

Our Aim:

**“High Quality,
Consistent Practice”**



St JV
Curriculum Guide
Version 7

Printed August 2024

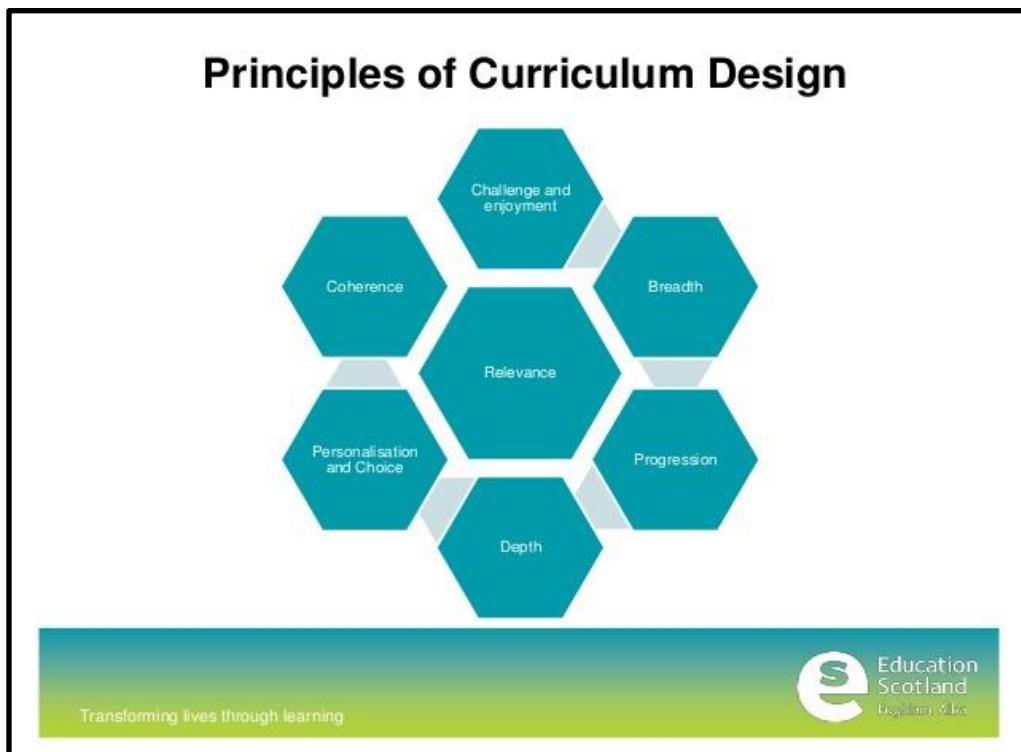
St John Vianney R.C. Primary School

Contents	<i>Page</i>
Our Curriculum for Excellence subjects and principals of design	2
What makes our School Community and Curriculum unique?	3
Core Research underpinning our practice	4
School Mission Statement: Professionals and Pupil versions	5
Leadership at StJV: ' <i>Responsibility of All</i> '	10
Moderation Framework for Shared understanding	11
Learning and Teaching Guidance	13
Policy and Curriculum Guidance Documents	14
Maths and Numeracy	15
Literacy	34
Health and Well Being	59
R.M.R.E.	64
ICT Skills Progression	69
Pupil Transitions: Key points in a child's journey	72
Play Based Learning at St JV P1&P2	77
ASL Policy Summary including Nurture Practice at StJV and EAL Learners: T&L	84
StJV Learning and Teaching Toolkit: Our Core Strategies	99
Learning for Sustainability at StJV	95
Pupil Learning Journey N-P7	104
The 'StJV Sets' : 4 Contexts IDL Planners	108
P.E. Curriculum Planner P3-7	160
Summative Assessment Guidelines	173
Mathematics and Numeracy, Literacy	
Overview of annual summative assessments P1-7	
Learning Walls/Pupils' Work Display Guidance	176
Weekly Timetable example of good practice	178
GIRFEC at StJV	179

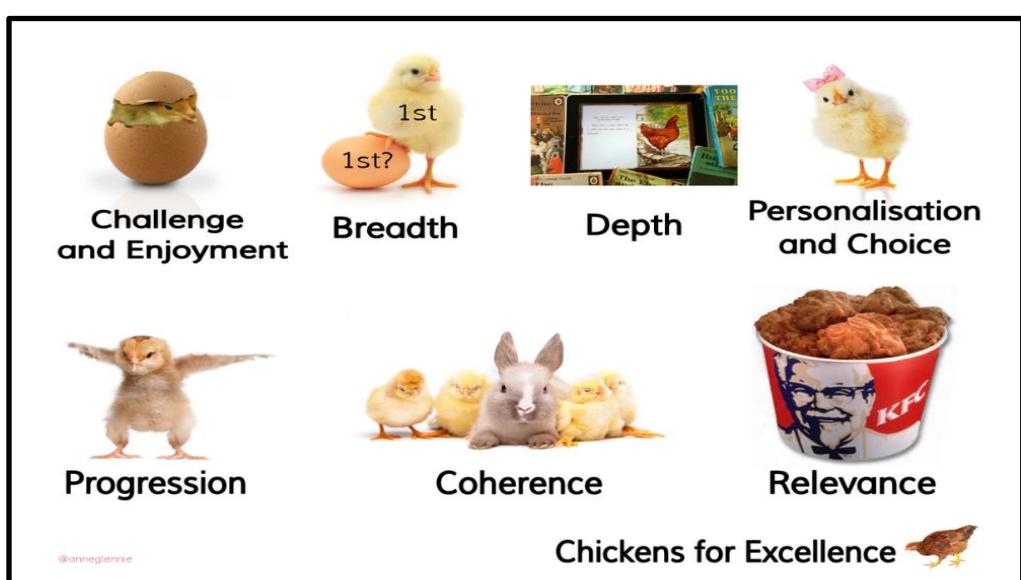
Our CfE Subjects and Principles of Curriculum Design

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:



Thanks to
Anne Glennie. Literacy Consultant.

What makes our school community and curriculum unique?

Below quotes, generated from across the school community.

January 2018.

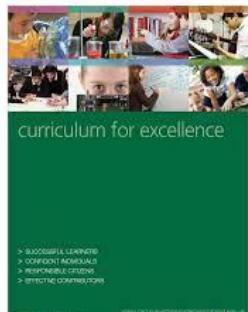
- *A highly self-evaluative staff, developing best practice and moving the school forward.*
- *We celebrate where we (pupils and staff) come from and which language they speak.*

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.*

P1-7 Core Research Underpinning our school's continuous aim of *High Quality, Consistent Practice*.

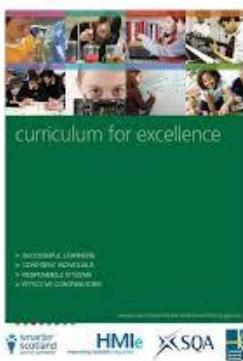
(Please also see Nursery/EYC's version of Curriculum Guide)



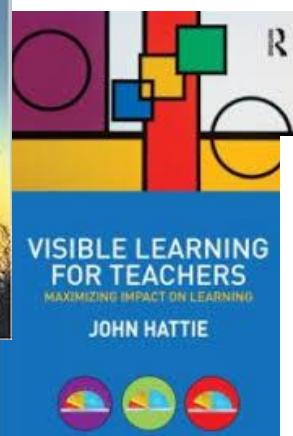
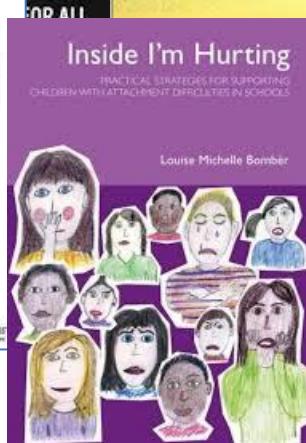
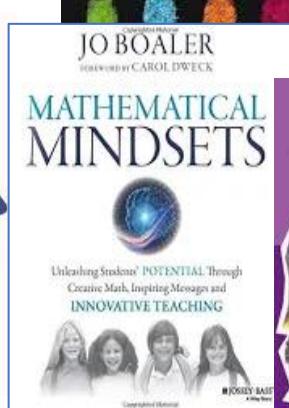
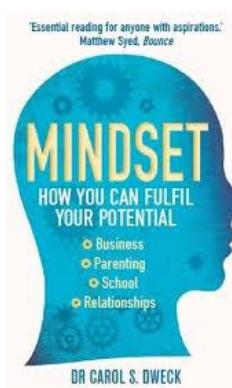
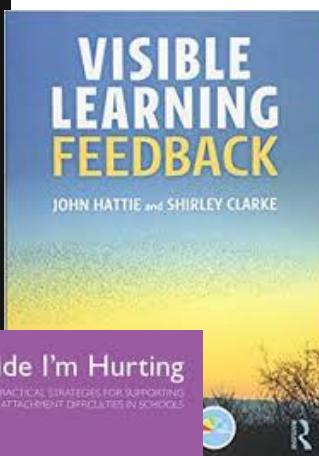
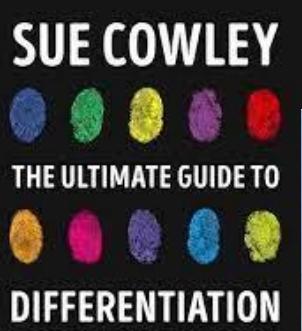
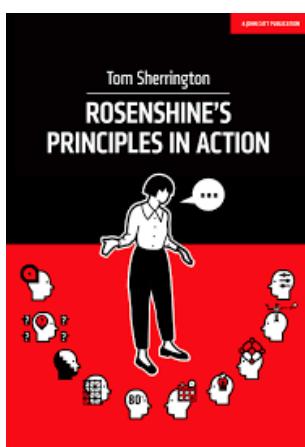
CfE Curriculum and Assessment Benchmarks



'How Good Is Our School 4'.



**CEC Edinburgh Learns,
'The Teachers' Charter'**



WHEN THE ADULTS CHANGE EVERYTHING CHANGES
PAUL DIX
SEISMIC SHIFTS IN SCHOOL BEHAVIOUR



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 R.C. 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
Numeracy Co-ordinator/SEAL	Mathematics Working Party
Library/Book Fairs and Pupil Library Team	Mrs Anne Spence/Mrs Watton
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
Sacramental Preparation	Mrs Aisling Christie and P3,4 and 7 CTs
EIS	
Playground Equipment: Storage, Upkeep and ordering.	Mrs Arleen Grealis and Mrs Eileen Glass
P1 Resource Room:	Mrs Agati Francis
Lost Property and Resource Rooms/PPR	Mrs Sandra Pretsel

Senior Leadership Team Remits

Head Teacher: C. Kelly	Depute Head Teacher: M. Andrew	Principal Teacher: P. Reid	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

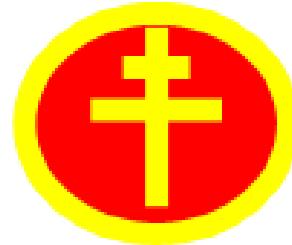


Moderation Framework: Developing Capacity, Shared Understanding and Consistency

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 Guide:

- Mathematics and Numeracy
- Literacy
- HWB including P.E.
- R.E.R.C
- ICT Skills Progression
- 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



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.

We employ 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 Strategies

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

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 mental agility progression supports this and shows the key skills each child should learn at each stage in their maths development. These are provided in each teacher’s Planning and Assessment folder at the start of each year.

StJV Number Progression Toolkit

Alongside all other key planning documents, we have created a Number Progression Toolkit for 1st and 2nd levels.

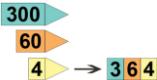
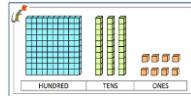
This will support teachers in the T&L of strategies that underpin understanding of number concepts and sit alongside the CfE Benchmarks.

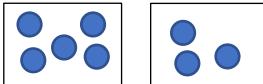
These should be taught in a systematic order to build children’s mathematical knowledge and understanding. Beginning with concrete and visual resources children work through increasingly complex written and mental methods of calculation. As learners progress through CfE levels they should demonstrate increasing sophistication in their ability to demonstrate, link, transfer and apply a range of strategies to solve mathematical problems.

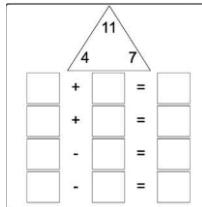
- Interpret questions
- Select and communicate processes and solutions
- Justify choice of strategy used
- Link mathematical concepts
- Use mathematical vocabulary and notation
- Use mental agility
- Reason algebraically
- Determine the reasonableness of a solution

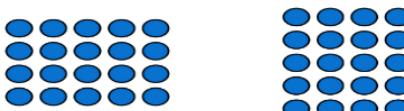
Please refer to and use these strategies when teaching Number, particularly , ‘How We Teach’ certain concepts at St JVy, creating consistency and progression at St JV. Use these

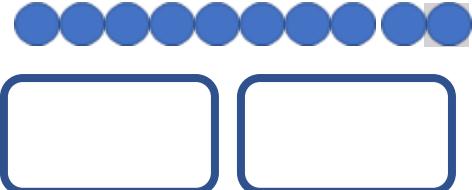
First Level Number Progression Toolkit

	Primary 2	Primary 3	Primary 4
Place Value <p>Demonstrate understanding of place value and the role of 0 as a place holder in whole number to 100.</p> <p>62 is larger than 26</p> <p>Recognise numbers in the range 1 to 100.</p> <p>“Point to the number 72”</p> <p>Identify numbers in the range 1 to 100.</p> <p>“What number is this?</p> <p>Sequence numbers in the range 1 to 100.</p> <p>38, 39, 40, 41, 42.</p> <p>Order numbers in the range 1 to 100.</p> <p>21, 38, 46, 72, 89.</p>	<p>Demonstrate understanding of place value and the role of 0 as a place holder in whole number to 1000.</p> <p>476 is larger than 183</p> <p>Identify the value of each digit in a 2 digit number</p> <p>$64 = 6 \text{ tens and } 4 \text{ ones}$</p> <p>Recognise, identify, and make (using concrete materials) 3 digit numerals.</p> <p></p> <p></p> <p>Sequence numbers in the range 1 to 1000.</p> <p>362 363 364 365</p> <p>Order numbers in the range 1 to 1000.</p> <p>129 301 560 775</p> <p>Partition 2 digit numbers into standard and non-standard components.</p> <p>$39 = 30 + 9$</p> <p>Partition 2 digit numbers into non-standard components.</p> <p>$57 = 30 + 20 + 7$</p> <p>$57 = 20 + 20 + 17$</p>	<p>Confidently demonstrate understanding of place value and the role of 0 as a place holder in whole number to at least 1000.</p> <p>308 is smaller than 380</p> <p>Identify the value of each digit in a 3 digit number</p> <p>$648 = 6 \text{ hundreds, } 4 \text{ tens and } 8 \text{ ones}$</p> <p>Confidently sequence numbers in the range 1 to 1000</p> <p>638 639 640 641</p> <p>Confidently order a group of numerals in the range 1 to 1000</p> <p>106, 251, 512, 601.</p> <p>Partition 3 digit numbers into standard components.</p> <p>$794 = 700 + 90 + 4$</p> <p>Partition 3 digit numbers into non-standard components.</p> <p>$794 = 500 + 200 + 90 + 4$</p> <p>$794 = 700 + 70 + 20 + 4$</p> <p>$794 = 600 + 100 + 50 + 40 + 4$</p>	

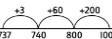
	Primary 2	Primary 3	Primary 4
Addition	<p>Use count by one strategy to find the total in addition calculations and problems.</p> <p>Count items from 2 collections up to 20.</p>  <p>Count items from 2 collections with one collection screened up to 20.</p>  <p>Count items from 2 collections with 2 collections screened up to 20.</p>  <p>Become fluent counting on from a given number to find the total. (Not from 1)</p> <p>Become increasingly fluent counting 2 groups with numerical representation up to 20. (No concrete objects)</p> $8 + 4$ <p>Combine and partition numbers in the range 1 to 10</p> $4 + 2 = 6, 5 + 1 = 6$ $2 + 6 = 8, 7 + 1 = 8, 5 + 3 = 8$ $9 + 1 = 10, 7 + 3 = 10$ <p>Recognise and identify doubles to 10.</p> $1 + 1 + 2 \dots 5 + 5 = 10$	<p>Use known number facts to choose and use different strategies to find the total in addition calculations and problems within 20.</p> <p>Use number bond facts.</p> $8 + 4 = 8 + 2 = 10 + 2$ <p>Use number bond knowledge to say what number gets us to/from a decade.</p> $34 + ? = 40 \quad 54 - ? = 50$ <p>Use doubles and near doubles facts.</p> $7 + 6 = 6 + 6 + 1$ <p>Change the order of numbers to support my calculation</p> $3 + 16 = 16 + 3$ $2 + 12 + 6 = 12 + 6 + 2$ <p>I can use a number line to help me solve addition calculations and problems</p> <p>I can explore a 100 square to help me solve addition calculations and problems</p>	<p>Use known number facts to choose and use different strategies to find the total in addition calculations and problems with up to at least 3 digit whole numbers.</p> <p>Jump on in multiples of 10 or 100.</p> $43 + 34 = \quad 348 + 210$ $43 + 30 = 70 + 4 = 74 \quad 348 + 200 = 548 + 10$ <p>Partition numbers.</p> $75 + 26 = \quad 615 + 256$ $70 + 20 + 5 + 6 = \quad 600 + 200 + 10 + 50 + 5 + 6$ <p>Use number bond facts.</p> $24 + 66 = \quad 345 + 455$ $4 + 6 = 10 + 20 + 60 \quad 300 + 400 + 100$ <p>Use doubles and near doubles facts.</p> $26 + 27 = \quad 398 + 410 = 400 + 400 + 8$ $20 + 20 + 6 + 6 + 1$ <p>Change the order of numbers to support my calculation</p> $39 + 11 + 48 = \quad 53 + 918 = 918 + 15$ $48 + 39 + 11 =$ <p>Mentally add 2 digit numbers using a variety of strategies.</p> <p>I can confidently use a number line to help me solve addition calculations and problems</p> <p>I can confidently use a 100 square to help me solve addition calculations and problems</p>

	Primary 2	Primary 3	Primary 4
Subtraction	<p>Count on to find the answer to a subtraction calculation or problem.</p> $12 - 9 = 9 \dots 10, 11, 12$ <p>Count back to find the answer to a subtraction calculation or problem.</p> $12 - 3 = 9 \quad 12 \dots 11, 10, 9$	<p>Understand and use the link between addition and subtraction to solve simple calculations and problems.</p> $8 + 6 = 14$ $6 + 8 = 14$ $14 - 8 = 6$ $14 - 6 = 8$  <p>Use known number facts to choose and use different strategies to find the total in addition calculations and problems within 20.</p> $20 - 14 = 20 - 10 - 4 + 6$ $16 - 9 = 16 - 8 - 1 = 7$ <p>I can use a number line to help me solve subtraction calculations and problems</p> <p>I can explore a 100 square to help me solve subtraction calculations and problems</p>	<p>Use and explain knowledge of the link between addition and subtraction to choose and use the most efficient strategy for a given problem problems.</p> <p>Mentally subtract 2 digit numbers using a variety of strategies.</p> $90 - \underline{\quad} = 44$ $44 + 40 = 84 + 6 = 90$ $90 - 40 = 50 - 6 = 44$ $45 + 45 = 90 \dots 44 + 46 = 90$ <p>Check answers using the inverse operations.</p> $46 + 18 = 64$ $64 - 18 = 46$ <p>I can confidently use a number line to help me solve subtraction calculations and problems.</p> <p>I can confidently use a 100 square to help me solve subtraction calculations and problems.</p>

	Primary 2	Primary 3	Primary 4
Multiplication	<p>Using concrete materials:</p> <p>Combine and count equal groups.</p>  <p>3 groups of 2=6 3 lots of 2=6</p> <p>Skip count orally in 2's, 5's and 10's Begin to build and describe visible arrays. Determine the number of dots on visible arrays.</p> <p><i>Example array and vocabulary progression: All oral/concrete. No formal recording.</i></p>  <p>4 rows of 5=20 4 lots of 5=20 5+5+5+5=20 4x5=20</p> <p>5 rows of 4=20 5 lots of 4=20 4+4+4+4+4=20 5x4=20</p>	<p>Using a number line or 100 square:</p> <p>Confidently know doubles up to double 10.</p> <p>Count in multiples, "skip counting" for the 2,5,10,3 and 4 times tables.</p> <p>Count in these multiples to determine how many there are in a visible collection.</p> <p>Count in these multiples to determine how many there are in:</p> <ul style="list-style-type: none"> • partially screened equal groups. • screened equal groups. • a screened array. <p><i>Example array and vocabulary progression: Begin to record in the written form following this format: Number of rows x number of dots in each row.</i></p>  <p>5+5+5+5=20 4 lots of 5 =20 4x5=20</p> <p>4+4+4+4+4=20 5 lots of 4 =20 5x4=20</p>	<p>Using a 100 square:</p> <p>Solve multiplication word problems.</p> <p>Count in multiples, "skip counting" for the 2,5,10,3, 4 and 6 times tables.</p> <p>Record using correct written format.</p> <p>Explore the commutative property of multiplication and how it can help us to solve problems (eg 7×5 is the same as 5×7- easier to count in 5's)</p> <p>Understand commutativity with arrays.</p>  <p>Either of these could now be described as 4x5 or 5x4</p>

	Primary 2	Primary 3	Primary 4
Division	<p>Using concrete materials:</p> <p>Determine the number of equal groups.</p>  <p>2 groups of 5 = 10</p> <p>Determine the number in an equal share.</p>  <p>10 shared equally between 2 = 5</p>	<p>Using a number line, 100 square or concrete materials:</p> <p>Count in multiples, “skip counting” for the 2,5,10,3 and 4 times tables, to help divide.</p> <p><i>Example:</i> $12 \div 2 = ?$</p> <p>Vocabulary:</p> <p>How many 2's make 12? 6 lots of 2 = 12 $6 \times 2 = 12$ so $12 \div 2 = 6$</p> <p>Determine the number of groups.</p> <p><i>Example:</i> You have 12 counters. Each person must get 3 each. How many people can have 3 counters?</p> <p>Determine the number in each group.</p> <p><i>Example:</i> Share 10 counters between 2 people. How many counters does each person get?</p> <p>Arrays</p> <p>Determine the number of rows.</p> <p><i>Example:</i> There are 25 dots, with 5 dots in each row. How many rows are there?</p> <p>Determine the number in each row.</p> <p><i>Example:</i> There are 25 dots, arranged in 5 rows. How many dots are in each row?</p>	<p>Using a 100 square or concrete materials:</p> <p>Count in multiples, “skip counting” for the 2,5,10,3, 4 and 6 times tables, to help divide.</p> <p>Solve quotient division word problems (problems where pupils are given the number in each group).</p> <p><i>Example:</i> Fourteen pens are put into groups of two. How many groups of two are there?</p> <p>Solve partition division word problems (these can be more difficult as pupils have to work out number in each group, requiring different counting strategies ie they cannot reason in terms of equal groups of a given number).</p> <p><i>Example:</i> Fifteen oranges are shared equally among three people. How many oranges does each person get?</p>

Second Level Number Progression Toolkit

	Primary 5		Primary 6		Primary 7	
Place Value	Recognise exact partitions of 1,000 and record in standard/expanded notation (standard and non-standard place value).		Recognise exact partitions of 10,000 and record in expanded notation (standard and non-standard place value).		Recognise exact partitions of a million and record in expanded notation (standard and non-standard place value)	
	<u>Standard Place Value</u> (Standard notation) $1,000 = 237 + 763$ $1,000 = 645 + 355$ (Expanded Notation) $1,000 = (200 + 30 + 7) + (700 + 60 + 3)$ $1,000 = (600 + 40 + 5) + (300 + 50 + 5)$	<u>NON - Standard Place Value</u> (Standard notation) $1,000 = 200 + 480 + 320$ $1,000 = 333 + 333 + 334$ (Expanded Notation) $1,000 = (200 + 400 + 80 + 300 + 20)$	<u>Standard Place Value</u> (Standard notation) $10,000 = 2,370 + 7,630$ $10,000 = 6,450 + 3,550$ (Expanded Notation) $10,000 = (2,000 + 300 + 70) + (7,000 + 600 + 30)$	<u>NON - Standard Place Value</u> (Standard notation) $10,000 = 2,000 + 4,800 + 3,200$ $10,000 = 3,330 + 3,330 + 3,340$ (Expanded Notation) $10,000 = (2,000 + 4,000 + 800 + 3,000 + 200)$	<u>Standard Place Value</u> (Standard notation) $1,000,000 = 237,000 + 763,000$ $1,000,000 = 645,000 + 355,000$ (Expanded Notation) $1,000,000 = (200,000 + 30,000 + 7,000) + (700,000 + 60,000 + 3,000)$	<u>NON - Standard Place Value</u> (Standard notation) $1,000,000 = 200,000 + 480,000 + 320,000$ $1,000,000 = 333,000 + 333,000 + 334,000$ (Expanded Notation) $1,000,000 = 200,000 + 400,000 + 80,000 + 300,000 + 20,000$
Addition	Use doubles, near doubles and halves to help me. $72 \times 4 \rightarrow$ double 72 and double		I can use written calculations to work out addition calculations, for example $ \begin{array}{r} 4 \ 6 \ 3 \\ 5 \ 2 \ 7 \\ + \underline{1} \ \underline{1} \ 9 \ 8 \\ \hline 1 \ 1 \ 8 \ 8 \end{array} $	Extend written methods to larger numbers and decimals.	I can use a compact vertical method to solve additions $ \begin{array}{r} 4 \ 3 \ 8 \ 3 \\ + 1 \ 1 \ 5 \ 8 \\ \hline 5 \ 5 \ 4 \ 1 \end{array} $	Extend written methods to larger numbers and decimals.
Subtraction	I can use jump strategy to solve subtractions 	I can count on to find the difference between numbers, for example $74 - 62$ $62 + \square = 74$	I can use a compact vertical method to solve subtractions $ \begin{array}{r} 7 \ 17 \\ 3 \ 8 \ 3 \\ - 1 \ 5 \ 8 \\ \hline 2 \ 2 \ 5 \end{array} $		I can use written calculations to work out subtraction calculations, for example $ \begin{array}{r} 1 \ 34 \ 15 \ 8 \\ - 1 \ 1 \ 8 \ 8 \\ \hline 2 \ 7 \ 0 \end{array} $	Extend written methods to larger numbers and decimals.

	Primary 5	Primary 6			Primary 7
Multiplication	<p>Use the expanded formal method of multiplication</p> <p>2 digit x 1 digit</p> $ \begin{array}{r} 3 \ 4 \\ \times \ 7 \\ \hline 2 \ 8 \\ 2 \ 1 \ 0 \\ \hline 2 \ 3 \ 8 \end{array} $ <p>I can use the grid method for multiplication: 2-digit x 1-digit, for example</p> $ \begin{array}{r} 60 \quad 4 \\ \times 3 \quad \boxed{60} \quad 12 \\ \hline 3 \times 64 = 192 \end{array} $	<p>Use the formal method for multiplication:</p> <p>I can use the grid method for multiplication: 2-digit x 1-digit, for example</p>	<p>I can use formal method for multiplication:</p> <p>3-digit x 1-digit, for example</p> $ \begin{array}{r} 5 \ 6 \ 8 \\ \times 6 \quad 9 \\ \hline 5 \ 1 \ 1 \ 2 \end{array} $	<p>I can use the expanded formal method for multiplication:</p> <p>3-digit x 1-digit for example</p> $ \begin{array}{r} 2 \ 1 \ 8 \quad 6 \ 7 \ 9 \\ \times \ 3 \quad \times \ 8 \\ \hline 2 \ 4 \quad 7 \ 2 \\ 3 \ 0 \quad 5 \ 6 \ 0 \\ 6 \ 0 \ 0 \quad 4 \ 8 \ 0 \ 0 \\ \hline 6 \ 5 \ 4 \quad 5 \ 4 \ 3 \ 2 \end{array} $	<p>I can use the grid method for multiplication:</p> <p>3-digit x 2-digit, for example</p> $ \begin{array}{r} 200 \ 60 \ 9 \\ 6 \ 1200 \ 360 \ 54 \\ \hline 1200 \ 360 \ 180 \\ 6 \ 2400 \ 120 \ 36 \\ \hline 1 \ 2 \ 7 \ 8 \ 0 \\ + 2, 5, 5, 6 \\ \hline 1 \ 5 \ 3 \ 3 \ 6 \end{array} $ <p>I can use formal method for multiplication: 2-digit x 2-digit</p> $ \begin{array}{r} 4 \ 2 \ 6 \\ \times 3 \ 6 \\ \hline 2 \ 5 \ 5 \ 6 \\ 1 \ 2 \ 7 \ 8 \ 0 \\ \hline 1 \ 5 \ 3 \ 3 \ 6 \end{array} $
Division	<p>I can use formal to divide:</p> <p>2-digit ÷ 1-digit, For example</p> $ \begin{array}{r} 2 \ 2 \quad r \ 1 \\ 4 \ \boxed{8} \quad 9 \\ \hline 7 \ 8 \quad \div \ 3 = 26 \\ 3 \ 0 \quad = 3 \times 10 \\ 4 \ 8 \\ \hline 3 \ 0 \quad = 3 \times 10 \\ 1 \ 8 \quad = 3 \times 6 \end{array} $	<p>I can use chunking method to divide</p> <p>2-digit ÷ 1-digit, for example</p>	<p>I can use formal to divide:</p> <p>3-digit ÷ 1-digit, For example</p> $ \begin{array}{r} 1 \ 5 \ 9 \quad r \ 2 \\ 5 \ \boxed{7} \quad 1 \ 9 \quad 47 \\ \hline 2 \ 4 \quad r \ 1 \\ 4 \ \boxed{9} \ 7 \\ \hline 8 \ 0 \quad = 4 \times 2 \ 0 \\ 1 \ 7 \\ \hline 1 \ 6 \quad = 4 \times 4 \\ 1 \end{array} $	<p>I can use the expanded method to divide:</p> <p>2-digit ÷ 1-digit</p> <p>For example</p>	<p>I can use the expanded method to divide: 3-digit ÷ 1-digit</p> $ \begin{array}{r} 3 \ 2 \quad 1 \\ 3 \ \boxed{9} \ 6 \ 3 \\ \hline 9 \ 0 \ 0 \quad = 3 \times 300 \\ 6 \ 3 \\ 6 \ 0 \quad = 3 \times 20 \\ 3 \\ \hline 3 \quad = 3 \times 1 \end{array} $

Primary 1 Maths Calendar

	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk10
Term 1	SEAL	SEAL	Estimate	SEAL	SEAL	Measure	Angle	SEAL	SEAL	
Term 2	SEAL	2D Shape	SEAL	Shape and Patterns	SEAL	Money	Money	SEAL	SEAL	
Term 3	Time	Time	Data	Data	SEAL	SEAL	Measure	SEAL	Money-Finance	SEAL
Term 4	SEAL	Angle	Number Pattern	SEAL	3D Shape	SEAL	SEAL	Time	Data	SEAL

Primary 2 Maths Calendar

	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk10
Term 1	SEAL	SEAL	AS&T	Estimate	Exp&Eq	SEAL	Fractions	Measure	SEAL	
Term 2	SEAL	SEAL	Pattern	Measure	SEAL	Money*	SEAL	Exp & Eq	Shape	
Term 3	Time	SEAL	SEAL	Fractions	SEAL	Shape	SEAL	Money	SEAL	SEAL
Term 4	SEAL	SEAL	Time	SEAL	SEAL	Measure	SEAL	Data	SEAL	Chance

Primary 3 Maths Calendar

	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk10
Term 1	SEAL	SEAL	Data	AS&T	SEAL	Estimate	SEAL	Fractions	SEAL	
Term 2	SEAL	Fractions	SEAL	Measure	Money	SEAL	SEAL	Shape	AS&T	
Term 3	Time	SEAL	SEAL	Fraction	SEAL	Shape	SEAL	SEAL	Money	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

	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk10
Term 1	SEAL	SEAL	SEAL	AS&T	SEAL	SEAL	Shape	SEAL	Fractions	
	Number Systems	Add +Sub	Add +Sub		Mult + Div	Mult + Div				
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	Exp&Eq Symbol
	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	

Primary 5 Maths Calendar

	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk10
Term 1	Number System	Addition + Subtraction	Addition + Subtraction	Mult+ Div	Fractions	Est + Rounding	Measure	Addition + Subtraction	Mult+ Div	
Term 2	Number System	Addition + Subtraction	Mult+ Div	Mult+ Div	Fractions	Mult+ Div	Measure	Mult+ Div	Data	
Term 3	Time	Addition + Subtraction	Mult+ Div	Fractions	Shape	Money	Mult+ Div	AST	AST	Measure
Term 4	Number System	Addition + Subtraction	Mult+ Div	Patterns	Expressions + Equations	Time	Time	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	Wk10
Term 1	Number System	Addition + Subtraction	Addition + Subtraction	Mult+ Div	Mult+ Div	Multiples, Factors, Primes	Fractions, Decimals + Percentage	Measure	Angles + Symmetry	
Term 2	Number System	Addition + Subtraction	Addition + Subtraction	Mult+ Div	Fractions, Decimals + Percentage	Data + Analysis	Shape	Angles + Symmetry	Measure	
Term 3	Addition + Subtraction	Mult+ Div	Fractions, Decimals + Percentage	Estimation + Rounding	Angles + Symmetry	Chance + Uncertainty	Time	Time	Measure	Money
Term 4	Number System	Addition + Subtraction	Mult+ Div	Patterns	Expressions + Equations	Time	Time	Mult+ Div	Data	Chance

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	Wk10
Term 1	Number System	Addition + Subtraction	Addition + Subtraction	Mult+ Div	Mult+ Div	Multiples, Factors, Primes	Fractions, Decimals + Percentage	Measure	Shape	
Term 2	Number System	Addition + Subtraction	Mult+ Div	Mult+ Div	Fractions, Decimals + Percentage	Data + Analysis	Expressions + Equations	Angles + Symmetry	Measure	
Term 3	Addition + Subtraction	Mult+ Div	Fractions, Decimals + Percentage	Estimation + Rounding	Chance + Uncertainty	Angles + Symmetry	Time	Time	Measure	Money
Term 4	Mult+ Div	Multiples, Factors, Primes	Fractions, Decimals + Percentage	Estimation + Rounding	Patterns + Relationships	Expressions + Equations	Measurement	Shape	Angles + Symmetry	Chance + Uncertainty

How to set up a Sumdog Diagnostic Test....

SUMDOG is used extensively for summative diagnostic assessments and identifying gaps in pupils' M&N Skills.

View our Maths questions

Maths for Excellence

Below the Scratch Curriculum for Excellence and project to options for your class

INTERVENTION

Intervention

The Hard Skills report shows who needs your help

Autumn R

Full Report

Maths

Maths for Excellence

Below

3 points

Expected level

20 points

Above

In progress

1 point

Classroom fun

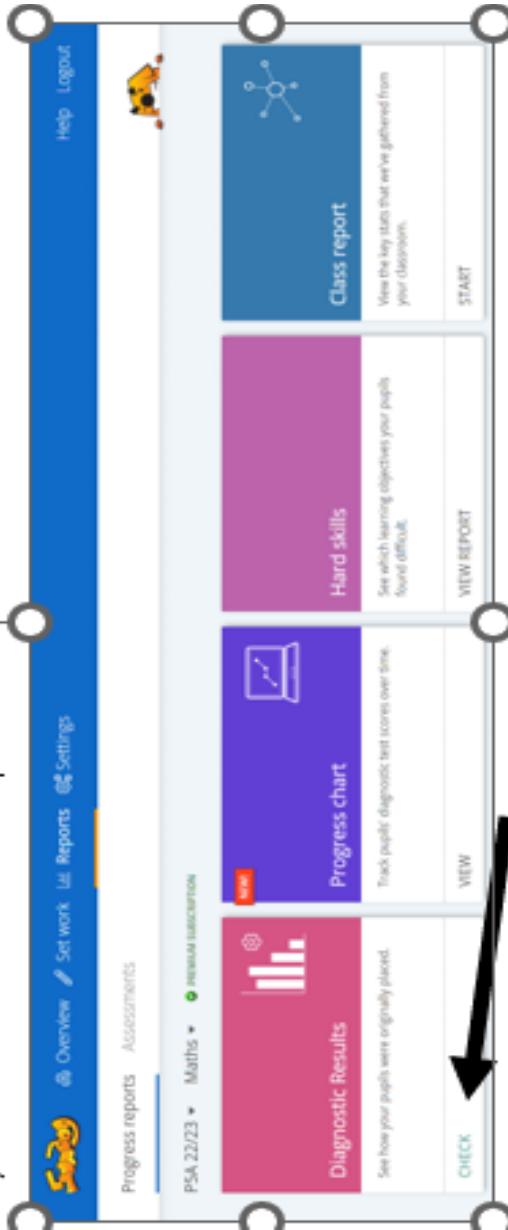
Our short course shows you how to get the most out of your students in the classroom.

Check it out

Contests

Logout

On your overview dashboard click on reports.



11



to do is click on the reset button asked to take the test.



Literacy and English Guidance Document

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

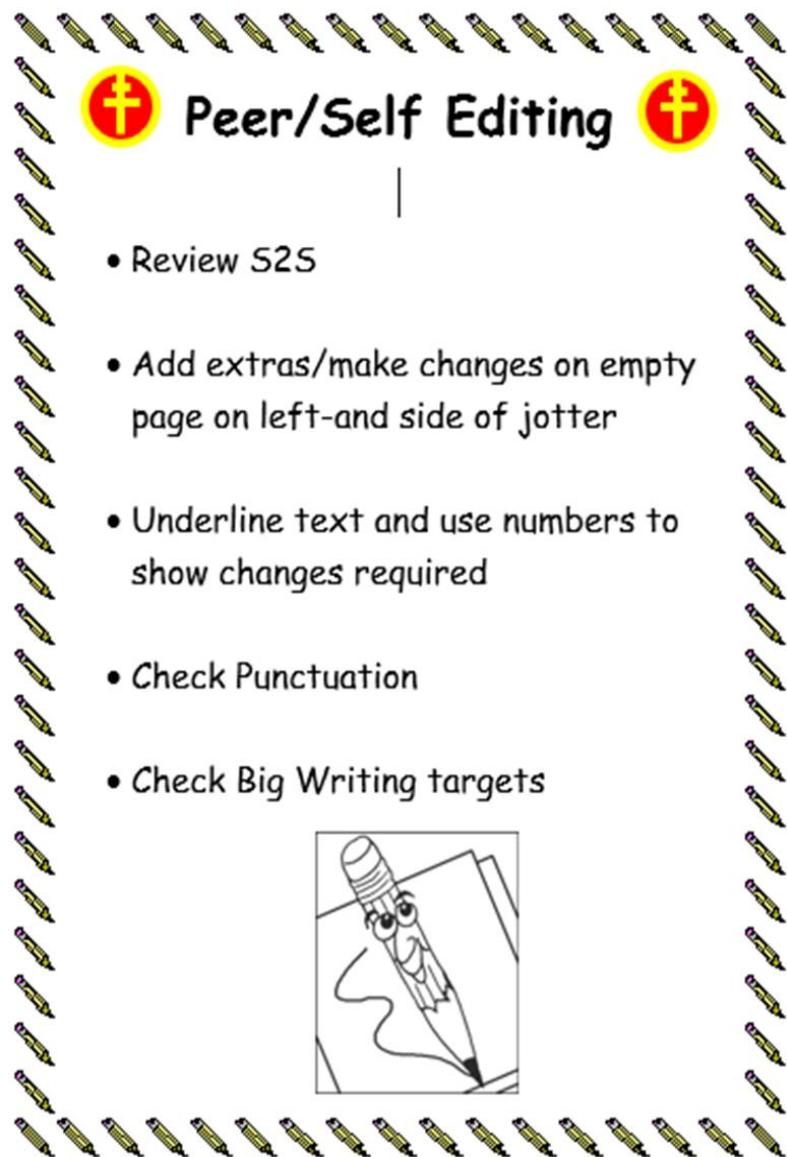
The following assessment strategies are used regularly in class to inform planning of next steps and ensure pupils are being challenged and supported at the appropriate level.

Weekly reflections/Take 4	<i>Refer to the StJV 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

P3-7 Pupil and Teacher Editing Checklists/Guides.



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

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

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

Self- Assessment Checklist:

Version 2: August 2024

Pupils & Staff should use this Checklist when editing their own and pupils' work. Pupils can then edit and correct their writing. Pupils can use it for Peer Assessment. See guidance below.

St JV Editing Tool v2

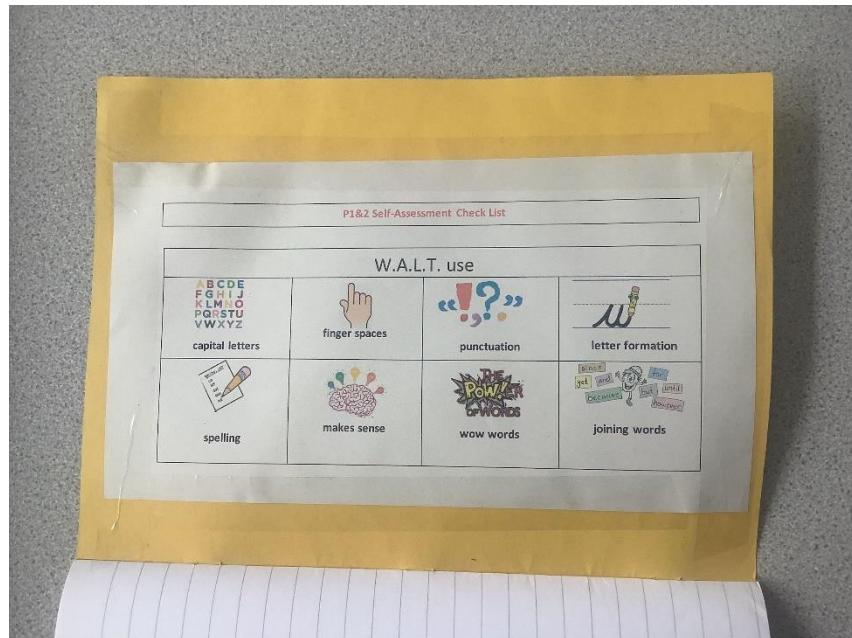
This Editing Tool can be used for Self, Peer and Teacher Feedback.

<u>aaagqrhyme primary</u>	<u>spelling</u>
<input type="radio"/> the end	<input type="radio"/> missing punctuation
	finger space
<input type="radio"/> once upon a time	<input type="radio"/> capital letter
Once upon A time	capital letter in the wrong place
NP	new paragraph
^	missing word
<u>There cat is on mat.</u>	<u>sentence does not make sense</u>
tremendous	vocabulary
and	connective
Unsurprisingly	opener
Fantastic!	punctuation

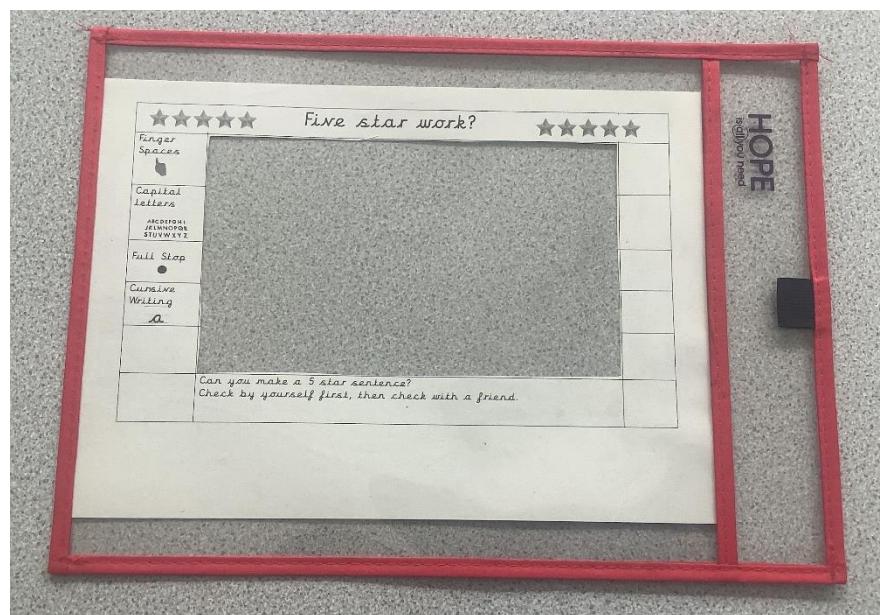
These Editing Guides are used as an assessment tool to mark Big Writing.

P1/2 Editing Guide

P1: The Editing Guide should be printed, laminated, and glued in the back of each writing jotter. This should be visible and accessible during writing sessions. The guide can be used as a self, peer, and teacher assessment as part of a three-week marking rotation.



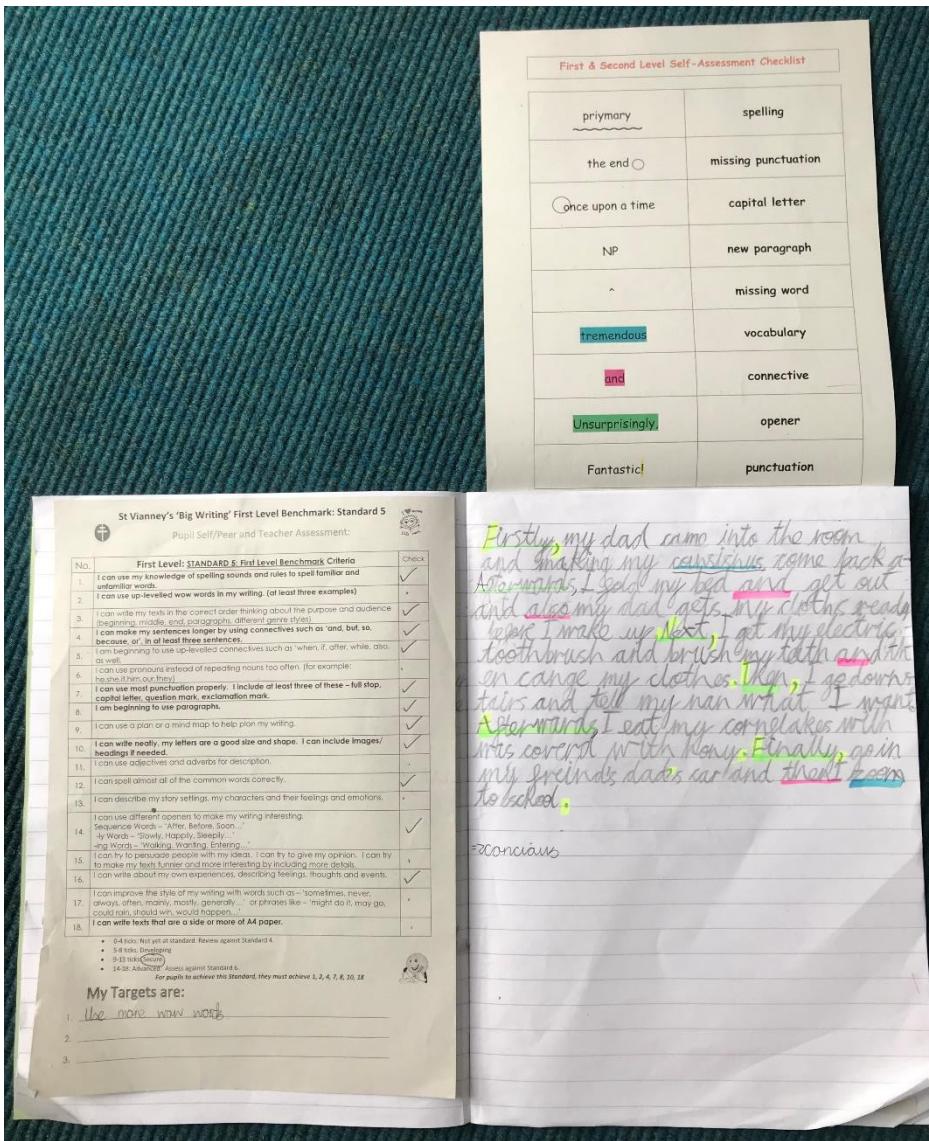
P2: Learners begin using the 5-Star Framework to set personal targets. 5-Star Frameworks should be placed in reusable dry erase pockets. Learners can refer to the P1/2 Editing Guide glued into their jotter to help them when creating their targets.



P3: Continue to use the P1/2 Editing Guide at the beginning of the year, introduce P3-7 Editing Guide depending on the needs of your learners.

P3-7 Editing Guide

P3-7: The Editing Guide should be printed and glued in at the back of each writing jotter. This should be visible and accessible during writing sessions. The guide can be used as a self, peer and teacher assessment as part of a three-week marking rotation. Use the colour code to identify any **VCOP** used in a piece of text. Please see example below.



St John Vianney Reading Guide Overview



Rationale

The StJV Reading Guide was put together during session 2021-22 by the Literacy Working Group.

This guide is to help develop a consistent approach of the teaching reading across the school from Early level through to Second Level.

Staff will use this guide for the reminder of the current session and then into session 2022-23 when it will then be reviewed.

Staff have already identified next steps resulting from this year's Literacy CAT session which will be actioned by the group next session.

How to use the Guide

Staff should consult the guide at the beginning of the year and then again each term when planning their reading experiences and outcomes. The guide also makes links to IDL topics and focus weeks across the school. When staff are creating their class timetable they should also reference the guide for different aspects of reading to include. All aspects of the guide should be included across the year.

Impact of the Guide

It is hoped that using this guide will:

- Develop a more consistent approach to the teaching of reading at St John Vianney.
- Improve pupils' skills in a range of reading skills/techniques.
- Give pupils an increased enthusiasm and love for reading and more engagement in focus weeks and events throughout the year.
- Improve pupils' attainment across the different reading organisers within CFE. (CFE levels/GL assessments/SNSA/SWRT/AR assessments)

June 2022 (to be reviewed by June 2024)



STJV Reading Guide

Early Level

Reading groups/comprehension

- Use Literacy Rich to teach phonics, tricky words and sentence building skills
- Once pupils are confident with initial sounds, move onto Dandelion texts/Story World
- Hear reading groups every day
- Engage with daily whole class reading (story time with teacher)

Book/Author Study

- Undertake from the start of the session (this should take no longer than four weeks)
- See transition book from nursery

Book Week Scotland/World Book Day

- Book Week Scotland in November
- P1 provided with 'Book Bug' pack
- World Book Day in March
- 50 Shared Texts to explore genre
- Literacy Working Party to provide suggested activities

IDL/Research

- Use topic books/smart board to teach the skill
- See Twinkl non-fiction comprehension resources
- See 50 Shared Texts

Play based learning

Through free play, children are able to choose from familiar resources to practice early reading skills to consolidate their prior learning.



Reading groups

- See Story World texts
- Hear reading groups at least twice a week
- Pupils using Accelerated Reader will use comprehension skills text to read aloud (once per week)
- P2 will use Literacy Rich to teach phonics, tricky words and sentence building skills

Accelerated Reader: (Selected pupils from P3 onwards)

- Complete 'Star Reader' test each term
- Select text from AR section of the library
- Daily independent reading
- 20-30 minutes per day
- Complete 'Accelerated Reader' book quiz (iPads)
<https://ukhosted116.renlearn.co.uk/1948080>
- Complete one book review each term

Reading skills and comprehension

- P2 will engage with daily whole class reading (story time with teacher)
- P3 and P4 class novel to be read by teacher (as and when)
- See 'Teaching Comprehension Strategies' resource
- Teach one reading skill (spread over two lessons)
- Use the 3 read strategy (teacher, pupil, pupil to engage with questions before reading the text for the third time - aloud)
- 50 Shared Texts/WAGOLL to support teaching skills
- Pupils to read passage from AR text aloud (once per month)
**This will be the case for most pupils, some pupils will require weekly opportunities to read aloud – please see Collins Big Cat texts available in the resource room*

Book Study

- Undertake from the start of the session (this should take no longer than four weeks)
- See Literacy Evolve for ideas/further area for development

Book Week Scotland/World Book Day

- Book Week Scotland in November
- P2-3 provided with 'Read Write Count' book bag
- World Book Day in March
- 50 Shared Texts to explore genre
- Literacy Working Party to provide suggested activities

IDL/Research

- Use topic books and online content to teach the skills
- See Twinkl non-fiction comprehension resources
- See 50 Shared Texts

NB: Note-making skills to be further developed by LWP



STJV Reading Guide

Second Level

Accelerated Reader

- Complete the 'Star Reader' test each term
- Select text from AR section of the library
- Daily independent reading
- 30 minutes per day
- Complete 'Accelerated Reader' book quiz (iPads)
<https://ukhosted116.renlearn.co.uk/1948080>
- Select a new text from the library
- Complete one book review each term

Reading skills and comprehension

- See 'Teaching Comprehension Strategies' resource
- Teach one reading skill (spread over two lessons)
- Use the 3 read strategy (teacher, pupil, pupil to engage with questions before reading the text for the third time – read aloud)
- 50 Shared Texts/WAGOLL to support teaching skills
- Pupils to read passage from AR text aloud (once per month /teacher judgement)
**This will be the case for most pupils, some pupils will require weekly opportunities to read aloud – please see Collins Big Cat texts available in the resource room*

Book Study

- Undertake from the start of the session (this should take no longer than four weeks)
- See Literacy Evolve for ideas/further area for development

Book Week Scotland/World Book Day

- Book Week Scotland in November
- World Book Day in March
- 50 Shared Texts to explore genre
- Literacy Working Party to provide suggested activities

IDL/Research

- Use topic books and online content to teach the skills
- See Twinkl non-fiction comprehension resources
- See 50 Shared Texts

NB: Note-making skills to be further developed by LWP



Accelerated Reader Guide

'Accelerated Reader' programme forms a significant part of the St JV Reading programme P4-7 and for some more able P3 pupils. Please ensure the following guidance is followed.



Once children in your group have the correct level of book, they can visit the school library or use the EPIC app to select a book in their range. Pupils should engage in reading every morning.

- Pupils in P3-4 should be reading for **20 minutes** per day.
- Pupils in P5-7 should be reading for **30 minutes** per day.

Teachers should be checking progress in reading time. When children finish a book, they should quiz on it **within 24 hours**. Pupils' performance in a book quiz is a direct reflection of their reading progress. It tells us how well they are understanding texts and if they are reading at the correct level.

To view this information you need to access the Accelerated Reader Diagnostic Report:

1. Log in to Renaissance Place.
2. Click on Accelerated Reader.
3. Select Reports from the pop-up menu.
4. Select Reading Practice from the menu box.
5. Select Diagnostic - Reading Practice from the menu box.
6. Select your class at the top of the page.
7. Select View Report.

Reading Routine for Accelerated Reader

Setting the tone is crucial: the atmosphere must be focused and positive. It is vital that all children are engaged in reading during every lesson. Aim to celebrate your classes' successes (which may be different for each child).

You might like to encourage independent reading by starting with book trailers or teacher recommendations.

- You can find book trailers at: <http://www.pinterest.com/renlearnuk>
- Free resources can be found at: <http://www.renlearn.co.uk/customers/resources/>

Once all children are actively quizzing, the next step is to assess the data. Progress is monitored and children are supported through regular one-to-one discussions. **Aim to speak to at least 2-3 children each lesson** and use the remaining time to read with children.

A clear reading routine is vital, you may like to use coloured cards to help manage your reading time:

- Green card: Children are happily reading.
- Amber card: Children would like to speak to you, but have a book to read while waiting - they may need help with a word, might want to change their book, may want to quiz, etc.
- Red card: Children are stuck. They may need to quiz or they may want to change their book.

Additional Data:

- Growth Report
Once pupils have completed two STAR Reading tests, you can use this report to measure the amount of progress that has been made. Look at the NRSS (standardised score), reading age and ZPD.
- Screening Report
This will group your pupils into the following categories: at/above benchmark, on watch, intervention or urgent intervention.
- Word count
When pupils pass a quiz, this will be counted towards their total word count for each school year. If pupils meet a certain number of words, they will be awarded a certificate.

Login Information

Pupil: First initial followed by the first 4 letters of their surname e.g. *Jsmi*

Password: *abc*

Teacher: first initial followed by surname e.g. *ckelly*

Password: *set by school staff*

STAR Reading



Pupils should sit the STAR reading test at the **beginning of each term**. Four tests should be completed by the end of the school year. Please follow these steps.

1. Show pupils the STAR reading information slides to review how to use the test.
2. Log in to Renaissance Place using the specific link <https://ukhosted116.renlearn.co.uk/1948080>
3. Click on STAR Reading.
4. Enter the password to begin (admin).
5. Pupils will have three practice questions.
6. The test will then begin and includes 34 questions. Questions 1-10 ask pupils to select the most suitable word to fill in the gap. Questions 11-34 will give the pupils a few sentences to read and will ask them about what they mean.
7. Each question has a time limit. A clock will appear at the top of the screen when time is running out. Encourage pupils not to guess and wait for the next question to load if they are unsure.
8. Pupils should take a **minimum of 18 minutes** to complete the test.

To access a child's Reading Age and ZPD (book levels), please follow these steps:

1. Log in to Renaissance Place.
2. Click on STAR Reading.
3. Select Reports from the pop-up menu.
4. Select Summary Report.
5. Select your class from the drop-down box and click view report.

Children in your group should be reading a book between the levels of their ZPD, not below or above. If they have a book from home, check the book level at www.arbookfind.co.uk

*If you would like tips on supporting a specific child, select Diagnostic Report, instead of Summary from the Reports page and you will get a detailed report with actions to help each child in your class.



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): **Pupil should experience a Writing lesson EVERY 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 including L.I.
- Plan Resources including 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): What key vocabulary AND Punctuation will the pupils need to include in their writing? Create examples pupils can use. Make this evident to the pupils.
- 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. This should be modelled as part of the lesson so pupil know what it 'looks like'. This could be done individually or adult supported small group. Whatever pupils require.
 - SUPPORT LESS ABLE LEARNERS (particularly) THROUGH THIS PROCESS.

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.
- 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

Suggested 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
- One drive Big writing folder
- TES resources

Resources for pupils to use: as a minimum should include: ***these must be available for pupils to use freely***

- VCOP: A VCOP Pyramid should be available on every group/individual desk for pupils to use during writing.
- **Pupil Editing Guides. These should be used to assess pupils' writing for feedback.**
- **Review of their TARGETS from the St JV Criterion Scale**
- Dictionary/thesaurus
- **Word banks** posted on walls that are
- 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!

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 many pieces 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.**
- **Progress using the St JV Criterion Scale: Pupils should be achieving the level as follows:**

Year	Level/ Standard
P1	2
P2	3
P3	4
P4	5
P5	6
P6	7
P7	8

- 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.

Using the St JV Criterion Scale to assess pupils' Writing and provide meaningful feedback for improvement.

Good practice notes that pupils should be very familiar with the St JV Criterion Scale and know their Level. They should use this regularly in each term.

Step	What to do	Notes
Step 1	Set an appropriate 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, (<i>see table above</i>) 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 St JV Criterion Scale 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	If one or more criteria are marked with a dash, reduce the points required to

	generate a score and use the box at the bottom of the Standard to make a judgement.	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 June2019)

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)						*	*
Written Presentation (and Speech)				*			*

Format - (some of these are stage specific as indicated)

Letter	#	#	#	#	#	#	#
Poster			*	*	*	*	
Report							
News Article			*	*			
Form				*	*	*	*
Diagram			*	*		*	

*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 (Mid ability pupils will...)	First Level: Stage 2 Primary Three (Mid ability pupils will...)	First Level: Stage 3 Primary Four (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 sentences in a way that makes sense.</p> <p>LIT 1-22a</p> <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>Grammar & Punctuation</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"> 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>Grammar & Punctuation</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) Revise antonyms 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"> Write common words (Units 5-8) Finish Literacy Rich Programme prior to commencing Spelling Made Easy-Green Level Follow Cursive Handwriting Guide Books 1 and 2 Follow Cursive Handwriting Guide Books 1 and 2 	<p>Grammar & Punctuation</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) Use a range of openers (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>Spelling & Handwriting</p> <ul style="list-style-type: none"> Revise all common words Follow Spelling Made Easy – Green Level Follow Cursive Handwriting Guide Books 1 and 2
	<p>Spelling & Handwriting</p> <ul style="list-style-type: none"> Write common words (Units 5-8) Finish Literacy Rich Programme prior to commencing 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



St John Vianney RC Primary School

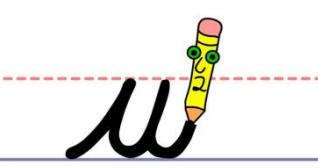
Grammar, Punctuation, Spelling and Handwriting Programme

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 2-24a</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 consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader.</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 <u>letter</u>. 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 <u>words</u>. Introduce apostrophes of contraction. Use verb tenses past, present and <u>future</u>. Use a thesaurus <u>confidently</u>. Use a range of sentence <u>openers</u>. Use a range of connectives (until, if, after, while also, as well, although, before, besides). Use adverbs in <u>writing</u>. Identify and use <u>onomatopoeia</u>. Use commas in <u>sentences</u>. Use ambitious vocabulary in <u>writing</u>. Recognise key features and layout of <u>paragraphs</u>. Begin to use paragraphs in <u>writing</u>. Use correct grammatical structures (nouns and verbs generally agree). Spelling Revise all common words if <u>necessary</u>. Follow Spelling Made Easy <u>programme</u>. Identify common prefixes and <u>suffixes</u>. 	<p>Grammar & Punctuation</p> <ul style="list-style-type: none"> Revise use of apostrophes of contraction. Identify and use apostrophes of <u>possession</u>. Confidently use ambitious vocabulary. Revise speech marks and introduce using a new line for each <u>speaker</u>. Use additional punctuation for speech (correct capital letters and punctuation inside and out with speech marks). Use adverbs and adjectives for detail and <u>emphasis</u>. Use a range of openers (e.g. words ending in 'ing', 'ed' and connectives as openers). Use more sophisticated connectives (although, however, therefore, nevertheless, since, <u>in order</u>, whilst). Identify and use commas for extra <u>information</u>. Identify and use <u>metaphors</u>. Identify and use <u>prepositions</u>. Use paragraphs in <u>writing</u>. Use appropriate topic sentences in <u>paragraphs</u>. Use correct grammatical structures. Spelling & Handwriting Continue to follow Spelling Made Easy programme – Yellow Level. Revise common prefixes and suffixes and introduce <u>stems</u>. 	<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 – <u>colons</u>. Identify and use <u>alliteration</u>. Identify and use <u>personification</u>. Use common <u>abbreviations</u>. Use a wide range of <u>openers</u> (words ending in 'ed', 'ing', 'ing', and connectives as openers). Use sophisticated <u>vocabulary</u>. Use a wide range of <u>connectives</u>. Revise use of paragraphs (topic sentences and linking sentences). Consistently use correct grammatical structure. Continue to follow <u>Spelling</u> – Purple Level. Revise prefixes, <u>suffixes</u>, and stems.
<p>Tools for Writing matched with CfE Benchmarks:</p> <ul style="list-style-type: none"> Applies knowledge of spelling patterns, <u>rules</u> and strategies to spell most words correctly. Uses a range of punctuation, for example, capital letters, full stops, commas, inverted <u>commas</u>, exclamation marks, question marks and/or apostrophes. Punctuation is mainly <u>accurate</u>. Writes most sentences in a grammatically accurate way. Uses sentences of different lengths and types and varies sentence openings. 	<p>Tools for Writing matched with CfE Benchmarks:</p> <ul style="list-style-type: none"> Links sentences using a range of conjunctions. Uses paragraphs to separate thoughts and <u>ideas</u>. Writes in a fluent and legible way. Reviews and corrects writing to ensure it makes sense, is technically accurate and meets its purpose. Makes appropriate choices about layout and presentation, including in digital texts, for example, headings, bullet points, fonts, graphics and/or captions. 	<p>Tools for Writing matched with CfE Benchmarks:</p> <ul style="list-style-type: none"> Continue to follow <u>Spelling</u> – Purple Level. 	

P1&2 Self-Assessment Check List

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

<h1 style="margin: 0;">W.A.L.T.</h1> <h2 style="margin: 0;">We Are learning To.....</h2>		
 <p>capital letters</p>	 <p>finger spaces</p>	 <p>punctuation</p>
 <p>vocabulary</p>	 <p>conjunctions</p>	 <p>letter formation</p>
 <p>spelling</p>	 <p>presentation</p>	 <p>makes sense</p>



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.

Getting It Right for Every Child (GIRFEC) places children and young people's wellbeing at the centre of all assessment and planning. It emphasises the promotion of children and young people's wellbeing by fostering the development of the wellbeing (SHANARRI) indicators: safe, healthy, active, nurtured, achieving, respected, responsible and included. It recognises that children and young people will have different experiences in their lives and have the right to expect appropriate support from adults to allow them to grow and develop and reach their full potential. Please refer to the GIRFEC section for further information.

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

SHANARRI super hero characters have been created by the children and are displayed and used to support the familiarisation of indicators and their meanings.

At StJV we continue to embed the CEC Building Resilience as a programme of learning. This resource aims to support the development of children's mental and emotional health and wellbeing through a mix of teaching, reflection and interactive activities. The Building Resilience materials reflect current best practice in this area. They provide practical strategies to support children and young people when they are faced with difficulties, frustrations and challenging times, thus helping children and young people to function well, both at school and in life.

The Building Resilience resource has been designed to complement and support the development of a whole-school mental health and emotional wellbeing programme. Delivery of the programme will provide a focus for learning and teaching for pupils from nursery to P7.

A key element of the programme is the development of partnerships with families and the wider school community.

The programme is made up of twelve units. The units focus on ten different tools and resources. Each unit has three key messages which are delivered through assemblies, using short stories and film clips to illustrate learning. Accompanying materials for each unit support the development of key learning back in the classroom over early, first and second level, thus ensuring a whole-school progression.

The Building Resilience programme is delivered over a three-year period with one unit the focus of learning for each term. Four units will be delivered in one session and all twelve units will be delivered over three years. This ensures pupils will continue to develop their learning in these areas on a three-year rolling programme across early, first and second levels. At the beginning of each session, a short time is given to focus on the message of challenging your mindset. This is to encourage positive mindsets in children where mistakes are seen as an integral aspect of the learning process.

	Year 1	Year 2	Year 3
Term 1 (week 1-2)	Challenge your Mindset	Challenge your Mindset	Challenge your Mindset
Term 1	Be Resilient	Take a Moment	Look on the Bright Side
Term 2	Keep Connected	Talk Things Over	Be Kind to Others
Term 3	Respect Yourself	Get Active	Have a Goal
Term 4	Challenge your Mindset	Make a Difference	Expect the Unexpected

Each of the Building Resilience units are matched to the relevant SHANARRI indicators and a whole school display identifies these links and establishes a visual focus for children to further develop their understanding.

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 StJV '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.

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.
St JV Nurture Programme	(All year groups).	Supporting pupils through developing Nurture based skills and strategies.
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	Bi-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

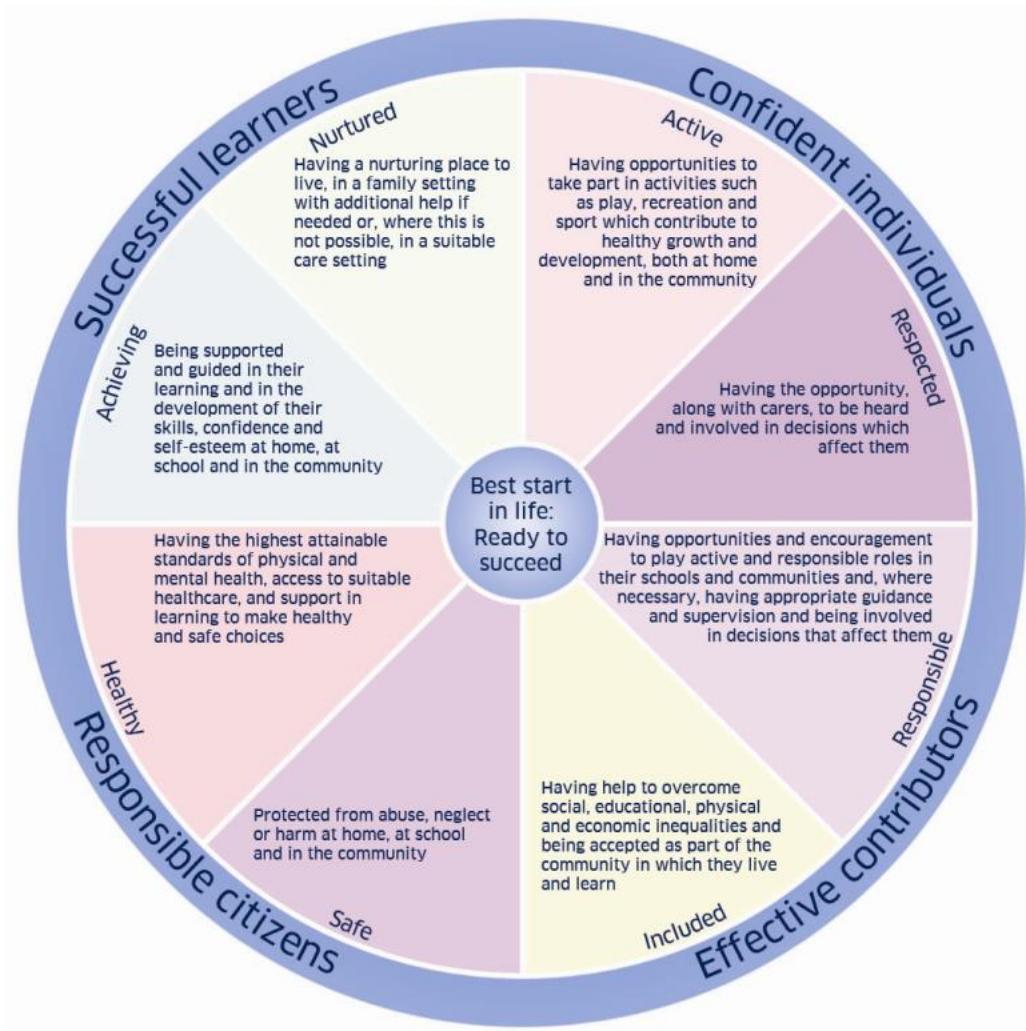
- Coverage of experience and outcomes of Personal and Social Education or Food and Health
- 2 hours of quality Physical Education (**See Planner below**)
- Whole School Assembly
- Opportunities for personal achievement and the sharing of success
- Circle Time or Class Meetings
- Evaluation and discussion 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)



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.*



Class Chapel: All classes should have a chapel complete with items: Candle (which can be lit during prayers), Rosary Beads, Crucifix or statue, piece of pupil's work and Bible.

ICT Skills Progression

V4. June 2022



ICT Skills Progression (June 2022 V4).

I explore software and use what I learn to solve problems and present my ideas, thoughts, or information. TCH 0-03a
I enjoy taking photographs or recording sound and images to represent my experiences and the world around me. TCH 0-04b
Throughout my learning, I explore and discover different ways of representing my ideas in imaginative ways. TCH 0-15a
I am developing an interest, confidence and enjoyment in using electronic drawing and colour techniques to represent ideas in different learning situations. TCH 1-15a
I can create, capture and manipulate sounds, text and images to communicate experiences, ideas and information in creative and engaging ways. TCH 1-04b
I am developing problem solving strategies, and navigation skills, as I play and learn with electronic games, remote control or programmable toys. TCH 0-09a, 1-09a
I explore materials, tools and software to discover what they can do and how I can use them to solve problems and make 3D objects which have moving parts. TCH 1-12a
I explore software and use what I learn to solve problems and present my ideas, thoughts, or information. TCH 0-03a
As I extend and enhance my knowledge of various types of software, I can apply what I learn in different situations. TCH 1-03a / TCH 2-03a
I can access, retrieve and use information from electronic sources to support, enrich or extend learning in different contexts. TCH 1-03b
I enjoy exploring and using technologies to communicate with others within and beyond my place of learning. TCH 0-04a

Primary 1	Primary 2	Primary 3	Primary 4
Collecting and Analysing I can use technology to enhance and support sorting activities (Smartboard)	Collecting and Analysing I have awareness that devices can be used to collect information electronically (EG Cameras microscopes thermometers)	Collecting and Analysing I can use devices to record information (cameras thermometers , microscopes etc)	Collecting and Analysing I can raise my own questions and translate them into search criteria that can be used to find the answers to specific questions (Google , safesearchkids.com)
Electronic Communication I can identify various methods for communication (letter phone call , hand signals etc)	Electronic Communication I can produce pictograms using technology (Puppet Edu) I have experienced a live streaming event (Skype , Teams , Zoom , Author's Live)	Electronic Communication I can describe the advantages and disadvantages of various types of communication I am aware of a range of technology to send and receive messages (Whatsapp , Text Messages , Zoom etc)	Electronic Communication I can explain what "good practice" rules to follow when using electronic communication (safesearchkids.com) I can contribute to class twitter posts
Controlling and Programming I can use a pointing device to move the pointer to select on screen objects (Smartboard , Laptop)	Controlling and Programming I can plan generate and follow a simple sequence of commands to complete a given task. I am becoming familiar with how to log in to the ICT Suite Computers	Controlling and Programming I can use programmable toys to execute a set of commands (Beebot) I can log in to the ICT suite computers with help	Controlling and Programming I can refine sequences of commands, using a programmable toy or a computer program to solve a problem (Beebot Hour of Code , Code.org Bee-Bot Toys BeeBot App) I can log in to the ICT suite computers independently
Text, Graphics and Multimedia I can create simple words in an application (SketchBook) I can create an image using a drawing application (SketchBook) I can record sound and speech using a device (Voice memos)	Text, Graphics and Multimedia I can explore the change in text style and colour. (Word) I can use and describe the features of a drawing application (Finger Paint SketchBook)	Text, Graphics and Multimedia I can use different text sizes and font colours (Word) I can navigate using keyboard arrows and mouse. I can use a sequence of captured images to tell a story (Puppet Edu , Bitshboard)	Text, Graphics and Multimedia I can select images to add to my work I can create a basic presentation (PowerPoint) I can add transitions and animations to a PowerPoint

ICT Skills Progression

Using appropriate software, I can work collaboratively to design an interesting and entertaining game, which incorporates a form of control technology or interactive multimedia. TCH 2-09a

Throughout all my learning, I can use search facilities of electronic sources to access and retrieve information, recognising the importance this has in my place of learning, at home and in the workplace. TCH 2-03b

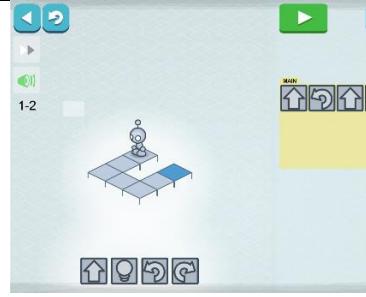
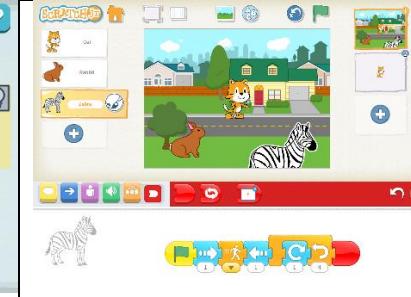
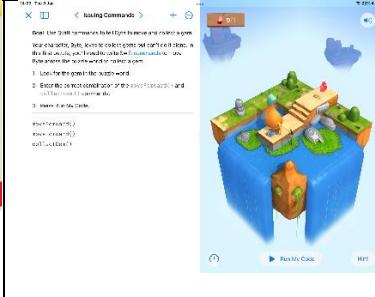
I explore and experiment with the features and functions of computer technology and I can use what I learn to support and enhance my learning in different contexts. TCH 1-04a / TCH 2-04a

I am developing my knowledge and use of safe and acceptable conduct as I use different technologies to interact and share experiences, ideas and information with others. TCH 1-08a / TCH 2-08a

Primary 5	Primary 6	Primary 7
<p>Collecting and Analysing I am aware of the advantages of using ICT to sort and classify information quickly (Excel) I can construct graphs using software (Bar charts, line charts and pie charts on Excel) I am aware of the importance of accuracy in entering data I can change the content of cells in a spreadsheet (Excel) I can use a prepared spreadsheet and become familiar with its features (Excel).</p> <p>Electronic Communication I can take part in group collaboration activities that use a variety of media (live online events) I can save my work in a correct folder to return to later (Class Folders on the G: drive) I am beginning save files to online storage and access them from another device (Office 365 on iPads and Laptops)</p> <p>Controlling and Programming I can use software to explore how programming is a set of written commands in a computer (Code.org, Scratch, Lightbot Hour)</p> <p>Text, Graphics and Multimedia I can use cut, copy and paste to manipulate text (Word, Powerpoint, Chrome) I can add images to my work (Word) I can prepare graphics for use by resizing, rotating and moving (Word) I can create a video using editing software (iMovie, Stop Motion Studio)</p>	<p>Collecting and Analysing I can construct and refine graphs (including scatter graphs Excel) I can design and perform more complex searches with 2 or more criteria (Google, more info at: https://bitly/39meXq) I can analyse and choose appropriate data for a specific audience</p> <p>Electronic Communication I can apply an understanding of appropriate style and etiquette for electronic communication (safesearchkids.com)</p> <p>Controlling and Programming I am becoming familiar with apps introducing programming concepts (Lightbot Hour, Scratch Jr) I can explore and create my own animations using programming sequences (Lightbot Hour Scratch Jr and Scratch online on computers) I am can save files to online storage and access them from another device (Office 365 on iPads and Laptops)</p> <p>Text, Graphics and Multimedia I can use editing tools to make sure my work is accurate (Word: spell checker, find and replace, thesaurus) I can import images from a digital camera or iPad using share functions. I can develop the complexity of my videos including, stop motion animation, captions and other text (iMovie, Stop Motion Studio)</p>	<p>Collecting and Analysing I can design a data capture form to collect information to answer a specific question (Microsoft forms) I can understand the need for data protection and the rights individuals have over stored data (GDPR). I can enter formulae into a prepared spreadsheet (Excel)</p> <p>Electronic Communication I can send and receive emails using correct forms (Outlook on iPads) I can CC Emails to another recipient (Outlook) I can attach documents to emails and open attachments (Outlook)</p> <p>Controlling and Programming I can use repeating patterns and execute conditional commands (Swift Playgrounds, Scratch Jr/ Scratch Online).</p> <p>Text, Graphics and Multimedia I can independently use more sophisticated formatting functions to improve clarity (Word: page numbers, tables, headers, footers, line spacing and find and change) I can prepare graphics for use (Word: cropping, adding borders, editing) I can independently select and import images, sounds and videos from various sources to create my own media (Movie, Garage Band)</p>

ICT Skills Progression cont.

App Progression when teaching Coding.

App	BeeBot	Tynker	Lightbot Hour	Scratch Jr	Swift Playgrounds
Icon					
What does it do?	This is an app that mirrors the experience children will get with the BeeBots in class. It is a simple app that may require the children to download some levels before 1 st Use	This is an app that teaches coding principles through games. Children will be asked to achieve a set of goals through giving commands to a playable character. The commands need to be specific and the game increases with difficulty as you progress. There is however, plenty of instruction from the App itself	This is another command based app, teaching the children the basics of commands, ensuring that they are accurate. It comes in the form of a game, where they have to direct a robot to a certain goal	This is an open ended video making App. Largely this works by teaching children what different commands can do. Much of the functionality is discoverable by the children themselves who then share with their peers.	This is very similar to Tynker and Lightbot Hour but a little more complex and can use written code as an option. May require the children to download some levels before 1 st Use
What does the App look like in action?					
Year Groups (suggested)	P3-P5	P5	P6	P6	P7



Transition at St John Vianney Primary School :

Key Points in the Learners' Journey

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)



Class Transition Teacher Meeting Information June 2022

Current Class: and Teacher:

2021/22

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 email to Chris by **Monday 20th June**. Additional notes can be made at the meeting.
- **Transition Meetings to take place by Monday 27th June. (prior to Meet the Teacher on 29th/30th 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.

Pupil Background Information:	CT Notes/pertinent information/Action
Review Pupil Year Group Tracker. <i>Current class CT must check and ensure the YGT Information is up-to-date.</i> (Access YGT in G Drive) 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?
GIRFEC Information:	Notes to be made by CT regarding CP/LAAC/SW/ASL pupils in this column including who? What? When? And impact?
Which pupils are CP, LAAC? Why?	
Which other pupils have SW involvement (apart from above)? Why?	
Which pupils attend Place2Be? Why?	

--	--

ASL Information: pupils who have additional support needs.	Pupil Name	Reason	Agencies Involved
IEP/Strategy: Is there an IEP/Strategy Plan/Risk Assessment in place for selected pupils? (Please make sure that all relevant documents are shown and passed on to new teacher- IEP etc)			
What Pathway 1 strategies are in place for pupils?	Pupil Name	Pathway 1 Strategy: CT Intervention noted	
What Pupils are on Pathway 2 ?	Pupil Name	Pathway 2: School SfL Intervention noted	
What Pupils are on Pathway 3 ?	Pupil Name	Pathway 3: CEC ASL Intervention noted	
What ASL Intervention groups do pupils attend: Writing Group, RWI, Social Groups etc. Note pupil and group.			
Which pupils have CPMs? (add row for each pupil)	Pupil Name:	Main Reason:	
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 placed in labelled zip pocket and passed on prior to the summer in time to be in place for the FIRST day of the new term.			
Is there particular HWB information: physical, mental, social challenges of any pupils? Who and what?	Pupil Name	Concern	
Who has challenging behaviour? What are their triggers? What strategies do you use to support the pupil?	Name:	Trigger	Strategy
	James		
	Pupil Name:	Language:	

English as an Additional Language pupils - please make sure that pupils home language, stage of English and whether the family require an interpreter is passed on. If there are any other relevant information/resources- please pass these on too.		
Assessment Information:	The following are provided to the class' new teacher:	
CfE levels are provided to the new teacher for each pupil and samples of pupil's work that may be relevant/useful	<input type="checkbox"/>	
Standardised Assessment Scores Data: Reading, Mathematics and Writing.	<input type="checkbox"/>	
SWST & Writing scores	<input type="checkbox"/>	
<i>Nursery – P1 Profiles:</i> All updated and included?	<input type="checkbox"/>	
Observation and anecdotal evidence	<input type="checkbox"/>	
Updated planning documents to include those below:	<p>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 printed/used. (See on Shared Drive).</p> <p><u>Documents must be complete prior to handing on folder to new CT.</u></p>	
Differentiated Group Lists for each of: <ul style="list-style-type: none"> • Reading • Writing • L&T • Numeracy & Mathematics 	<p>All updated and included in Planning Folder.</p> <input type="checkbox"/>	
Literacy Pathways: Updated? 3 Differentiated Groups	<input type="checkbox"/>	
Mathematics Pathways: Updated? 3 Differentiated Groups	<input type="checkbox"/>	
Writing genre coverage: Updated?	<input type="checkbox"/>	
SEAL Planners (P1-4): Updated?	<input type="checkbox"/>	
Mental Maths Planner: Updated?	<input type="checkbox"/>	
Problem Solving Planner: Updated?	<input type="checkbox"/>	

List of IDL topics covered this year: IDL Noted and included?	<input 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 need to be supported/encouraged? Who?	Negative/Challenging Friendships	Strong Friendships
Planning Folder:		
<ul style="list-style-type: none"> • <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.</i> • <i>It must only contain that which is listed in the contents. No other documents to be included please! (Use a different folder for this.)</i> • <i>New folders for 22/23 will be made available for August.</i> 		



Play Based Learning at STJV

June 2023 Version

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)

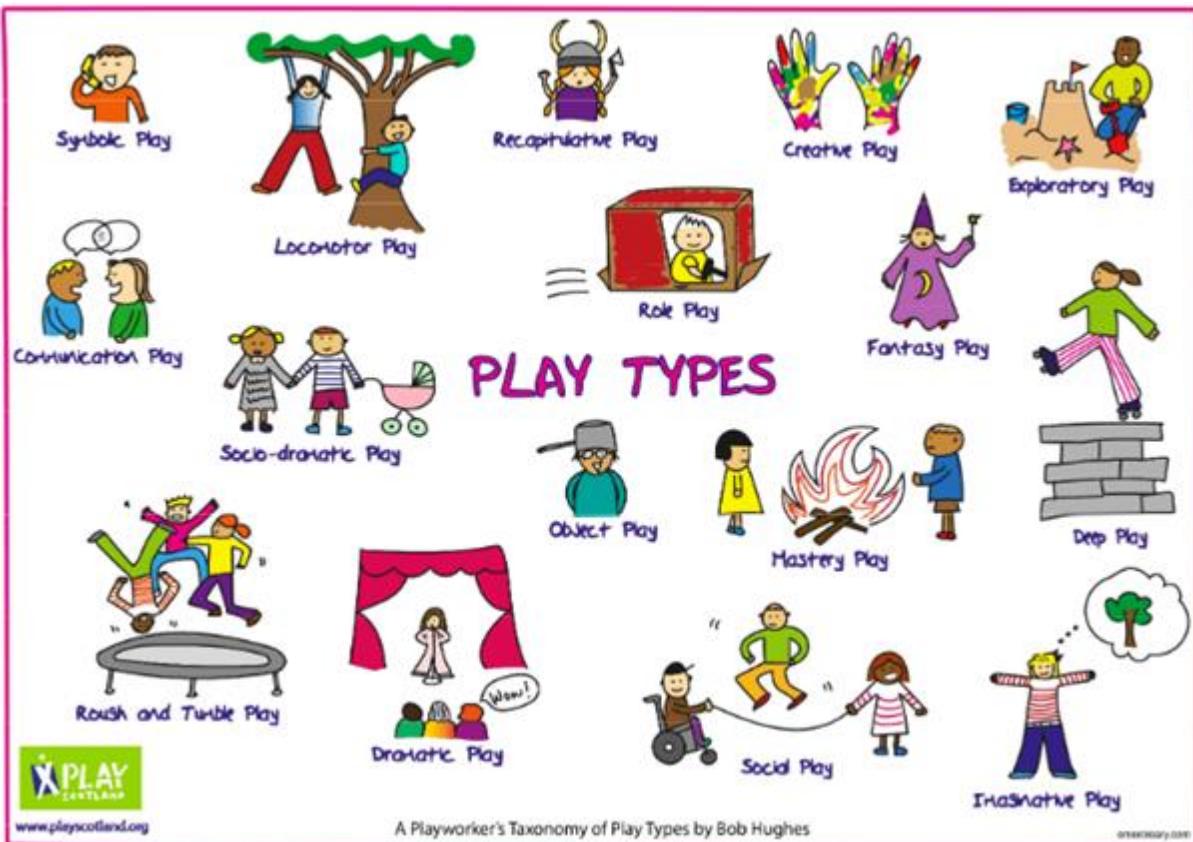
‘Play comes in many forms. It can be active, passive, solitary, independent, assisted, social, exploratory, educational or just for fun. It can be indoors or outdoors, it can be structured, creative, messy, or entirely facilitated by imagination or can involve using the latest gadget.’

(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. Where space is limited 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)

All areas will be designed for free play by children. Adults should observe and talk to children in order to support them to develop their interests. In some areas adults can set up provocations to stimulate children's interests and imagination, these should be linked to specific experiences and outcomes.

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)

Learning Walls (June 2023 added)

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. Pupil voice should be evident on the learning walls and in floorbooks, e.g. children's good ideas board. The aim of the good ideas board is to record how the child/children's idea is developed along with the adult, the child then shares their learning with another adult and/or their peers to develop their oracy skills. The child is learning to lead their learning and talk about their learning at early level supported by an adult.

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 2023/24.

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 (June 2023 added)

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 Read, Write, Inc programme is used. 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.

Gather 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.

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.

Example Structure of the Day Example

8:50-9:10	9:15-9:30	9:30-10:25	10:25 - 10:30	10:30-10:45	10:45-11:00	11:00-12:05	12:05-13:10	13:10-14.30	14.30 - 15:00
Register and gather time	Literacy groups	Free Flow Play	Gather time	Break	Numeracy groups	Whole class Circle time/ story time in groups	Lunch	Free Flow Play	Whole class Circle time/ story time in groups

Groupings

Children will be taught in groups of about 8. Each group will have a Literacy or Numeracy session with the class teacher, EYP or PSA. These sessions will take place daily for 15 minutes. This time can be gradually increased in Primary 1. The teacher will see every group each week to assess the progress each child is making and plan for the following week.

Key Documents

[Education Scotland- Curriculum for Excellence-Experiences and Outcomes](#)

[Education Scotland \(2020\) 'Realising the ambition: Being Me.'](#)

[Education Scotland \(2019\) ' Schematic Play.'](#)

[Education Scotland 'Schemas: Learning through play.'](#)

[Play Scotland- <https://www.playscotland.org/>](#)

[Play Scotland \(2013\) 'Play Strategy for Scotland: Our Vision.'](#)

[Play Scotland \(2013\) 'Play Strategy for Scotland: Our Action Plan.'](#)

[Play Scotland \(2017\) 'Play Types Toolkit: Bringing more play into the school day.'](#)

[Inspiring Scotland and Scottish Government \(2019\) 'Loose Parts Play Toolkit.'](#)

[Care Inspectorate \(2016\) 'My World Outdoors.'](#)

[Care Inspectorate \(2017\) 'Our Creative Journey.'](#)

Care Inspectorate (2018) Gender Equal Play in early learning and childcare

Year One in Action (2017) Anna Ephgrave

National Improvement Hub 'Early Level Play Pedagogy Toolkit' (2019)

Version June 2023



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



Nurturing Practice at St John Vianney

Nurturing practice is based on the 6 Nurture Principles developed by Marjorie Boxall – an education psychologist who worked with children who had experienced trauma in London in the 1960s and 70s.

Nurture Groups and nurturing approaches are increasingly being introduced across primary, secondary and early learning and child care (ELC) settings. Research clearly demonstrates the impact that Nurture Groups can have on attainment as well as social and emotional competences. Nurture Groups are described as having a positive impact on closing the attainment gap. At the heart of Nurture is a focus on wellbeing and relationships and a drive to support the growth and development of children and young people, many of whom come from areas of disadvantage and require additional targeted support to close the equity gap.

At St John Vianney we have set up a formal Nurture Group, a focused group led by two members of staff informed by Boxall's research. This group targets a small number of children each term who have social, emotional and behavioural difficulties and usually have had Adverse Childhood Experiences (such as abuse, neglect, parental drug or alcohol misuse, bereavement or separation). All children can be assessed for their suitability for the group using a Boxall Assessment which looks at gaps in their developmental stages of childhood and then creates targets for them in order to plug these gaps.

Below is an example of how a formal nurture group works.

THE DAILY PRIMARY ROUTINE IS EXPLICIT AND PREDICTABLE:



The pupils start their day in their mainstream class.

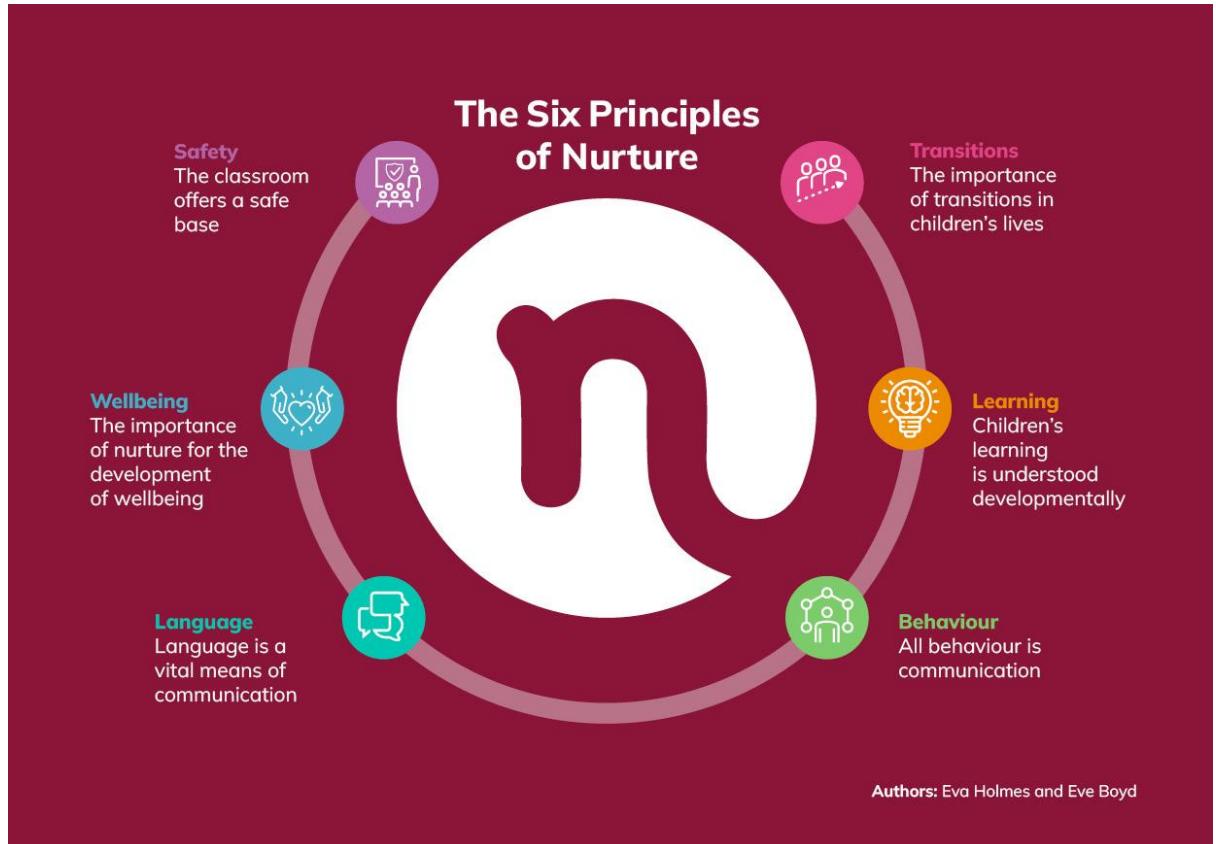
They are picked up by the staff and taken to the nurture group, a hybrid of home and school.

Activities in the nurture group include emotional literacy sessions, news sharing, nurture breakfast and regular curriculum activities.

Children return to their mainstream class for some provision every day.

Further to developing a formal group, in the 2022-23 session we have started to develop our whole school nurturing approaches to offer universal supports to all children in our school using the 6 nurture principles. See below for more on the 6 nurture principles.

As a school
we are
developing
our

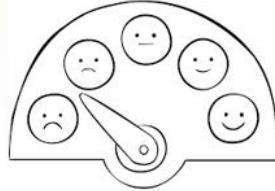


understanding of 'Attachment Theory' and 'Trauma Informed Practice'. We have been guided by a core text: '*Inside I'm Hurting*' by Louise Bomber and are continuing this in academic session 2045/25.

Our baseline practice in school is that each class has a nurturing space; staff are guided by attachment theory and trauma informed practice in their interactions with children and that staff use The Zones of Regulation in supporting children to recognise and regulate their emotions.

The next page provides a checklist of what each classes Nurture Space should include. Please also refer to *The Circle Document* for further ideas as well as '*Nurture Groups in Schools*' by Marjorie Boxall (copies in school).

Setting up a nurturing classroom space



Each nurture space should be in a quieter area of the classroom to give pupils space and time to regulate.

Each nurture space should include:

- A 'Zones of Regulation' Display
- A display of different emotions – consider Emotions Talks visuals or similar
- A blackout tent
- A mirror – to support children to recognise emotions as well as build self esteem (consider putting real life pictures of faces displaying different emotions or positive affirmations around the mirror)
- Soft furnishing – cushions and blankets
- Sensory fidget toys



English as an Additional Language: T&L of EAL Learners

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'



Learning for Sustainability at STJV

At STJV we view Learning for Sustainability (LFS) as a cross-curricular approach which enables learners, educators, the school and the wider communities to build a socially-just, sustainable and equitable society. An effective whole-school and community approach to LfS weaves together global citizenship, sustainable development education and outdoor learning to create coherent, rewarding and transformative learning experiences. LfS is an important component of Curriculum for Excellence, an entitlement for learners and a core part of teachers' professional standards. It supports the development of knowledge, skills and the values at the heart of the curriculum's four capacities and provides a mechanism for promoting and working towards the UN's Sustainable Development Goals.

As a staff, we decided to conduct a review of the Sets and how they reflect the UNs sustainable development goals.

1. No Poverty	10. Reduced inequalities
2. Zero Hunger	11. Sustainable Cities and communities
3. Good Health and Wellbeing	12. Responsible consumption and production
4. Quality Education	13. Climate action
5. Gender Equality	14. Life below water
6. Clean Water and Sanitation	15. Life on land
7. Affordable and clean energy	16. Peace justice and strong institutions.
8. Decent work and economic growth	17. Partnership for goals
9. Industry innovation and infrastructure	

On review we found that there was plenty of representation of the Sustainable Development Goals in the sets. We have identified them and labelled them with .

Furthermore, we also identified areas of learning with potential links to LfS and these have been labelled with .

 = Direct relevance to Sustainable Development Goals or Learning for Sustainability

 = Potential for linking learning to Sustainable Development Goals or Learning for Sustainability

How will teachers use the LfS E&Os to plan Teaching, Learning and Assessment?

The intention with this labelling system is that teachers, when teaching these areas will find a time, either during the input or plenary phases of a lesson to link teaching on these particular topics to the Sustainable Development Goals, thus allowing pupils to see how their learning falls within the wider picture of sustainability.



Outdoor Spaces at STJV

In the pupil learning journey, each class has been given responsibility for an area within the school grounds. All of them, with the exception of Primary 7, have an area of raised bedding which have been specifically allotted to them. The intention with these is that classes are responsible for weeding and tending these throughout the year. Each bed should have:

- a space that is for growing some form of food (probably some form of fruit bush). Which should be harvested and prepared in the zone at some point in the year.
- At least one other section to be planted, weeded, and maintained at the class teachers (In transition it is important to find out what is planted in there to ensure that bulbs that will return year on year are not disturbed.)

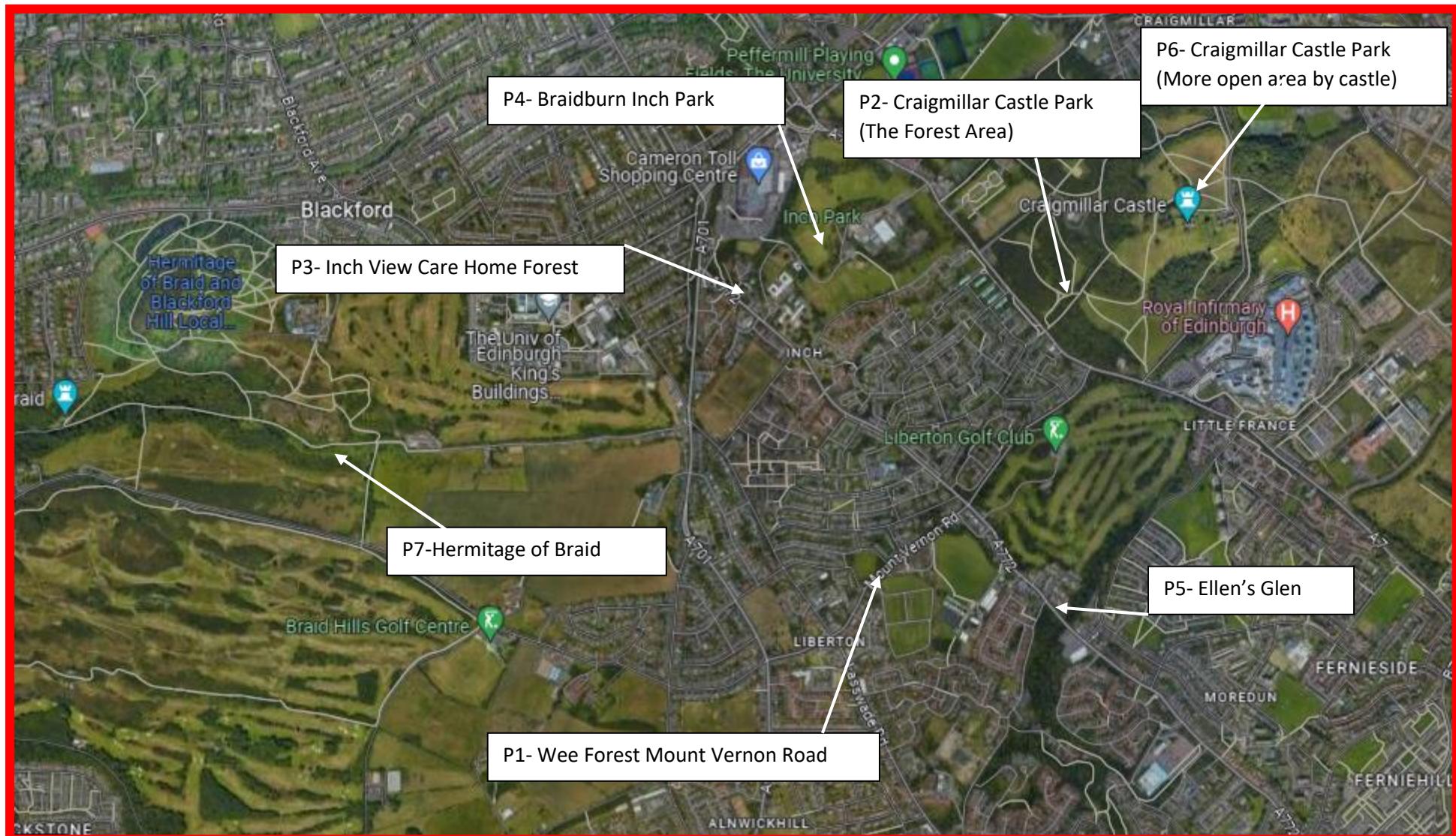
These planters can be maintained in small groups with the help of P7 'Garden guardians.' Classes should have ownership of what is planted.

Local Space

In addition to this, each class will have a local space that they are to get to know and should visit once a term to see how seasonal change can impact the place. Here are some ideas of what could be done on these visits¹:

- Solitude Mapping (find a good place in the area to be alone)
- Sound mapping -Get children to sit in the space and map the sounds that they can hear.
- A reflective walk- Children walk silently in a line and are told to sit down by teacher. After an interval, teacher gathers children back together and gets children to reflect on experience.
- Finding a special place – children must find their own special place and explain why it is theirs, must be a decent distance from other children.
- Bird spotting- With ID sheets
- Tree spotting-ID Sheets
- Sardines
- Outdoor Doodles
- I-Spy – links to science
- Senses Walk
- Cloud Watching
- Sounds of Silence – what things can children notice that have no sounds (e.g. the sound of a spider making a web). Make a list of these
- Looking for patterns, angles shapes etc.
- Signs of the season
- Biography of an object- Children find an object and imagine a history of it
- Leaf line up – Children find 1 leaf each and then line it up (vary what you sort them by, size shape colour etc)
- Mini-beast hunt
- Run and touch-Play a game where the teacher calls "run and touch... something green"
- Find the most interesting thing you can and bring it back to the circle

¹ Adapted from *Dirty Teaching* by Juliet Robertson. Please ask James to look at his copy if you have questions or want further details



Local Community Spaces for Each Year Group



Specific Areas of Responsibility in School
Grounds for Each Year Group



St John Vianney RC Primary School

'T&L toolkit'

Part of the

'St JV: Curriculum Guide'

Core strategies for
Teaching and Learning
leading to

High Quality, Consistent Practice

Version II

January 2017. Review May 2018.
Version 2: September 2022

**To be kept on a hook next to the classes
main T&L Board where L.I./WALT and S2S are
displayed.**

This **Toolkit** has been created in consultation with staff and Pupils at St JV. It outlines the core strategies staff and pupils should become confident, skilled or knowledgeable at using across the school, P1-7.

Research has heavily influenced the development of this Toolkit including:

- John Hattie's, 'Visible Learning': Know thy *Impact*'
- Shirley Clark's, 'Outstanding Formative Assessment, Culture and Practice'
- Tom Sherrington's, 'Rosenshine's Principals in Action'
- Paul Dix's, 'When Adults Change, Everything Changes'
- CEC Edinburgh Learns: 'Teachers' Charter'
- Education Scotland's key documents including, 'HGIOS4 2.3 Learning Teaching & *Assessment*'
- HOTS Questioning and Blooms Taxonomy
- HGIOS/HGIELC
- Realising the Ambition

- **Edinburgh Learns: Teachers' Charter.**

As part of the CEC Edinburgh Learns Teaching and Learning Strategy, our teachers undertake key learning of the 'Edinburgh Teachers' Charter'. Our aim is that all teachers are skilled in these areas and that we see impact from this in the quality of learners' experiences and attainment and achievement.

The Charter consists of 4 main parts. Online CPD is available for each via the following links: <https://online.clickview.co.uk/libraries/categories/teaching-and-learning>



These core strategies, discussed and agreed by staff, should be used throughout learning at St JV, at various times, depending on the lesson and subject and at the teachers' professional discretion. *Our aim is to continue building 'High Quality, Consistent Practice', of strategies, skill development and language of learning.* Additional, strategies, may be used to supplement these strategies at the discretion of staff.

Our CORE strategies help create our 'T&L Culture'.

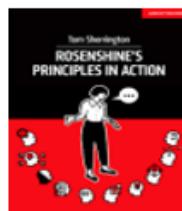
This Toolkit is available on our school website:
<https://stjohnvianneedinburgh.com>

Rosenshine's Principles of Instruction.

'Rosenshine's Principles in Action.' Tom Sherrington

Read collectively by all teaching staff during session 2021/22, these principals, 'provide ten research bases principles of instruction for classroom practice'. They are based on research of how our brain acquires and uses new information and research of classroom practices of those teachers whose pupils show the highest gains.

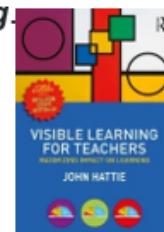
1. Daily Review
2. Present new material using small steps
3. Ask questions
4. Provide models
5. Guide student practice
6. Check for student understanding
7. Obtain a high success rate
8. Provide scaffolds for difficult tasks
9. Independent practice
10. Weekly and monthly review



Visible Learning: 'Know Thy Impact'

The core message of Visible Learning is that 'teachers need to be evaluators of their teaching impact' It re-centres the teacher's perception to focus less on *how they are teaching* and more on *how well their students are learning*.

Hattie through his VL Research, tells us what is effective in the classroom, (What strategies have the most impact!) and what isn't. The key is to, 'Know Thy Impact' and use strategies that have the greatest impact. These include the influences of the student, home, school, curricula, teaching strategies and us!...and our belief in 'making a difference', 'Collective Teacher Efficacy'.



Visible Learning is a key part of St JV's T&L Guidance and Culture

St JV 4 Phase Teaching Model

Phase 1: Overview and Context

- A context for the lesson is shared with pupils and interest is generated. *In this lesson we will...*
- **Short Review of prior learning: Establishing pupils' Prior Knowledge and Understanding** provides the key starting point from which to develop the next stages of learning.
- **Learning intentions (L.I./WALT)** are shared with pupils and displayed throughout the lesson.

Phase 2: Input

- Keep brief and does not exceed pupils' concentration span.
(Consider a good balance between teacher talk versus pupil talk
.....80:20 across the lesson)

'Model, Model & Re-Model'

'Guide Pupils Practice'

'Minimise the chance of misconceptions'

- **Model:** to pupils the steps to complete the task and your expectation. Provide a scaffold for difficult tasks.
- **'Modelling' is a key part and should be provided every lesson.**
Every Pupil must understand what 'Excellent' looks like!

'I do, We do, You do!' (Tom Sherrington).

- **'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 learning styles should be included
- Teacher checks for understanding of task and WALT/LI & S2S

StJV 4 Phase Teaching Model continued

Phase 3: Processing/Task/Activity

- Ensure pupils have access to scaffolds and modelled examples
- *Independent practice* for ALL pupils, with differentiated levels of support
- **Checking for Understanding:** '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' work, knowledge or skills (e.g., Use Visualiser to share a piece of work in progress).
- Pupils are given opportunities to **apply skills and knowledge to real life experiences/examples.**
- Support and Challenge opportunities.

Check for pupil understanding at each phase!

Phase 4: Review/Plenary

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

- Pupils encouraged to reflect on how they have learned to stimulate thought before future lessons.
- HOTS strategies/Effective Questioning used for '**Checking for Understanding**' .
i.e., 'Explain that to me...' What strategy did you use?', Can you tell me what you have understood?'
- Discuss 'Next Steps'. Where do we move onto from here?

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. Focus on the **skills** and knowledge being taught.
- **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 and referred to ('Mid Lesson Checks') throughout the lesson for pupil self-assessment, keeping pupils on track.

S2S are co-created at the end of the lesson's input section.

P5-P7 write the L.I. in their jotters/on the work sheet.

Daily, Weekly and Monthly Review

'More effective teachers routinely engage students in a variety of forms of retrieval practice, recalling and applying previously learned material' Tom Sherrington pp. 37.

Making it part of an effective and sustainable routine by:

1. Daily review: Begin the lesson with a short review of previous learning, reteach where necessary, ensuring pupils have 'corrected' errors or misconceptions. See Sherrington page 62.
2. Involve everyone
3. Make (pupil) checking accurate and easy
4. Specify the knowledge: Student's knowing the knowledge so they can self-check
5. Keep it generative: pupils need to explore their memory to check what they know & understand. This means removing cue cards and prompts, closing jotters etc. and making pupils think for themselves!
6. Vary the diet: mix up the various strategies used: For example: self-quizzing, telling the story, multiple choice, and open response tests, rehearsing explanations, summarising, creating knowledge maps, pupils teaching others as 'teacher', demonstrating and performance.
7. Make it time efficient: A good technique can be used repeatedly in an efficient manner
8. Make it workload efficient: the best methods do not involve teachers checking student answers.

Find and use the strategies and systems that have the greatest impact with your pupils.

Checking for Understanding and Progress

Examples of Feedback Approaches during the lesson:

1. Cold Calling or Random Selection: Lollipop sticks, seat number
2. 'NO- HANDS-UP' combined with pupils having Thinking Time
3. Talking/Shoulder/Face Partners/EEKK positions
4. Thumbs Up-Middle-down/Fist to Five
5. Traffic Lights: Green/Orange/Red
6. 2 Stars and Wish (written or verbal)
7. Hinge Question

Examples of Feedback Approaches to use for Plenary

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

1. Plenary Dice:

What did I learn today?, What did I find most difficult?
What could I learn next?, What did I find most helpful?
How can I improve next time? Other?!

2. True / False: Write 3 true and 3 false statements based upon the learning.

4. Exit Question

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

6. Share with your 'Talking Partner' skills you have learned.

Examples of 1:1/Small Group Intervention Approaches

- **Regular, at least Weekly, 1:1 Teacher-Pupil meeting has the greatest impact on Attainment.** (Hattie/Clark)
- **'Not-On-Track' pupils should meet with their CT at least weekly in the relevant subject**
- Yellow Box Marking: i.e. up levelling writing or other work so pupils are developing and improving skills
 - Correct Misconceptions/mistakes
- Repeat work to act on feedback and eliminate incorrect learning
- Setting small, daily/weekly/termly targets
 - Consolidating learning

HOTS: Planning and Questions to ask pupils

Bloom's taxonomy is a useful model for examining and differentiating the challenge levels of learning tasks and discussion questions in all subjects. It enables the teacher to look at instruction through the lens of challenge. Bloom's taxonomy enables the teacher to categorise **activities and questions by level of complexity**, thereby ensuring that a wider range of higher-order thinking challenges are provided to children.

In addition to this, Bloom's taxonomy higher levels of thinking reinforce basic content. For example, asking children to identify a problem in a story and come up with an alternative solution (analysis and evaluation) requires them to revisit the story and recall the original solution (knowledge and comprehension).

Creating ...

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

Evaluating ...

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

Analysing ...

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

Applying ...

What questions would you ask? Use in a different 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 ...?

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



Pupil Learning Journey P1-7: Linked with E&Os (See E&O Sets)

	P1	P2	P3	P4	P5	P6	P7
Key Curriculum Experiences School Leadership Local Links Learning for Sustainability Performances	Intentional Planning: <ul style="list-style-type: none"> Literacy (inc. RWI) Numeracy (inc. SEAL), HWB/P.E. Responsive Planning: <ul style="list-style-type: none"> Seasonal Planning Fairy Tales Autumn Walk Spring Walk Mini Beasts Community leadership <ul style="list-style-type: none"> P6 Buddies HWB-0-03a, HWB 0-05a. 	IDL: <ul style="list-style-type: none"> Local Area Study: Housing & local environment: 'Where I Live' SOC1-07A, SOC 1-11a Community leadership <ul style="list-style-type: none"> Link with local Nursing Home: Gilmerton House/Inch View Nursing Homes. Visiting the Home, presenting to the residents, writing to them, creating Art work etc. 	IDL: <ul style="list-style-type: none"> Land Use: Local Area and Rainforest/Woodlands SOC 1-13b, SOC 1-08a, SOC 1-08a Community leadership <ul style="list-style-type: none"> Inch House Community Project E&O: As above. SOC 1-16a Christmas Foodbank Appeal HWB 0-06a, 1-06a, 1-08a 	IDL: <ul style="list-style-type: none"> Weather and Climate SOC 1-12b, SOC 1-12a. Community leadership <ul style="list-style-type: none"> Mini St Vinnies Business enterprise Community Project linked with Historical Research study & (St Vincent De Paul) and St Gregory's RC Parish Church Group 	IDL: <ul style="list-style-type: none"> Forest IDL Project with Earth Calling/Wild Life Rangers SOC 2-08a SCN 2-03a Community leadership <ul style="list-style-type: none"> Fair Trade Business enterprise Project SOC 2-20a, 2-22a, HWB 2-35a. Eco Schools Project SOC 2-08a, 2-09a, TCH 2-06a Road Safety(JRSO) Assembly EXA 2-01A Leadership of P4-7 Christmas Carol Service EXA 2-01A 	IDL: <ul style="list-style-type: none"> Developing Young Workforce with 'Jacobs Engineering' STEM company (See separate page for E&Os) School Musical performance HWB 2-12a, EXA 2-01A Community leadership <ul style="list-style-type: none"> P1 Buddies HWB-2-08a, HWB 2-05a. 	IDL: <ul style="list-style-type: none"> Scottish Parliament World War SOC 2-01/02q De Gaulle Project and Presentation Evening HWB 2-12a EXA 2-01A Community leadership <ul style="list-style-type: none"> DYW Employment /School Leadership roles HWB 2-19a, HWB 1-07a
Leadership of Outdoor Learning/School grounds	<ul style="list-style-type: none"> P1 Garden Raised Garden Beds: growing produce/Flora. Pupils to replant and maintain these 	<ul style="list-style-type: none"> P2 Garden Raised Garden Beds: growing produce/Flora. Pupils to replant and 	St JV Court-Yard and Foyer/Front Entrance Garden beds: Pupils to replant and maintain these areas from weeds etc.	Infant Playground Raised Garden Beds growing produce/flora. Pupils to replant and maintain	P5- Maintain two of the Planters in in the main playground (split between classes if necessary)	P5- Maintain two of the Planters in in the main playground (split between classes if necessary)	John Muir Award : Rewilding an area in school grounds and trip to Pentlands Reservoir

Local Community (See guidance for detail)	areas from weeds etc. SOC 0-8a	maintain these areas from weeds etc. SCN 1-03a	SOC 1-08a	these areas from weeds etc. SCN 1-02a	SCN 2-02a SCN 2-03a		SOC 2-08b
Local Community Visiting Green Space	• Wee Forest, Mount Vernon Road • SOC 0-7a	• Craigmillar Castle Park SOC 1-13a 1-07a, 1-14a	Inch View Care Home Forest Walk SOC 1-13a	Braid Burn at Inch Park SOC 1-13a	Ellen's Glen SOC 2-14a	Little France Park SOC 2-12a	Hermitage of Braid SOC 2-14a
Beginning of School Year: Transition	<p>Transition into new school session: First 4 weeks T&L to include:</p> <ul style="list-style-type: none"> • 'Knowing Our Class': Share pupil data including: Celebrating diversity (Religions, countries, languages), display class map and countries. Who (family) comes from which country? • H&W Being: Review 'Challenge Your Mindset' chapter from CEC Resilience programme • System for sharing 'worries/anxieties' in class and school including 'Teacher Communication' post box. • Positive Behaviour Mgmt. system including rewards, Class Routines and Expectations, Class Behaviour Charter. • School Mission and Aims and Golden Rules must be displayed in class • Pupil learning Journey for the year • RERC: Key Prayers & Class Chapel • Novel and Author Study is the main Literacy focus 						
Pupil Leadership Groups	Early Level Wildlife Corridor RME Pupil Council including Equalities	RME Pupil Council including Equalities	RME Pupil Council including Equalities	RME Library Pupil Council including Equalities	RME Library Pupil Council including Equalities	RME Library Pupil Council including Equalities	P7 Pupil Leadership Roles including House Captains RME Library Pupil Council including Equalities
Writing	-Literacy Rich -Big Writing -Cursive Writing -Grammar, Punctuation, Handwriting and Spelling Programme		-Big Writing -Grammar, Punctuation, Handwriting and Spelling Programme -Cursive Writing		-Big Writing -Grammar, Punctuation, Handwriting and Spelling Programme -Cursive Writing		
Reading	Literacy Rich Story world	Literacy Rich Intro to Reflective Reading Story world Novels Literacy Evolve	Reflective Reading Literacy Rich Story world 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	Circle Time Show & Tell/News Reading Groups IDL	Show & Tell Scots Poetry recital Circle Time	Scots Poetry Circle Time Big Writing Short prepared talks Reading Groups	Scots Poetry recital Circle Time Big Writing Short prepared talks	Scots Poetry recital Circle Time Big Writing Short prepared talks	Scots Poetry recital House Captain-elect Speeches Circle Time Big Writing	Scots Poetry recital Circle Time Big Writing Personal Project

		Reading Groups IDL	IDL	Reading Groups IDL	Short prepared talks Literature Circles IDL	Short prepared talks Literature Circles IDL	Short prepared talks Literature Circles IDL	
Modern Languages	French	French	French	French	French Italian	French Italian	French Italian	
Numeracy & Mathematics	<ul style="list-style-type: none"> -SEAL -CEC Mental Agility -CEC Success Criteria Overviews (Benchmarks) CEC Problem Solving materials -Heinemann Active Maths 	<ul style="list-style-type: none"> -SEAL -CEC Mental Agility -CEC Success Criteria Overviews (Benchmarks) CEC Problem Solving materials -Heinemann Active Maths 	<ul style="list-style-type: none"> SEAL -CEC Mental Agility -CEC Success Criteria Overviews (Benchmarks) CEC Problem Solving materials -Heinemann Active Maths -SEAL Focus Groups 	<ul style="list-style-type: none"> -CEC Mental Agility -CEC Success Criteria Overviews (Benchmarks) CEC Problem Solving materials -Heinemann Active Maths -SEAL Focus Groups SEAL Intervention 	<ul style="list-style-type: none"> -CEC Mental Agility -CEC Success Criteria Overviews (Benchmarks) CEC Problem Solving materials -Heinemann Active Maths -SEAL Focus Groups SEAL Intervention 	<ul style="list-style-type: none"> -CEC Mental Agility -CEC Success Criteria Overviews (Benchmarks) CEC Problem Solving materials -Heinemann Active Maths -SEAL Focus Groups SEAL Intervention 	<ul style="list-style-type: none"> -CEC Mental Agility -CEC Success Criteria Overviews (Benchmarks) CEC Problem Solving materials -Heinemann Active Maths -SEAL Focus Groups SEAL Intervention 	
STEM					STEM programme: Fife College Jacobs International	STEM programme Fife College Jacobs International	STEM programme Fife College	
Developing Young Workforce & Raising Ambitions			<ul style="list-style-type: none"> • 'Into University' Programme: P3-7 as follows: <ul style="list-style-type: none"> ➢ P3&4: One day visit from staff ➢ P5-7: Major project including Edinburgh University visits ➢ Themes: P5: Astronomy, P6: Zoology • P6 Jacobs' Engineering Company Project • P7: Queen Margaret University Project 					
RERC	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	
	R.M.E. Group lead Ash Wednesday and Stations of the Cross Mass/presentations							
Performances	Nativity Scots Week Class Assembly Class Mass/Liturgy	Nativity Scots Week Class Assembly Class Mass/ Liturgy	Scots Week Christmas Around the World Celebration Scots Week (bi Annual) Class Mass/ Liturgy	Leading and Hosting 'St JV Got Talent' (Bi Annual) Christmas Carols Concert Scots Week (Bi Annual) Class Assembly	Leading and Hosting P3-7 Christmas Carol Service Christmas Carols Concert Scots Week (Bi Annual)	P6 Musical Christmas Carols Concert Scots Week (Bi Annual) Class Assembly Class Mass	De Gaulle Night Christmas Carols Concert Scots Week (Bi Annual) Class Assembly Class Mass	

				Class Mass/Liturgy	Class Assembly Class Mass/Liturgy		
Art & Design	E&O	E&O	E&O	E&O	E&O	E&O	E&O
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
Mental, Emotional and Social Well- Being	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							
P.E							
Black Lives Matter/B.A.M.E. Recognition Week: Classes to study the following person:	Mo Farah	Marcus Rashford	Benjamin Zepaniah	Rosa Parks	Harriet Tubman	Barrack Obama	Nelson Mandela
	Other significant B.A.M.E people may also be studied in celebration and recognition of their achievements						



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	Term 4- Yellow
Life and ethos of the school as a community				
Current news discussions I can talk about science stories to develop my understanding of science and the world around me. SCN 0-20a EE	Eco Schools/Outdoor Learning To help care for the environment I reduce, re-use and recycle the resources I use. TCH 0-06a  I explore and appreciate the wonder of nature within different environments and have played a part in caring for the environment. SOC 0-08a  Class assemblies>Showcasing Learning 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	Whole school Events/Assemblies 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. RERC 0-14A,1-14A,2-14a EE Diversity events I enjoy eating a diversity of foods in a range of social situations. HWB 0-29a EE Working with our Community School Trips 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	Playground Social 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 I value the opportunities I am given to make friends and be part of a group in a range of situations. HWB 0-14a 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 EE	 Physical I am enjoying daily opportunities to participate in different kinds of energetic play, both outdoors and indoors. HWB 0-25a I know that being active is a healthy way to be. HWB 0-27a
RERC/Developing Our Faith/Mass I am aware of being part of a community and I have begun to explore aspects of the local Catholic community. RERC 0-08a EE				
I can share that Sunday is a special day when the Catholic Christian community meets to celebrate Mass. RERC 0-16a				

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)  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 different from my own and the people around me. SOC 0-04a</p>	<p>Craft, Design, Engineering and Graphics : (N-P1)</p>	<p>Substance Misuse</p> <p>I understand there are things I should not touch or eat and how to keep myself safe, and I am learning</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</p>

<p>(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>what is meant by medicines and harmful substances. HWB 0-38a. </p> <p>Introduced in Nursery</p>	<p>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: introduced in Nursery</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>Political literacy contexts provide an opportunity to consider the differences between facts and opinions and to give own opinions.</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 programmable devices or equivalent. TCH 0-15a</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 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>need in our daily lives. SOC 0-20a (2,3,5 – N/P1)</p> <p>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>I know and can demonstrate how to travel safely. HWB 0-18a, 1-18a,2-18a.</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)</p> <p>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</p> <p>Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community.</p> <p>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.</p> <p>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. 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 Term 4- Yellow

<h3 style="text-align: center;">Life and ethos of the school as a community</h3>			
<p>Current news discussions/Newsround 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>RERC/Developing Our Faith/Mass</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>Eco Schools/Outdoor Learning 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 </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>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 1-01a </p>	<p>Whole school Events/Assemblies 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. RERC 0-14A,1-14A,2-14a </p> <p>Diversity events</p> <p>I enjoy eating a diversity of foods in a range of social situations. HWB 1-29a </p> <p>Working with our Community School Trips</p> <p>I know and can demonstrate how to travel safely. HWB 1-18a</p>	<p>Playground</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>
<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 1-11a</p>	<p>I can recognise progress and achievement by discussing my thoughts and feelings and giving and accepting feedback. HWB 1-24a</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 1-12a</p>	<p>Physical Education/Playtimes</p> <p>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</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 1-13a </p>	<p>Extra-Curricular Achievements/Activities</p>
<p>I have participated in decision making and have considered the different options available in order to make decisions. SOC 1-18a </p>	



- 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.</p> <p>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.</p> <p>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>
			<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	Computing Science	Physical Wellbeing	Social Wellbeing
<p>I can work out the amount of money I need to buy items, understanding that I may not always be able to afford the items I want. SOC 1-21a </p>	<p>I can explore and comment on processes in the world around me making use of core computational thinking concepts and can organise information in a logical way. TCH 1-13a</p>	<p>I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health.</p> <p>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.</p> <p>HWB 2-09a </p>

<i>Political literacy contexts provide an opportunity to consider the differences between facts and opinions and to give own opinions.</i>			
<i>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.</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 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 3E
		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. 3E I know and can demonstrate how to travel safely. HWB 0-18a, 1-18a, 2-18a.	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 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 3E 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 Term 4 Yellow

	Materials	Planet Earth	Forces, Electricity and Waves	Biological Systems	Topical
P2	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>I can distinguish between living and non living things. I can sort living things into groups and explain my decisions.</p> <p>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)</p> <p>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>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)</p> <p>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.</p> <p>Link with HWB 1-33a</p> <p>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.</p> <p>Link with HWB 1-42a, 1-33a, SOC 1-02a (Castles)</p> <p>SCN 1-13a </p>	<p>I have contributed to discussions of current scientific news items to help develop my awareness of science.</p> <p>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>EXA 1-05a</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

	<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 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) 3E	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 3E	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		

<p>I can use evidence to recreate the story of a place or individual of local historical interest. SOC 1-03a 3E Numeracy & Maths links: discuss key events, artefacts from history topics and order on a timeline. Why are they significant, how did they change lives?</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.</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 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 3E Numeracy & Maths links: Use HOTS skills to create good research questions for topics, trips, visitors.</p>	<p>Craft, Design, Engineering and Graphics I can design and construct models and explain my solutions. TCH 1-09a 3E I can explore and experiment with sketching manually or digitally to represent ideas in different learning contexts. TCH 1-11a</p>	<p>Substance Misuse 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>
			<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</p>	<p>Physical Wellbeing</p>	<p>Social Wellbeing</p>
<p>I can contribute to a discussion of the difference between my needs and wants and those of others around me. SOC 1-16a 3E <i>Political literacy contexts provide an opportunity to consider the differences between facts and opinions and to give own opinions.</i></p>	<p>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</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. 3E</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 3E</p>
<p>By exploring the ways in which we use and need rules, I can consider the meaning of rights and responsibilities and discuss those relevant to me. SOC 1-17a 3E</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 have participated in decision making and have considered the different options available in order to make decisions. SOC 1-18a </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 Term 4 Yellow

	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. 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. 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="right">SCN 1-12b</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		
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 be improved in their own and others work, using some drama vocabulary

<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>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>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>
---	---

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

Term 4- Yellow



- 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 can adapt and improve my ideas and can express my own thinking in different ways. TCH 1-04d</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>

	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.		As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the

	TCH 1-15a.		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 Term 4- Yellow

	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)</p> <p>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.</p> <p>SCN 1-16a</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>I can explore examples of food chains and show an appreciation of how animals and plants depend on each other for food.</p> <p>Link with 1-09a (Farming)</p> <p>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.</p> <p>(P2,3&4)</p> <p>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.</p> <p>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.</p> <p>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 Term 4 - Yellow

Ethos Life and Work of the School

<p>Current News/Newsround</p> <p>I can develop my knowledge and understanding of topical science. </p> <p>SCN 2-20b</p> <p>RERC/Developing Our Faith/Mass</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>Eco Schools/Outdoor Learning</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> TCH 2-02a</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 2-01a </p>	<p>Whole School Events/Assemblies</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. RERC 2-14a </p> <p>Diversity Events</p> <p>I enjoy eating a diversity of foods in a range of social situations.</p> <p>HWB 2-29a </p> <p>Working with our Community</p> <p>School Trips</p> <p>I know and can demonstrate how to travel safely.</p> <p>HWB 2-18a </p>	<p>Playground: Social</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>Physical</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. HWB 2-25a </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 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		
Having explored the ways journeys can be made, I can consider the advantages and disadvantages of	I can investigate how product design and development have been	Planning for choices and changes Opportunities to carry out different activities and roles in a variety of	I know that friendship, caring, sharing, fairness and equality and love are important in building positive

<p>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>influenced by changing lifestyles. TCH 2-05a</p>	<p>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>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>
<p>People, Society, Economy & Business</p> <p>I can explain how the needs of a group in my local community are supported. SOC 2-16a. </p>			<p>Social Wellbeing</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.</p>

			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 Term 4: Yellow					
	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 </p> <p>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</p> <p>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</p> <p>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>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>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>Example</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>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>

- 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

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

Examples

- 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

Example

- I can evaluate how actions and voice work together to create drama



- 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></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><i>Use angles and compass points to navigate routes in orienteering activities – mobile and GPS devices.</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 me for the next stage in my life and learning. HWB 2-19a (P5-P7)</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>

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. 3E
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. 3E	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. 3E	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 3E
I can discuss issues of the diversity of cultures, values and customs in our society. SOC 2-16c. 	I can create, develop and evaluate computing solutions in response to a design challenge. TCH 2-15a.	Physical Wellbeing	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 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. 		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 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 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.  <i>Numeracy & Maths links: Partnership with local banks to explore the pros and cons of different methods of payments and practical activities related to budgeting.</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 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 Term 4- Yellow

	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 	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. SCN 2-06a	By investigating how friction, including air resistance, affects motion, I can suggest ways to improve efficiency in moving objects. SCN 2-07a  By investigating floating and sinking of objects in water, I can apply my understanding of buoyancy to solve a practical challenge. SCN 2-08b 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 	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  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  By exploring the characteristics offspring inherit when living things reproduce, I can distinguish between inherited and non-inherited characteristics. SCN 2-14b	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  I can report and comment on current scientific news items to develop my knowledge and understanding of topical science. SCN 2-20b 

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 accept constructive comment on my own and others work EXA 2-15a</p>

- I can learn to analyse art and design using knowledge of different media, the visual elements and design principles

I can create and present work that shows developing skills in using the visual elements and concepts
EXA 2-03a

Example

- 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

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

Examples

- 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

Example

- I can compare the way I play my role with the way other actors play their role



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 maybe a video of what it looks like into	Organise my information to help share it with others present data in a format which is easy for others to understand MTH 2-21a/ MTH2-21a I can use and understand the terms: Planning, purpose and audience

		practice. Break the elements up and work on them independently	<p>I can choose appropriate forms of layout for the audience</p> <p>I can use headings, sub-heading and key words to organise my notes</p> <p>I can use my notes from more than one source to create texts of my own</p> <p>I can use quotes in my texts</p> <p>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</p> <p>I can publish and display completed work both in and out-with class, using IT when appropriate</p> <p>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</p> <p>LIT 2-20a</p> <p>I can express thoughts and opinions in writing, using some detail and evidence</p> <p>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.</p> <p>ENG 2-03a</p> <p>Recognises some techniques used to engage or influence the listener, for example, vocabulary, emphasis, tone and/or rhetorical questions.</p> <p>ENG 2-03a</p> <p>I can organise and shape a talk, making connections between ideas and drawing on different points of view</p> <p>Lit2-08a</p> <p>Communicates clearly, audibly and with expression in different contexts.</p> <p>Lit 2-10a</p> <p>Selects and uses resources to support communication.</p>



- 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	Digital Literacy	Food & Health	
I can describe the physical processes of a natural disaster and discuss its impact on people and the landscape. (SOC 2-07b) 	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	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 me for the next stage in my life and learning. HWB 2-19a (P5-P7) 	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			

<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>
<p>People, Society, Economy & Business</p>			<p>Social Wellbeing</p>
<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</p>			<p>I recognise that each individual has a unique blend of abilities & needs. I contribute to making my school</p>

responsibilities of citizens in Scotland. SOC 2-17a. 		Physical Wellbeing	community one which values individuals equally and is a welcoming place for all. HWB 2-10a 
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.		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 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
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. <i>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.</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 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 2

Term 1- Green Term 2- Pink Term 3- Blue Term 4- Yellow

	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>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 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; • Applies a printmaking process, for example, makes prints from polystyrene 	<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 feelings. I can give and accept</p>

<ul style="list-style-type: none"> • 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>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
--	--

Physical Education Planners

P3-7 Overview

See detailed class planner below.

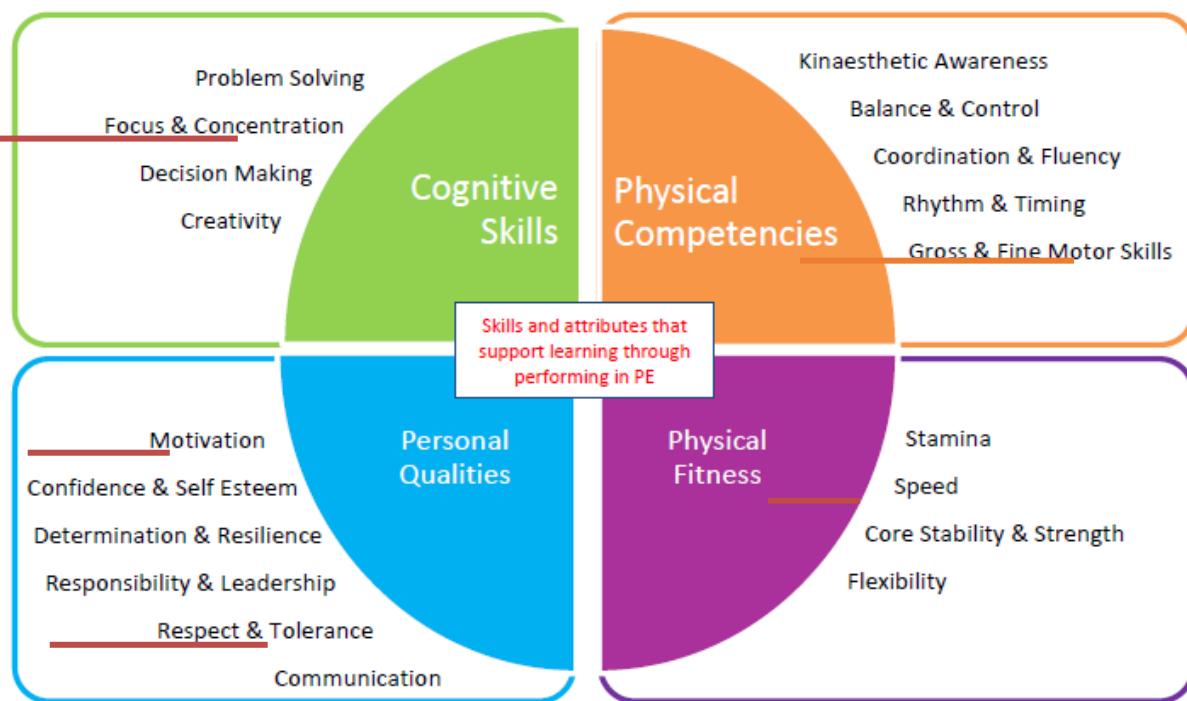
P.E. SIGNIFICANT ASPECTS OF LEARNING

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							
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							
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	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	X
	4	ATHLETICS / STRIKING AND FIELDING				X		X						X		X						

CLASS: P3

TERM: 1

CONTEXT: Basic Moves



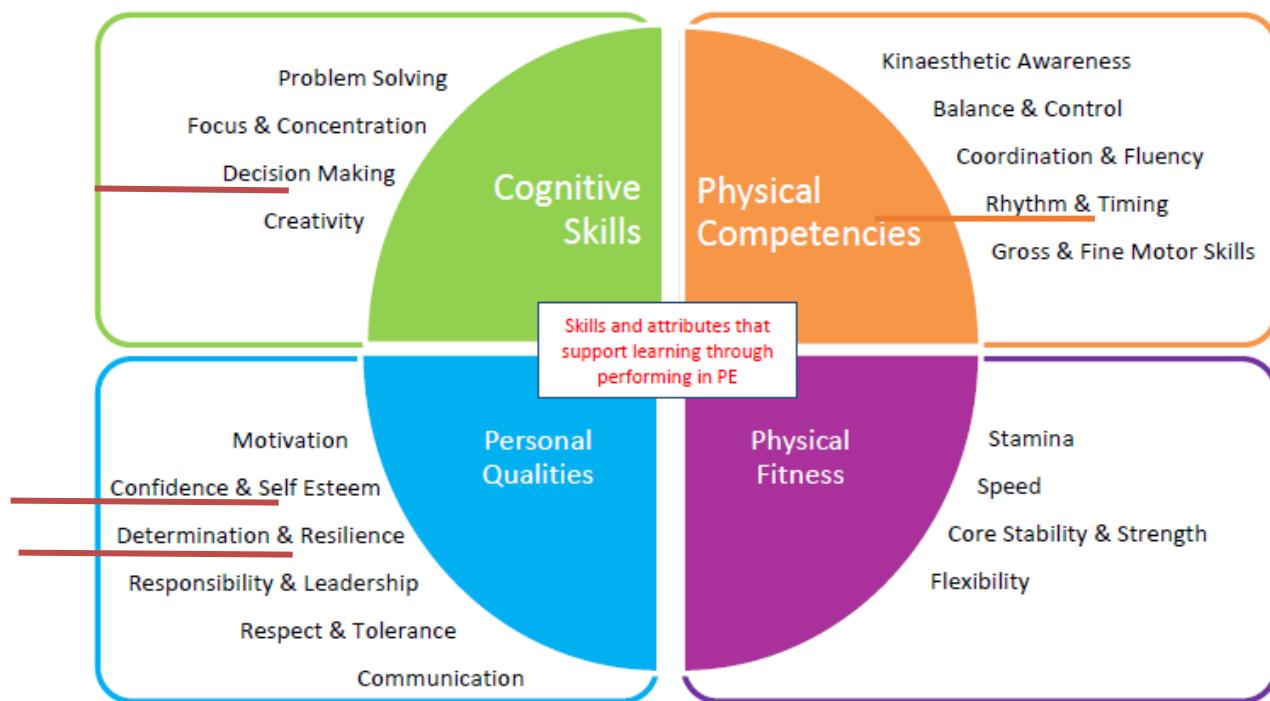
LEARNING INTENTIONS:

- 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



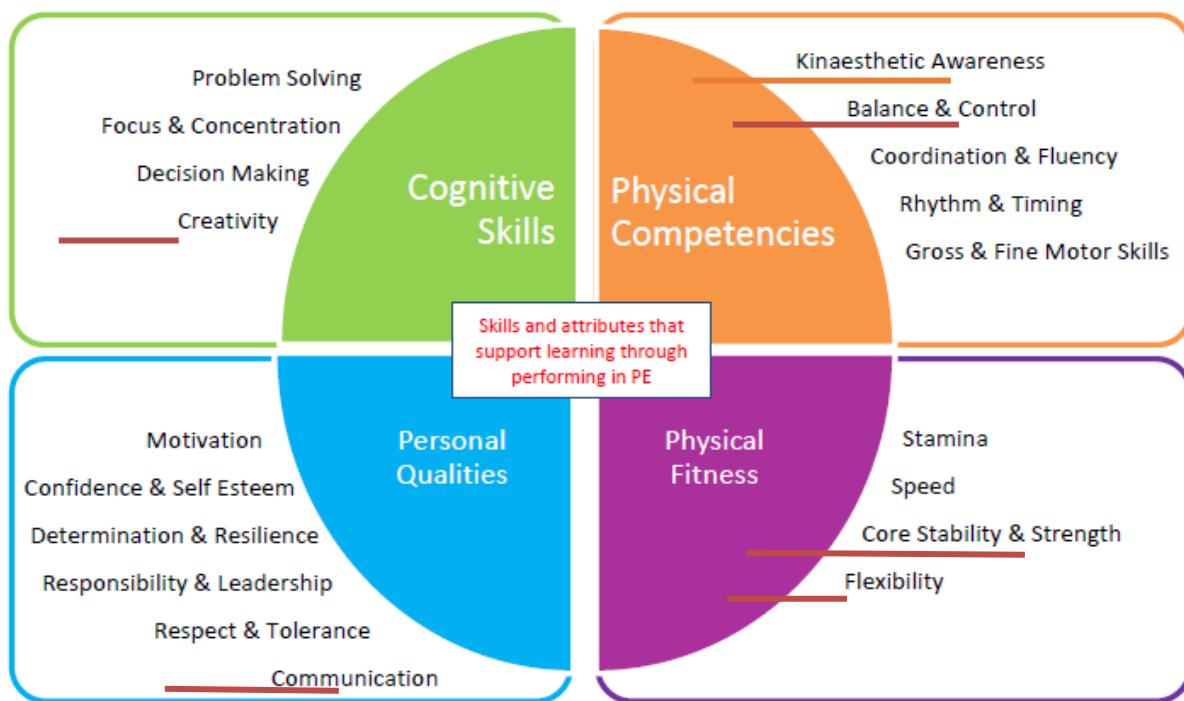
LEARNING INTENTIONS:

- 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



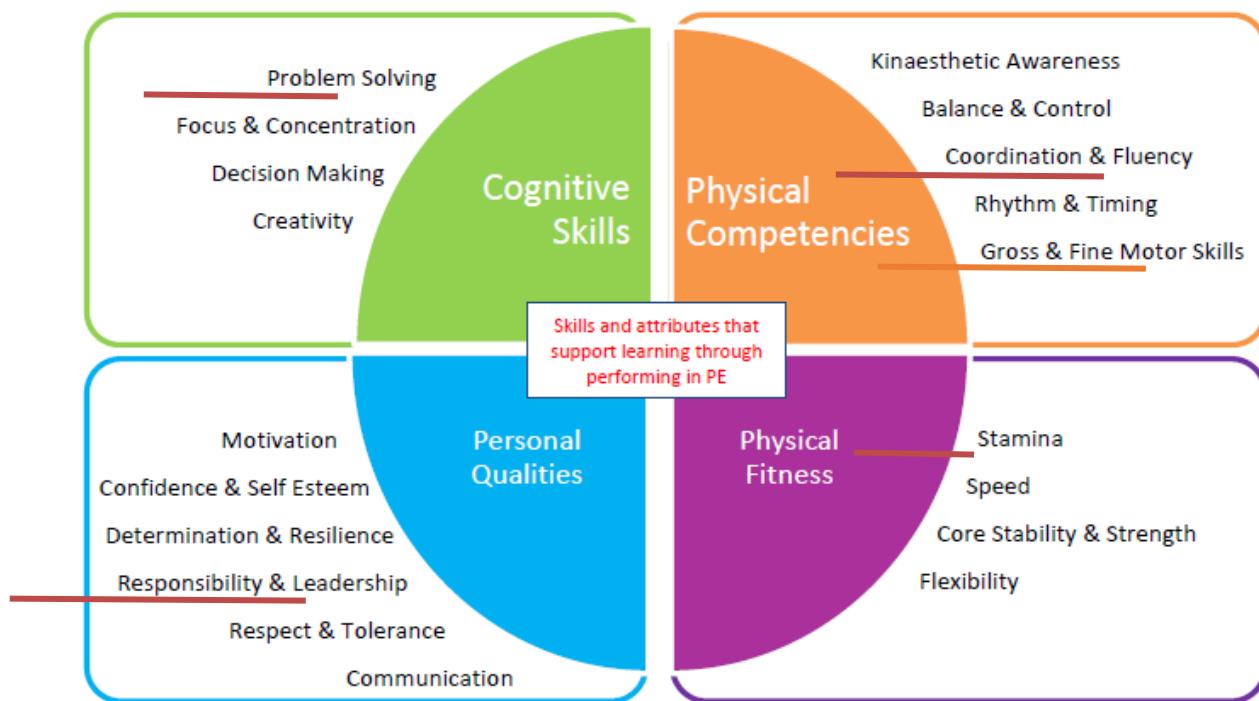
LEARNING INTENTIONS:

- 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



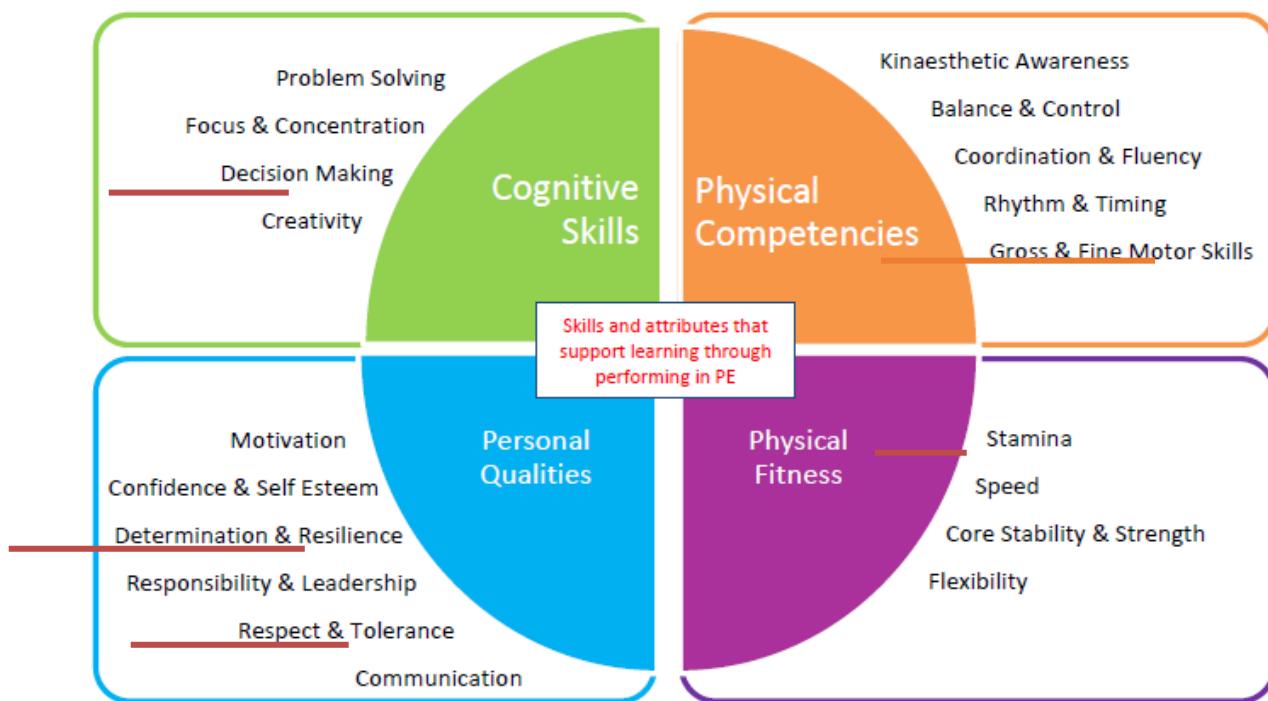
LEARNING INTENTIONS:

- 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



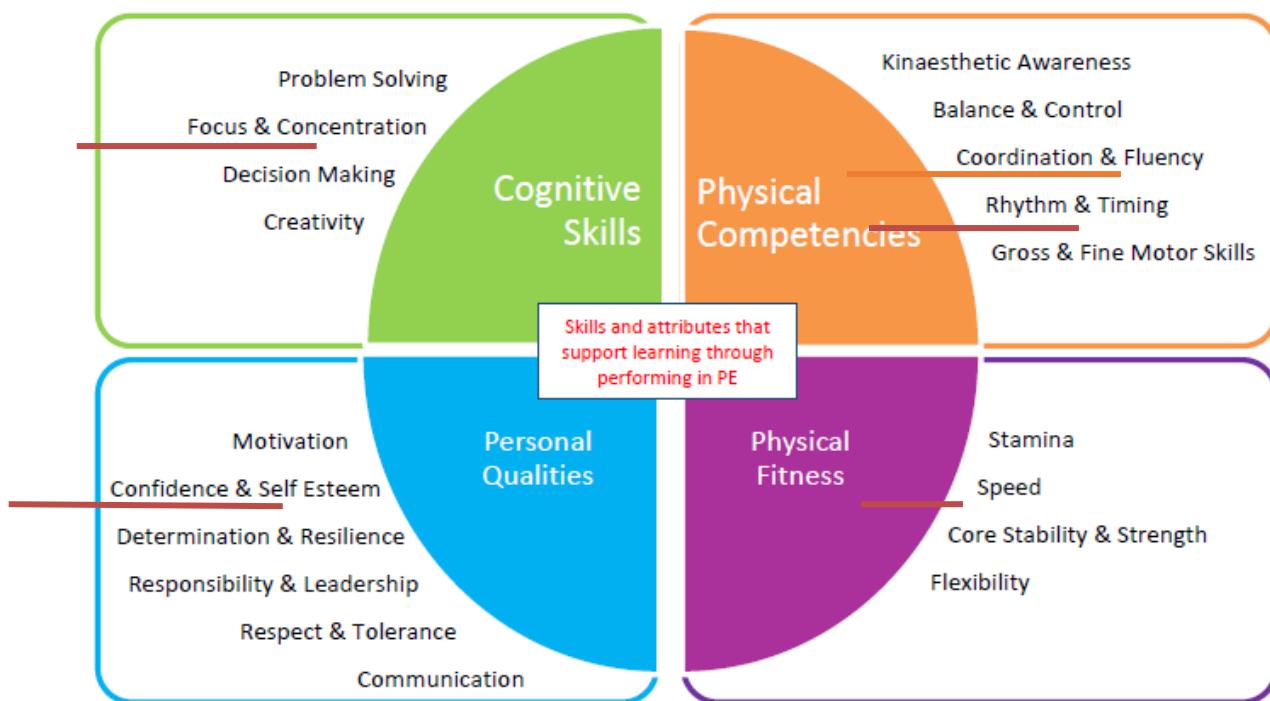
LEARNING INTENTIONS:

- 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



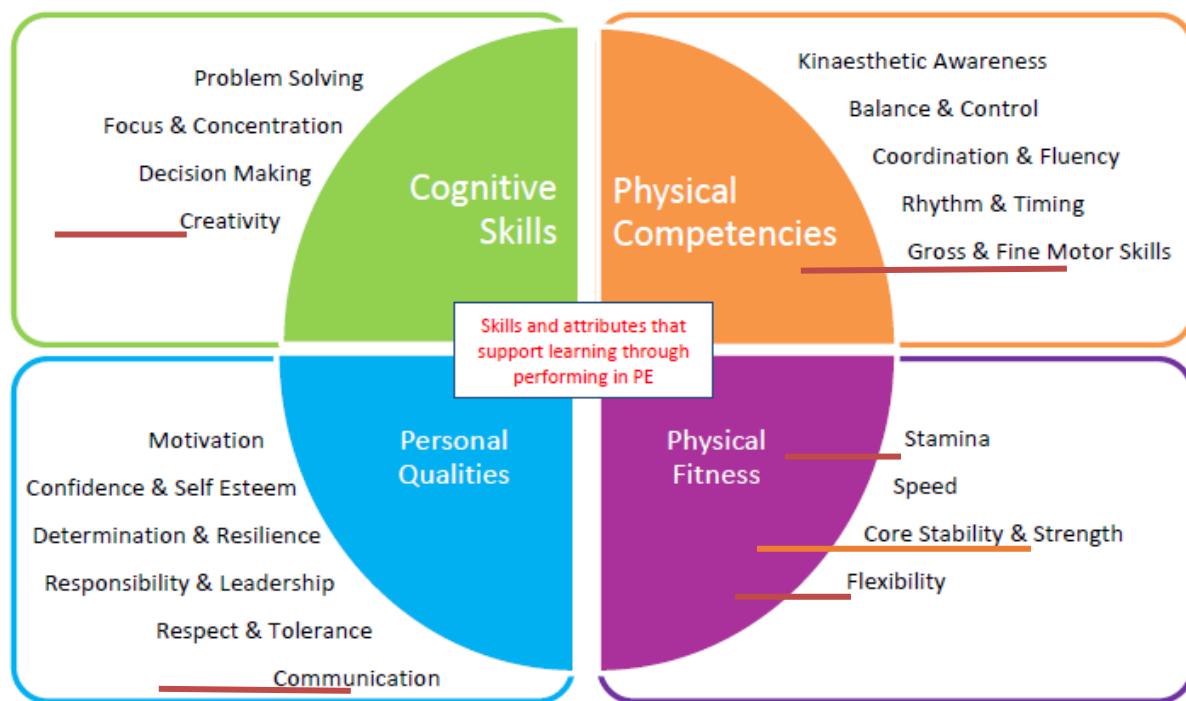
LEARNING INTENTIONS:

- 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



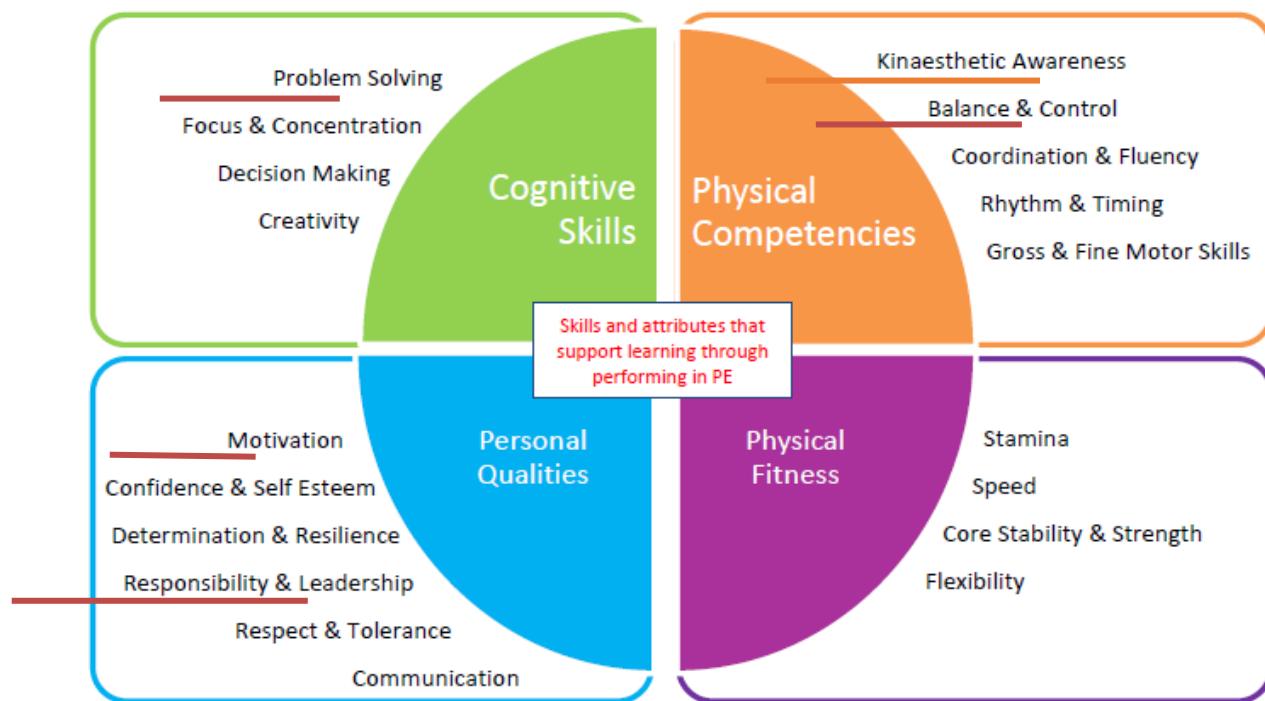
LEARNING INTENTIONS:

- 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



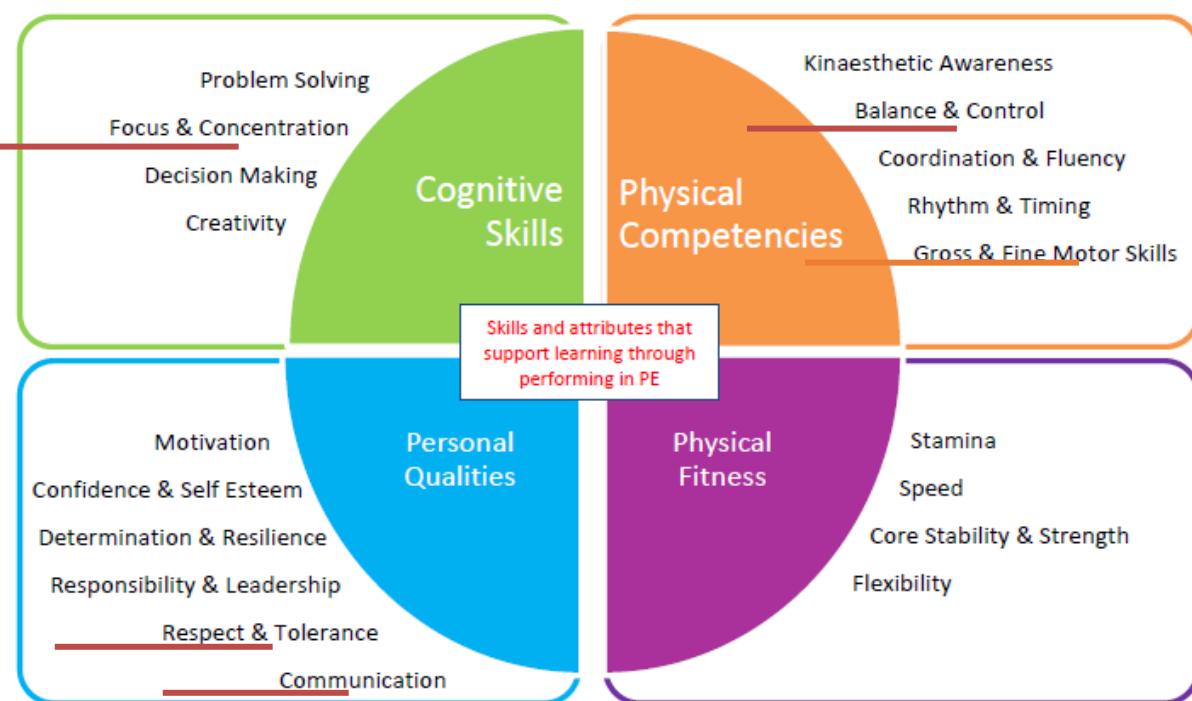
LEARNING INTENTIONS:

- 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



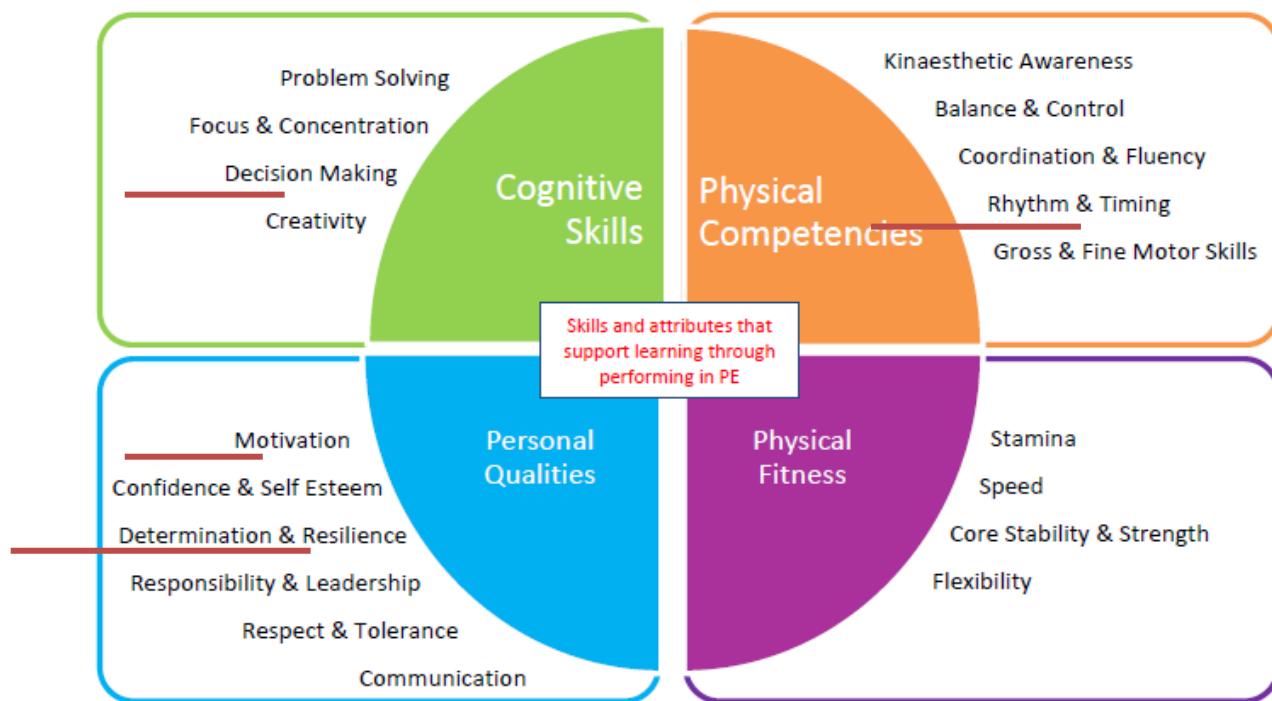
LEARNING INTENTIONS:

- 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



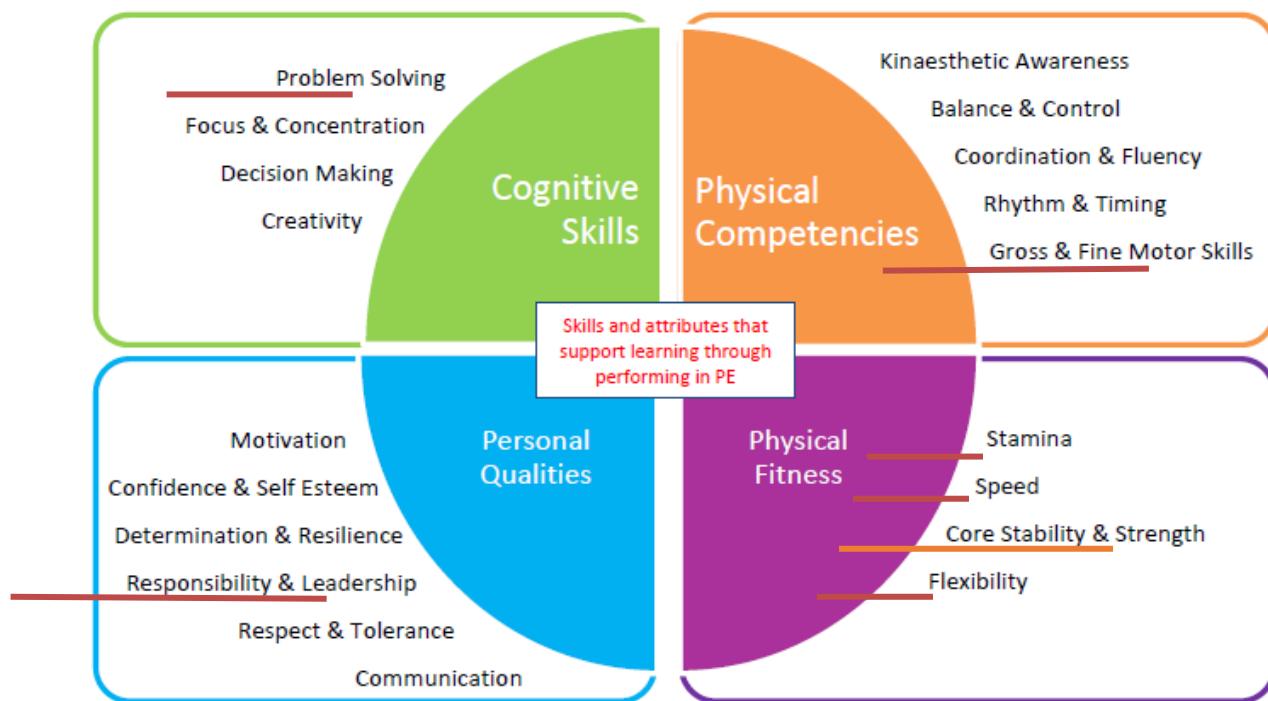
LEARNING INTENTIONS:

- 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



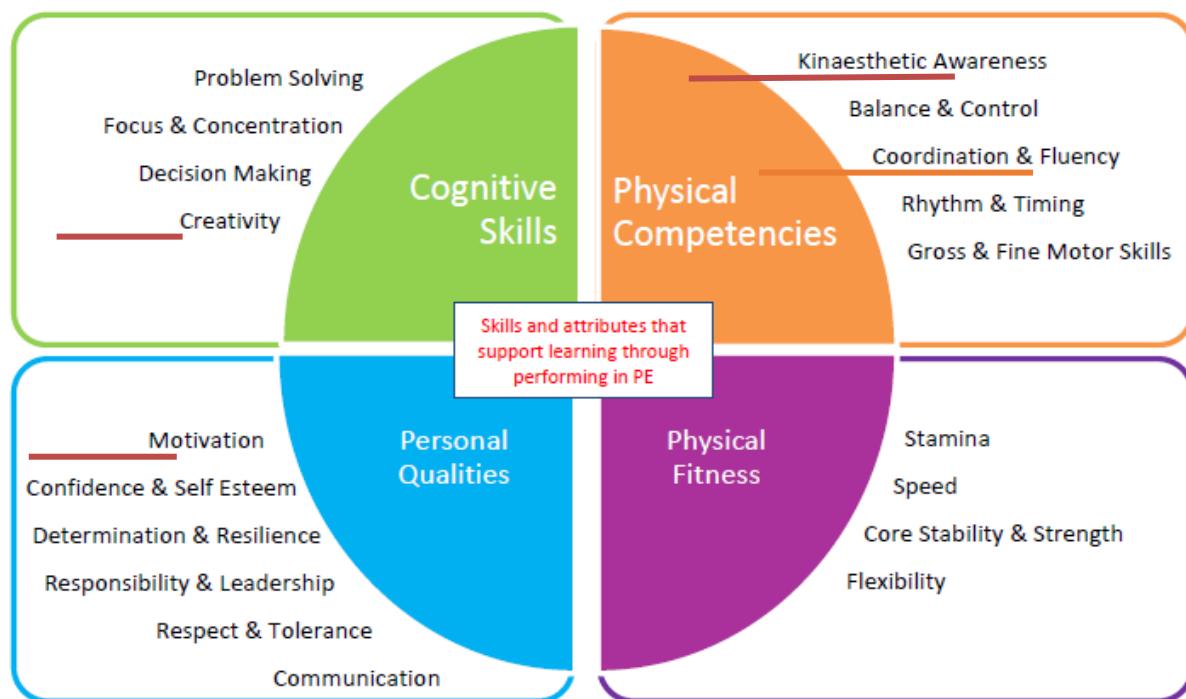
LEARNING INTENTIONS:

- 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



Overview of annual summative assessments

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

Please refer to individual subject area for detailed information.

Pathway 1 Assessments

P1

- Read Write Inc
- Scottish National Standardised Assessment: Maths & Reading
- Closed piece of writing – May using Scottish Criterion Scale (Pupil Friendly version)

P2

- Read Write Inc
- Single word spelling test A - December and May
- Primary Checklist: For any pupil N.O.T or requiring support with Literacy: Undertaken by mid-September and updated/referred to as required through the year
- GL Standardised Assessment - Progress in English and Maths 6 – April
- Closed piece of writing (letter) –Oct & May Using Scottish Criterion Scale (Pupil Friendly version)
- Minimum of 6 other pieces of focused writing assessment spread through the year, self/peer & Teacher assessed using St JV Criterion Scale. These can be with support as pupils require.

P3

- Single word spelling test B - December and May
- SUMDOG Assessment: Beginning September, End of January and April
- Primary Checklist: For any pupil N.O.T or requiring support with Literacy: Undertaken by mid-September and updated/referred to as required through the year.
- GL Standardised Assessment - NGRT and Maths PTM7 – April (track standardised score)
- Closed piece of writing (letter) –Oct & May Using St JV Criterion Scale (Pupil Friendly version)
- Minimum of 6 other pieces of focused writing assessment spread through the year, peer assessed and self-assessed using St JV Criterion Scale. These can be with support as pupils require.

P4

- Accelerated Reading: Star Reader: Week two of each term
- Single word spelling test C - December and May
- Number Sense Assessment: For N.O.T. or identified pupils. Undertaken by end of September and end of April or as required.
- SUMDOG Assessment: Beginning September, End of January and April
- Primary Checklist: For any pupil N.O.T or requiring support with Literacy: Undertaken by mid-September and updated/referred to as required through the year.
- Scottish National Standardised Assessment: Maths & Reading Writing – April
- Closed piece of writing (letter) –Oct & May Using St JV Criterion Scale (Pupil Friendly version)
- Minimum of 6 other pieces of focused writing assessment spread through the year, peer assessed and self-assessed using St JV Criterion Scale. These can be with support as pupils require.

- Continued next page.

P5

- Accelerated Reading: : Star Reader Week two of each term
- SUMDOG Assessment: Beginning September, End of January and April
- Primary Checklist: For any pupil N.O.T or requiring support with Literacy: Undertaken by mid-September and updated/referred to as required through the year.
- Single word spelling test D - December and May
- GL Standardised Assessment - NGRT and PTM 9 – May (track standardised score)
- Closed piece of writing (letter) –Oct & May Using St JV Criterion Scale (Pupil Friendly version)
- Minimum of 6 other pieces of focused writing assessment spread through the year, peer assessed and self-assessed using St JV Criterion Scale. These can be with support as pupils require.

P6

- Accelerated Reading : Star Reader: Week two of each term
- SUMDOG Assessment: Beginning September, End of January and April
- Primary Checklist: For any pupil N.O.T or requiring support with Literacy: Undertaken by mid-September and updated/referred to as required through the year.
- Single word spelling test E - December and May
- GL Standardised Assessment - NGRT and PTM 10 – April (track standardised score)
- Closed piece of writing (letter) –Oct & May Using St JV Criterion Scale (Pupil Friendly version)
- Minimum of 6 other pieces of focused writing assessment spread through the year, peer assessed and self-assessed using St JV Criterion Scale. These can be with support as pupils require.

P7

- Accelerated Reading: Star Reader: Week two of each term
- SUMDOG Assessment: Beginning September, End of January and April
- Single word spelling F - December and May
- Scottish National Standardised Assessment: Maths & Reading Writing
- Closed piece of writing (letter) –Oct & May Using St JV Criterion Scale (Pupil Friendly version)
- Minimum of 6 other pieces of focused writing assessment spread through the year, peer assessed and self-assessed using St JV Criterion Scale. These can be with support as pupils require.

Primary Checklist: For P1-7 Pupils

- Undertaken for any pupil N.O.T or requiring support with Literacy and Numeracy.
- This judgment could be made from the above Assessments or Teacher Judgement.
- Undertaken by mid-September and updated/referred to as required through the year

Pathway 2 Assessments

Additional Support for Learning Assessments: For identified pupils these are:

- Single Word Reading Test: May
- Dyslexic Assessment – York Assessment
- Read Write Inc and Fresh Start: Ongoing through the Year

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

- Single word spelling: June test
- St JV 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) (StJV 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.

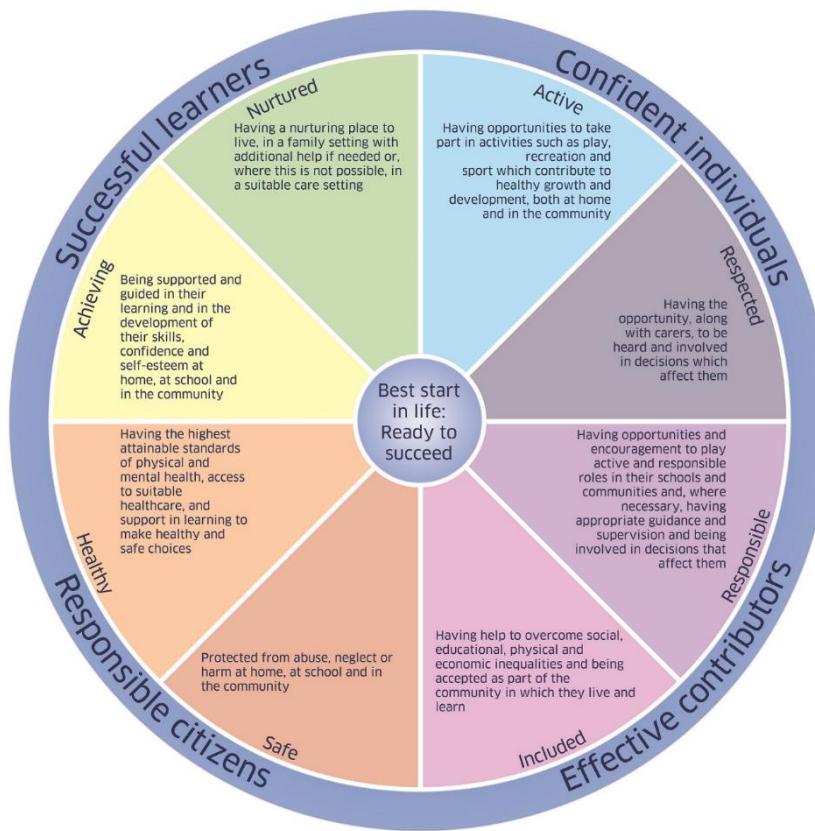
It is for all children and young people because it is impossible to predict if or when they might need extra support.

GIRFEC means:

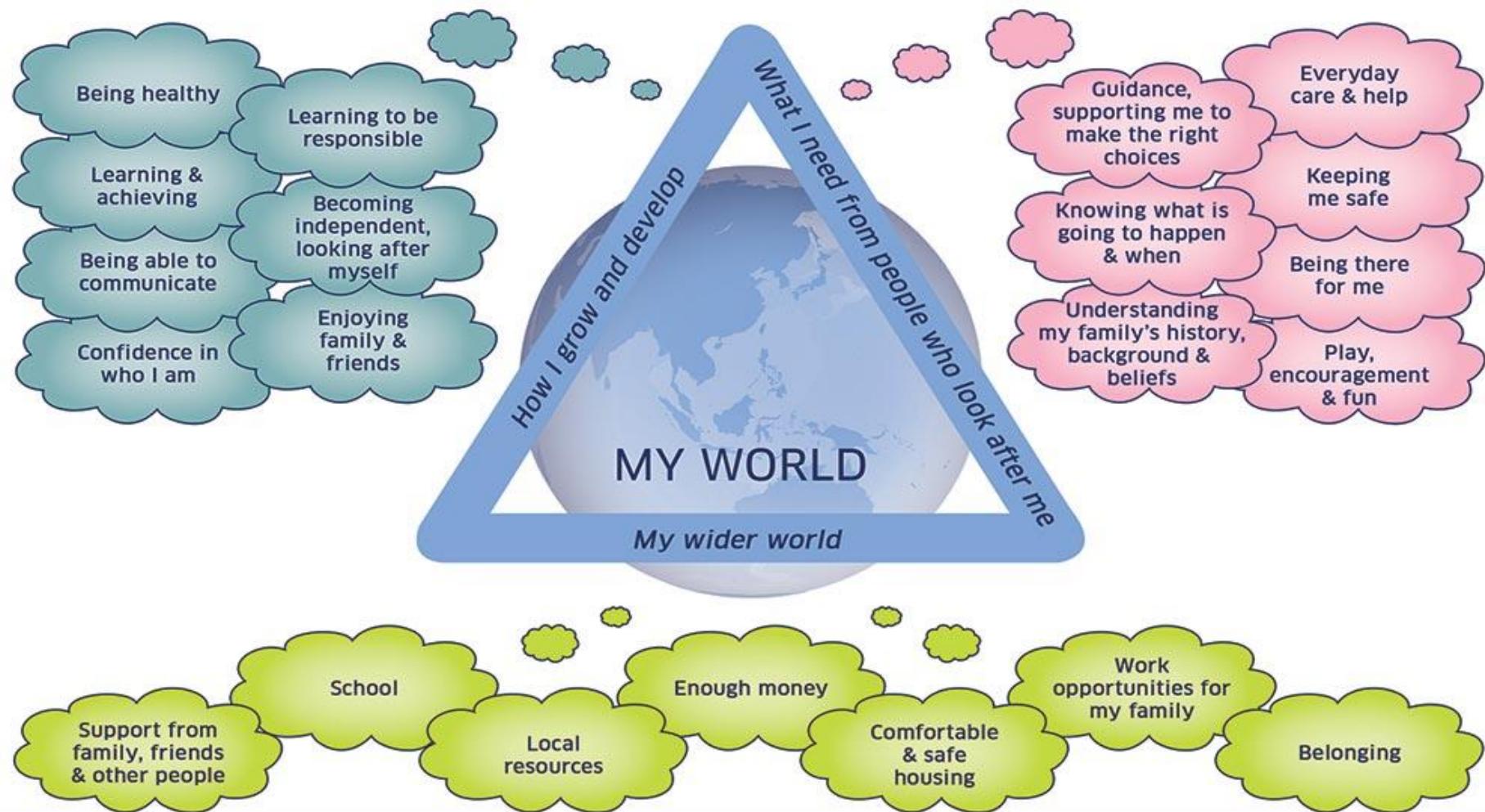
- You understand what is happening and why and have an excellent understanding of the Wellbeing Wheel and My World Triangle and how these impact upon our pupils.
- You have been listened to carefully and your wishes have been heard, understood and taken into consideration.
- You feel confident about 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