, the Literacy Rich programme is used. Pupils use the dandelion readers moving on to Story Worlds when ready. A cursive script is introduced to all pupils. The Big Writing approach is followed, please see Curriculum Guide for writing genre overview and more details.
- Numeracy and Maths-SEAL is used for Numeracy. CEC planners are followed for Beyond Number. Please see Curriculum Guide for Numeracy and Maths calendar.
- RE-Please follow this is our Faith and God's Loving Plan. Please see Curriculum Guide for RE calendar.
- HWB- CEC Resilience Programme as well as relevant Experiences and Outcomes.
- Other curricular areas- In P1 and P2, the other curricular areas will be taught through responsive planning and following the Pupil Journey. StJV sets are in the Curriculum Guide to guide planning, teaching and assessment.

Planning at Early Level-P1

There are three areas to consider in early level planning:

Continuous Provision is about planning and evaluating the classroom provision to ensure high quality learning. This will include looking at the classroom layout for all learners, the resources and the learning experiences provided. 'Up, up and Away' and the early level toolkits can be used to support with this. This should be reviewed regularly to reflect the responsive planning.

Planned experiences focuses on long- and medium-term planning using the StJV Curriculum Guide. Planned learning is the intentional promotion of learning experiences, using the Curriculum for Excellence benchmarks as guidance. All curricular areas should be covered over time within planned experiences.

Responsive planning is part of short-term planning and is about responding to children's interests. Responsive planning is an important part of the early level curriculum as it is about making the curriculum relevant to the children and appropriate to their developmental stage. Time should be planned to observe, listen, respond and consult with the children. It will not be possible to respond to all the children's interests, but rather looking at common themes and how to incorporate this into the planned experiences. Floor books are one way of capturing pupil voice, sharing thinking and co-creating the curriculum.

Pupil Groups

Pupils will be divided into 3/4 main groups in the class. Initially the groups will not be based on ability, however once the children are settled you may want to move them into ability groups for some curricular areas. There will be a balance of mixed ability/ability groupings depending on the pupils in the class. Those pupils who are new to English should be placed in a group with some positive role models for English.

Together Time

Together time is whole class teaching time together on the carpet. This time can be utilised in many ways:-

- Co-creating the Learning Intentions and Success Criteria
- Read a story
- R.E. – Bible Story
- Circle Time
- ‘I wonder’ time (children ask any questions – teacher researches and explains, show video clips)
- Discussion of learning – Have we achieved our Success Criteria?
- Floor books
- Pupils sharing their play and learning with others

Tuff Trays

The Tuff tray will provide opportunities for various curriculum areas to be covered. This could include R.E, Science, H.W.B and Expressive Arts. These would be changed regularly in order to cover all the Benchmarks.

‘Must do’ Activities

Every week there will be several ‘Must do’ activities that all the children are expected to complete. This will require a method of recording such as the children pegging their names on a board, or moving their photograph. These ‘Must do’ activities will be a task for each of the curriculum areas with learning intentions and success criteria. It will be a small piece of work that the children need to attempt over the course of a week.

While working alongside the pupils on ‘Must do’ activities, observations of their learning (by CT/EYP/PSA) and how well they achieve their steps to success can be recorded using an agreed format.

Each week, a small number of pupils should be identified and observed during free flow play e.g looking at skills and vocabulary. This again can be recorded using the agreed format.

EYP / PSA

The EYP/PSA will have an important role in delivering the Numeracy and Literacy curriculum in Primary 1 and Primary 2. They will have dedicated time with groups of children, just as the teacher does.

The garden will be open every afternoon and the EYP or PSA will support the children outside so that the teacher can work with specific individuals/groups. The garden and playground can also be used during Literacy and Numeracy lessons.

Example Structure of the Day Example

8:50- 9:10	9:15- 9:30	9:30- 10:15	10:15- 10:30	10:30- 10:45	10:45- 11:00	11:00- 12:05	12:05- 13:10	13:10- 13:30	13:30- 15:00
Soft Start	Whole class input for Literacy	Literacy Groups / Free Flow Play	Together Time (<i>Literacy focused</i>)	Break	Whole class input for Numeracy	Numeracy Groups/ Free Flow Play	Lunch	Together Time (<i>focus on HWB, RE, IDL etc. see above</i>)	Discovery Time (<i>PE and HWB time will be built in here</i>)

Suggested Groupings

Option 1

	Literacy	Numeracy
Monday	Teacher – Apples PSA – Oranges	Teacher – Bananas PSA – Strawberries
Tuesday	Teacher – Bananas PSA - Strawberries	Teacher – Apples PSA - Oranges
Wednesday	Teacher – Oranges PSA - Apples	Teacher – Strawberries PSA – Bananas
Thursday	Teacher – Strawberries PSA - Bananas	Teacher – Oranges PSA - Apples

Each group will receive 4 periods of contact with an adult. One Literacy and one Numeracy with a teacher and one Literacy and one Numeracy with a PSA. For each group, sessions for Literacy and Numeracy will alternate each day.

Each session with an adult should last up to 30 minutes. This time allocation may vary depending on individuals/groups etc. However, the adult may continue to work with any child they think needs 1-1 support. Once the group session is over, the children can then free play. This will allow the adult time to support individual children, undertake assessment or observe children's play.

Highlighted in grey are the days which the Apples/Oranges will have adult contact.

Highlighted in blue are the days which Bananas/Strawberries will have adult contact.

Option 2

3 group rotation	
Monday Literacy	All groups work with teacher, PSA/EYP and free play. 20 – 30 minutes per group
Tuesday Numeracy	All groups work with teacher, PSA/EYP and free play. 20 – 30 minutes per group
Wednesday Literacy	All groups work with teacher, PSA/EYP and free play. 20 – 30 minutes per group
Thursday Numeracy	All groups work with teacher, PSA/EYP and free play. 20 – 30 minutes per group
Friday Literacy	All groups work with teacher, PSA/EYP and free play. 20 – 30 minutes per group

Each group will receive 10 periods of contact with an adult in a week. For each group, sessions for Literacy and Numeracy will alternate each day. However, there will be a whole class literacy/numeracy lesson on the days when the group lesson is either literacy or numeracy.

Each session with an adult should last up to 30 minutes. This time allocation may vary depending on individuals/groups etc. However, the adult may continue to work with any child they think needs 1-1 support. Free play is part of the 3 group rotation. Free play will have activities which allow children to consolidate their learning. Time should be allowed weekly at circle time for children to share what they have learned during free play. This might be a different group of children each week so that over time all children's voices are represented. This can be recorded in the floor books.

Key Documents

Education Scotland- Curriculum for Excellence-Experiences and Outcomes

Play Scotland- <https://www.playscotland.org/>

Scottish Government (2013) 'Play Strategy for Scotland: Our Vision.'

Scottish Government (2013) 'Play Strategy for Scotland: Our Action Plan.'

Scottish Government (2017) 'Play Types Toolkit: Bringing more play into the school day.'

St David's RC Primary School Play Based Learning Policy (2018-2019)

Inspiring Scotland and Scottish Government (2019) 'Loose Parts Play Toolkit.'

Care Inspectorate (2016) 'My World Outdoors.'

Education Scotland (2020) 'Realising the ambition: Being Me.'

Education Scotland (2019) 'Schematic Play.'

Education Scotland 'Schemas: Learning through play.'

Care Inspectorate (2017) 'Our Creative Journey.'

Version June 2021



This is a summary of the ASL Policy. Please see this or the SfL Teacher for further information.

Identification of Needs

St John Vianney PS has an ASL team which includes:

- ASL Leader
- ASL Teacher
- Visiting English as an Additional Language (EAL) teacher
- Pupil Support Assistants (PSA)
- Educational Psychologist
- ASL Service Leader

The City of Edinburgh identifies a Staged Intervention Approach following a pathway framework. Staff should use the ASL Pathways Support Flowchart (Appendix 2) to support the pathways.

Pathway One is personalised support in the classroom, this can be the provision of tools to support independent learning, support through environment, through differentiated planning or through a range of appropriate strategies.

All class teachers have received training in the use of The CIRCLE document as a tool for creating inclusive classrooms and inclusive practice. Class teachers should use the Circle Inclusive Classroom Scale (P.38-39) to audit their classroom environment and classroom practice to support learners at pathway 1.

Class Teachers are familiar with the Literacy and Dyslexia- Identifying and Meeting Needs guidelines as a means of supporting pupils with literacy needs within their classrooms.

Where there are concerns about a pupil, teachers should use the

- CIRCLE Participation Scale to identify support strategies at Pathway 1

and/ or

- The Literacy and Dyslexia guidelines
 - Early Years checklist (P15-18),
 - Primary Checklist (P19-24)

and the corresponding supports and strategies for literacy development

- Early Years (P45-50),
- Primary (P51-62)

Pathway Two is support from the ASL team within the school. This can be individual or group work or team teaching supporting the class teacher.

If difficulties persist after pathway 1 intervention, a wellbeing concern or schools own referral form (appendix 3) should be completed by the class teacher and returned to the ASL teacher, attaching the Circle Participation Scale and/or the Literacy and Dyslexia checklist and supports and strategies sheets to provide evidence of supports already in place.

The ASL team will discuss the referral and allocate support if required. This is documented on the school year group tracking system. Support may come in a variety of formats – direct tuition with SFL teacher, PSA support, a 1-1 or group intervention, paired reading, motor skills programme, Talk and Move, TIPs, social skills group or other Pathway 2 strategies. It may be long or short term and will be reviewed regularly.

Planning

If further individualised support is required, then a higher level of planning and recording may be required:

- Assessment of Need and Minutes from a Child Planning Meeting with suggested supports and strategies and desired outcomes.
- Profile of Strategy and Needs (Appendix 4) outlining factors giving rise to additional support needs, impact on learning and suggested supports and strategies. Information from a supporting learning profile or health care plan are used to inform and incorporated into the planning documents.
- Individualised Educational Programme (IEP). Individual strategies and approaches and learning targets in Literacy, Numeracy and Health and Well Being are put in place to support the pupil's learning. Parents and agencies involved with the pupil are invited to the IEP planning meeting, along with the Class Teacher and the Support for Learning Teacher. IEPs are reviewed termly.
- Co-ordinated Support Plan (CSP). The Coordinated Support Plan (CSP) is a statutory document for pupils who have additional support needs arising from complex or multiple factors which require a high degree of co-ordination of support from education authorities and other agencies in order for their needs to be met.

The criteria used to identify pupils for whom a CSP would be required as per the ASL Act 2009 are given below.

- The education authority is responsible for the pupil's school education
- The pupil has additional support needs which arise from one or more complex factors or from multiple factors
- These needs are likely to continue for more than a year
- The pupil requires significant additional support from the education authority in order to benefit from school education
- The pupil's school education also requires significant additional support from the education authority exercising any of their other functions eg social work, health, voluntary organisations

Pathway Three is support from partner agencies or services as listed below. Referrals are made by the ASL Team, through the GIRFEC process.

As a result of further assessment at pathway 2, support may be requested from a partner service via referral by the school ASL team or on application to the Additional Support Access Point (ASAP.)

The school has access to a wide variety of partner led services which can be called upon to provide support:

- Children and Adolescent Mental Health Service (CAMHS)
- Community Child Health (CCH)
- Speech and Language Therapy (SLT)
- ASL services include
 - EAL
 - Health and Wellbeing
 - Language and Communication
 - Literacy and Dyslexia Support Service
 - ICT
- Medical Outreach support
- Occupational Therapy
- Resources Team
- Sensory Support Service – this includes the Deaf Support Team (DST) and the Visiting Teachers of the Visually Impaired (VTVI).
- Social Work/Young Carers
- Barnardos
- Children 1st (0-5)

Pathway Four is support through specialist provision and accessed through the Case Management Review Group (CMRG) in consultation with the Educational Psychologist, school, parents and where appropriate the child.

Assessment

Pupil progress is monitored at every pathway using standardised assessments and the ASL team meet regularly to plan appropriate support. This may be a block of work with the ASL Teacher, 1-1 support, a targeted Intervention or a PSA led group. All supports are evaluated and reviewed regularly and may be short or long term. Parents and young people are included in all decisions where appropriate, their views considered and feedback given. Information gathered is recorded in a variety of ways; Child Planning Minutes (CPM), PPRs, ASL year group trackers. Information is shared and careful consideration given to planning for effective transition for children with additional support needs, moving from Nursery to Primary 1, class to class and Primary to Secondary.

The school has a system of standardised assessments in place to monitor pupil progress. These include:

- **Baseline Assessments**
- **Scottish National Standardised Assessments (SNSA)**

The Support for Learning Teacher has access to the following diagnostic tools to provide information and plan next steps.

- Single Word Reading Test - SWRT
- Single Word Spelling Test - SWST

- British Picture Vocabulary Scale – BPVS
- **Ravens Matrices**
- York Assessment of Reading Comprehension (early years and older version)
- Phonological Assessment Battery (PHAB)
- Non-Verbal Reasoning Test Age 8-9

All children who score 85 (standardised score) or less in the SWRT are monitored and assessment results recorded on the St John Vianney ASL Literacy Tracker.

Roles of the ASL Teacher

The Support for Learning Teacher has 5 main roles in supporting staff, parents and pupils regarding additional support needs.

1. Direct Teaching and Co-operative Teaching

Direct teaching - the SfL teacher teaches groups or individuals out with the classroom-

- Fresh Start
- Read, Write, Inc
- Literacy and Dyslexia Programme.

Co-operative Teaching- the SfL teacher works cooperatively with class teachers in the classroom:

- Planning and evaluating, in collaboration with class teachers
- Teaching in co-operation with class teachers
- Working with a group of children in the class

2. Assessment

The SfL teacher assesses and collates information on individual pupils for further investigation. e.g. Standardised reading and spelling assessments, assessment of literacy difficulties/ dyslexia.

3. Consultancy

The SfL teacher consults with class teachers, Pupil Support Assistants, Parent/ Carers and with partner services and agencies to support pupils with additional needs.

Consultation between class teachers and the SfL teacher is a process of sharing and working together as joint partners. Time is given to enable staff to collaborate with the SfL teacher to set targets, share ideas, strategies and resources, and discuss assessments.

The SfL teacher contributes to decisions on the effective use of PSAs and works collaboratively with PSAs to implement programmes of support for groups and individuals.

The SfL teacher works collaboratively with the SLT to prioritise groups and individuals for support, in the identification and assessment of pupils experiencing difficulties, responding to concerns raised in well-being concern forms or SfL referrals.

4. Staff Development

The SfL teacher brings a support for learning perspective to discussions, planning and developments and shares experiences and offers guidance on materials, resources and approaches to support pupils with additional support needs.

The SfL teacher liaises with and supports the Pupil Support Assistants to ensure that they have the necessary skills and understanding to support and work effectively with the pupils they are involved with.

5. Collaborative Working – Getting it Right

Working alongside SLT and class teachers, the SfL teacher works closely with a wide range of Partnership Services and Agencies to meet the needs of all pupils including participation in Child Planning Meetings.

The SfL teacher, in collaboration with the class teacher, parent/ carers, the pupil and any relevant outside agencies or specialists, supports in the writing and reviewing of

- Child's Plans
- Strategy Plans
- Individualised Educational Programmes (IEPs)
- Co-ordinated Support Plan (CSP)

The balance of the five roles reflects the pattern of needs of pupils, the management structure within the school and the expertise of the staff involved. This may change from year to year. Clearly the five roles are inter-connected, with consultancy being involved throughout. The SfL teacher has time allocated to all 5 roles and has clear systems in place for assessment, recording and supporting learner's needs.

The ASL team has access to a wide range of strategies and supports which enable learners to reach their full potential. The list below describes some of the Universal and Targeted supports which may be available. The Circle Document provides a more expansive list.

Universal Supports available:

- Access to ICT
- Visual Timetable in all classes
- Safe Spaces and Calm Corners
- Whole school Dyslexia training and Dyslexia Friendly practices embedded
- Aids and adaptations for disabled learners
- Appropriate methods of communication for hearing or visually impaired pupils
- Creative and variety of teaching approaches used to meet the needs of all learners
- Key staff identified to support individuals with an additional support need
- EAL staff support bilingual learners from enrolment and contribute to the professional learning of the school.
- Whole School Autism training and Autism friendly strategies embedded in daily practice
- Effective transition arrangements are in place
- ASL team meet regularly and feedback to staff and parents

- Tracking and Monitoring of attainment in place and considered in planning allocation of support.
- Clear staged Intervention framework in place to identify additional support needs.
- Clear remits for ASL team
- Circle Inclusive Learning framework is embedded across the school and used by class teachers to support pupil at Pathway 1.

Targeted Supports

Targeted supports may include:

- PSA – agreed system and clear criteria for allocating and managing PSA time. Evaluated and reviewed regularly.
- Read Write Inc
- Fresh Start
- Emotion Works/ Talks/ social skills group
- Talk and Move
- TIPS
- Play boxes
- Talking Time
- Reading and Language Intervention
- Paired Reading
- Support from Literacy and Dyslexia Support Service
- 1:1 and group Speech and Language programme
- Motor Skills programme
- Toe by Toe

St John Vianney Primary aims to provide a high quality education to all of its learners, to provide effective inclusive practice and to promote a learner- centred approach where all learners are listened to and involved in the management of their own learning.

This policy has been shared with staff and parents and reviewed regularly in line with the school's Standards and Quality Improvement Plan.

Version June 2020



St JV has a high proportion of EAL Learners. EAL pupils require additional supports to achieve the same levels of their peers. As educators we have a responsibility to ensure they are receiving the right type and amount of support with the resources we have available to us.

Below is a list of factors to consider to ensure that you are building a culturally inclusive learning environment and including strategies to help support EAL learners access the curriculum.

For further information, advice or resources, please check the EAL folder on the school's G drive or contact the EAL teacher.

- Know the ethnic and cultural background of all learners in the class and what first and other languages they can speak and write.
- Build all learners knowledge of the different languages spoken in the school.
- Consider learners' languages, cultures, lifestyles and religions and how these are reflected in lessons/resources. Encourage pupils to share their identities.
- If appropriate involve parents/community members.
- Use inclusive terminology such as 'our' cultures instead of 'other' cultures.
- Ensure resources used reflect a diverse society and challenge prejudice.
- Encourage learners to feel confident to challenge racism and stereotypes.
- Have multilingual resources available for pupils e.g. bilingual dictionaries, word lists, language sheets, dual language books etc.
- Draw attention to key words and phrases that bilingual learners may not be familiar with.
- Consider the pace and clarity of your talk and use gesture and body language to help bilingual learners.
- Seat bilingual learners to ensure they have frequent opportunities to work with pupils who provide a good English Language model as well as opportunities to work in their first language where appropriate. Pupils use of their first language is common practice and enables deeper learning in discussion and writing.
- Use visuals, drawings, objects and multimedia to support teacher explanations.
- Use modelling to demonstrate tasks to ensure understanding.

Adapted from EAL documents: 'Factors for building a culturally inclusive learning environment' and 'Strategies for supporting linguistic access to the curriculum'



L&T toolkit:

Core strategies for Learning & Teaching.

High Quality, Consistent Practice

HGIOS4 2.3 Learning Teaching & Assessment

January 2017. Review May 2018.

This booklet outlines the core strategies staff and pupils should become confident, skilled or knowledgeable at using across the school, P1-7. They should be used across all learning at StJV, building consistency of strategies and language of learning. Other strategies may be used *to supplement these strategies* at the discretion of staff.

It has been created in consultation with all staff and the Pupil Council, shared with the school community.

Our CORE strategies are part of StJV's 'Learning Culture'.

Contents:

1. *Prior knowledge Strategies*
2. Learning Intentions and Steps to Success-S2S
3. *Core Self, Peer and Teacher Feedback Strategies*
4. Plenaries: Core Plenary Strategies
5. 4 Phase Teaching Model
6. HOTS: Questions to ask pupils
7. Curriculum for Excellence
8. Research Basis for our Core Strategies

To be kept on a hook provided next to the class' main L&T Board where L.I./WALT and S2S are displayed.

Prior knowledge strategies Teachers, PSAs, SLT and pupils should be skilled at using.

Establishing pupils' Prior Knowledge and Understanding provides the key starting point from which to develop the next stages of learning.

Core strategies to be used across the whole school N-P7 include:

- Choose from a range of answers
- Statement: Agree or disagree/true or false
- Odd one out
- 'What went wrong?
- Rank in order?
- Make a list?

Other strategies, may be used to supplement these strategies at the discretion of staff however please ensure all pupils are confident, skilled and knowledgeable in using these core strategies, developing consistency across our school.

Learning Intentions and

'Steps to Success-S2S' (Success Criteria)

The L.I. and S2S are closely linked in every lesson.

- L.I.: emphasis is on *learning* rather than *doing*. Learning intentions help pupils to focus, not on a task or activity, but on what they will learn from doing it. Use terms such as : “know”, “learning”, “thinking” or “using” (the skills, senses or tactics).
- **N-P3 will use the term **WALT**** (We are learning to) when referring to the Learning Intentions
- **P4-P7 will use Learning Intention: (L.I.)**

Good examples

- We are learning to work effectively in groups
- We are learning to use evidence to support an opinion
- We are learning to conduct a fair test

► N-P7 will use the term, Steps to Success **'S2S'**:

Are linked to the learning intention & are specific to a lesson. **They should be co-constructed with pupils after being exposed to the learning focus.** They are used as the basis for feedback; teacher, peer and self-assessment.

Good 'Steps to Success- S2S' provide steps pupils can check against. They are not necessarily linear. They ask pupils how they know they have achieved success in their learning.

L.I. and S2S are always displayed (for the main focus of the lesson) and referred to ('Mid Lesson Checks') throughout every lesson for pupil self-assessment, keeping pupils on track.

Core Self, Peer and Teacher

Feedback Strategies:

Use these strategies to ensure:

Teacher Talk V Pupil Talk

20% 80%

And in developing a '*class culture*' of:

1. NO- HANDS-UP combined with Thinking Time
2. Random Selection
(i.e. Lollipop sticks, Team Shaker, seat number 1-4)
3. Talking/Shoulder/Face Partners/EEKK positions
4. Thumbs Up-Middle-down/Fist to Five

StJV Core Plenary Strategies Teachers, PSA, SLT and Pupils should be skilled at using.

The L.I. and 'Steps to Success-S2S' must always be referred to in every Plenary.

1. Plenary Dice

- A. What did I learn today?
- B. What did I find most difficult?
- C. What could I learn next?
- D. What did I find most helpful?
- E. How did I achieve what I was asked to do?
- F. How can I improve next time?

2. True / False

Write 3 true and 3 false statements based upon the learning. Which are true? False?

3. Alien to the classroom

What would you tell an alien who just arrived what you have learned? Can you teach them the same skills?

4. Exit Question

5. Top Tips: 3-5 Top Tips covered in the lesson.

StJV 4 Phase Teaching Model

Phase 1: Overview and Context

- A context for the lesson is shared with pupils and interest is generated
- Prior learning is reviewed/discussed
- *Learning intentions (L.I.)* are shared with pupils and displayed throughout the lesson.

Phase 2: Input

- kept brief and does not exceed pupils' concentration span. (Consider teacher talk versus pupil talk 20:80)
- *'Steps to Success-S2S' are co-constructed with pupils and displayed alongside L.I. throughout the lesson*
- Teacher frequently asks (closed) questions to check for (surface) understanding.
- Higher Order questioning is embedded throughout.
- Visual, auditory and kinaesthetic approaches used
- Teacher checks for understanding of task and WALT/LI/ & S2S

Phase 3: Processing/Task/Activity

- 'Mid Lesson Learning Checks' occur at least once throughout lesson. Refer to LI/S2S? Are pupils on track?
- Opportunities for pupils to seek clarification/ask questions.
- Opportunities to hear and see examples of pupils' knowledge or skills (e.g. Use Visualiser to share a piece of work in progress).
- Pupils given opportunities to process information, **apply skills and knowledge to real life experiences** in their preferred style and in different styles.
- Support and Challenge opportunities.

Phase 4: Review/Plenary

Always refer back to WALT/L.I. and 'S2S'

- Pupils encouraged to reflect on how they have learned in order to stimulate thought before future lessons.

HOTS: Questions to ask pupils

Creating

How could you change ...? Can you create a diff ending? Suppose you could? How would you justify? How would you adapt....?

Evaluating

Give arguments for and against....? Do you agree with? What is your opinion of? Would it be better if ...? How would you prove...?

Analysing

What evidence can you find...? How did they create...? What patterns can you see....? What is the relationship?

Applying

What questions would you ask...? Use in diff context.... What would you do...? What facts would you select?

Understanding

Give an example of...? In your own words ... How would you compare? Which words justify...? Can you explain what it means by....?

Remembering

Who? What....? Where....? When....? How....?

HOTS resources you should have: HOTS dice, Pyramid, Fans and a 'Learning Wall' with HOTS levels displayed.

Core parts of Curriculum for Excellence

4 Capacities

Responsible Citizens Effective Contributors

Confident Individuals Successful Learners

8 Curricular Areas

Languages

Mathematics and Numeracy

Health and Wellbeing RERC

Sciences Technologies

Social Studies Expressive Arts

7 Principles

Breadth Depth

Progression Relevance

Coherence

Challenge and Enjoyment

Personalisation and Choice

4 Contexts

- Ethos and life of the school as a community
- Curriculum areas and subjects
- Interdisciplinary learning
- Opportunities for personal achievement

The Research Our Core Strategies are based on:

Building Consistency of Learning and Teaching across the school Community.

Our core strategies are informed by:

- ▶ **Education Scotland HGIOS 4/HGIOELCC**
 - ▶ **Education Scotland Broad General Education Moderation and Assessment**
- ▶ **Professor John Hattie, Visible Learning**
- ▶ **Shirley Clarke, Outstanding Formative Assessment: Culture and Practice**
 - ▶

This guide serves as a starting point for all the school community to work from enabling all stakeholders to speak a consistent language and skill development across learning. As our school develops and needs of learners' change, so will this guide.



Pupil Learning Journey: Linked with E&Os

	N	P1	P2	P3	P4	P5	P6	P7
Relevance: Linking learning to the wider world of work.								
School Leadership Local Links Learning for Sustainability	IDL: <ul style="list-style-type: none"> • Our Local Community • Early Level Garden Corridor • Fairy Tales • Seasonal Planning (Based on Seasons) 	IDL: <ul style="list-style-type: none"> • Local Authority Services('People Who Help Us') • Early Level Garden Corridor • Fairy Tales • Seasonal Planning (Based on Seasons) 	IDL: <ul style="list-style-type: none"> • Local Area Study: Housing & local environment Community leadership <ul style="list-style-type: none"> • Link with local Nursing Homes 	IDL: <ul style="list-style-type: none"> • Farming and Produce- Local Land Use). • Forest IDL Project with Earth Calling. Community leadership <ul style="list-style-type: none"> • Inch House Community Project 	IDL: <ul style="list-style-type: none"> • Weather and Climate Community leadership <ul style="list-style-type: none"> • Mini St Vinnies Business enterprise • Inch House Community Project linked with Historical Research study (St Vincent De Paul) and St Vianney RC Parish Church Group • St JV Got Talent Show 	IDL: <ul style="list-style-type: none"> • Forest IDL Project with Earth Calling. Community leadership <ul style="list-style-type: none"> • Fair Trade Business enterprise Project • Road Safety(JRSO) • P3-7 Christmas Carol Service 	IDL: <ul style="list-style-type: none"> • School Musical • Developing Young Workforce with 'Jacobs International' company Community leadership <ul style="list-style-type: none"> • P1&2 Buddies • Global Citizenship: Tanzania Project with HRRCHS • Fostering positive HWB including Fruit Tuck opportunity and Mental Health Week/P2B 	IDL: <ul style="list-style-type: none"> • De Gaulle Project • John Muir Award • World War • Scottish Parliament Community leadership <ul style="list-style-type: none"> • DYW Employment Roles/School Leadership roles
Pupil Leadership Groups	Eco PC Early Level Wildlife Corridor 'Nursery'/EYC Pupil Council as a group feeding into school development	Eco PC Early Level Wildlife Corridor RME Pupil Council	Eco PC RME Pupil Council	Eco PC RME Pupil Council	Eco PC RME Library Pupil Council	Eco PC RME Library Pupil Council	Eco PC RME Library Pupil Council	P7 Pupil Leadership Roles including House Captains Eco PC RME Library Pupil Council
Writing	Mark Making Pre-cursive	-Literacy Rich -Big Writing -Cursive Writing		-Big Writing -Grammar, Punctuation, Handwriting and Spelling Programme		-Big Writing -Grammar, Punctuation, Handwriting and Spelling Programme -Cursive Writing		

		-Grammar, Punctuation, Handwriting and Spelling Programme		-Cursive Writing				
Reading	Choosing stories Library visits Asking questions Sharing stories	Literacy Rich Storyworld	Literacy Rich Intro to Reflective Reading Storyworld Novels Literacy Evolve	Reflective Reading Literacy Rich Storyworld Novels Read, Write, Inc Literacy Evolve	Reflective Reading Literature Circles (for some) Novels Read, Write, Inc Literacy Evolve Comprehension Activities	Reflective Reading Literature Circles Novels Fresh Start/RWI Literacy Evolve Comprehension Activities	Reflective Reading Literature Circles Novels Fresh Start Literacy Evolve Comprehension Activities	Reflective Reading Literature Circles Novels Fresh Start Literacy Evolve Comprehension Activities
Talking & Listening	Show & tell	Circle Time Show & Tell/News Reading Groups IDL	Show & Tell Scots Poetry recital Circle Time Reading Groups IDL	Scots Poetry Circle Time Big Writing Short prepared talks Reading Groups IDL	Scots Poetry recital Circle Time Big Writing Short prepared talks Reading Groups IDL	Scots Poetry recital Circle Time Big Writing Short prepared talks Literature Circles IDL	Scots Poetry recital House Captain-elect Speeches Circle Time Big Writing Short prepared talks Literature Circles IDL	Scots Poetry recital Circle Time Big Writing Personal Project Short prepared talks Literature Circles IDL
Modern Languages	French	French	French	French	French	French Italian	French Italian	French Italian
Numeracy & Mathematics	SEAL -CEC Success Criteria Overviews (Benchmarks)	-SEAL -CEC Mental Agility -CEC Success Criteria Overviews (Benchmarks) CEC Problem Solving materials -Heinemann Active Maths	-SEAL -CEC Mental Agility -CEC Success Criteria Overviews (Benchmarks) CEC Problem Solving materials -Heinemann Active Maths	SEAL -CEC Mental Agility -CEC Success Criteria Overviews (Benchmarks) CEC Problem Solving materials -Heinemann Active Maths -SEAL Focus Groups	-CEC Mental Agility -CEC Success Criteria Overviews (Benchmarks) CEC Problem Solving materials -Heinemann Active Maths -SEAL Focus Groups SEAL Intervention	-CEC Mental Agility -CEC Success Criteria Overviews (Benchmarks) CEC Problem Solving materials -Heinemann Active Maths -SEAL Focus Groups SEAL Intervention	-CEC Mental Agility -CEC Success Criteria Overviews (Benchmarks) CEC Problem Solving materials -Heinemann Active Maths -SEAL Focus Groups SEAL Intervention	-CEC Mental Agility -CEC Success Criteria Overviews (Benchmarks) CEC Problem Solving materials -Heinemann Active Maths -SEAL Focus Groups SEAL Intervention

IDL progressive bundles – rolling programme. See 'St JV SETS' Planners.

For these subjects: Sciences Social Studies HWB Technologies (inc. *Craft, design, ICT Skills Programme, engineering, graphics.,*), Food and Textiles (see St JV RC PS Primary School Food Plan
For ICT: See draft ICT Skill Development programme (2020/21)

STEM						STEM programme	STEM programme Jacobs International	STEM programme
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RERC	Caring & Sharing Christmas Easter Story Respect for others OWR	This is Our Faith God's Loving Plan -Class and School Masses	This is Our Faith God's Loving Plan -Class and School Masses	This is Our Faith God's Loving Plan -Class and School Masses	This is Our Faith God's Loving Plan -Class and School Masses	This is Our Faith God's Loving Plan -Class and School Masses	This is Our Faith God's Loving Plan -Class and School Masses	This is Our Faith God's Loving Plan -Class and School Masses
Expressive Arts								
Performances	Christmas Party Graduation Scots Assembly	Nativity Scots Week Class Assembly Class Mass/Liturgy	Nativity Scots Week Class Assembly Class Mass/ Liturgy	Nativity Scots Week Class Assembly Class Mass/ Liturgy	Christmas Concert Scots Week Class Assembly Class Mass/Liturgy	Christmas Concert Scots Week Class Assembly Class Mass/Liturgy	P6 Play Christmas Concert Scots Week Class Assembly Class Mass	De Gaulle Night Christmas Concert Scots Week Class Assembly Class Mass
Art & Design	E&O	E&O	E&O	E&O	E&O	E&O	E&O	E&O
Music	Seasonal songs Rhymes ABC music	ABC music	ABC music	ABC music	ABC music	ABC music	ABC music	ABC music
Dance	Social Dance Creative Dance	Social Dance Creative Dance	Social Dance Creative Dance	Social Dance Creative Dance	Social Dance Creative Dance	Social Dance Creative Dance	Social Dance Creative Dance	Social Dance Creative Dance
Mental, Emotional and Social Well-Being	P6 Buddies Circle time Emotions Talk Restorative conversations Building Resilience Relaxation techniques Place2Be/Talk	P6 Buddies Circle time Emotions Talk Restorative conversations Building Resilience Relaxation techniques Place2Be/Talk	Circle time Emotions Talk Restorative conversations Building Resilience Relaxation techniques Place2Be/Talk	Circle time Emotions Talk Restorative conversations Building Resilience Relaxation techniques Place2Be/Talk	Circle time Emotions Talk Restorative conversations Building Resilience Relaxation techniques Place2Be/Talk	Circle time Emotions Talk Restorative conversations Building Resilience Relaxation techniques Place2Be/Talk	Circle time Emotions Talk Restorative conversations Building Resilience Relaxation techniques Place2Be/Talk	P1 Buddies Peer mentors Circle time Emotions Talk Restorative conversations Building Resilience Relaxation techniques Place2Be/Talk
Resilience Programme	CEC Resilience Programme: 3 Year Cycle (See guidance document in class HWB Folder							
P.E	See P.E. Planners, St JV SPORTS Day, CEC Swimming and Cross Country Championship, Cluster Sports Events							
Learning for Sustainability	Nursery Garden vegetable planting EL Garden Corridor IDL Project	Secret Garden Nursery Garden vegetable planting EL Garden Corridor IDL Project	RSPB	RSPB St JV Forest Development: Earth Calling Summer Term	RSPB	RSPB St JV Forest Development Earth Calling Summer Term	RSPB School	RSPB School Residential Camp



The St JV 4 Contexts IDL Planners by CfE Level and Year Group:

Incorporating:

- CfE Level Annual Planners'
- Life and ethos of the school as a community
- Opportunities for Personal Achievement
- StJV 'SETS' IDL Term Plans

Please note discreet planning for other curriculum areas includes:

- Literacy (See planning guidance below.)
- Mathematics and Numeracy (See planning guidance below.)
- Science (See discreet planner)
- P.E. (HWB) (See discreet planner)
- Expressive arts. (See discreet planner)

Next steps, combining other subjects into the St JV SETS will occur May 2018.

Early Level Annual Planner

Primary: Term 1 – Green

Term 2 – Pink

Term 3 – Blue

Life and ethos of the school as a community			
Current news discussions	Eco Schools/Outdoor Learning	Whole school Events/Assemblies	Playground
<p>RERC/Developing Our Faith/Mass</p> <p>I am aware of being part of a community and I have begun to explore aspects of the local Catholic community.</p> <p>RERC 0-8a</p> <p>I can share that Sunday is a special day when the Catholic Christian community meets to celebrate Mass. RERC 0-16a</p>	<p>Eco Schools/Outdoor Learning</p> <p>To help care for the environment I reduce, re-use and recycle the resources I use. TCH 0-06a</p> <p>I explore and appreciate the wonder of nature within different environments and have played a part in caring for the environment. SOC 0-08a</p> <p>Class assemblies>Showcasing Learning</p> <p>I have experienced the energy and excitement of presenting/performing for audiences and being part of an audience for other people's presentations/performances. EXA 0-01a</p>	<p>Diversity events</p> <p>I enjoy eating a diversity of foods in a range of social situations. HWB 0-29a</p> <p>Working with our Community</p> <p>School Trips</p> <p>I have experienced the energy and excitement of presenting/performing for audiences and being part of an audience for other people's presentations/performances. EXA 0-01a</p>	<p>Social</p> <p>I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support. HWB 0-08a</p> <p>I value the opportunities I am given to make friends and be part of a group in a range of situations. HWB 0-14a</p> <p>I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible. HWB 0-16a</p> <p>Physical</p> <p>I am enjoying daily opportunities to participate in different kinds of energetic play, both outdoors and indoors. HWB 0-25a</p> <p>I know that being active is a healthy way to be. HWB 0-27a</p>

Opportunities for Personal Achievement

House Points/Achievement wall/Blocks/Pebbles

I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others.

HWB 0-11a

Representing my class, school and/or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society. **HWB 0-12a**

Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community. **HWB 0-13a**

Within my everyday experiences and play, I make choices about where I work, how I work and who I work with. **SOC 0-18a**

AIFL- across the curriculum/Take 4/Target Setting

I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others. **HWB 0-11a**

Physical Education/Playtimes

I am enjoying daily opportunities to participate in different kinds of energetic play, both outdoors and indoors. **HWB 0-25a**

Extra Curricular Achievements/Activities

Primary 1 StJV 'SETS' IDL Term Plans: Term 1- Green Term 2- Pink Term 3- Blue



- Refer to, 'God's Loving Plan' for learning & teaching about relationships, sex education and parenthood
- Mental, emotional, social and physical wellbeing e's & o's are across all levels from early – second. There will be cross-over links with 'This is Our Faith'. P6 & P7 follow, 'Keeping Myself Safe' prog.
- Refer to P.E. specialist for plans for Physical education, physical activity and sport
- The numbers relate to the benchmark statements*

Social Studies	Technologies	Health & Wellbeing	
People, Place & Environment	Digital Literacy	Food & Health	Mental and emotional wellbeing
<p>I explore and discover the interesting features of my local environment to develop an awareness of the world around me. SOC 0-07a (1,5, 6 – P1)</p> <p>I explore and appreciate the wonder of nature within different environments and have played a part in caring for the environment. SOC 0-08a(4 – N, P1)</p> <p><i>Numeracy & Maths links: ideas of bigger, smaller, more or less can be developed in a social studies context.</i></p> <p><i>Literacy links: Visits to or pictures of landscapes could provide a context for discussion describing what is seen.</i></p>	<p>I can use digital technologies to explore how to search and find information. TCH 0-023a</p> <p>I can explore, play and communicate using digital technologies safely and securely. TCH 0-03a</p> <p>I can explore digital technologies and use what I learn to solve problems and share ideas and thoughts. TCH 0-01a</p> <p><i>All introduced in Nursery</i></p>	<p>I explore and discover where foods come from as I choose, prepare and taste different foods. HWB 0-35a (N-P1)</p> <p>I enjoy eating a diversity of foods in a range of social situations. HWB 0-29a (N – P1)</p> <p>I know that people need different kinds of food to keep them healthy. HWB 0-32a</p>	<p>I am aware of and able to express my feelings and am developing the ability to talk about them. HWB 0-01a, 1-01a, 2-01a.</p> <p>I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them. HWB 0-02a, 1-02a, 2-02a.</p>
<p>While learning outdoors in differing weathers, I have described and recorded the weather, its effects and how it makes me feel and can relate my recordings to the seasons. SOC 0-12a (7,8 – N & P1, 9& 10 – N, 11 – P1)</p> <p>Throughout the session</p> <p><i>Literacy links: learners can look at weather symbols when recording and talking about the weather to consider what they mean and how they are used.</i></p>	<p>Food & Textile: N-P1</p> <p>I enjoy exploring and working with foods in different contexts. TCH 0-04a</p> <p>I enjoy experimenting with a range of textiles. TCH 0-04b</p>	<p>I am becoming aware of cleanliness, hygiene and safety can affect health and wellbeing and I apply this knowledge in my everyday routines such as taking care of my teeth. HWB 0-33a (N-P1)</p>	<p>I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances. HWB 0-03a, 1-03a, 2-03a.</p>

<p>I have experimented with imaginative ways such as modelling and drawing to represent the world around me, the journeys I make and the different ways I can travel. SOC 0-09a (2,3 – N & P1, 5,6 – P1) Numeracy & Maths links:</p> <p>N – programming and making maps with Beebots and Roamers to make journeys.</p> <p>P1 – create simple maps of classroom/playground. Play a variety of movement games related to topics where learners have to follow instructions, give instructions and describe positions.</p>	<p>I can share thoughts with others to help further develop ideas and solve problems. TCH 0-04c</p>		<p>I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave. HWB 0-04a, 1-04a, 2-04a.</p>
<p>People, Past Events & Societies</p>	<p>Technological Developments in Society & Business</p>		
<p>I am aware that different types of evidence can help me to find out about the past. SOC 0-01a (N & P1)</p> <p>Literacy links: artefacts can be used to stimulate discussion and storytelling. N/P1</p> <p>Numeracy & Maths links: interview grandparents or senior citizens in the community about the past. Study artefacts such as photos, video clips, clothes and toys from different years and decades and centuries. P1</p> <p>N/ P1 – role play activities in the past to the school or local community</p>	<p>To help care for the environment I reduce, re-use and recycle the resources I use. TCH 0-06a</p> <p>I enjoy playing with and exploring technologies to discover what they can do and how they can help us. TCH 0-05a</p> <p>I understand how local shops and services use technologies to provide us with what we need and want in our daily lives. TCH 0-07a</p> <p>All Introduced in Nursery</p>	<p>Planning for choices and changes</p> <p>In everyday activities and play, I explore and make choices to develop my learning and interests. I am encouraged to use and share my experiences. HWB 0-19a (N – P1)</p> <p>I can describe some of the kinds of work that people do and I am finding out about the wider world of work. HWB 0-20a</p>	<p>I know that friendship, caring, sharing, fairness and equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others. HWB 0-05a, 1-05, 2-05a.</p>
<p>I have explored how people lived in the past and have used imaginative play to show how their lives were</p>	<p>Craft, Design, Engineering and Graphics : (N-P1)</p>	<p>Substance Misuse</p>	<p>I understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships. I</p>

<p>different from my own and the people around me. SOC 0-04a (3,4 – P1) Literacy links: learners can begin to write simple labels on a picture to describe what they see. Can engage with texts to look at pictures with simple text to consider place and the past.</p>	<p>I explore everyday materials in the creation of pictures/models/concepts. TCH 0-10a</p> <p>I explore ways to design and construct models. TCH 0-09a</p> <p>I explore and discover different ways of representing ideas in imaginative ways. TCH 0-11a</p>	<p>I understand there are things I should not touch or eat and how to keep myself safe, and I am learning what is meant by medicines and harmful substances. HWB 0-38a.</p> <p><i>Introduced in Nursery</i></p>	<p>know that it is not always possible to enjoy good mental health and that if this happens there is support available. HWB 0-06a, 1-06a, 2-06a.</p> <p>I am learning skills and strategies which will support me in challenging times, particularly in relationship to change and loss. HWB 0-07a, 1-07a, 2-07a.</p>
<p>I can make a personal link to the past by exploring items or images connected with important individuals or special events in my life. SOC 0-02a (2 – N)</p>	<p>I explore a variety of products covering a range of engineering disciplines. TCH 0-12a</p>	<p>I can show ways of getting help in unsafe situations and emergencies. HWB 0-42a</p>	<p>I understand that people can feel alone and be misunderstood and left out by others. I am learning how to give appropriate support. HWB 0-08a, 1-08a, 2-08a.</p>
<p>People, Society, Economy & Business</p>	<p>Computing Science: <i>introduced in Nursery</i></p>	<p>Physical Wellbeing</p>	<p>Social Wellbeing</p>
<p>I am aware that different types of evidence can help me to find out about the world around me. SOC 0-15a (1-P1)</p> <p><i>Political literacy contexts provide an opportunity to consider the differences between facts and opinions and to give own opinions.</i></p>	<p>I can explore computational thinking processes involved in a variety of everyday tasks and can identify patterns in objects or information. TCH 0-13a</p> <p>I understand that sequences of instructions are used to control computing technology. TCH 0-14a</p>	<p>I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health. HWB 0-015a, 1-15a, 2-15a.</p>	<p>As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others. HWB 2-09a</p>
<p>By exploring my local community, I have discovered the different roles people play and how they can help. SOC 0-16a (2,3 – N,P1)</p> <p>N- within school, P1 out with school</p> <p>Literacy links: outdoor visits or pictures would provide opportunities to share experiences, information and stories with others.</p>	<p>I can experiment with and identify uses of a range of computing technology in the world around me. TCH 0-14b</p>	<p>I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible. HWB 0-16a, 1-16a, 2-16a</p>	<p>I recognise that each individual has a unique blend of abilities & needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all. HWB 2-10a</p>
<p>In real life settings and imaginary play, I explore how local shops and services provide us with what we</p>	<p>I can develop a sequence of instructions and run them using</p>	<p>I know and can demonstrate how to keep myself and others safe and how to</p>	<p>I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can</p>

<p>need in our daily lives. SOC 0-20a (2,3,5 – N/P1) Literacy links: explore the role of local shops and services through role play. N & P1. Discuss the differences between wants and needs. P1.</p>	<p>programmable devices or equivalent. TCH 0-15a</p>	<p>respond in a range of emergency situations. HWB 0-17a, 1-17a, 2-17a. I know and can demonstrate how to travel safely. HWB 0-18a, 1-18a,2-18a.</p>	<p>help to encourage learning and confidence in others. HWB 2-11a</p>
<p>Within my everyday experiences and play, I make choices about where I work, how I work and who I work with. SOC 0-18a (N) I make decisions and take responsibility in my everyday experiences and play, showing consideration for others. SOC 0-17a. (N)</p>		<p>I know and can demonstrate how to travel safely. HWB 0-18a, 1-18a,2-18a.</p>	<p>Representing my class, school and/or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society. HWB 2-12a Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community. HWB 2-13a I value the opportunities I am given to make friends and be part of a group in a range of situations. HWB 2-14a</p>

Science: Early Level Term 1- Green Term 2- Pink Term 3- Blue					
	Materials	Planet Earth	Forces, Electricity and Waves	Biological Systems	Topical
N		<p>I have helped to grow plants and can name their basic parts. I can talk about how they grow and what I need to do to look after them. SCN 0-03a</p> <p>I have experienced the wonder of looking at the vastness of the sky, and can recognise the sun, moon and stars and link them to daily patterns of life. SCN 0-06a</p> <p>By investigating how water can change from one form to another, I can relate my findings to everyday experiences.</p> <p>SCN 0-05a / SCN 1-05a</p>	<p>Through everyday experiences and play with a variety of toys and other objects, I can recognise simple types of forces and describe their effects.</p> <p>SCN 0-07a</p> <p>Through play, I have explored a variety of ways of making sounds.</p> <p>SCN 0-11a</p>	<p>I recognise that we have similarities and differences but are all unique.</p> <p>HWB 0-47a</p> <p>I am aware of my growing body and I am learning the correct names for its different parts and how they work.</p> <p>HWB 0-47b</p> <p>I can identify my senses and use them to explore the world around me.</p> <p>SCN 0-12a</p>	<p>I can talk about science stories to develop my understanding of science and the world around me.</p> <p>SCN 0-20a</p>
P1	<p>Through creative play, I explore different materials and can share my reasoning for selecting materials for different purposes.</p> <p>SCN 0-15a</p>	<p>I have observed living things in the environment over time and am becoming aware of how they depend on each other.</p> <p>SCN 0-01a</p> <p>I have experienced, used and described a wide range of toys and common appliances. I can say 'what makes it go' and say what they do when they work.</p> <p>SCN 0-04a</p>	<p>I know how to stay safe when using electricity. I have helped to make a display to show the importance of electricity in our daily lives.</p> <p>SCN 0-09a</p>		<p>I can talk about science stories to develop my understanding of science and the world around me.</p> <p>SCN 0-20a</p>

	Art and Design & Drama Early Level	
Nursery	Art and Design	Drama
	<p>I have the freedom to discover and choose ways to create images and objects using a variety of materials. EXA 0-02a</p> <p>Example</p> <ul style="list-style-type: none"> • Natural Resources • Encouraging independence • HWB <p>Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design. EXA 0-05a / EXA 1-05a / EXA 2-05a</p> <p>Example</p> <ul style="list-style-type: none"> • Seasonal/cultural <p>Working on my own and with others, I use my curiosity and imagination to solve design problems. EXA 0-06a</p> <p>Example</p> <ul style="list-style-type: none"> • D Tech • Maths • Pattern 	<p>I have the freedom to choose and explore how I can use my voice, movement and expression in role play and drama EXA 012a</p> <p>I use drama to explore real and imaginary situations, helping me to understand my world EXA 0-14a</p>

Art and Design & Drama Early Level		
P1	Art and Design	Drama
	<p>Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design. EXA 0-05a / EXA 1-05a / EXA 2-05a</p> <p>Example</p> <ul style="list-style-type: none"> • IDL Literacy <p>Working on my own and with others, I use my curiosity and imagination to solve design problems. EXA 0-06a</p> <p>Example</p> <ul style="list-style-type: none"> • D Tech • Maths • Pattern <p>I can create a range of visual information through observing and recording from my experiences across the curriculum. EXA 0-04a / EXA 1-04a</p> <p>Example</p> <ul style="list-style-type: none"> • IDL <p>I can respond to the work of artists and designers by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work. EXA 0-07a / EXA 1-07a / EXA 2-07a / EXA 3-07a</p> <p>Example</p> <ul style="list-style-type: none"> • HWB IDL 	<p>I have the freedom to choose and explore how I can use my voice, movement and expression in role play and drama EXA 012a</p> <p>Example</p> <ul style="list-style-type: none"> • Literacy • Nativity Assembly • <p>I use drama to explore real and imaginary situations, helping me to understand my world EXA 0-14a</p> <p>Example</p> <ul style="list-style-type: none"> • Imaginative play linked to IDL <p>Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama EXA 0-13a / EXA 1-13a / EXA 2-13a</p> <p>Example</p> <ul style="list-style-type: none"> • HWB e.g. acting out problems and solutions – behaviour, golden rules and road safety <p>I can respond to the experiences of drama by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others work EXA 0-15a / EXA 1-15a / EXA 2-15a / EXA 3-15a</p> <p>Example</p> <ul style="list-style-type: none"> • HWB • Literacy

First Level Annual Planner

Primary :

Term 1 – Green

Term 2 – Pink

Term 3 – Blue

<h3 style="text-align: center;">Life and ethos of the school as a community</h3>			
<p><u>Current news discussions/Newsround</u></p> <p>I have contributed to discussions of current scientific news items to help develop my awareness of science. SCN 1-20a</p> <p>By exploring current news items of technological interest, I have raised questions on the issues and can share my thoughts. TCH 1- 01c</p> <p><u>RERC/Developing Our Faith/Mass</u></p> <p>I know that through the Community of the Church, people can experience God's love and care and I have reflected on how this community celebrates together. RERC 1-08a</p> <p>I know that the Mass is at the heart of Catholic community life and I am developing an understanding of how to participate fully in this celebration. RERC 1-16a</p>	<p><u>Eco Schools/Outdoor Learning</u></p> <p>Throughout all my learning, I take appropriate action to ensure conservation of materials and resources, considering the impact of my actions on the environment. TCH 1- 02a</p> <p>I can consider ways of looking after my school or community and can encourage others to care for their environment. SOC 1-08a</p> <p><u>Class assemblies>Showcasing Learning</u></p> <p>I have experienced the energy and excitement of presenting/performing for audiences and being part of an audience for other people's presentations/ performances. EXA 1-01a</p>	<p><u>Whole school Events/Assemblies</u></p> <p>Diversity events</p> <p>I enjoy eating a diversity of foods in a range of social situations. HWB 1-29a</p> <p><u>Working with our Community</u></p> <p>School Trips</p> <p>I know and can demonstrate how to travel safely. HWB 1-18a</p>	<p><u>Playground</u></p> <p>Social</p> <p>I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support. HWB 1-08a</p> <p>I value the opportunities I am given to make friends and be part of a group in a range of situations. HWB 1-14a</p> <p>I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible. HWB 1-16a</p> <p>Physical</p> <p>Within and beyond my place of learning I am enjoying daily opportunities to participate in physical activities and sport, making use of available indoor and outdoor space. HWB 1-25a</p>

Opportunities for Personal Achievement	
<u>House Points/Achievement wall/Blocks/Pebbles</u>	<u>AIFL- across the curriculum/Take 4/Target Setting</u>
I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others. HWB 1-11a	I can recognise progress and achievement by discussing my thoughts and feelings and giving and accepting feedback. HWB 1-24a
Representing my class, school and/or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society. HWB 1-12a	<u>Physical Education/Playtimes</u> Through taking part in a variety of events and activities, I am learning to recognise my own skills and abilities as well as those of others. HWB 1-19a
Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community. HWB 1-13a	<u>Extra-Curricular Achievements/Activities</u>
I have participated in decision making and have considered the different options available in order to make decisions. SOC 1-18a	



- Refer to, 'God's Loving Plan' for learning & teaching about relationships, sex education and parenthood
- Mental, emotional, social and physical wellbeing e's & o's are across all levels from early – second. There will be cross-over links with 'This is Our Faith'. P6 & P7 follow, 'Keeping Myself Safe' prog.
- Refer to P.E. specialist for plans for Physical education, physical activity and sport

Social Studies	Technologies	Health & Wellbeing	
People, Place & Environment	Digital Literacy	Food & Health	Mental and emotional wellbeing
<p>I can describe and recreate characteristics of my local environment by exploring the features of the landscape. SOC 1-07a</p> <p>By exploring my community and the groups within it, I can identify and consider different types of housing and how they meet needs. SOC 1-11a</p> <p><i>Literacy links: Learners can source information from labelled pictures and diagrams showing specific parts of the local landscape or townscape e.g. hills, rivers.</i></p>	<p>Using digital technologies responsibly</p> <p>I can access, retrieve and use information to support, enrich or extend learning in different contexts. TCH 1-02a</p>	<p>I experience a sense of enjoyment and achievement when preparing simple healthy foods and drinks. HWB 1-30b</p> <p>I enjoy eating a diversity of foods in a range of social situations. HWB 2-29a (P2, P3 & P4)</p>	<p>I am aware of and able to express my feelings and am developing the ability to talk about them. HWB 0-01a, 1-01a, 2-01a.</p> <p>I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them. HWB 0-02a, 1-02a, 2-02a.</p>
<p>Through activities in my local area, I have developed my mental map and sense of place. I can create and use maps of the area. SOC 1-14a</p> <p><i>Literacy links: Learners can get information from simple maps of their local area showing the main features.</i></p>	<p>I can explore and experiment with digital technologies and can use what I learn to support and enhance my learning in different contexts. TCH 1-01a</p>	<p>I am becoming aware of cleanliness, hygiene and safety can affect health and wellbeing and I apply this knowledge in my everyday routines such as taking care of my teeth. HWB 1-33a</p>	<p>I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances. HWB 0-03a, 1-03a, 2-03a.</p>
<p><i>Numeracy & Maths links: learners can consider what is far and near, what journeys would be longer or shorter. Explore making maps, following maps and writing directions.</i></p>	<p>Food & Textile</p> <p>I can use a range of simple food preparation techniques when working with food. TCH 1-04a</p>		<p>I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave. HWB 0-04a, 1-04a, 2-04a.</p>

People, Past Events & Societies	Technological Developments in Society & Business		
<p>By exploring places, investigating artefacts and locating them in time, I have developed an awareness of the ways we remember and preserve Scotland's history. SOC 1-02a</p> <p>Literacy Links: learners can engage with simple texts to think about past events and to understand simple timelines. L & T: use of artefacts to talk about stories and what might have happened. Use of BBC radio & TV progs.</p>	<p>I can take appropriate action to ensure conservation of materials and resources, considering the impact of my actions on the environment. TCH 1-06a (P2, P3 & P4)</p>	<p>Planning for choices and changes Through taking part in a variety of events and activities, I am learning to recognise my own skills and abilities as well as those of others. HWB 1-19a. (P2, P3 & P4)</p>	<p>I know that friendship, caring, sharing, fairness and equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others. HWB 0-05a, 1-05, 2-05a.</p>
	<p>Craft, Design, Engineering and Graphics</p> <p>I can recognise a variety of materials and suggest an appropriate material for a specific use. TCH 1-10a</p>	<p>Substance Misuse</p> <p>I know how to react in unsafe situations and emergencies. HWB 1-42a (P2 & P3)</p>	<p>I understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships. I know that it is not always possible to enjoy good mental health and that if this happens there is support available. HWB 0-06a, 1-06a, 2-06a.</p> <p>I am learning skills and strategies which will support me in challenging times, particularly in relationship to change and loss. HWB 0-07a, 1-07a, 2-07a.</p>
People, Society, Economy & Business	Computing Science	Physical Wellbeing	Social Wellbeing
I can work out the amount of money I need to buy items, understanding	I can explore and comment on processes in the world around me	I am developing my understanding of the human body and can use this knowledge	As I explore the rights to which I and others are entitled, I am able to exercise

<p>that I may not always be able to afford the items I want. SOC 1-21a</p> <p><i>Political literacy contexts provide an opportunity to consider the differences between facts and opinions and to give own opinions.</i></p>	<p>making use of core computational thinking concepts and can organise information in a logical way. TCH 1-13a</p>	<p>to maintain and improve my wellbeing and health. HWB 0-015a, 1-15a, 2-15a.</p>	<p>these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others. HWB 2-09a</p>
<p>Numeracy & Maths links: Explore businesses in the area and how they meet the needs of children. Where do they shop? How do they know what they can buy with the coins they have? Invite local businesses in to answer questions. Role- play different scenarios for different work skills and professions.</p>		<p>I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible. HWB 0-16a, 1-16a, 2-16a</p>	<p>I recognise that each individual has a unique blend of abilities & needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all. HWB 2-10a</p>
		<p>I know and can demonstrate how to keep myself and others safe and how to respond in a range of emergency situations. HWB 0-17a, 1-17a, 2-17a.</p> <p>I know and can demonstrate how to travel safely. HWB 0-18a, 1-18a, 2-18a.</p>	<p>I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others. HWB 2-11a</p>
		<p>I know and can demonstrate how to travel safely. HWB 0-18a, 1-18a, 2-18a.</p>	<p>Representing my class, school and/or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society. HWB 2-12a</p> <p>Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community. HWB 2-13a</p> <p>I value the opportunities I am given to make friends and be part of a group in a range of situations. HWB 2-14a</p>

Science: First Level Term 1- Green Term 2- Pink Term 3- Blue					
	Materials	Planet Earth	Forces, Electricity and Waves	Biological Systems	Topical
P2	<p>Throughout all my learning, I take appropriate action to ensure conservation of materials and resources, considering the impact of my actions on the environment. (P2,3&4) TCH 1-02a</p>	<p>I can distinguish between living and non living things. I can sort living things into groups and explain my decisions. SCN 1-01a</p> <p>I can help to design experiments to find out what plants need in order to grow and develop. I can observe and record my findings and from what I have learned I can grow healthy plants in school. (P2&3) SCN 1-03a</p> <p>I am aware of different types of energy around me and can show their importance to everyday life and my survival. (P2,3&4) SCN 1-04a</p> <p>By safely observing and recording the sun and moon at various times, I can describe their patterns of movement and changes over time. I can relate these to the length of a day, a month and a year. (Link with SCN 1-04) SCN 1-06a</p>		<p>By researching, I can describe the position and function of the skeleton and major organs of the human body and discuss what I need to do to keep them healthy. Link with HWB 1-33a SCN 1-12a</p> <p>I know the symptoms of some common diseases caused by germs. I can explain how they are spread and discuss how some methods of preventing and treating disease benefit society. Link with HWB 1-42a, 1-33a, SOC 1-02a (Castles) SCN 1-13a</p>	<p>I have contributed to discussions of current scientific news items to help develop my awareness of science. SCN 1-20a</p>

	Art and Design & Drama First Level	
P2	Art and Design	Drama
	<p>I have the opportunity to choose and explore a range of media and technologies to create images and objects, discovering their effects and suitability for specific tasks.</p> <p>EXA 1-02a</p> <p>Example</p> <ul style="list-style-type: none"> Records directly from experiences across the curriculum, for example, observes and sketches a view from a window, features of the built environment, pets, self or others. Presents images and objects created, for example, positions a simple frame over a picture or arranges an object on a simple stand and observes from different angles. Solves at least one design problem related to real-life, showing some evidence of planning <p>I can create and present work using the visual elements of line, shape, form, colour, tone, pattern and texture.</p> <p>EXA 1-03a</p> <p>Example</p> <ul style="list-style-type: none"> Recognises and names most of the visual elements Shares thoughts and feelings by expressing personal views in response to the work of at least one artist and designer Shares views and listens appropriately to views of others, suggesting what works well and what could be improved in their own and others work, using some art and design vocabulary <p>I can create a range of visual information through observing and recording from my experiences across the curriculum.</p> <p>EXA 1-04a</p> <p>Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design</p> <p>Continued....</p>	<p>I enjoy creating, choosing and accepting roles, using movement, expression and voice</p> <p>EXA 1.12a</p> <p>Example</p> <ul style="list-style-type: none"> Creates, chooses and takes on a role within a drama such as a real or imagined situation, re-enactment of a story, a traditional tale Uses voice, considering use of volume and expression to convey a character Uses movement in roles, conveying a character through simple gestures Uses expression in a role, conveying a character through body language, for example begin to in freeze frame Creates a short drama using improvisation, from a given stimulus and working collaboratively Shows understanding of how to work from a simple script with own names by acting or speaking at the appropriate time, for example, in a nativity play, with guidance Discuss the development of a drama, for example, by discussing aspects such as character, performance, or script, for example, what a character in well-known story might say to another Begin to share views and listen appropriately to the views of others about what works well and what could be improved in their own and others work, using some drama vocabulary

EXA 1-05a

Example

- Chooses and uses technology and a range of media
- Shows understanding of basic colour theory, for example, which secondary colours are made from mixing primary colours
- Shows some understanding of the qualities and limitations of selected media, for example, uses pencil instead of a large brush to make fine marks, uses chalk instead of pencil to fill larger spaces
- Shows understanding of the concept of scale, for example, represents mountains as bigger than people
- Differentiate language
- P2 Big/small, bigger/smaller, closer/further



- Refer to, 'God's Loving Plan' for learning & teaching about relationships, sex education and parenthood
- Mental, emotional, social and physical wellbeing e's & o's are across all levels from early – second. There will be cross-over links with 'This is Our Faith'. P6 & P7 follow, 'Keeping Myself Safe' prog.
- Refer to P.E. specialist for plans for Physical education, physical activity and sport

Social Studies	Technologies	Health & Wellbeing	
People, Place & Environment	Digital Literacy	Food & Health	Mental and emotional wellbeing
I can consider ways of looking after my school or community and can encourage others to care for their environment. SOC 1-08a	Using digital technologies responsibly I can access, retrieve and use information to support, enrich or extend learning in different contexts. TCH 1-02a	I enjoy eating a diversity of foods in a range of social situations. HWB 2-29a (P2, P3 & P4)	I am aware of and able to express my feelings and am developing the ability to talk about them. HWB 0-01a, 1-01a, 2-01a. I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them. HWB 0-02a, 1-02a, 2-02a.
Having explored the landscape of my local area I can describe the various ways in which the land has been used. SOC 1-13a By exploring a natural environment different from my own, I can discover how the physical features influence the variety of living things. SOC 1-13b		By investigating a range of foods available I can discuss how they contribute to a healthy diet. HWB 1-30a	I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances. HWB 0-03a, 1-03a, 2-03a.
Having explored the variety of foods produced in Scotland, I can discuss the importance of different types of agriculture in the production of these foods. SOC 1-09a	Food & Textile I can use a range of tools and equipment when working with textiles. TCH 1-04b		I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave. HWB 0-04a, 1-04a, 2-04a.
People, Past Events & Societies	Technological Developments in Society & Business		

I can use evidence to recreate the story of a place or individual of local historical interest. SOC 1-03a Numeracy & Maths links: discuss key events, artefacts from history topics and order on a timeline. Why are they significant, how did they change lives?	I can take appropriate action to ensure conservation of materials and resources, considering the impact of my actions on the environment. TCH 1-06a (P2, P3 & P4)	Planning for choices and changes Through taking part in a variety of events and activities, I am learning to recognise my own skills and abilities as well as those of others. HWB 1-19a.	I know that friendship, caring, sharing, fairness and equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others. HWB 0-05a, 1-05, 2-05a.
I can compare aspects of people's daily lives in the past with my own by using historical evidence or the experience of recreating an historical scene. SOC 1-04a Numeracy & Maths links: Use HOTS skills to create good research questions for topics, trips, visitors.	Craft, Design, Engineering and Graphics I can design and construct models and explain my solutions. TCH 1-09a I can explore and experiment with sketching manually or digitally to represent ideas in different learning contexts. TCH 1-11a	Substance Misuse I know how to react in unsafe situations and emergencies. HWB 1-42a (P2 & P3)	I understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships. I know that it is not always possible to enjoy good mental health and that if this happens there is support available. HWB 0-06a, 1-06a, 2-06a. I am learning skills and strategies which will support me in challenging times, particularly in relationship to change and loss. HWB 0-07a, 1-07a, 2-07a.
			I understand that people can feel alone and be misunderstood and left out by others. I am learning how to give appropriate support. HWB 0-08a, 1-08a, 2-08a.
People, Society, Economy & Business	Computing Science	Physical Wellbeing	Social Wellbeing
I can contribute to a discussion of the difference between my needs and wants and those of others around me. SOC 1-16a <i>Political literacy contexts provide an opportunity to consider the differences between facts and opinions and to give own opinions.</i>	I understand the instructions of a visual programming language and can predict the outcome of a program written using the language. TCH 1-14a. I understand how computers process information. TCH 1-14b	I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health. HWB 0-015a, 1-15a, 2-15a.	As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others. HWB 2-09a
By exploring the ways in which we use and need rules, I can consider the meaning of rights and responsibilities		I am learning to assess and manage risk, to protect myself and others, and to	I recognise that each individual has a unique blend of abilities & needs. I contribute to making my school

and discuss those relevant to me. SOC 1-17a		reduce the potential for harm when possible. HWB 0-16a, 1-16a, 2-16a	community one which values individuals equally and is a welcoming place for all. HWB 2-10a
I have participated in decision making and have considered the different options available in order to make decisions. SOC 1-18a		<p>I know and can demonstrate how to keep myself and others safe and how to respond in a range of emergency situations. HWB 0-17a, 1-17a, 2-17a.</p> <p>I know and can demonstrate how to travel safely. HWB 0-18a, 1-18a, 2-18a.</p>	<p>I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others. HWB 2-11a</p>
		<p>I know and can demonstrate how to travel safely. HWB 0-18a, 1-18a, 2-18a.</p>	<p>Representing my class, school and/or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society. HWB 2-12a</p> <p>Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community. HWB 2-13a</p> <p>I value the opportunities I am given to make friends and be part of a group in a range of situations. HWB 2-14a</p>

Science: First Level Term 1- Green Term 2- Pink Term 3- Blue

	Materials	Planet Earth	Forces, Electricity and Waves	Biological Systems	Topical
P3	<p>Throughout all my learning, I take appropriate action to ensure conservation of materials and resources, considering the impact of my actions on the environment. (P2,3&4) TCH 1-02a</p> <p>Through exploring properties and sources of materials, I can choose appropriate materials to solve practical challenges. SCN 1-15a</p>	<p>I can help to design experiments to find out what plants need in order to grow and develop. I can observe and record my findings and from what I have learned I can grow healthy plants in school. (P2&3)</p> <p align="center">SCN 1-03a</p> <p>I am aware of different types of energy around me and can show their importance to everyday life and my survival. (P2,3&4)</p> <p align="center">SCN 1-04a</p>	<p>By investigating forces on toys and other objects, I can predict the effect on the shape or motion of objects. SCN 1-07a</p> <p>Link with SCN 1-04a & 1-13a Bridges & Mining)</p> <p>By exploring the forces exerted by magnets on other magnets and magnetic materials, I can contribute to the design of a game.</p> <p align="center">SCN 1-08a</p> <p>By collaborating in experiments on different ways of producing sound from vibrations, I can demonstrate how to change the pitch of the sound.</p> <p align="center">SCN 1-11a</p>	<p>I have explored my senses and can discuss their reliability and limitations in responding to the environment.</p> <p>Link with SOC 1-08a</p> <p align="center">SCN 1-12b</p>	<p>I have contributed to discussions of current scientific news items to help develop my awareness of science.</p> <p align="center">SCN 1-20a</p>

Art and Design & Drama First Level		
P3	Art and Design	Drama
	<p>I have the opportunity to choose and explore a range of media and technologies to create images and objects, discovering their effects and suitability for specific tasks. EXA 1-02a</p> <p>Example</p> <ul style="list-style-type: none"> Records directly from experiences across the curriculum, for example, observes and sketches a view from a window, features of the built environment, pets, self or others. Presents images and objects created, for example, positions a simple frame over a picture or arranges an object on a simple stand and observes from different angles. Solves at least one design problem related to real-life, showing some evidence of planning <p>I can create and present work using the visual elements of line, shape, form, colour, tone, pattern and texture. EXA 1-03a</p> <p>Example</p> <ul style="list-style-type: none"> Recognises and names most of the visual elements Shares thoughts and feelings by expressing personal views in response to the work of at least one artist and designer Shares views and listens appropriately to views of others, suggesting what works well and what could be improved in their own and others work, using some art and design vocabulary <p>I can create a range of visual information through observing and recording from my experiences across the curriculum. EXA 1-04a</p>	<p>I enjoy creating, choosing and accepting roles, using movement, expression and voice EXA 1.12a</p> <p>Example</p> <ul style="list-style-type: none"> Creates, chooses and takes on a role within a drama such as a real or imagined situation, re-enactment of a story, a traditional tale Uses voice, considering use of clarity and pace to convey a character Uses movement in roles, conveying a character through actions and posture Uses expression in a role, conveying a character through body language, for example begin to in freeze frame Creates a short drama using improvisation, from a given stimulus and working collaboratively, with support Shows understanding of how to work from a simple script with own names by acting or speaking at the appropriate time, for example, in a nativity play, with less guidance Discuss/perform the development of a drama, for example, by discussing aspects such as character, performance, or script, for example, what a character in well-known story might say to another Begin to give feedback and listen appropriately to the views of others about what works well and what could

<p>Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design EXA 1-05a</p> <p>Example</p> <ul style="list-style-type: none"> • Chooses and uses technology and a range of media • Shows understanding of basic colour theory, for example, which secondary colours are made from mixing primary colours • Shows some understanding of the qualities and limitations of selected media, for example, uses pencil instead of a large brush to make fine marks, uses chalk instead of pencil to fill larger spaces • Shows understanding of the concept of scale, for example, represents mountains as bigger than people • Differentiate language • P2 Bigger than/smaller than, nearer than etc. <p>I have the opportunity to choose and explore a range of media and technologies to create images and objects, discovering their effects and suitability for specific tasks. EXA 1-02a</p> <p>Example</p> <ul style="list-style-type: none"> • Creativity <p>I can create and present work using the visual elements of line, shape, form, colour, tone, pattern and texture. EXA 1-03a</p> <p>Example</p> <ul style="list-style-type: none"> • Developing simple skills 	<p>be improved in their own and others work, using some drama vocabulary</p> <p>Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama EXA 0-13a / EXA 1-13a / EXA 2-13a</p> <p>I have developed confidence and skills in creating and presenting drama which explores real and imaginary situations, using improvisation and script EXA 1-14a</p> <p>I can respond to the experience of drama by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others work EXA 0-15a / EXA 1-15a / EXA 2-15a / EXA 3-15a</p>
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I can create a range of visual information through observing and recording from my experiences across the curriculum.
EXA 0-04a / EXA 1-04a

Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design.
EXA 0-05a / EXA 1-05a / EXA 2-05a

I can respond to the work of artists and designers by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others work.
EXA 0-07a / EXA 1-07a / EXA 2-07a / EXA 3-07a

I can use exploration and imagination to solve design problems related to real-life situations.
EXA 1-06a

Primary 4 StJV SETS Term Plans:

Term 1- Green Term 2- Pink Term 3- Blue



- Refer to, 'God's Loving Plan' for learning & teaching about relationships, sex education and parenthood
- Mental, emotional, social and physical wellbeing e's & o's are across all levels from early – second. There will be cross-over links with 'This is Our Faith'. P6 & P7 follow, 'Keeping Myself Safe' prog.
- Refer to P.E. specialist for plans for Physical education, physical activity and sport

Social Studies	Technologies	Health & Wellbeing	
People, Place & Environment	Digital Literacy	Food & Health	Mental and emotional wellbeing
<p>By exploring climate zones around the world, I can compare and describe how climate affects living things. SOC 1-12b</p> <p>By using a range of instruments, I can measure and record the weather and can discuss how weather affects my life. SOC 1-12a</p> <p><i>Literacy links: learners can write simple sentences about things they find out when collecting weather data.</i></p> <p><i>Numeracy & Maths links: design weather experiments and equipment(rainfall, temp, wind direction) and record findings using tables and graphs. Use 4 basic compass points and basic grid references to record and locate information on maps.</i></p>	<p>Using digital technologies, I can responsibly access, retrieve and use information to support, enrich or extend learning in different contexts. TCH 1-02a (P3 & P4)</p> <p>I can extend my knowledge of how to use digital technology to communicate with others and I am aware of ways to keep safe and secure. TCH 1-03a</p>	<p>When preparing and cooking a variety of foods, I am becoming aware of the journeys which foods make from source to consumer, their seasonality, their local availability and their sustainability. HWB 1-35a</p> <p>I enjoy eating a diversity of foods in a range of social situations. HWB 2-29a (P2, P3 & P4)</p> <p>I am beginning to understand that nutritional needs change at different stages of life, for example the role of breastfeeding in infant nutrition. HWB 1-32a</p>	<p>I am aware of and able to express my feelings and am developing the ability to talk about them. HWB 0-01a, 1-01a, 2-01a.</p> <p>I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them. HWB 0-02a, 1-02a, 2-02a.</p>
<p>By exploring a natural environment different from my own, I can discover how the physical features influence the variety of living things. SOC 1-13b</p>	<p>Food & Textile</p> <p>I am developing and using problem solving strategies to meet challenges with a food or textile focus. TCH 1-04c</p>	<p>I am discovering the different ways that advertising and the media can affect my choices. HWB 1-37a</p>	<p>I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances. HWB 0-03a, 1-03a, 2-03a.</p>

	I can adapt and improve my ideas and can express my own thinking in different ways. TCH 1-04d		
	Technological Developments in Society & Business I can explore the latest technologies and consider the ways in which they have developed. TCH 1-05a		I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave. HWB 0-04a, 1-04a, 2-04a.
People, Past Events & Societies			
I understand that evidence varies in the extent to which it can be trusted and can use this in learning about the past. SOC 1-01a.	I understand how technologies help provide for our needs and wants, and how they can affect the environment in which we live. TCH 1-07a I can take appropriate action to ensure conservation of materials and resources, considering the impact of my actions on the environment. TCH 1-06a (P2, P3 & P4)	Planning for choices and changes Through taking part in a variety of events and activities, I am learning to recognise my own skills and abilities as well as those of others. HWB 1-19a.	I know that friendship, caring, sharing, fairness and equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others. HWB 0-05a, 1-05, 2-05a.
Having selected a significant individual from the past, I can contribute to a discussion on the influence of their actions, then and since. SOC 1-06a.	Craft, Design, Engineering and Graphics I explore and discover engineering disciplines and can create solutions. TCH 1-12a.	Substance Misuse I know that there are medicines and some other substances that can be used in a safe way to improve health and I am becoming aware of how choices I make can affect my health and wellbeing. HWB 1-38a	I understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships. I know that it is not always possible to enjoy good mental health and that if this happens there is support available. HWB 0-06a, 1-06a, 2-06a. I am learning skills and strategies which will support me in challenging times, particularly in relationship to change and loss. HWB 0-07a, 1-07a, 2-07a.
			I understand that people can feel alone and be misunderstood and left out by others. I am learning how to give appropriate support. HWB 0-08a, 1-08a, 2-08a.

People, Society, Economy & Business	Computing Science		Social Wellbeing
I have developed an understanding of the importance of local organisations in providing for the needs of my local community. SOC 1-20a .	I can demonstrate a range of basic problem solving skills by building simple programs to carry out a given task, using an appropriate language. TCH 1-15a.		As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others. HWB 2-09a
I understand that evidence varies to the extent to which it can be trusted and can use this in learning about current issues in society. SOC 1-15a.		Physical Wellbeing I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health. HWB 0-015a, 1-15a, 2-15a.	I recognise that each individual has a unique blend of abilities & needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all. HWB 2-10a
I have experienced the different jobs involved in running a business enterprise and understand the role each one plays in its success. SOC 1-22a <i>Numeracy & Maths links: Money – explores ways people can make money, research and explore how a business or product is delivered in greater detail e.g. school milk, uniform, farm, post office.</i>		I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible. HWB 0-16a, 1-16a, 2-16a	I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others. HWB 2-11a
		I know and can demonstrate how to keep myself and others safe and how to respond in a range of emergency situations. HWB 0-17a, 1-17a, 2-17a. I know and can demonstrate how to travel safely. HWB 0-18a, 1-18a, 2-18a.	Representing my class, school and/or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society. HWB 2-12a Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community. HWB 2-13a

			I value the opportunities I am given to make friends and be part of a group in a range of situations. HWB 2-14a

Science: First Level Term 1- Green Term 2- Pink Term 3- Blue					
	Materials	Planet Earth	Forces, Electricity and Waves	Biological Systems	Topical
P4	<p>Throughout all my learning, I take appropriate action to ensure conservation of materials and resources, considering the impact of my actions on the environment. (P2,3&4) TCH 1-02a</p> <p>I can make and test predictions about solids dissolving in water and can relate my findings to the world around me. SCN 1-16a</p> <p>By investigating how water can change from one form to another, I can relate my findings to everyday experiences. SCN 0-05a / SCN 1-05a</p>	<p>I can explore examples of food chains and show an appreciation of how animals and plants depend on each other for food. Link with 1-09a (Farming) SCN 1-02a</p> <p>I am aware of different types of energy around me and can show their importance to everyday life and my survival. (P2,3&4) SCN 1-04a</p>	<p>I can describe an electrical circuit as a continuous loop of conducting materials. I can combine simple components in a series circuit to make a game or model. SCN 1-09a</p>	<p>By comparing generations of families of humans, plants and animals, I can begin to understand how characteristics are inherited.</p> <p>SCN 1-14a</p>	<p>I have contributed to discussions of current scientific news items to help develop my awareness of science. SCN 1-20a</p>

Art and Design & Drama First Level		
P4	Art and Design	Drama
	<p>I have the opportunity to choose and explore a range of media and technologies to create images and objects, discovering their effects and suitability for specific tasks.</p> <p>EXA 1-02a</p> <p>Example</p> <ul style="list-style-type: none"> • Creativity 	<p>I enjoy creating, choosing and accepting roles, using movement, expression and voice</p> <p>EXA 1.12a</p> <p>Example</p> <ul style="list-style-type: none"> • Creates, chooses and takes on a role within a drama such as a real or imagined situation, re-enactment of a story, a traditional tale • Uses voice, considering use of volume, expression, clarity and pace to convey a character • Uses movement in roles, conveying a character through gestures, actions and posture • Uses expression in a role, conveying a character through body language, for example begin to in freeze frame • Creates a short drama using improvisation, from a given stimulus and working collaboratively independently • Shows understanding of how to work from a simple script with own names by acting or speaking at the appropriate time, for example, in a nativity play, with less guidance • Discuss/perform/apply (write script) the development of a drama, for example, by discussing aspects such as character, performance, or script, for example, what a character in well-known story might say to another • Begin to give feedback and next steps appropriately to the views of others about what works well and what could be improved in their own and others work, using some drama vocabulary

Second Level Annual Planner

Term 1- Green Term 2- Pink Term 3- Blue

Ethos Life and Work of the School

<p><u>Current News/Newsround</u></p> <p>I can develop my knowledge and understanding of topical science.</p> <p>SCN 2-20b</p> <p><u>RERC/Developing Our Faith/Mass</u></p> <p>I know that the Mass is at the heart of Catholic community life and I am developing an understanding of how to participate fully in this celebration.</p> <p>RERC 2-16a</p>	<p><u>Eco Schools/Outdoor Learning</u></p> <p>Having analysed how lifestyle can impact on the environment and Earth's resources, I can make suggestions about how to live in a more sustainable way.</p> <p style="text-align: right;">TCH 2-02a</p> <p><u>Class assemblies>Showcasing Learning</u></p> <p>I have experienced the energy and excitement of presenting/performing for audiences and being part of an audience for other people's presentations /performances.</p> <p style="text-align: right;">EXA 2-01a</p>	<p><u>Whole School Events/Assemblies</u></p> <p>I recognise the importance of personal prayer and communal prayer in the growth of all people's relationship with God. I know a number of traditional Catholic prayers and I have developed an understanding of the meaning of these prayers. I have participated in different approaches to, and experiences of, prayer. I can describe how prayer is an important part of the liturgical and devotional life of the Church. I have reflected on how all of these are different ways of worshipping God.</p> <p>RERC 2-14a</p> <p><u>Diversity Events</u></p> <p>I enjoy eating a diversity of foods in a range of social situations.</p> <p>HWB 2-29a</p> <p><u>Working with our Community</u></p> <p><u>School Trips</u></p> <p>I know and can demonstrate how to travel safely.</p> <p>HWB 2-18a</p>	<p><u>Playground: Social</u></p> <p>I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances.</p> <p>HWB 2-03a</p> <p>I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others.</p> <p>HWB 2-05a</p> <p>I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support.</p> <p>HWB 2-08a</p> <p>I value the opportunities I am given to make friends and be part of a group in a range of situations.</p> <p>HWB 2-14a</p> <p><u>Physical</u></p> <p>I am experiencing enjoyment and achievement on a daily basis by taking part in different kinds of energetic physical activities of my choosing, including sport and opportunities for outdoor learning, available at my place of learning and in the wider community.</p> <p>HWB 2-25a</p>
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Opportunities for Personal Achievement

House Points/Achievement Wall/Blocks/Pebbles

I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others. **HWB 2-11a**

Representing my class, school and/or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society.

HWB 2-12a

Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community.

HWB 2-13a

AIFL- across the curriculum/Take 4/Target Setting

By reflecting on my own and others' work and evaluating it against shared criteria, I can recognise improvement and achievement and use this to progress further.

HWB 2-24a

Physical Education/Playtimes

Opportunities to carry out different activities and roles in a variety of settings have enabled me to identify my achievements, skills and areas of development. This will help me to prepare for the next stage in my life and learning.

HWB 2-19a

Extra-Curricular/Active School clubs

I am experiencing enjoyment and achievement on a daily basis by taking part in different kinds of energetic physical activities of my choosing, including sport and opportunities for outdoor learning, available at my place of learning and in the wider community.

HWB 2-25a



- Refer to, 'God's Loving Plan' for learning & teaching about relationships, sex education and parenthood
- Mental, emotional, social and physical wellbeing e's & o's are across all levels from early – second. There will be cross-over links with 'This is Our Faith'. P6 & P7 follow, 'Keeping Myself Safe' prog.
- Refer to P.E. specialist for plans for Physical education, physical activity and sport

Social Studies	Technologies	Health & Wellbeing	
People, Place & Environment	Digital Literacy	Food & Health	Mental and emotional wellbeing
I can describe the major characteristic features of Scotland's landscape and explain how these were formed. (SOC 2-07a) <i>Literacy links: learners can research and produce increasingly detailed diagrams about the formation of landscape features local to them and further afield in Scotland.</i>	I can use digital technologies to search, access and retrieve information and am aware that not all of this information will be credible. TCH 2-02a	By investigating food labelling systems, I can begin to understand how to use them to make healthy food choices. HWB 2-36a I enjoy eating a diversity of foods in a range of social situations. HWB 2-29a	I am aware of and able to express my feelings and am developing the ability to talk about them. HWB 0-01a, 1-01a, 2-01a. I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them. HWB 0-02a, 1-02a, 2-02a.
To extend my mental map and sense of place, I can interpret information from different types of maps and am beginning to locate key features within Scotland, UK, Europe and the wider world. SOC 2-14a.	Food & Textile I am developing dexterity and creativity and confidence when preparing and cooking food TCH 2-04a also, when working with textiles TCH 2-04b	By applying my knowledge and understanding of current healthy eating advice I can contribute to a healthy eating plan. HWB 2-03a	I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances. HWB 0-03a, 1-03a, 2-03a.
I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally responsible way. SOC 2-08a		Having learned about cleanliness, hygiene and safety, I can apply these principles to my everyday routines, understanding their importance to health and wellbeing. HWB 2-33a	I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave. HWB 0-04a, 1-04a, 2-04a.
	Technological Developments in Society & Business		

<p>Having explored the ways journeys can be made, I can consider the advantages and disadvantages of different forms of transport, discussing their impact on the environment. SOC 2-09a</p> <p>Numeracy & Maths links: traffic surveys, use different methods to display information, including pie charts. Compare different pieces of numerical data and use this information to draw conclusions based on evidence; possible use of the census data as a context e.g. travel to work</p>	<p>I can investigate how product design and development have been influenced by changing lifestyles. TCH 2-05a</p>	<p>Planning for choices and changes Opportunities to carry out different activities and roles in a variety of settings have enabled me to identify my achievements, skills and areas for development. This will help prepare me for the next stage in my life and learning. HWB 2-19a (P5-P7)</p>	<p>I know that friendship, caring, sharing, fairness and equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others. HWB 0-05a, 1-05, 2-05a.</p>
<p>People, Past Events & Societies</p> <p>I can discuss why people from a particular time in the past were important, placing them in a historical sequence. SOC 2-06a.</p> <p>Numeracy & Maths link: use of historical eras/periods such as Jacobite's Wars of Independence, WW2, Victorians. Create detailed timelines in a variety of ways – ICT – to evidence significant dates, artefacts, people and events.</p>	<p>Craft, Design, Engineering and Graphics</p> <p>I can use a range of graphic techniques manually and digitally, to communicate ideas, concepts or products, experimenting with the use of shape, colour and texture to enhance my work. TCH 2-11a</p> <p>I can recognise basic properties and uses for a variety of materials and can discuss which ones are most suitable for a given task. TCH 2-10a</p>	<p>Substance Misuse</p> <p>I know of actions I can take to help someone in an emergency. HWB 2-42a</p>	<p>I understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships. I know that it is not always possible to enjoy good mental health and that if this happens there is support available. HWB 0-06a, 1-06a, 2-06a.</p> <p>I am learning skills and strategies which will support me in challenging times, particularly in relationship to change and loss. HWB 0-07a, 1-07a, 2-07a.</p>
<p>I can compare and contrast a society in the past with my own and contribute to a discussion of the similarities and differences. SOC 2-04a</p>	<p>Computing Science</p>		<p>I understand that people can feel alone and be misunderstood and left out by others. I am learning how to give appropriate support. HWB 0-08a, 1-08a, 2-08a.</p>

People, Society, Economy & Business			Social Wellbeing
I can explain how the needs of a group in my local community are supported. SOC 2-16a.			As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others. HWB 2-09a
Through exploring ethical trading, I can understand how basic needs are the same around the world, discussing why some societies are more able to meet these needs than others. SOC 2-20a. <i>Numeracy & Maths links: use Fair Trade as a theme to explore ethical trading and the consequences of unethical trading and consumerism on the economies and living conditions of other countries.</i>		Physical Wellbeing I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health. HWB 0-015a, 1-15a, 2-15a.	I recognise that each individual has a unique blend of abilities & needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all. HWB 2-10a
Having explored my local area, I can present information on different places to live, work and relax and interesting places to visit. SOC 2-10a.		I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible. HWB 0-16a, 1-16a, 2-16a	I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others. HWB 2-11a
		I know and can demonstrate how to keep myself and others safe and how to respond in a range of emergency situations. HWB 0-17a, 1-17a, 2-17a. I know and can demonstrate how to travel safely. HWB 0-18a, 1-18a, 2-18a.	Representing my class, school and/or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society. HWB 2-12a Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community. HWB 2-13a I value the opportunities I am given to make friends and be part of a group in a range of situations. HWB 2-14a

Science: Science Level Term 1- Green Term 2- Pink Term 3- Blue					
	Materials	Planet Earth	Forces, Electricity and Waves	Biological Systems	Topical
P5	<p>By contributing to investigations into familiar changes in substances to produce other substances, I can describe how their characteristics have changed.</p> <p>SCN 2-15a I have participated in practical activities to separate simple mixtures of substances and can relate my findings to my everyday experience.</p> <p>SCN 2-16a By investigating common conditions that increase the amount of substance that will dissolve or the speed of dissolving, I can relate my findings to the world around me.</p> <p>SCN 2-16b I have investigated different water samples from the environment and explored methods that can be used to clean and conserve water and I am aware of the properties and uses of water.</p> <p>SCN 2-18a</p>	<p>I can identify and classify examples of living things, past and present, to help me appreciate their diversity. I can relate physical and behavioural characteristics to their survival or extinction. (Link with Soc 2-08a)</p> <p>SCN 2-01a</p> <p>I can use my knowledge of the interactions and energy flow between plants and animals in ecosystems, food chains and webs. I have contributed to the design or conservation of a wildlife area.</p> <p>SCN 2-02a</p> <p>I have collaborated in the design of an investigation into the effects of fertilisers on the growth of plants. I can express an informed view of the risks and benefits of their use.</p> <p>SCN 2-03a</p> <p>I can apply my knowledge of how water changes state to help me understand the processes involved in the water cycle in nature over time.</p> <p>SCN 2-05a</p>	<p>I have collaborated in investigations to compare magnetic, electrostatic and gravitational forces and have explored their practical applications.</p> <p>SCN 2-08a</p>	<p>Through research on how animals communicate, I can explain how sound vibrations are carried by waves through air, water and other media.</p> <p>SCN 2-11a</p> <p>By exploring reflections, the formation of shadows and the mixing of coloured lights, I can use my knowledge of the properties of light to show how it can be used in a creative way.</p> <p>SCN 2-11b</p>	<p>Through research and discussion I have an appreciation of the contribution that individuals are making to scientific discovery and invention and the impact this has made on society.</p> <p>SCN 2-20a</p> <p>I can report and comment on current scientific news items to develop my knowledge and understanding of topical science.</p> <p>SCN 2-20b</p>

	Art and Design & Drama Second Level	
P5	Art and Design	Drama
	<p>I can develop and communicate my ideas, demonstrating imagination and presenting at least one possible solution to a design problem. EXA 2-06a</p> <p>Example</p> <ul style="list-style-type: none"> • I can learn about the key design principles of design such as; form and function, aesthetics, target market, ergonomics, cost, health & safety in areas such as: Graphic design, jewellery design, architectural design, fashion design, product design • I can describe design using key design principles such as; form and function, aesthetics, target market, ergonomics, cost, health & safety • I can begin to develop and communicate my ideas using a design process such as: researching the issue, imagining the possibilities and presenting one solution <p>I can create and present work that shows developing skills in using the visual elements and concepts EXA 2-03a</p> <p>Example</p> <ul style="list-style-type: none"> • I can use more than one line type to describe an object • I can mix colours to create new colours • I can use basic shapes to describe objects • I can create light and dark tones of colour • I can recognise basic surface textures and attempt to recreate them • I can begin to show form by representing more than one dimension • I can begin to structure a pattern by repeating a motif • I can show form by representing more than one dimension • I can begin to use three dimensions to represent the form of objects <p>I have the opportunity to choose and explore an extended range of media and technologies to create images and objects, comparing and combining them for specific tasks. EXA 2-02a</p>	<p>I can create, adapt and sustain different roles, experimenting with movement, expression and voice and using theatre arts technology EXA 2-12a</p> <p>I can explore actions and language to create a mood for the audience. I can think about the costume and staging of the drama.</p> <p>Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama EXA 0-13a / EXA 1-13a / EXA 2-13a</p> <p>Example</p> <ul style="list-style-type: none"> • I can create stories of my own and act them out • I can research a role when I play it • I can express myself physically in a creative way

	<p>Example</p> <ul style="list-style-type: none"> Records from experiences across the curriculum, showing recognition of detail, for example, observes and captures the detail seen in a natural form, such as a feather or a plant or an interesting personal item such as a bicycle Creates a simple plan that explains how they will investigate and develop ideas in response to a design brief Follows a step-by-step process to develop and communicate ideas in response to a design brief <p>Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design EXA 0-05a /EXA 1-05a / EXA 2-05a</p> <p>Examples</p> <ul style="list-style-type: none"> Shows understanding of the concept of depth, for example, shows a foreground, a middle ground and a background in a picture Shows understanding of the properties of different types of paint such as watercolour, acrylic, poster paint Shows understanding of the properties of a range of modelling media, through practical exploration Shows understanding of the differences between media and how media can be combined to create effects, for example, combines wax crayon with water-based paint in a picture I can take my inspiration from a range of stimuli such as: science and nature, built environment, literature, people and places I can communicate my ideas, thoughts and feelings through activities such as: Expressive work – still life, landscape, portrait, sculpture Design work – graphic, jewellery, fashion, product Critical work – discussion and presentation I can communicate my ideas critically through discussion and presentation about the work of art and artists 	<p>I can respond to the experience of drama by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others work EXA 2-15a</p> <p>Example</p> <ul style="list-style-type: none"> I can evaluate how actions and voice work together to create drama
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- Refer to, 'God's Loving Plan' for learning & teaching about relationships, sex education and parenthood
- Mental, emotional, social and physical wellbeing e's & o's are across all levels from early – second. There will be cross-over links with 'This is Our Faith'. P6 & P7 follow, 'Keeping Myself Safe' prog.
- Refer to P.E. specialist for plans for Physical education, physical activity and sport

Social Studies	Technologies	Health & Wellbeing	
People, Place & Environment	Digital Literacy	Food & Health	Mental and emotional wellbeing
<p>By comparing my local area with a contrasting area out-with Britain, I can investigate the main features of weather and climate, discussing the impact on living things.</p> <p>(SOC 2-12a)</p> <p><i>Literacy links: learners can seek out and use increasingly complex texts and other resources to research a specific topic</i></p> <p><i>Numeracy & Maths links: plotting weather data recorded onto line and bar graphs. Using weather statistics from charts and graphs measure the impact of weather and climate between the local area and foreign country.</i></p>	<p>I can extend and enhance my knowledge of digital technologies to collect, analyse ideas, relevant information and organise these in an appropriate way.</p> <p>TCH 2-01a</p> <p>I can explore online communities demonstrating an understanding of responsible digital behaviour and I'm aware of how to keep myself safe and secure. TCH 2-03a</p>	<p>When preparing and cooking a variety of foods, I am becoming aware of the journeys which foods make from source to consumer, their seasonality, their local availability and their sustainability. HWB 2-35a.</p>	<p>I am aware of and able to express my feelings and am developing the ability to talk about them. HWB 0-01a, 1-01a, 2-01a.</p> <p>I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them. HWB 0-02a, 1-02a, 2-02a.</p>
<p>To extend my mental map and sense of place, I can interpret information from different types of maps and am beginning to locate key features within Scotland, UK, Europe and the wider world. SOC 2-14a.</p>	<p>Food & Textile</p> <p>I can extend and explore problem solving strategies to meet increasingly difficult challenges with a food or textile focus. TCH 2-04c</p>	<p>I understand that people at different life stages have differing nutritional needs and that some people may eat or avoid certain foods. HWB 2-32a.</p>	<p>I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances. HWB 0-03a, 1-03a, 2-03a.</p>
<p><i>Numeracy & Maths Links: draw & create maps for different purposes that include calculations of grid coordinates and scales. Use digital software and online mapping tools.</i></p>	<p>Technological Developments in Society & Business</p>	<p>Planning for choices and changes</p> <p>Opportunities to carry out different activities and roles in a variety of settings have enabled me to identify my achievements, skills and areas for development. This will help prepare</p>	<p>I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave. HWB 0-04a, 1-04a, 2-04a.</p>

Use angles and compass points to navigate routes in orienteering activities – mobile and GPS devices.		me for the next stage in my life and learning. HWB 2-19a (P5-P7)	
I can explain how the physical environment influences the ways in which people use land by comparing my local area with a contrasting area. SOC 2-13a			I know that friendship, caring, sharing, fairness and equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others. HWB 0-05a, 1-05, 2-05a.
I can investigate a Scottish historical theme to discover how past events or the actions of individuals or groups have shaped Scottish society. SOC 2-03a.	Craft, Design, Engineering and Graphics	Substance Misuse I understand the effect a range of substances including tobacco and alcohol can have on the body. HWB 2-38a.	I understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships. I know that it is not always possible to enjoy good mental health and that if this happens there is support available. HWB 0-06a, 1-06a, 2-06a. I am learning skills and strategies which will support me in challenging times, particularly in relationship to change and loss. HWB 0-07a, 1-07a, 2-07a.
I can interpret historical evidence from a range of periods to help to build a picture of Scotland's heritage and my sense of chronology. SOC 2-02a. Numeracy & Maths links: using data to compare countries to each other for topics such as population understanding that data can be rounded	Computing Science I can explain core programming language concepts in appropriate technical language. TCH 2-14a.		I understand that people can feel alone and be misunderstood and left out by others. I am learning how to give appropriate support. HWB 0-08a, 1-08a, 2-08a.
People, Society, Economy & Business			Social Wellbeing
By comparing the lifestyle and culture of citizens in another country with those of Scotland, I can discuss the similarities and differences SOC 2-19a.	I understand how information is stored and how key components of computing technology connect and interact through networks. TCH 2-14b		As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others. HWB 2-09a

<p>I can discuss issues of the diversity of cultures, values and customs in our society. SOC 2-16c.</p>	<p>I can create, develop and evaluate computing solutions in response to a design challenge. TCH 2-15a.</p>	<p>Physical Wellbeing</p>	<p>I recognise that each individual has a unique blend of abilities & needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all. HWB 2-10a</p>
<p>I can gather and use information about forms of discrimination against people in societies and consider the impact this has on people's lives. SOC 2-16b.</p>		<p>I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health. HWB 0-015a, 1-15a, 2-15a.</p>	<p>I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others. HWB 2-11a</p>
<p>I can identify essential goods and services, discuss the different ways to pay for them, considering the benefits and risks of each method. SOC 2-21a.</p> <p>Numeracy & Maths links: Partnership with local banks to explore the pros and cons of different methods of payments and practical activities related to budgeting.</p>		<p>I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible. HWB 0-16a, 1-16a, 2-16a</p> <p>I know and can demonstrate how to keep myself and others safe and how to respond in a range of emergency situations. HWB 0-17a, 1-17a, 2-17a.</p> <p>I know and can demonstrate how to travel safely. HWB 0-18a, 1-18a, 2-18a.</p>	<p>Representing my class, school and/or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society. HWB 2-12a</p> <p>Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community. HWB 2-13a</p> <p>I value the opportunities I am given to make friends and be part of a group in a range of situations. HWB 2-14a</p>

Science: Science Level Term 1- Green Term 2- Pink Term 3- Blue					
	Materials	Planet Earth	Forces, Electricity and Waves	Biological Systems	Topical
P6	I have collaborated in activities which safely demonstrate simple chemical reactions using everyday chemicals. I can show an appreciation of a chemical reaction as being a change in which different materials are made. Link with HWB 2-35a, TCH 2-04 SCN 2-19a		<p>By investigating how friction, including air resistance, affects motion, I can suggest ways to improve efficiency in moving objects. SCN 2-07a</p> <p>By investigating floating and sinking of objects in water, I can apply my understanding of buoyancy to solve a practical challenge. SCN 2-08b</p> <p>I have used a range of electrical components to help to make a variety of circuits for differing purposes. I can represent my circuit using symbols and describe the transfer of energy around the circuit. Link with TCH 2-15a SCN 2-09a</p> <p>To begin to understand how batteries work, I can help to build simple chemical cells using readily-available materials which can be used to make an appliance work. SCN 2-10a</p>	<p>By investigating some body systems and potential problems which they may develop, I can make informed decisions to help me to maintain my health and wellbeing. Link with HWB 2-38a, 2-15a, 2-16a SCN 2-12a</p> <p>I have explored the structure and function of sensory organs to develop my understanding of body actions in response to outside conditions. Link with 2-12b, HWB 2-15a SCN 2-12b</p> <p>By exploring the characteristics of offspring inherit when living things reproduce, I can distinguish between inherited and non-inherited characteristics. SCN 2-14b</p>	<p>Through research and discussion I have an appreciation of the contribution that individuals are making to scientific discovery and invention and the impact this has made on society. SCN 2-20a</p> <p>I can report and comment on current scientific news items to develop my knowledge and understanding of topical science. SCN 2-20b</p>

Art and Design & Drama Second Level		
P6	Art and Design	
	<p>Art and Design</p> <p>I can develop and communicate my ideas, demonstrating imagination and presenting at least one possible solution to a design problem. EXA 2-06a</p> <p>Example</p> <ul style="list-style-type: none"> • I can continue to develop and communicate my ideas and organise them using a design process such as; researching the issues, imagining the possibilities and presenting one solution • I can learn to use knowledge of different media and the visual elements to make constructive suggestions on how to improve and develop my own work and others work <p>I can create and present work that shows developing skill in using the visual elements and concepts. EXA 2-03a</p> <p>Examples</p> <ul style="list-style-type: none"> • Recognises and describes the visual elements in their own and others work • Selects, presents and discusses relevant information, from a range of sources, about the work of chosen artists and designers, for example in relation to how and why they have used colour or shape in their work • I can continue to use more than one line type to describe an object • I can continue to mix colours to create new colours • I can continue to use basic shapes to describe objects • I can continue to create light and dark tones of colour • I can continue to recognise basic surface textures and attempt to recreate them • I can begin to structure a pattern by repeating a motif <p>I can respond to the work of artists and designers by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others work EXA 0-07a / EXA 1-07a / EXA 2-07a / EXA 3-07a</p> <p>Examples: I can recognise the importance of the arts to the culture and identities of Scotland and other societies</p> <ul style="list-style-type: none"> • I can respond creatively to the moods, themes and feelings suggested by an art work talking about my own emotional reactions, thoughts and feelings and ideas 	<p>Drama</p> <p>Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama EXA 0-13a / EXA 1-13a / EXA 2-13a</p> <p>Example</p> <ul style="list-style-type: none"> • I can work with others to create, refine and develop a performance <p>I have created and presented scripted or improvised drama, beginning to take account of audience and atmosphere EXA 2-14a</p> <p>Example</p> <ul style="list-style-type: none"> • I can use dramatic techniques to convey meaning • I can use character, action and dialogue to convey ideas in scripted performances • I can use accents or dialect words appropriate to the character • I can work in a group to create a script <p>I can respond to the experience of drama by discussing my thoughts and feelings. I can give and</p>

	<ul style="list-style-type: none"> • I can learn to analyse art and design using knowledge of different media, the visual elements and design principles <p>I can create and present work that shows developing skills in using the visual elements and concepts EXA 2-03a</p> <p>Example</p> <ul style="list-style-type: none"> • I can confidently use more than one-line type to describe an object • I can confidently mix colours to create new colours • I can confidently use basic shapes to describe objects • I can confidently create light and dark tones of colour • I can confidently recognise basic surface textures and attempt to recreate them • I can confidently begin to structure a pattern by repeating a motif and apply it to a specific context <p>Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design EXA 0-05a /EXA 1-05a / EXA 2-05a</p> <p>Examples</p> <ul style="list-style-type: none"> • Shows understanding of the concept of depth, for example, shows a foreground, a middle ground and a background in a picture • Shows understanding of the properties of different types of paint such as watercolour, acrylic, poster paint • Shows understanding of the properties of a range of modelling media, through practical exploration • Shows understanding of the differences between media and how media can be combined to create effects, for example, combines wax crayon with water-based paint in a picture • I can take my inspiration from a range of stimuli such as: science and nature, built environment, literature, people and places • I can communicate my ideas, thoughts and feelings through activities such as: Expressive work – still life, landscape, portrait, sculpture Design work – graphic, jewellery, fashion, product Critical work – discussion and presentation • I can communicate my ideas critically through discussion and presentation about the work of art and artists 	<p>accept constructive comment on my own and others work EXA 2-15a</p> <p>Example</p> <ul style="list-style-type: none"> • I can compare the way I play my role with the way other actors play their role
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P6 Developing Young Workforce –S.T.E.M Project: St John Vianney and Jacobs Partnership Example Learning Experience Programme

Week	Activity	Prep Work	Curriculum Links
1	Jacobs in: Project Briefing		
2	Trip into town to discuss problems. Afterward putting post it notes on maps	Risk assessment Discussion with Jacobs	I can understand why we use a scale when creating models, drawings or maps Interpret maps models or plans with simple scales MTH 2-17d I can Identify 8 compass points and understand the direction they describe MTH 2-17c
3	Writing Survey about what are the problems	Introduce surveys, purpose Post-its on official maps-what are the problems	I can Carry out surveys I have created I can communicate my results in a written and verbal way MNU 2-20b
4	Collecting the information from the Survey	Notify other teachers and parents of the survey	Compare two sets of data presented in the same or different formats to draw conclusions MNU2-20a I can collect, organise and display data in a variety of ways including through the use of digital technologies, for example, creating surveys, tables, bar graphs, line graphs, frequency tables, simple pie charts and spreadsheets MNU2-20b
5	Jacobs In To Discuss next steps	Work on budgeting (profit loss etc) (P5/6 only)	I can use a range of graphic techniques, manually and digitally, to communicate ideas, concepts or products, experimenting with the use of shape, colour and texture to enhance my work. TCH 2-11a I can extend my knowledge and understanding of engineering disciplines to create solution. TCH 2-1a
6	Trip to Jacobs to discuss budgeting. Do budgeting this week	Risk assessment	I can Define the terms of profit and loss. MNU2-09c I can describe ways to ensure I remain in budget when using a variety forms of payment MNU 2-09b I can apply my learning to a variety of real life situations MNU 2-09a
7	Develop Designs	Have a pro-forma of a presentation, or	Organise my information to help share it with others present data in a format which is easy for others to understand

		maybe a video of what it looks like into practice. Break the elements up and work on them independently	<p>MTH 2-21a/ MTH2-21a</p> <p>I can use and understand the terms: Planning, purpose and audience I can choose appropriate forms of layout for the audience I can use headings, sub-heading and key words to organise my notes I can use my notes from more than one source to create texts of my own I can use quotes in my texts I can make notes using some of my own words from a piece of information</p>
8	Finalise design		<p>I can present and display my work attractively by selecting appropriate forms of layout I can publish and display completed work both in and out-with class, using IT when appropriate I can proof read my own work and use a variety of strategies to edit it</p>
9	Prepare Plans		<p>I can confidently make choice for planning and publishing in a range of media LIT 2-20a I can express thoughts and opinions in writing, using some detail and evidence LIT 2-29a</p>
10	Present the final pitches	Look at examples of good presentations	<p>Applies verbal and non-verbal techniques in oral presentations and interactions, for example, vocabulary, eye contact, body language, emphasis, pace and/or tone. ENG 2-03a Recognises some techniques used to engage or influence the listener, for example, vocabulary, emphasis, tone and/or rhetorical questions. ENG 2-03a I can organise and shape a talk, making connections between ideas and drawing on different points of view Lit2-08a Communicates clearly, audibly and with expression in different contexts. Lit 2-10a Selects and uses resources to support communication.</p>

Primary 7 StJV SETS Term Plans: Term 1- Green Term 2- Pink Term 3- Blue



- Refer to, 'God's Loving Plan' for learning & teaching about relationships, sex education and parenthood
- Mental, emotional, social and physical wellbeing e's & o's are across all levels from early – second. There will be cross –over links with , 'This is our Faith' P6 & P7 – follow 'Keeping Myself Safe' prog.
- Refer to P.E. specialist for plans for Physical education, physical activity and sport

Social Studies	Technologies	Health & Wellbeing	Mental and emotional wellbeing
People, Place & Environment I can describe the physical processes of a natural disaster and discuss its impact on people and the landscape. (SOC 2-07b)	Digital Literacy I can extend and enhance my knowledge of features of various types of software, including those which help find, organise, manage and access information, I can apply what I learn in different situations. TCH 2-01a	Food & Health Through exploration and discussion, I can understand that food practices and preferences are influenced by factors such as food sources, finance, culture and religion. HWB 2-34a.	I am aware of and able to express my feelings and am developing the ability to talk about them. HWB 0-01a, 1-01a, 2-01a. I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them. HWB 0-02a, 1-02a, 2-02a.
I can consider the advantages and disadvantages of a proposed land use development and discuss the impact this may have on the community. SOC 2-08b	Food & Textile I can discuss, debate and improve my ideas with increasing confidence and clear explanations TCH 2-04a	I can understand how advertising and the media are used to influence consumers. HWB 2-37a.	I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances. HWB 0-03a, 1-03a, 2-03a.
To extend my mental map and sense of place, I can interpret information from different types of maps and am beginning to locate key features within Scotland, UK, Europe and the wider world. SOC 2-14a.	Technological Developments in Society & Business I can make suggestions as to how individuals and organisations may use technologies to support sustainability and reduce the impact on our environment. TCH 2-07a	Planning for choices and changes Opportunities to carry out different activities and roles in a variety of settings have enabled me to identify my achievements, skills and areas for development. This will help prepare	I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave. HWB 0-04a, 1-04a, 2-04a.

		me for the next stage in my life and learning. HWB 2-19a (P5-P7)	
People, Past Events & Societies			
<p>I can use primary and secondary sources selectively to research events in the past. SOC 2-01a</p> <p>Numeracy & Maths link: Time</p> <p>Use a variety of primary and secondary evidence to explore history topics and show the similarities and differences between the present and past.</p>	<p>I can analyse how lifestyles can impact on the environment and Earth's resources and can make suggestions about how to live in a more sustainable way. TCH 2-06a</p>	<p>I am investigating different careers/occupations, ways of working, and learning and training paths. I am gaining experience that helps me recognise the relevance of my learning, skills and interests to my future life. HWB 2-20a.</p>	<p>I know that friendship, caring, sharing, fairness and equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others. HWB 0-05a, 1-05, 2-05a.</p>
<p>I can discuss why people from a particular time in the past were important, placing them in a historical sequence. SOC 2-06a.</p> <p>Numeracy & Maths link: debate the significance of historical figures and events and present informed evidence of their impact and legacy.</p> <p>Literacy links: learners can research and produce a written presentation on a historical figure such as an explorer or great leader from Scotland or Britain. Or they could look at topics such as Rights, Democracy and Elections, local community needs and wants, children's rights.</p>	<p>Craft, Design, Engineering and Graphics</p> <p>I can extend and enhance my design skills to solve problems and can construct models. TCH 2-09a.</p> <p>I can extend my knowledge and understanding of engineering disciplines to create solutions. TCH 2-12a.</p>	<p>Substance Misuse</p> <p>I can identify the different kinds of risks associated with the use and misuse of a range of substances. HWB 2-41a.</p> <p>I know that popular culture, the media and peer groups as well as my own attitudes and values can influence how I feel about substance use and recognise the impact this may have on my actions. HWB 2-39a</p>	<p>I understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships. I know that it is not always possible to enjoy good mental health and that if this happens there is support available. HWB 0-06a, 1-06a, 2-06a.</p> <p>I am learning skills and strategies which will support me in challenging times, particularly in relationship to change and loss. HWB 0-07a, 1-07a, 2-07a.</p>
<p>I can interpret historical evidence from a range of periods to help to build a picture of Scotland's heritage and my sense of chronology. SOC 2-02a.</p>	<p>Computing Science</p> <p>I understand the operation of a process and its outcome. I can structure related items of information. TCH 2-13a.</p>	<p>I know that alcohol and drugs can affect people's ability to make decisions. HWB 2-40a</p>	<p>I understand that people can feel alone and be misunderstood and left out by others. I am learning how to give appropriate support. HWB 0-08a, 1-08a, 2-08a.</p>
People, Society, Economy & Business			Social Wellbeing

<p>I can use evidence selectively to research current social, political or economic issues. SOC 2-15a.</p> <p>Numeracy & Maths links: political surveys – looking at opinion poll data on tables and graphs</p>		<p>I understand the impact that misuse of substances can have on individuals, their families and friends. HWB 2-43a</p>	<p>As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others. HWB 2-09a</p>
<p>I can describe the main features of a democracy and discuss the rights and responsibilities of citizens in Scotland. SOC 2-17a.</p>		<p>Physical Wellbeing</p>	<p>I recognise that each individual has a unique blend of abilities & needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all. HWB 2-10a</p>
<p>I can investigate the features of an election and the work of representatives at a local, national or European level to begin to develop my understanding of how democracy works. SOC 2-18a.</p>		<p>I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health. HWB 0-015a, 1-15a, 2-15a.</p>	<p>I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others. HWB 2-11a</p>
<p>By experiencing the setting up and running of a business, I can collaborate in making choices relating to the different roles and responsibilities and have evaluated its success. SOC 2-22a.</p> <p>Numeracy & Maths links: experience different skills, responsibilities and challenges of working with money through a variety of enterprise activities. Consider the profit, loss and risk and start - up costs of a project. Research and write business plans to support an Enterprise project. Create links with business to provide expert support. Partnership with local banks to explore the pros and cons of different methods of payments and practical activities related to budgeting.</p>		<p>I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible. HWB 0-16a, 1-16a, 2-16a</p> <p>I know and can demonstrate how to keep myself and others safe and how to respond in a range of emergency situations. HWB 0-17a, 1-17a, 2-17a.</p> <p>I know and can demonstrate how to travel safely. HWB 0-18a, 1-18a, 2-18a.</p>	<p>Representing my class, school and/or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society. HWB 2-12a</p> <p>Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community. HWB 2-13a</p> <p>I value the opportunities I am given to make friends and be part of a group in a range of situations. HWB 2-14a</p>

Science: Science Level 2					
	Materials	Planet Earth	Forces, Electricity and Waves	Biological Systems	Topical
P7	<p>Having explored the substances that make up Earth's surface, I can compare some of their characteristics and uses.</p> <p>SCN 2-17a</p>	<p>Through carrying out practical activities and investigations, I can show how plants have benefited society. Link with HWB 2-34a, HWB 2-41a</p> <p>SCN 2-02b</p> <p>By considering examples where energy is conserved, I can identify the energy source, how it is transferred and ways of reducing wasted energy.</p> <p>SCN 2-04a</p> <p>Through exploring non-renewable energy sources, I can describe how they are used in Scotland today and express an informed view on the implications for their future use.</p> <p>Link with 2-06a/07a, SOC 2-15a</p> <p>SCN 2-04b</p> <p>I can investigate the use and development of renewable and sustainable energy to gain an awareness of their growing importance in Scotland or beyond.</p> <p>TCH 2-02b</p> <p>By observing and researching features of our solar system, I can use simple models to communicate my understanding of size, scale, time and relative motion within it.</p> <p>SCN 2-06a</p>		<p>By investigating the lifecycles of plants and animals, I can recognise the different stages of their development.</p> <p>Link with HWB 2-19a</p> <p>SCN 2-14a</p> <p>I have contributed to investigations into the role of microorganisms in producing and breaking down some materials.</p> <p>Link with SCN 2-20a/b</p> <p>SCN 2-13a</p>	<p>Through research and discussion I have an appreciation of the contribution that individuals are making to scientific discovery and invention and the impact this has made on society.</p> <p>SCN 2-20a</p> <p>I can report and comment on current scientific news items to develop my knowledge and understanding of topical science.</p> <p>SCN 2-20b</p>

Art and Design & Drama Second Level		
P7	Art and Design	Drama
	<p>I can create and present work that shows developing skills in using the visual elements and concepts EXA 2-03a</p> <p>Example</p> <ul style="list-style-type: none"> • I can confidently use more than one-line • type to describe an object • I can confidently mix colours to create new colours • I can confidently use basic shapes to describe objects • I can confidently create light and dark tones of colour • I can confidently recognise basic surface textures and attempt to recreate them • I can confidently begin to structure a pattern by repeating a motif and apply it to a specific context <p>I can respond to the work of artists and designers by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others work EXA 0-07a / EXA 1-07a / EXA 2-07a / EXA 3-07a</p> <p>Examples</p> <ul style="list-style-type: none"> • I can recognise the importance of the arts to the culture and identities of Scotland and other societies • I can respond creatively to the moods themes and feelings suggested by an art work talking about my own emotional reactions, thoughts and feelings and ideas • I can learn to analyse art and design using knowledge of different media, the visual elements and design principles <p>Through observing and recording from my experiences across the curriculum, I can create images and objects which show my awareness and recognition of detail EXA 2-04a</p> <p>Example</p> <ul style="list-style-type: none"> • When creating images and objects to express ideas, thoughts and feelings: uses a range of drawing implements to produce specific effects, for example, uses different grades of pencil to create tone or uses pen and ink to create bold line; 	<p>Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama EXA 0-13a / EXA 1-13a / EXA 2-13a</p> <p>Example</p> <ul style="list-style-type: none"> • I can respond to any creative stimuli • I know what my character would do and say in all kind of situations <p>I have created and presented scripted or improvised drama, beginning to take account of audience and atmosphere EXA 2-14a</p> <p>Example</p> <ul style="list-style-type: none"> • I can play characters that are believable and consistent • I can create a script for a film and take a part in directing it <p>I can respond to the experience of drama by discussing my thoughts and</p>

<ul style="list-style-type: none"> • Applies a printmaking process, for example, makes prints from polystyrene • I can locate and select objects, materials, images and locations using a range of techniques such as; drawing, note taking, photography, measuring, collecting samples • I can learn how to use a digital camera to: upload, save, print and alter images <p>I can develop and communicate my ideas, demonstrating imagination and presenting at least one possible solution to a design problem EXA 2-06a</p> <p>Example</p> <ul style="list-style-type: none"> • I can develop and communicate my ideas and organise them using a design process such as: researching the issue, demonstrating imaginative possibilities and presenting at least one solution <p>Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design EXA 0-05a /EXA 1-05a / EXA 2-05a</p> <p>Examples</p> <ul style="list-style-type: none"> • Shows understanding of the concept of depth, for example, shows a foreground, a middle ground and a background in a picture • Shows understanding of the properties of different types of paint such as watercolour, acrylic, poster paint • Shows understanding of the properties of a range of modelling media, through practical exploration • Shows understanding of the differences between media and how media can be combined to create effects, for example, combines wax crayon with water-based paint in a picture • I can take my inspiration from a range of stimuli such as: science and nature, built environment, literature, people and places • I can communicate my ideas, thoughts and feelings through activities such as: Expressive work – still life, landscape, portrait, sculpture Design work – graphic, jewellery, fashion, product Critical work – discussion and presentation • I can communicate my ideas critically through discussion and presentation about the work of art and artists 	<p>feelings. I can give and accept constructive comment on my own and others work EXA 2-15a</p> <p>Example</p> <ul style="list-style-type: none"> • I understand why an actor has made a choice about the way they perform a part. • I can evaluate the impact of techniques that have been chosen
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Physical Education Planners

P3-7 Overview

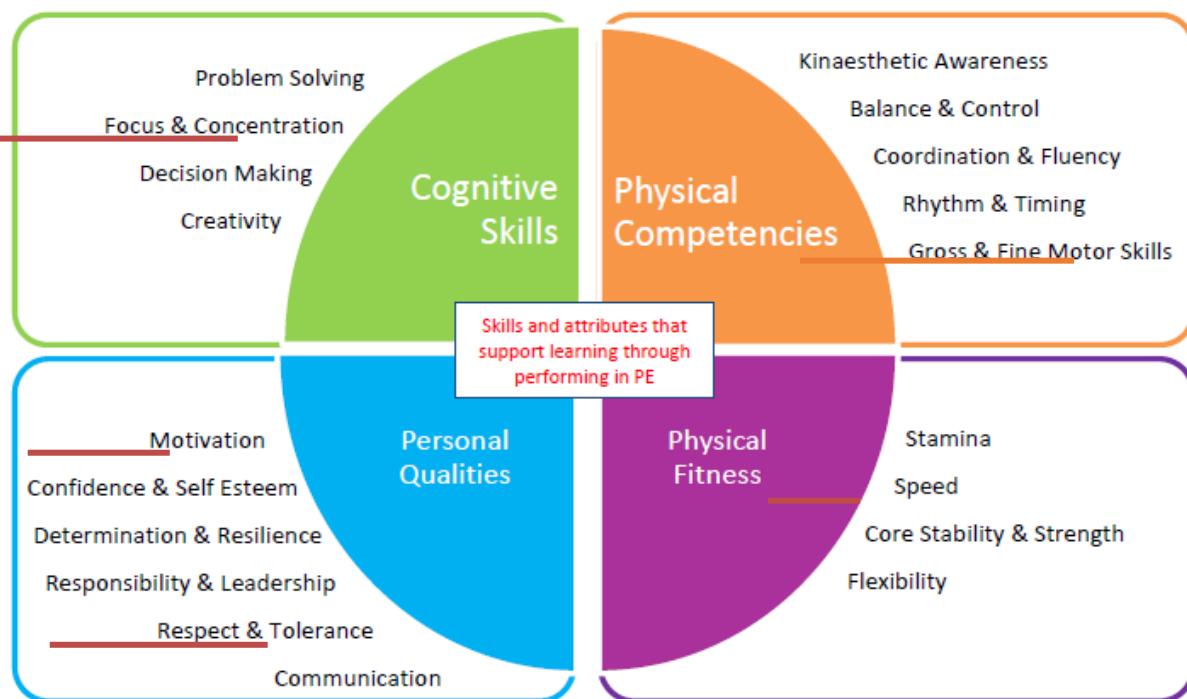
See detailed class planner below.

			P.E. SIGNIFICANT ASPECTS OF LEARNING																		
CLASS	TERM	CONTEXT	PROBLEM SOLVING	FOCUS & CONCENTRATION	DECISION MAKING	CREATIVITY	MOTIVATION	CONFIDENCE & SELF ESTEEM	DETERMINATION & RESILIENCE	RESPONSIBILITY & LEADERSHIP	RESPECT & TOLERANCE	COMMUNICATION	KINAESTHETIC AWARENESS	BALANCE & CONTROL	COORDINATION & FLUENCY	RHYTHM & TIMING	GROSS & FINE MOTOR CONTROL	STAMINA	SPEED	CORE STABILITY & STRENGTH	FLEXIBILITY
P3	1	BASIC MOVES		X			X			X							X		X		
	2	OVER THE NET			X			X	X								X				
	3	GYMNASTICS				X							X	X	X					X	X
	4	MINI GAMES	X						X							X		X	X		
P4	1	INVASION GAMES - BENCHBALL			X				X		X							X	X		
	2	CENTRAL NET GAMES - BADMINTON		X				X									X	X		X	
	3	GYMNASTICS / FITNESS				X							X						X	X	X
	4	ATHLETICS / STRIKING & FIELDING	X				X		X		X			X	X						
P5	1	INVASION GAMES - HANDBALL			X				X		X							X	X		
	2	CENTRAL NET GAMES – BAD/ TENNIS		X				X									X	X		X	
	3	GYMNASTICS / FITNESS				X							X						X	X	X
	4	ATHLETICS / STRIKING & FIELDING	X				X		X		X			X	X						
P6	1	INVASION GAMES - BASKETBALL		X							X	X			X				X		
	2	CENTRAL NET GAMES - VOLLEYBALL			X		X		X									X			
	3	GYMNASTICS / FITNESS	X								X								X	X	X
	4	ATHLETICS / STRIKING & FIELDING				X		X						X		X					
P7	1	INVASION GAMES - VARIOUS		X							X	X			X			X			
	2	CENTRAL NET GAMES - VARIOUS			X		X		X									X			
	3	GYMNASTICS / FITNESS	X								X								X	X	X
	4	ATHLETICS / STRIKING AND FIELDING				X		X						X		X					

CLASS: P3

TERM: 1

CONTEXT: Basic Moves



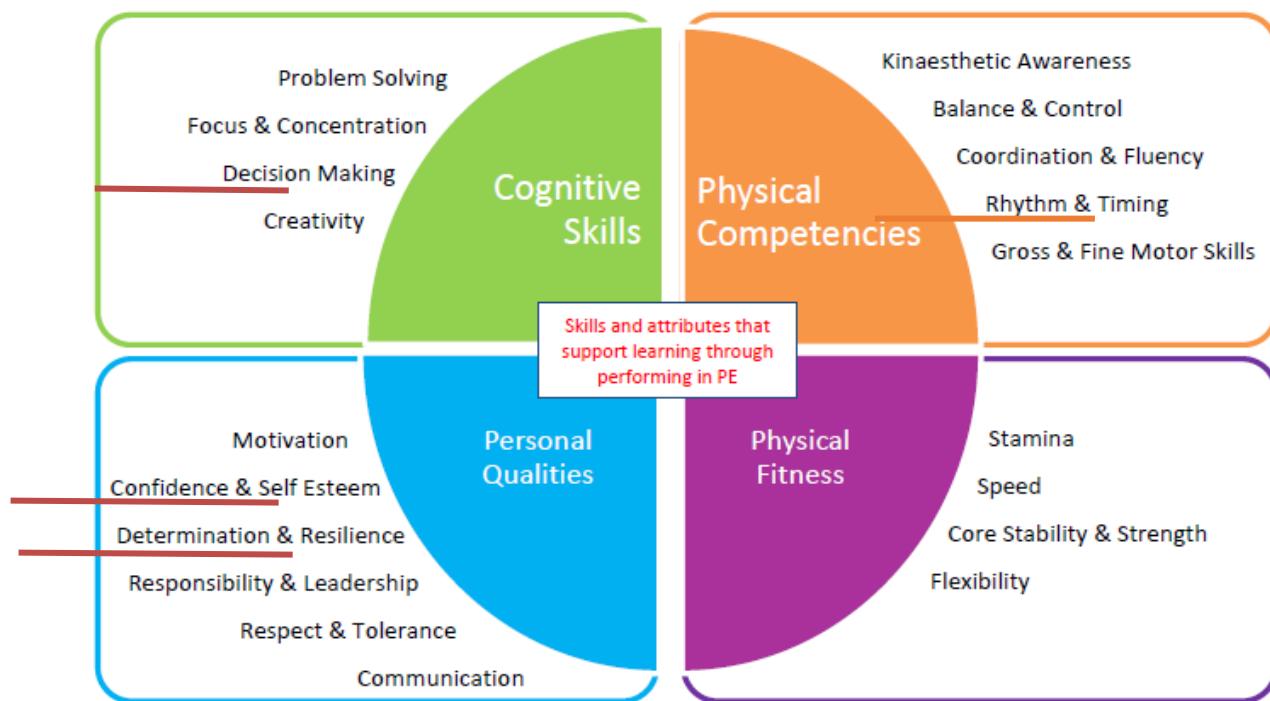
LEARNING INTENTIONS:

- Send and receive a variety of objects with different body parts
- Travel in a variety of ways (hop, skip, sidestep, gallop etc)
- Show respect by listening and following instructions
- Show respect by being polite and thoughtful
- Move parts of my body using different speeds and force
- Move at different speeds while travelling in a variety of ways
- To concentrate on the task and ignore distractions
- Think carefully about what we are doing
- About what motivation means in Physical Education

CLASS: P3

TERM: 2

CONTEXT: Over the Net



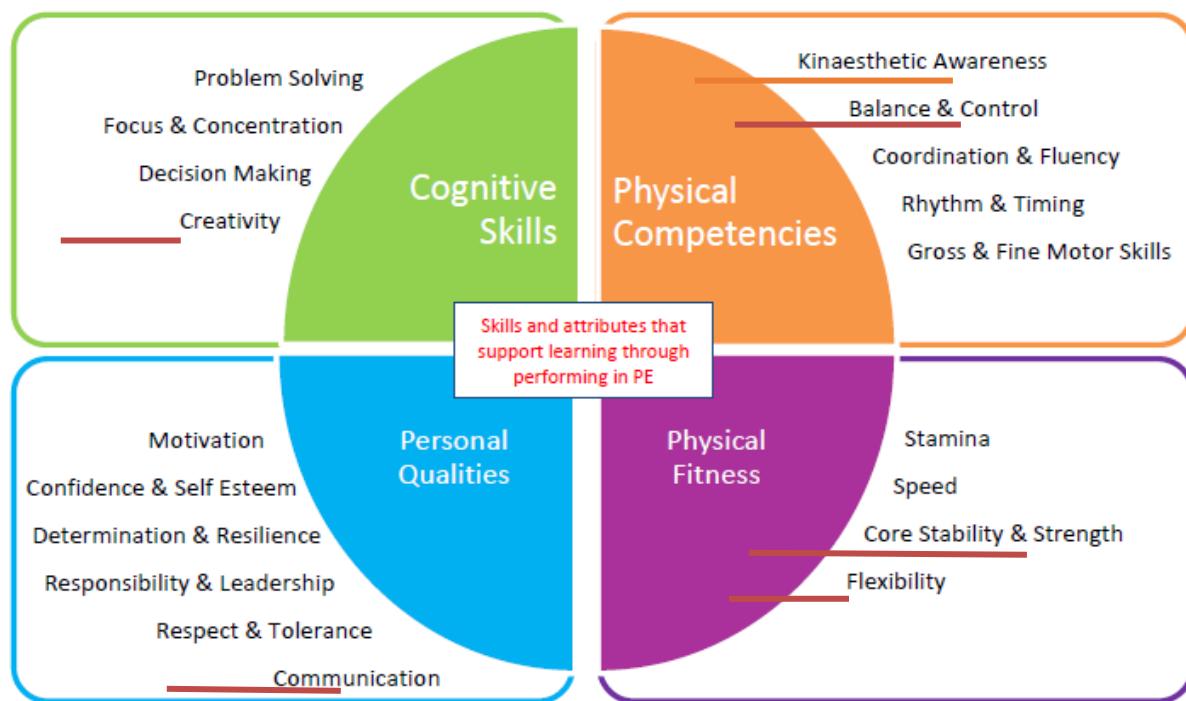
LEARNING INTENTIONS:

- Make decisions about what object to practise with
- Make decisions about which task to try and explain why
- Use repeated patterns of movement to create simple sequences
- About why timing is important in sport
- To identify strengths and next steps
- To respond and contribute to self and peer assessment with respect
- About good sportsmanship and what that means
- To demonstrate persistence when facing a challenge

CLASS: P3

TERM: 3

CONTEXT: Gymnastics



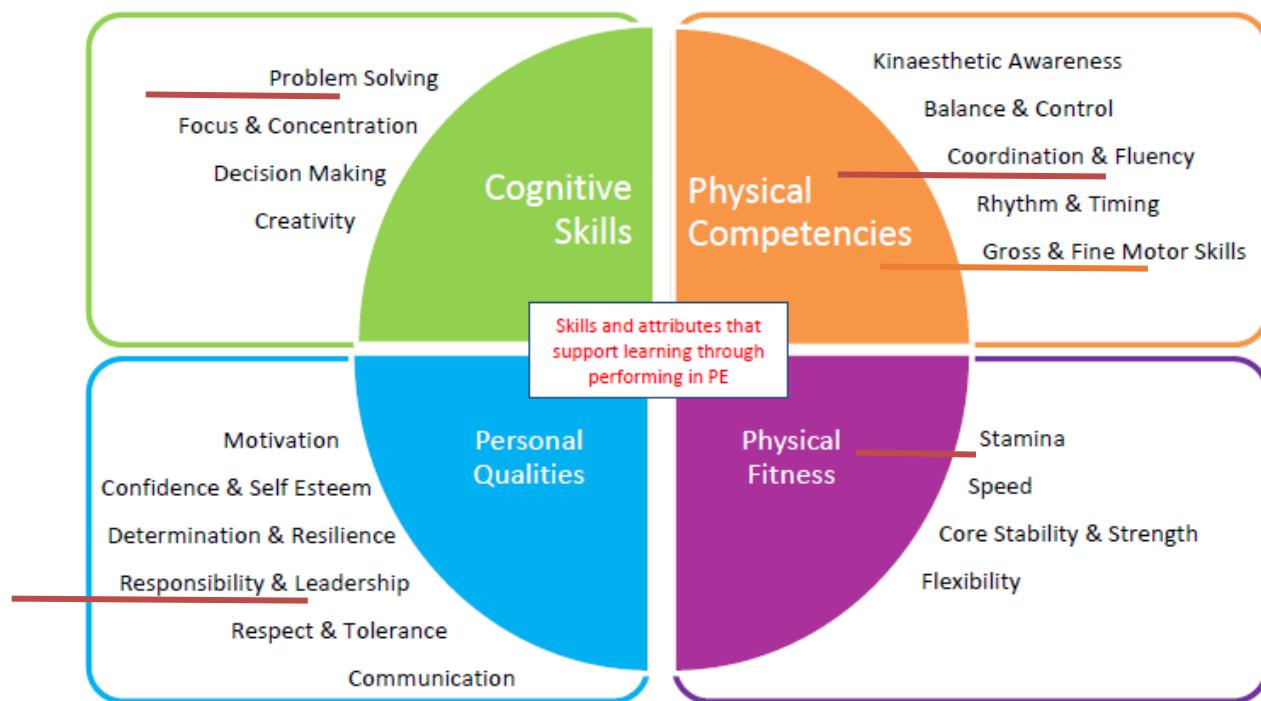
LEARNING INTENTIONS:

- Create basic sequences (2 rolls and 2 balances)
- Create different balances
- Give feedback (2 stars and 1 wish)
- Communicate with a partner (listening and talking)
- Do a variety of rolls (forward, pencil, teddy bear etc)
- About core stability and what our muscles do
- About flexibility and how this affects our movement
- To control our body by how it feels (kinaesthetic awareness)

CLASS: P3

TERM: 4

CONTEXT: Mini Games



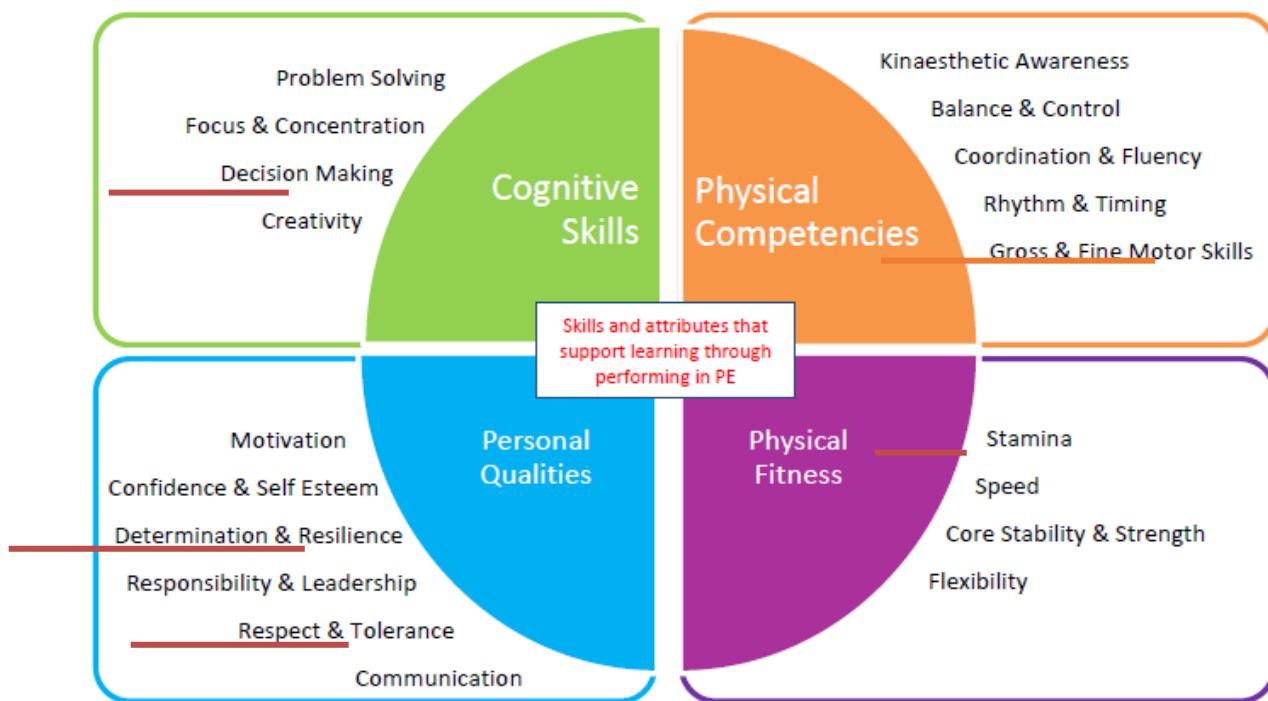
LEARNING INTENTIONS:

- How to solve simple problems in games
- To use a range of strategies when solving problems
- Link a series of movements together with fluency
- Move with purpose demonstrating balance, control and rhythm
- Pass in a variety of ways within games
- Use different travelling movements within games
- To adopt a variety of roles within practises and games
- To describe how the body feels during and after sustained activity

CLASS: P4 + P5

TERM: 1

CONTEXT: Invasion Games



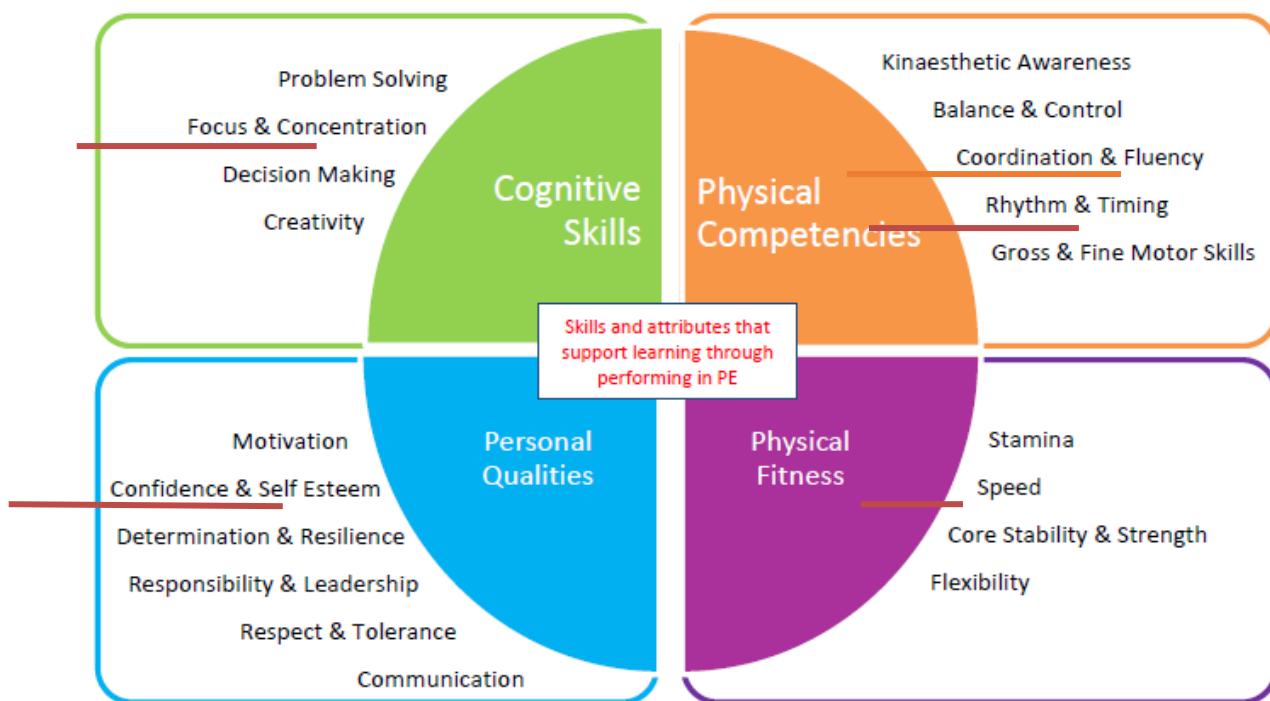
LEARNING INTENTIONS:

- Make decisions in our games and explain why
- Make decisions about what to practise individually and in groups
- Pass in a variety of ways – bounce, chest, overhead etc
- Use different travelling movements – sidestep, run, dodge
- About determination and what that means
- To be resilient and not give up
- To show respect by following the rules
- About being a good sportsperson
- Demonstrate stamina by moving for a long time
- Keep going even when I get tired

CLASS: P4+5

TERM: 2

CONTEXT: Badminton



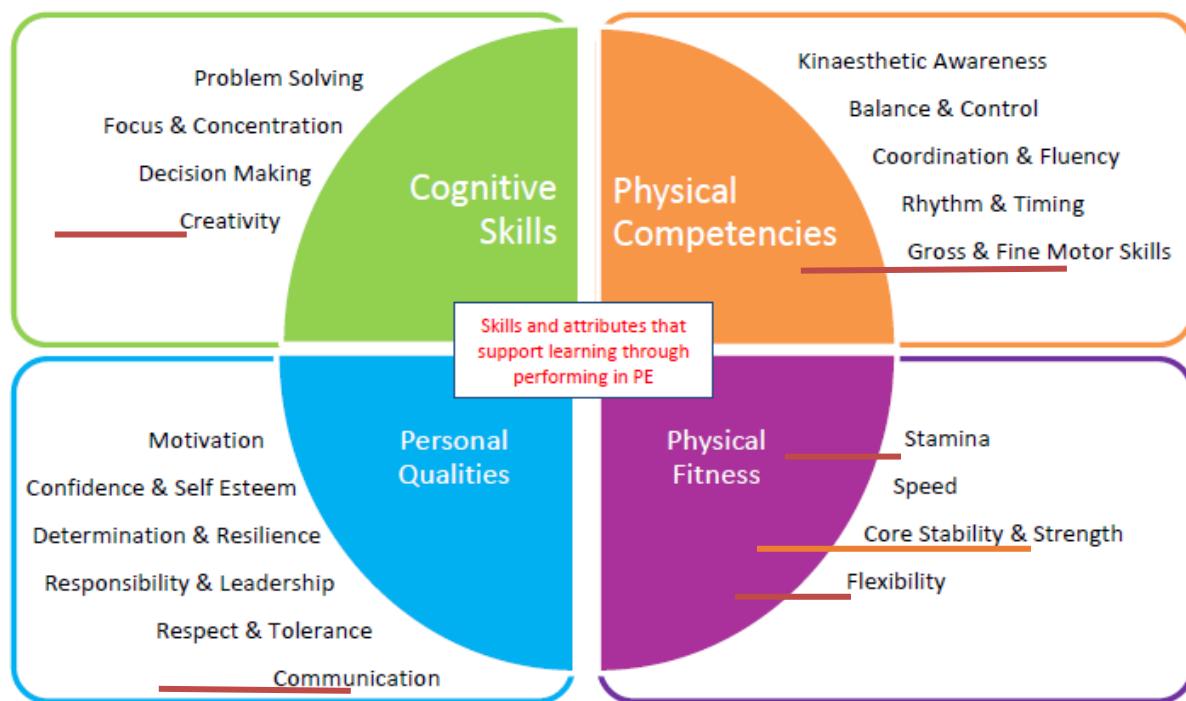
LEARNING INTENTIONS:

- Demonstrate good concentration by ignoring distractions
- Watch and listen so I know what to do
- Have confidence to 'have a go' and not be afraid to make mistakes
- To have a positive awareness of strengths and next steps
- To link movements together with fluency
- To return to a base 'ready position'
- To time the racquet to hit the shuttle
- Timing the speed of our movements and why it's important

CLASS: P4+5

TERM: 3

CONTEXT: Gymnastics/Fitness



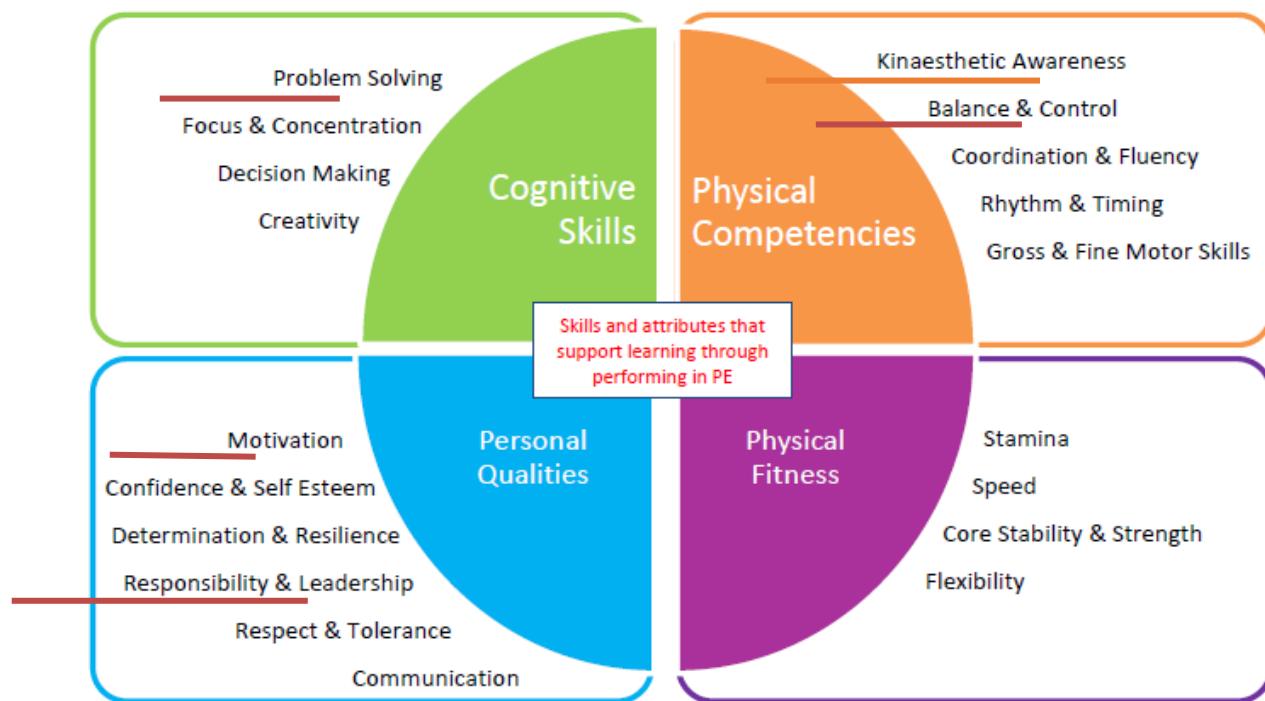
LEARNING INTENTIONS:

- A variety of rolls and balances
- To take our weight on our hands (start of headstand)
- To create gymnastics sequences (3 rolls and 3 balances)
- To create different balances (individual and partner)
- To communicate with a partner to give constructive feedback
- To use our core stability in headstands and circuits
- About flexibility and how this affects our movements
- To transfer our floor skills onto apparatus
- About stamina and how to improve it
- About fitness circuits

CLASS: P4 + P5

TERM: 4

CONTEXT: Athletics/Striking and Fielding



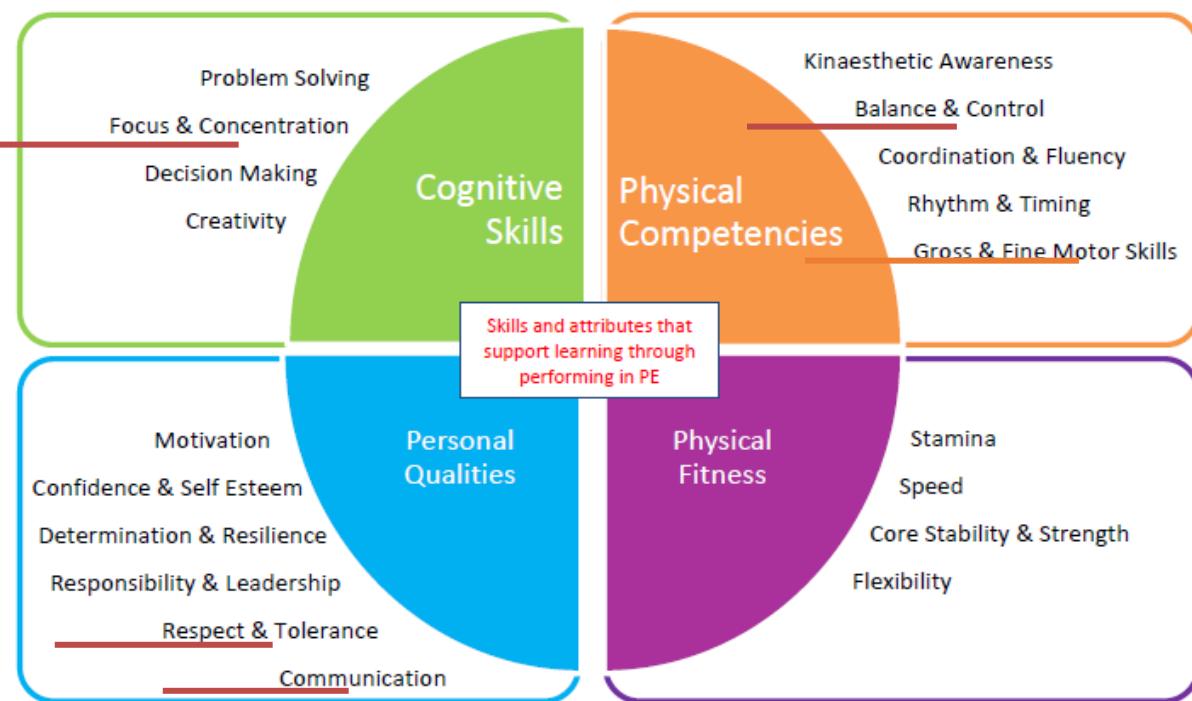
LEARNING INTENTIONS:

- About body parts and body positions when performing a range of different movements
- To control our movements in personal and shared space and can adapt to changes
- To maintain balance whilst performing a range of movements
- Demonstrate balance and control whilst running, jumping and throwing
- Demonstrate adaptability when finding different solutions to solve a problem
- About motivation and what it means
- To understand why people take part in physical activities
- To take responsibility for our learning by making good choices
- To take on some responsibilities for organising tasks

CLASS: P6+7

TERM: 1

CONTEXT: Invasion Games



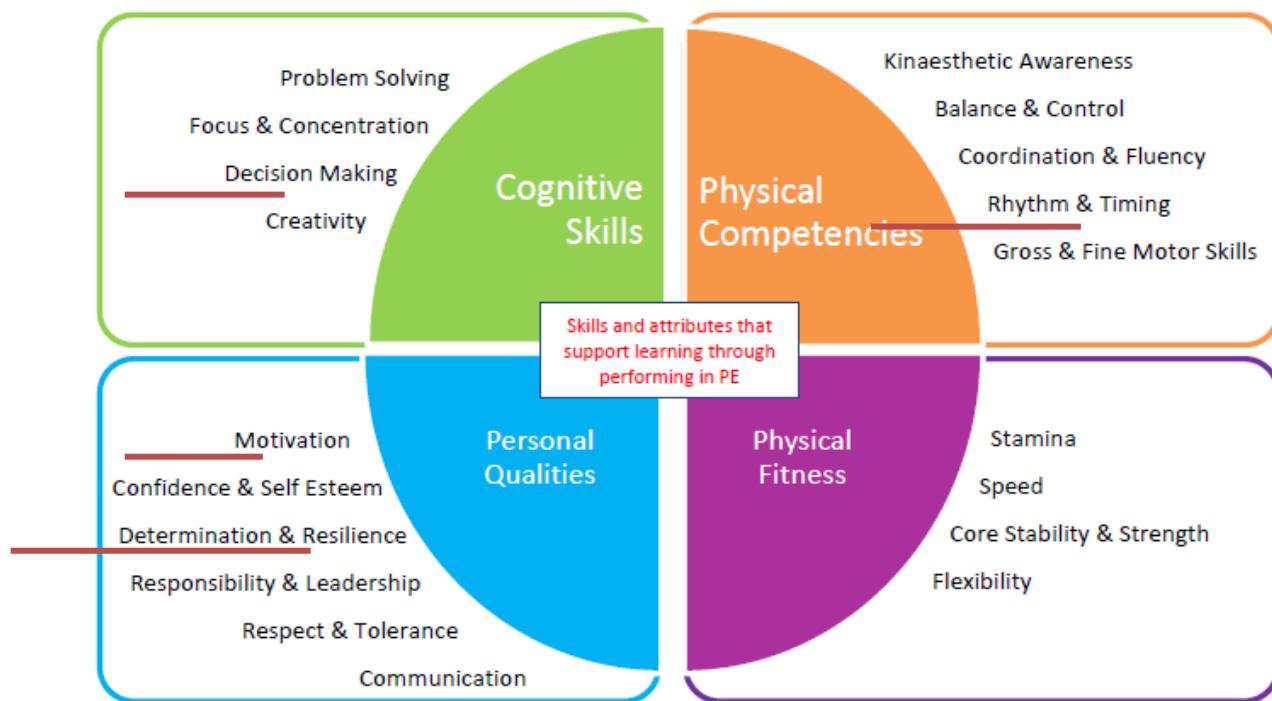
LEARNING INTENTIONS:

- Pass in a variety of ways with accuracy
- Use a sidestep effectively in our games
- Use a dodge/fake in our games
- Understand about focus and concentration
- Show respect at all times by following the rules
- Show tolerance by accepting others' decisions
- Communicate in a variety of ways
- Share ideas within our groups
- Perform a pivot whilst maintaining good balance

CLASS: P6+7

TERM: 2

CONTEXT: Central Net Games



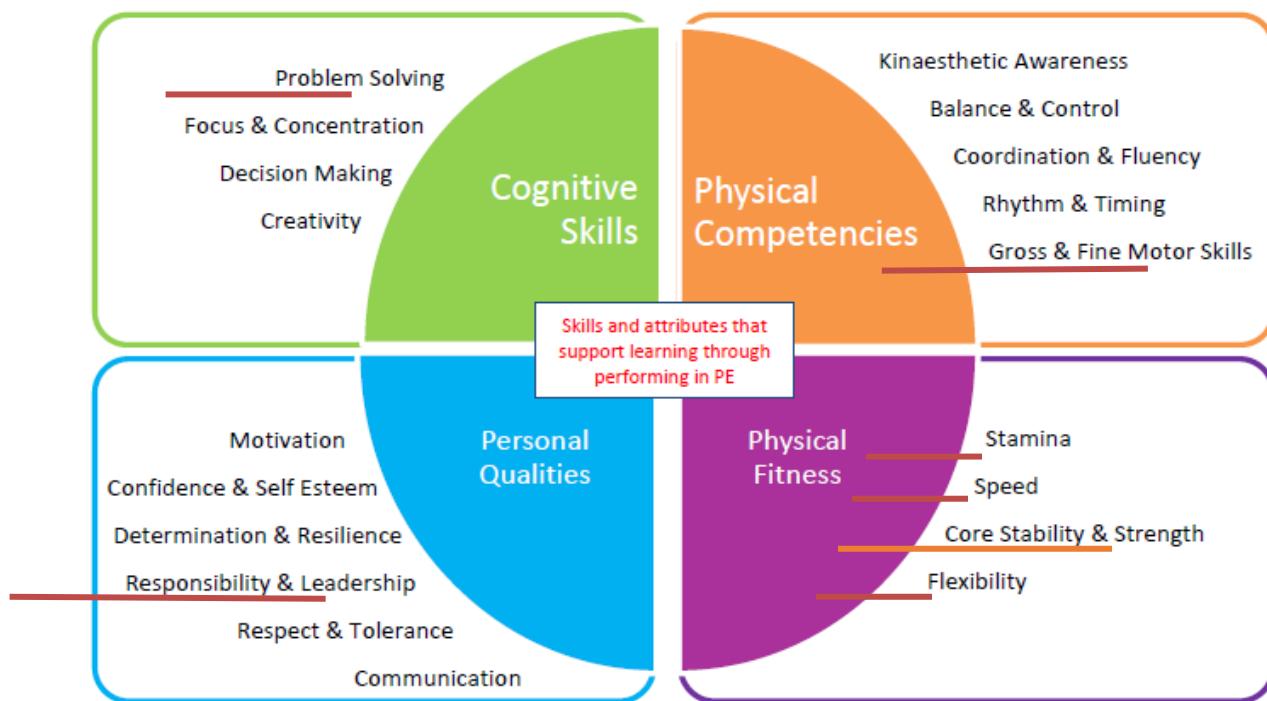
LEARNING INTENTIONS:

- Make decisions in games about where to put the ball/object
- Make decisions about what I need to work on to improve
- About how to motivate each other
- To be self-motivated and to show positive effort
- To be a good sportsperson
- To be resilient and to show determination
- Why rhythm and timing are important
- To move at the correct time to volley the ball/object

CLASS: P6+7

TERM: 3

CONTEXT: Gymnastics/Fitness



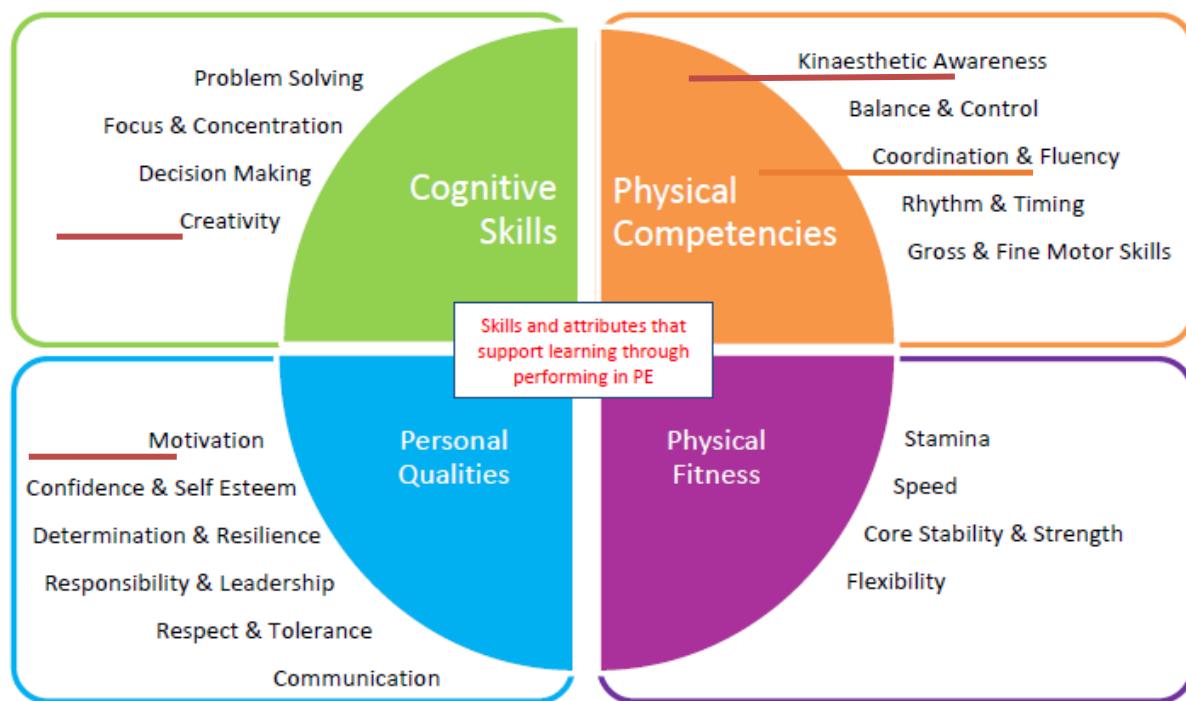
LEARNING INTENTIONS:

- A variety of rolls, balances and vaults
- To transfer our floor skills onto the apparatus
- To problem solve in our groups
- How core stability and strength affect what we do
- To handle gymnastics equipment safely
- To demonstrate leadership by adopting different roles
- About flexibility and why it's important
- About stamina and how to measure it
- About speed and how to set personal goals to improve it

CLASS: P6+7

TERM: 4

CONTEXT: Athletics/Striking and Fielding



LEARNING INTENTIONS:

- To create our own striking and fielding games given set criteria
- To create our own practises for developing different skills
- About factors that affect and influence participation in physical activities
- To understand that we play a role in encouraging others
- Perform a sequence of movements with a clear beginning, middle and end
- Explain what a quality movement looks and feels like
- Move efficiently in personal and shared space (relay changeover)
- Run, jump and throw with a focus on



Summative Assessment Guidance

*High Quality, Consistent Practice
across our School*

- *Formative Assessment*

*See 'L&T Toolkit Core Strategies' above incorporating
Assessment is for Learning (AifL) Strategies.*

- *Summative Assessment below.*



St John Vianney RC Primary School

Summative Assessment Programme

Mathematics: Standardised assessments as noted in subject guidance.

SEAL Assessment for individual pupils scoring below SAS 85 or identified by CT

Each of these should be shared with the pupil, strengths and areas for improvement identified and targets created in conjunction with the pupil.

Writing

Each child in P2-7 will complete 2 (P1 -1 piece in May) 'closed' pieces of writing each year (November and May). These will be in the form of a 'letter'. Each letter will be assessed by the teacher using the Scottish Criterion Scale. Over the course of the year, the letters should be a mixture of imaginative, personal and functional. *Significant time focusing on the development, structure, vocabulary and modelling of these pieces should be spent just prior to the assessments taking place.*

In addition to these closed pieces of writing, each child will 6 other assessment pieces of writing spread throughout the year (including self-assessed and peer assessed) both using the writer's checklist provided by the teacher. A useful resource is the Pupil Friendly Scottish Criterion Scale. Other pieces should be Teacher assessed and provide feedback to the pupil.

The teacher will ensure that there is a variety of genre assessed over the course of the year for self-assessed and peer assessed pieces of writing.

The teacher will use the Writing CEC Pathways, E&Os and **CfE Benchmarks**, the information collated through the various formative and summative assessment for planning to identify attainment level, strengths and next steps in learning.

P1 – P7 – Reading

Every reading group and individual pupil to be assessed each term.

P1-P7 – Listening and Talking

Each academic year a child will participate in:-

- a group talk/presentation to a wider audience
- an individual talk to peers
- a group discussion – e.g., enterprise, critical skills challenge etc.
- Cooperative Learning discussions on a daily/weekly basis
- 'Talking Partners' daily and should be part of the classroom culture

Planning Our Learning: Children will participate in planning their Interdisciplinary Plan around the contexts of: SAY, WRITE, MAKE & DO. Every lesson will have L.I. (P4-7)/WALT (P1-3) and Steps to Success (S2S- displayed through the lesson) for pupils to guide and assess their learning.

All pupils will have the opportunity to set targets weekly, either (5-7) or as a class/group and participate in a 'Take 4', meeting with their CT on a rolling basis. This enables them to reflect on their learning intentions for the week, identify successes and identify next steps.

Record Keeping: Please note that all results for tests should be logged on the StJV Year Group Tracker. *See Overview of Annual Summative Assessments.*

Additional support needs: Consult with the support for learning teacher before administering assessments for children who have additional support needs to ensure that the assessments are appropriate to their level. Appropriate supports can be provided, with notes stating support given.



Overview of annual summative assessments

undertaken to track children's progress by Year Group P1-7.

P1

- Literacy Rich Key words (ongoing)
- Scottish National Assessment: Maths & Reading
- Word Knowledge Test (TBC) August.
- Closed piece of writing – May using Scottish Criterion Scale (Pupil Friendly version)

P2

- Literacy Rich Key words (ongoing)
- Single word spelling test A - December and May
- GL Standardised Assessment - Progress in English and Maths 6 – April
- Closed piece of writing (letter) – Nov & May Using Scottish Criterion Scale (Pupil Friendly version)
- Minimum of 6 other pieces of focuses writing assessment spread through the year, peer assessed and self-assessed using Scottish Criterion Scale. These can be with support as pupils require.

P3

- Single word spelling test B - December and May
- GL Standardised Assessment - NGRT and Maths PTM7 – April (track standardised score)
- Closed piece of writing (letter) – Nov & May Using Scottish Criterion Scale (Pupil Friendly version)
- Minimum of 6 other pieces of focuses writing assessment spread through the year, peer assessed and self-assessed using Scottish Criterion Scale. These can be with support as pupils require.

P4

- Single word spelling test C - December and May
- Scottish National Assessment: Maths, Reading and Writing – April (track standardised score)
- Closed piece of writing (letter) – Nov & May Using Scottish Criterion Scale (Pupil Friendly version)
- Minimum of 6 other pieces of focuses writing assessment spread through the year, peer assessed and self-assessed using Scottish Criterion Scale. These can be with support as pupils require.

P5

- Single word spelling test D - December and May
- GL Standardised Assessment - NGRT and PTM 9 – May (track standardised score)
- Closed piece of writing (letter) – Nov & May Using Scottish Criterion Scale (Pupil Friendly version)
- Minimum of 6 other pieces of focuses writing assessment spread through the year, peer assessed and self-assessed using Scottish Criterion Scale. These can be with support as pupils require.

P6

- Single word spelling test E - December and May
- GL Standardised Assessment - NGRT and PTM 10 – April (track standardised score)
- Closed piece of writing (letter) – Nov & May Using Scottish Criterion Scale (Pupil Friendly version)
- Minimum of 6 other pieces of focuses writing assessment spread through the year, peer assessed and self-assessed using Scottish Criterion Scale. These can be with support as pupils require.

P7

- Single word spelling F - December and May
- Scottish National Assessment: Maths, Reading and Writing – April (track standardised score)
- Closed piece of writing (letter) – Nov & May Using Scottish Criterion Scale (Pupil Friendly version)
- Minimum of 6 other pieces of focuses writing assessment spread through the year, peer assessed and self-assessed using Scottish Criterion Scale. These can be with support as pupils require.

Tracking Data: The following data are entered and tracked onto the Year Group Trackers:

- Single word spelling: June test
- Scottish National Assessment: Maths, Reading and Writing – April
- P2-7 GL Standardised Assessment – NGRT and PTM (online or paper) – April test
- CfE Levels: Teacher judgement
- Closed piece of writing (letter) (Scottish Criterion Scale) – June piece.



Learning Walls/Displays Guidance.

HGIOS: 2.3 Learning Teaching and Assessment.

'Learners play an active role in the school and wider community and regularly take on leadership roles, including leading learning.'

'Learners receive high-quality feedback and have an accurate understanding of their progress in learning and what they need to do to improve.'

Visible Learning Effect Sizes: Feedback: 0.7. Meta-Cognitive Strategies 0.6

This guidance is for staff in developing consistency across our school and best practice.

'Learning Walls?': All displays possess a learning opportunity for our pupils, staff, parents/carers and wider community. They may exist in a range of styles and formats including 3D Mind-Maps, Target Setting, Self-Evaluation, a range of curricular areas, examples of and celebration pupils' work/display etc.

All Learning Walls should provide the opportunity for the reader to gain an understanding of the learning experience. *They are a continuation of the 'learning experience' and a great opportunity for the pupil to gain and provide feedback.* They may be static i.e. a display at the end of a learning sequence or evolving. i.e. building up as the learning takes place over time. While the walls should be well presented, pupils, where guided, can be responsible for creating a significant part/if not all, of the information.

Learning Walls should be a place where children can find key information about their current learning and where anyone can make a contribution. They should be a storehouse of information and ideas – vocabulary, guidance, images and diagrams. They can be constantly referred to, reinforcing learning. The style and format will adapt to suit purpose.

At St JV Learning Walls could include:

- E&O & Learning Intention/WALT
- 'S2S': Steps to Success/Success Criteria
- A brief explanation of the learning activity
- Skills being developed (this could be included in the Learning Intention/WALT)
- Pupils' Voice/Self-Evaluation/feedback/discussion points: could be in the form of individual, group or whole class.
- Teacher Evaluation of the learning
- Next Steps
- SAY/WRITE/MAKE/DO plan

As professionals, we and possibly our pupils, should decide what information and visuals should accompany the display.

Please find attached a list of skills linked with the Bloom's Taxonomy for reference you may find helpful.



Weekly Timetable: Example of Good Practice

	8:50		10:30	10:45	12:30		1:10		3:10	
Monday (Mrs McBeath- ASL Services 1:30-3:00)	P R A Y E R S	Languages Spelling	Mathematics & Numeracy Problem Solving	HWB-P.E. (10:45-11:45) Non-contact	Languages Writing Genre	R E A D I N G	Social Studies	Health and Wellbeing	P R A Y E R S	
Tuesday	P R A Y E R S	Religious Education (8:55-9:30)	Mathematics & Numeracy	Languages Handwriting/ grammar/ punctuation	Expressive Arts	R E A D I N G	Social Studies	Science	P R A Y E R S	
Wednesday (Mrs McBeath- ASL Services 1:30-3:00)	P R A Y E R S	Mathematics & Numeracy	Languages Big Writing	Languages Big Writing	Technologies	R E A D I N G	Health and Wellbeing Circle Time	Religious Education (2:20-3:10)	P R A Y E R S	
Thursday	P R A Y E R S	Assembly (RE, Wider Achievements, Celebrating Diversity) Non-contact	Languages Reading	Mathematics & Numeracy	Languages Listening and Talking	R E A D I N G	Expressive Arts	Religious Education (2:25-3:10)	P R A Y E R S	
Friday	P R A Y E R S	Languages Spelling	HWB-P.E. (9:35-10:30) 10:50-10:55) Non-contact	Mathematics & Numeracy	Health and Wellbeing Golden Time	P R A Y E R S				

Your weekly timetable must show the following:

- Problem Solving (60 minutes)
- 2 hours of PE (please state times) (2 sessions plus changing time 5 minutes each side of the lesson)
- 2 and half hours of RE (please state times) (weekly prayers- 10mins, assembly-20mins, plus lessons)

Reading for Enjoyment-Daily. Add in specialist time/non-contact/PSA support/outdoor learning opportunities/IDL/ipads etc.

getting it right

for every child

What is GIRFEC?

GIRFEC is the national approach in Scotland to improving outcomes and supporting the wellbeing of our children and young people by offering the right help at the right time from the right people. It supports them and their parent(s) to work in partnership with the services that can help them.

It puts the rights and wellbeing of children and young people at the heart of the services that support them – such as early years services, schools, and the NHS – to ensure that everyone works together to improve outcomes for a child or young person.

Most children get all the support and help they need from their parent(s), wider family and local community, in partnership with services like health and education. Where extra support is needed, the GIRFEC approach aims to make that support easy to access and seamless, with the child at the centre.

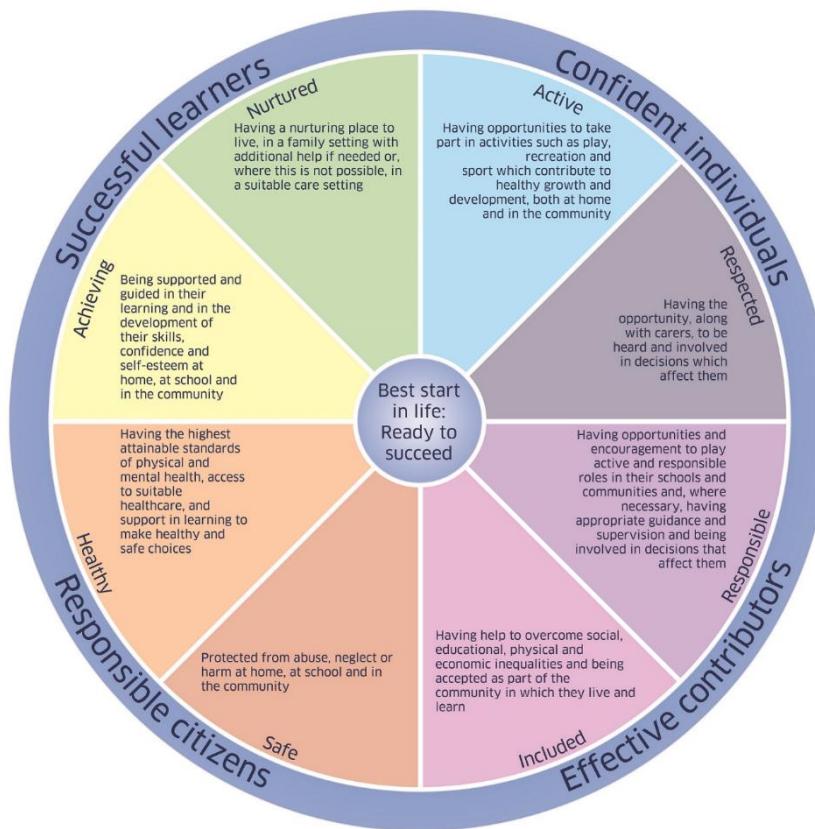
It is for all children and young people because it is impossible to predict if or when they might need extra support.

GIRFEC means:

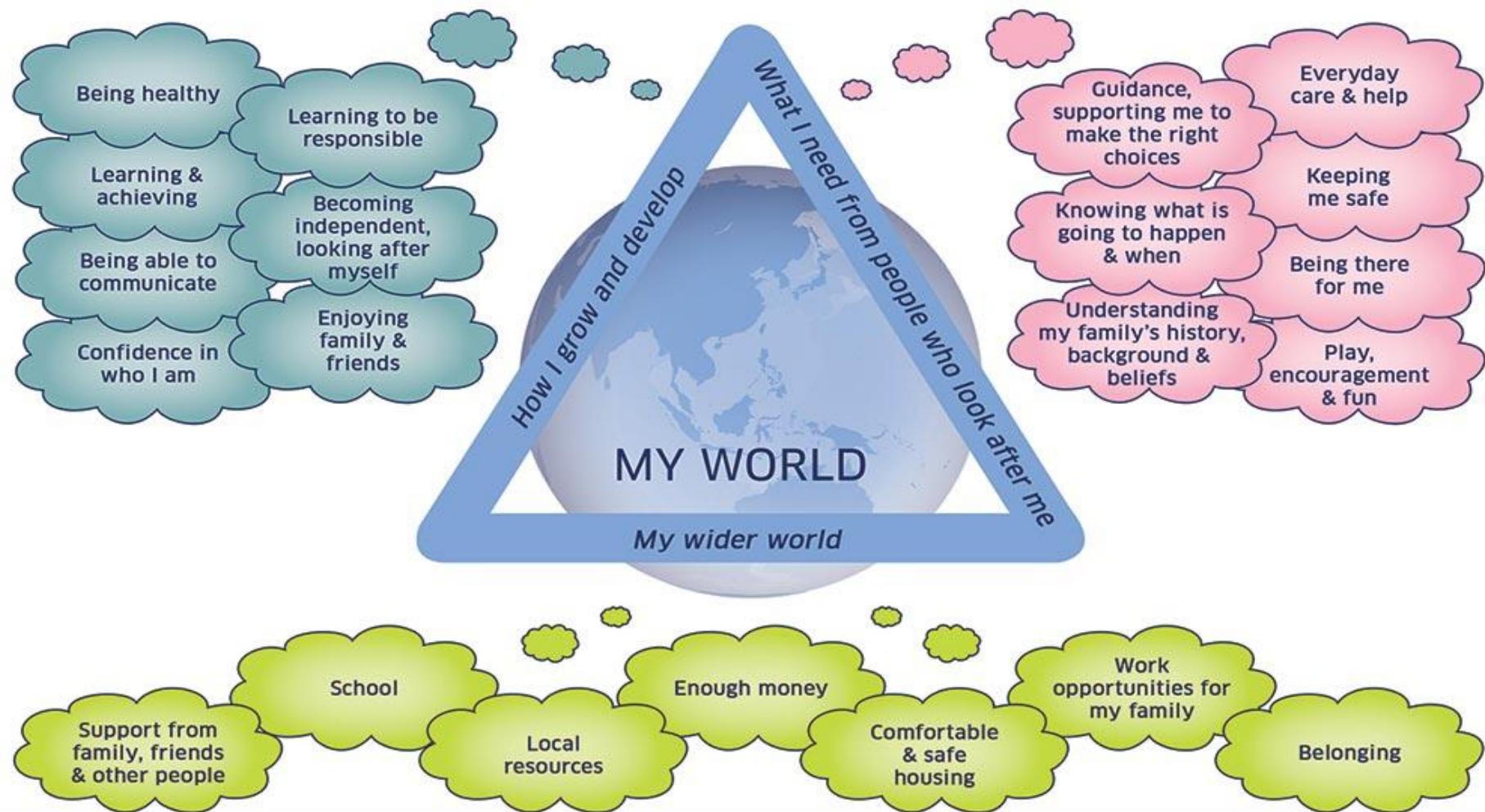
- You understand what is happening and why and have an excellent understanding of the Wellbeing Wheel and My World Triangle and how these impact upon our pupils.
- You have been listened to carefully and your wishes have been heard, understood and taken into consideration.
- You feel confident about the help you are getting.
- You are appropriately involved in discussions and decisions that affect you.
- You can rely on appropriate help being available as soon as possible.
- You experience a more straightforward and co-ordinated response from the people working with you.

The Wellbeing Wheel.

Please refer to our SHANARRI 'HWB At St JV' Learning Wall for details of actions and next steps of each on the indicators below.



My world triangle



The whole child or young person: Physical, Social, Educational, Emotional, Spiritual & Psychological development