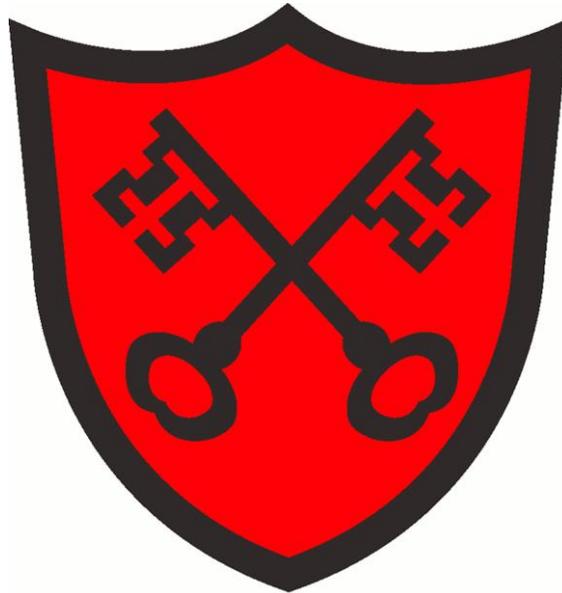


**ST. ALBAN'S CATHOLIC PRIMARY SCHOOL  
CAMBRIDGE**

**CURRICULUM ENTITLEMENTS DOCUMENT**



The purpose of this document is to ensure a cycle of formal monitoring, review and evaluation by the governors and staff of the school.

This document was written by governors and staff. The document concentrates on all subject areas where the school has a focus towards improving, reaching and maintaining high standards of attainment. These subject areas are:

Religious Education  
Maths  
English  
Science  
Computing  
Performing Arts  
Physical Education  
Art and Design  
History  
Geography  
French  
Early Years

The structure of this document allows the named governor for the subject to work closely with the Subject Leader monitoring, reviewing and evaluating. Reports of outcomes of the visits/meetings that take place are kept by the Subject Leader along with other monitoring that is going on. The Deputy Head teacher has copies of the reports and updates the Head teacher on a regular basis. Targets and recommendations that

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are made as a result of monitoring are given to the personnel concerned to put in place. This may be linked to professional development.

This academic year the main areas of focus through this document have been:

**All Subjects** Meetings continuing with the Subject Leader and Governor  
Agreement as to the entitlement for each curricular area  
Reviewing the curriculum

**Assessment**

Continued use of the assessment system (Years 1 - 6)  
End of Key Stage framework for KS1 and KS2  
Implementation of SATs  
Testbase - Years 2 to 6  
EYFS - ELG  
Tracking of vulnerable groups

**RE**

New assessment system in place  
New curriculum implemented  
Children's work - book scrutiny  
Discussions with children about coverage and content - pupil voice

During the academic year 2019 to 2020 the focus for monitoring, review and evaluation will be:

**English (Autumn Spring and Summer terms)**

Reading - teaching of reading, assessment, reading carousel,  
Writing throughout the school and the progress made - particular focus on GD  
Extended writing  
KS1 and KS2 end of year assessments  
EYFS - ongoing Phonics assessments

**Maths (Spring term)**

Curriculum coverage (Sustained units of work)  
Progression throughout the school  
Teaching and learning environment  
Challenge appropriate to all children

**Science (Autumn and Summer terms)**

Quality of teaching of science  
Assessment of science - to allow parity between the core subjects  
Curriculum coverage and progression throughout the school  
Teaching and learning environment

**Foundation Subjects (Autumn, Spring and Summer terms)**

Ensuring a broad, balanced and enriched curriculum  
Clear progression throughout the school

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## NATIONAL CURRICULUM - (Autumn, Spring and Summer terms)

Subject leaders liaise with Link Governors  
English, Maths and Science book scrutiny

It is likely that this policy will be reviewed in the academic year 2020 - 2021.

At the end of each academic year Subject Leaders, for all of the core subjects, will write a brief report for the governing body which will be presented in the final Governor's meeting of the year. This report is held by the Subject Leader for reference. The Deputy Head teacher also holds a copy.

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Each Monday copies of the teaching plans for that week will be placed on the server. The planning is monitored by the Deputy Head teacher and Subject Leaders (where appropriate)

Throughout the year the Head teacher is kept informed of the results of any statutory and non-statutory testing that take place. This information is stored on spreadsheets.

## ST ALBAN'S CATHOLIC PRIMARY SCHOOL CURRICULUM MONITORING ENTITLEMENTS

### **Believe, Achieve, Succeed**

#### **PLANNING**

For each year group, teachers plan, using St Alban's planning proformas:

- A long term overview.
- Medium term plans for each topic - showing sessions, differentiation, resources, useful websites etc.

Schemes of work are used to support planning in: RE - The Way, the Truth and the Light; French - Toute-Le-Monde; Computing - Rising Stars and PE - Cambridge programmes of study.

- A weekly timetable, which shows morning and afternoon sessions, subjects, TA support, additional activities within a week eg Mass, performances etc

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- A weekly English and Maths plan, which include clear differentiation (3 ways) and extension activities (where necessary), specific TA support, teacher focus group work, ICT use when appropriate.

This planning should be saved on the server by a Monday morning, shared with TAs on a weekly basis and discreetly displayed in the class room. When saving planning on the server, there must be a clear route to find it - weekly files, within each term and year. In year groups with more than one teacher, it is important that planning is clearly saved and where possible (and appropriate) merged together (eg weekly timetable). Planning should then be electronically annotated on a weekly basis - using a different colour.

### **MONITORING**

Planning is monitored by the Curriculum Coordinator on a termly basis and Subject leader (where necessary).

The Subject leader should have a clear overview of the planning and teaching that is happening within each year group and meet with their link Governor at least twice a year (more frequently if theirs is a focus subject). This should inform an action plan and any budgetary requirements.

### **EVALUATING**

Meetings should be held, between SMT, Subject leaders, Governors and Class teachers, to discuss coverage of the curriculum. These should evaluate whether each child is receiving their full entitlement, as stated within this document.

Subject Leaders should write a short report about their subject and its coverage to present to the Governing Body on a yearly basis.

### **REVIEWING**

Following the evaluation of a subject, any necessary changes should be discussed with the Subject leader and class teacher to further enhance each child's entitlement to the curriculum.

## **CURRICULUM ENTITLEMENTS**

<b>RE</b>
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### **ENTITLEMENT**

- **Resources**  
Children should have access to a wide range of quality resources.  
Hinduism - photos, art work, clothes,  
Sikhism - photos, examples of 5ks, turban  
Islam - photos, prayer mat, Qur'an,  
Judaism - photos, torah, kippah

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Prayer Focus will consist of; a cross, coloured cloth (reflecting the liturgical calendar), candle, Bible and stand, Special Book, themed display

- **Visits**

Children to become more aware of how the Catholic faith and different cultures and faiths are celebrated and worshipped in the community (children will learn about OLEM church as part of their local learning: such as the Stained glass tour and history of the church).  
Every class should make a visit to the church as part of a unit of work each year.  
In Key Stage 2 each class should have at least one opportunity to visit another faith's place of worship whilst it is being studied in a unit of work.  
e.g. Islamic Mosque, Jewish Synagogue, Hindu Temple, Sikh Gurdwara  
Children will visit the cathedral in Norwich and visit the holy shrine at Walsingham

- **Visitors**

The children will have a chaplain assigned to the school from the church. The chaplain will develop relationships with each class and lead mass and services throughout the year.  
Local worship group will visit termly; Gen R8 and experiences with the Church Schools of Cambridge  
When possible, leaders from other faiths or adults from other cultures/faith to give talks  
When appropriate visitors will give talks about global and local issues, national campaigns and fund raising events eg Cafod, UNICEF

- **Teaching and Learning**

Children to become more aware of how the Word of God is alive in their everyday lives.  
Children to value the diverse culture in the school.  
Children will follow the Curriculum Plan (10% of the week) for RE from the Diocese of East Anglia.  
Examples of work will be collated and celebrated in the Special Book  
Children will have opportunities to explore at least 2 other faiths each year in blocks of 1 week.  
Daily Collective Worship will be shared by SLT staff and the Year 6 chaplains eg meditation assembly  
School chaplains will lead as much of the seasonal and termly masses as possible  
Children will have the opportunity to join the Liturgical Group or choir who will sing and play at services and masses

- **Suitable space**

Children will work in an environment where there is enough space to work, display and collect resources.  
Every classroom will have a Prayer Focus with enough space for the class to sit and face the focus for prayer and reflection time.  
The prayer focus by the office will display themes including the Wednesday Word and that are the focus for the whole school.  
The school hall Prayer Focus will reflect the theme of the week, month or season  
The music resource room will be used for rehearsals

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- **Professional Development**

Staff will maintain their confidence and expertise by attending relevant courses.

At least once a year the staff will have an opportunity to reflect and pray together

The RE coordinator will feedback relevant information and issues from diocesan courses, CES newsletters etc.

# MATHS

## ENTITLEMENT

- **Resources**

Maths box in each classroom, relevant to each Key Stage.

Practical resources for weighing and measuring, money, 2D and 3D shapes.

Protractors, compasses

Mathematical paper

Additional resources will be purchased to address the increased expectations from the new National Curriculum for each year group

Extension group for MA children in Year 6 and 5 will continue

Code club will be offered and will build on children's mathematical knowledge

- **Visits**

Children to become aware of how Mathematics is used in everyday life.

Children to attend Maths Challenges where appropriate.

In science week maths will be a focus where appropriate

- **Informed assistants**

Assistants will be informed through teacher's weekly plans to ensure they are clear of who they are supporting and the learning objectives for each lesson.

Assistants to receive training as and where appropriate.

- **Suitable space**

Children will work in an environment where there is enough space to work, display and collect resources.

- **Professional Development**

The Maths Subject Leader (alongside the Head teacher) will support staff to identify their own training requirements.

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Staff will maintain their confidence and expertise through regular INSET and by attending relevant courses.

# ENGLISH

## **ENTITLEMENT**

The English curriculum covers Reading, Writing, Grammar Spelling and Phonics. All these key areas are taught daily and also encompass other subject programmes of Science, History, RE and Geography.

Teacher's expectations for all children should be high, but appropriate to the child's current literacy development. Teachers will apply effective teaching practice to Reading/ Writing lessons to ensuring that all children achieve good strengths in literacy. We aim to make children at St Albans lifelong readers, writers and learners of the future.

The daily reading programme implemented within the school, involves using rich texts to engage children in their reading and support them as they create texts in their writing.

**During Guided Reading sessions teachers will explicitly and systematically teach;**

Vocabulary and word analysis.

Regularly prompt and guide the children's decoding of unfamiliar words.

Teach comprehension skills and deep analysis of text.

Develop an awareness of inference to enable children to make meaning in reading and writing.

Teachers will model and demonstrate the process of being an effective reader writer.

Teachers will encourage children to think critically in Reading and Writing.

- **Resources**

Children should have access to a wide range of reading resources.

Each class to have a wide range of appropriate reading books - both fiction and non-fiction for class libraries

A range of books to be sent home weekly.

Handwriting books.

Yearly travelling book fair promotes rich texts for purchase.

Phonics resources for each phase - to include digital resources.

Upper KS2 children regular model reading to younger REC/KS1 as Buddy readers

- **Visits**

Children to become aware of how English is used in everyday life.

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Children to have the opportunity to talk / write to / visit authors.

Children to have the opportunity to use visits from other areas of the curriculum to extend and enhance their knowledge of English.

Children take part in World Poetry/Book Days

Children are offered opportunities to buy their own books from travelling book fairs

Children to experience live theatre at least once a year.

Upper key 2 Children experience local Shakespearian drama productions.

- **Informed assistants**

Assistants will be informed through training or in planning ensuring children receive quality support.

- **Suitable space**

Children will work in an environment where there is enough space to work, display and collect resources.

Every classroom will have a library focus area which is inviting and wall displays reflect the reading and writing program within the class

- **Professional Development**

The English Subject Leader/HT will support staff to identify their own training requirements based on SL drop in observations in Reading and writing Moderation.

Staff will maintain their confidence and expertise through regular INSET and by attending relevant courses.

Staff will maintain their confidence and expertise by attending staff meeting on moderation and good writing practice /relevant courses.

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# ICT AND COMPUTING

## ENTITLEMENT

Children currently have access to at least 1 hour of specific Computing teaching per week in order to ensure they develop a broad range of Computing skills. Teachers are encouraged to make use of technology during other sessions as appropriate and regularly do so, often through the use of laptops. A scheme of work is used to structure the progression of learning throughout the school but this is adapted and enhanced to ensure children received a broad, balanced and engaging curriculum. Where possible, within the financial constraints applied by outside agencies, we seek to keep technology up to date. We always aim to offer useable and appropriate equipment to the children. An IT Code of Conduct and internet Acceptable Use Policy is in place to protect children from on-line threats and each child should be supported to understand their own responsibilities in keeping with these documents. To support this, the first lessons of each year are an E-safety reminder, appropriate to the age and stage of the children.

- **Experience**

The school will endeavour to increase children's awareness of how ICT is used in everyday life and pupils will be given access to real world applications of Computing skills.

Children will use a wide variety of hardware, software and online resources to support their curriculum activities. This is kept up to date and care is taken to ensure consistency in deployment of the software across all school laptops. This may include exploration of new and emerging technologies which encourages use of ICT in a variety of learning contexts.

Children are encouraged to use online learning in a safe and supportive way to allow them to progress in various computing skills. Children have access to specific e-safety lessons which encourage them to consider the risks associated with online activities.

- **Resources**

Children should have access to a wide range of both hardware and software resources. Currently, each classroom is equipped with a high-quality interactive screen and multi-purpose camera and children use these extensively within the day-to-day curriculum. Laptops are available to use at any point and can be borrowed from central areas for KS1 and KS2. EYFS have a set of iPads within the classroom. The school also has a variety of other peripherals and hardware accessories. It is important to regard ICT as an integral part of the learning environment and keeping IT resources as up to date as possible enables this to happen.

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Monitoring and maintaining this hardware enables the quality of the Teaching and Learning to continue to improve. It is unrealistic to expect classroom teachers to be technical experts and it is important to provide appropriate support both in and beyond lessons. Therefore, the school employs an ICT technician who is available to maintain equipment and for technical support in class.

- **Professional Development**

The Computing Subject Leader supports staff to identify their own training requirements. Where required, staff are supported through inset days and staff meetings. The Computing Subject Leader is responsible for their own professional development and regularly attends training days and cluster meetings for Computing, undertaking personal online learning courses as necessary when new technology arises.

- **Informed assistants**

Assistants are informed through training or in planning to ensure children receive quality support. The teaching of computing is mainly supported by STIMULUS volunteer students from the University of Cambridge, who have a specific interest in the teaching of Computing and are able to offer a higher level of expertise. This is organised and managed by the ICT Technician.

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# SCIENCE

## ENTITLEMENT

- **Resources**

Children should have access to a wide range of well maintained, up to date resources. Resources will be organised to allow neat and tidy collection and storage after use. "Switched on science " has been purchased and provides a support dashboard that includes teacher subject knowledge, cross curricular links, trip ideas. The school should also make use of the free resources available from various local scientific establishments, for example the Zoology Museum, Chemistry department, natural science museum and other resources from the university of Cambridge and volunteering groups (such as ChAOS - Cambridge hands-on Science). Use of the outside space/pond area to support science curriculum in KS1

- **Visits**

Visits to experience hands-on activities are very important for the children to understand scientific issues, dilemmas and problems. Where possible, children should experience visits that give them the opportunity to see the concepts they are learning first hand and in a real life context. Good use of resources around the school (natural science museum, zoology museum, botanical garden) should be encouraged.

- **A safe environment**

Children will work in class and in the school grounds (wooded area/pond) where conditions do not endanger their learning of health and safety. Appropriate safety equipment e.g. Lab glasses, lab coats, gloves etc. will be made available where necessary.

- **Informed assistants**

Teaching assistants will be supported (through training and planning) to help deliver the science curriculum.

- **Suitable space**

Children will work in an environment where there is enough space to work, display and collect resources. This should include the pond and wooded area.

- **Professional Development**

Staff will maintain their confidence and expertise by using the teacher subject knowledge support documents within the online dashboard (Switched on Science). Teachers will also continue to request CPD courses based on the requirements of their year groups.

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# PERFORMING ARTS

## ENTITLEMENT

- **Resources**

Children should have access to a wide range of resources. All pupils use a mixture of pitched and un-pitched percussion which includes instruments from other cultures (ie djembe drums). During year three pupils learn to play the recorder. Year four pupils from September 2019 will follow the overture programme (this is replacing the mx band programme) that is delivered by specialist teachers from Cambridgeshire Music. This enables them all to have a half hour lesson playing a brass instrument (trumpet, trombone or euphonium) for 30 lessons of half an hour in a group of ten students. Also in year four all pupils learn the initial stages of acoustic guitar playing and in year five all pupils learn how to use electronic keyboards. Pupils also have access to recording equipment and will also use I pads for composition.

A choir for KS2 children is run before school on a Wednesday and there are also opportunities for children to play in guitar groups (year 5), recorder groups (year 4) and to sing or play in liturgy groups (usually children in years 3 4 and 5 but open to all KS2 children . There is an after school music club on a Tuesday, where the school charges children from years 1-6 and there are two teachers from Cambridgeshire Music as well as Mrs Burrows to lead the sessions. This runs for 30 weeks of the year, with an informal concert at the end of each term for parents.

- **Visits**

Children take part in educational visits to develop their understanding of the performing arts curriculum, as and when these are available. Year 6 take part in the Schools' Shakespeare festival which involves them performing at the Mumford Theatre in Cambridge (2018), and The Peter Hall Performing Arts Centre (2019) and we regularly send Year 3 to see the Cambridge University Wind Band perform in the spring. Other examples of visits include the choir taking part in the Phoenix Network concert in June and also the Rotary Carol Concert in December, The choir also performs at least twice a year to the residents of St George's Care Home. In July 2019, children from Year 5 will be performing as part of the Cambridge festival at Comberton Performing Arts Centre.

- **A safe environment**

Children will work in the hall, music room, classroom and outside where conditions do not endanger their learning of health and safety. They are taught how to handle the resources safely

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- **Informed assistants**

Assistants will be informed through training or in planning ensuring children receive quality support. Where appropriate, resources are adapted as required, for example in supporting a student with severe visual impairment

- **Suitable space**

Children will work in an environment where there is enough space to work, display and collect resources. Recordings of the children performing are stored securely on the multimedia drive

- **Professional Development**

The subject leader has taken part in all available training. This year, she has received training on choir directing from Christopher Monks as part of the Beowulf project for year 5, she also attended training from the BBC as part of the Ten Pieces project and is due to receive training from the diocese on liturgical music. Indirectly, she has also received training from the Associated Board of the Royal Schools of Music to support her piano teaching in school, however, this has also had benefits to the class teaching she does. The subject leader is also the primary representative on the Cambridgeshire Music Hub.

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# Physical Education

## **ENTITLEMENT**

- **Resources**

Children should have access to quality resources enabling them to practice skills individually as well as part of a group. Equipment should be appropriate for the task at hand and well maintained.

- **Sport & Competition**

Children should be given the opportunity to practice their skills in both intra-school and inter school competition. After school sports clubs should be provided. Children regularly playing sports outside of school will be chosen to represent the school in their chosen area.

- **A safe environment**

Children will work in conditions appropriate for the task at hand and that will not endanger their learning of health and safety. Equipment will be well maintained and appropriate for the task.

- **Informed assistants**

Assistants will be informed through training or in planning ensuring children receive quality support.

- **Suitable space**

Children should work in a suitably sized area for the task at hand.

- **Professional Development**

Staff should receive appropriate opportunities for professional development, either by attending relevant courses or by qualified individuals visiting school.

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# HISTORY

## ENTITLEMENT

- **Resources**

Children should have access to a wide range of resources including historical artefacts / loan boxes

Children able to research online on secure sites

- **Visits**

Each class will have at least one educational visits to an historical experience eg West Stow- Anglo Saxons;

Each class to take part in the city Faith Walks around the universities

A range of visits to relevant historical places of interest outside of Cambridge (London, Colchester)

A range of visits to local places of interest (College museums, Fitzwilliam Museum, Scott Polar)

Maintain link with The Old Library, Queens' College (workshops - Shakespeare & Fantastic Voyages to support New Curriculum objectives)

- **A safe environment**

Children will work in class where conditions do not endanger their learning of health and safety.

Intellectually stimulating working environment with relevant displays and artefacts on hand for children to engage with.

Risk assessments will be made on any planned educational trips and be recorded in EVOLVE.

- **Informed assistants**

Assistants will be informed through training or in planning ensuring children receive quality support.

- **Suitable space**

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Children will work in an environment where there is enough space to work, display and collect resources.

Where appropriate children will have lessons out of class eg replicating a Roman army

- **Professional Development**

Staff will maintain their confidence and expertise by attending relevant courses.

In the case of an educational trip, staff will be expected to discuss venue/experience with members of the school staff or with the personnel at the venue.

# GEOGRAPHY

## ENTITLEMENT

- **Resources**

Children should have access to a wide range of resources including atlases, maps, topic-related books and loan boxes.

Children able to research online on secure sites.

- **Visits**

A range of visits to relevant geographical places of interest - Wicken Fen

A range of visits to local places of interest (Polar Museum, Botanic Gardens)

- **A safe environment**

Children will work in class where conditions do not endanger their learning of health and safety.

Intellectually stimulating working environment with relevant displays and resources on hand for children to engage with.

Risk assessments will be made on any planned educational trips and be recorded in EVOLVE.

- **Informed assistants**

Assistants will be informed through training or in planning ensuring children receive quality support.

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- **Suitable space**

Children will work in an environment where there is enough space to work, display and collect resources.

Where appropriate children will have lessons out of class eg Mapping skills

- **Professional Development**

Staff will maintain their confidence and expertise by attending relevant courses.

In the case of an educational trip, staff will be expected to discuss venue/experience with members of the school staff or with the personnel at the venue.

## ART AND DESIGN

### ENTITLEMENT

- **Resources**

Children should have access to a wide range of resources and materials including; watercolour paints/oil pastels/clay/textiles/sculpture materials. Children should also be taught about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

- **Visits**

Staff will make use of the wide range of galleries and museums available in Cambridge, including Kettles Yard, Fitzwilliam Gallery, Heong Gallery .Visits from practising artists to run workshops or question/answer sessions

- **A safe environment**

Children will work in an environment where there is enough space to work, display and collect resources. Children will have the right tools and equipment available and be trained to use them correctly and safely

- **Informed assistants**

Assistants will be informed through training or in planning ensuring children receive quality support.

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- **Suitable space**

Children will be able to use outside spaces as well as the classroom to work in e.g. the school grounds, Botanical gardens, Lammas land.

- **Professional Development**

Staff will attend relevant courses and training to keep skills and knowledge updated.

# FRENCH

## ENTITLEMENT

- **Resources**

Children should have access to a wide range of resources, such as: ICT resources (laptops and ipads), Software (Nut), free software , published resources such as dictionaries, books, board games, pictures, maps, postcards. Involve volunteers in developing conversation skills.

- **Visits**

Visits to experience French culture, for example, visits to see French films at the Arts Cinema, visits to a French café, Global day

- **A safe environment**

Children will work in a safe environment (classrooms)

- **Informed assistants**

Assistants will be informed through training or in planning ensuring children receive quality support. Mrs Leslie is going to team teach with class teachers and build up their confidence to teach French in the future.

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- **Suitable space**

Children will work in an environment where there is enough space to work, display and collect resources.

Children contribute to French display wall.

- **Professional Development**

Staff will maintain their confidence and expertise by attending relevant courses. Mrs Leslie will run some staff training sessions on French pronunciation and grammar.

## EARLY YEARS

### ENTITLEMENT

- **Resources**

To cover all areas of the curriculum.

CL - story boxes, role play resources, dual language books for EAL children

PSED - books to share with children on behaviour, circle time resources eg. Puppets, speaking objects, team building games, parachute

PD - resources for 'Funky Fingers' (fine motor) including scissors, pegs, tweezers, springs, small cubes, beads for threading, weaving boards and for gross motor activities a range of balls of different sizes, ribbons, hoops, bikes, trikes, climbing equipment

L - a range of fiction and non-fiction books, topic books, Storytime Phonics resources, writing resources including a range of writing implements; pencils (varying grades), felt tips, oil crayons, chalk, paint brushes of different sizes, alphabet mats, word mats, caption/action mats for Storytime Phonics, reading folders

MD - counting activities, puzzles, number beads, numicon shapes, number rods/diennes, number cards, 3D and 2D shapes, hundred square, number blocks, outdoor maths learning resources including Maths explore shed and giant numbers

UW - resources for different topics, small world figures, maps, non-fiction books, resources from Science scheme 'Switched on Science', cooking facilities, ingredients, topic boxes, a range of IT equipment including ipads, laptops, CD player and cameras

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EAD - art resources including a range of brushes for painting, different papers texture and colour, glue, scissors, resources for making books, staplers, hole punchers, cellotape, masking tape, percussion box with a range of instruments, music related to topics

Resources will need to be replaced frequently and they must be robust and safe. Ideally resources made from natural material will be sourced.

- **Visits**
  - Local visits or visitors to school in Autumn Term
  - Spring Term - weekly walks to Lammasland
  - Summer Term visit - topic related eg. Milton Country Park
- **A safe environment**
  - Access to the outdoor enclosed area on daily basis.
  - Access to the playground as often as possible
- **Informed assistants**
  - Daily informal meeting with TA to update observations of children.
  - Liaise with TA over any new ideas or updates from courses attended.
- **Suitable space**
  - Children will work in an environment where there is enough space to work, display and collect resources.
  - Classroom will be organised to allow continuous provision and for children to be able to flow from activity to activity
- **Professional Development**
  - Staff will maintain their confidence and expertise by attending relevant courses.
  - Teacher and TA to attend courses/training relevant to the EYFS curriculum.
  - Teacher to go to network meetings to liaise with other early years teachers.

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