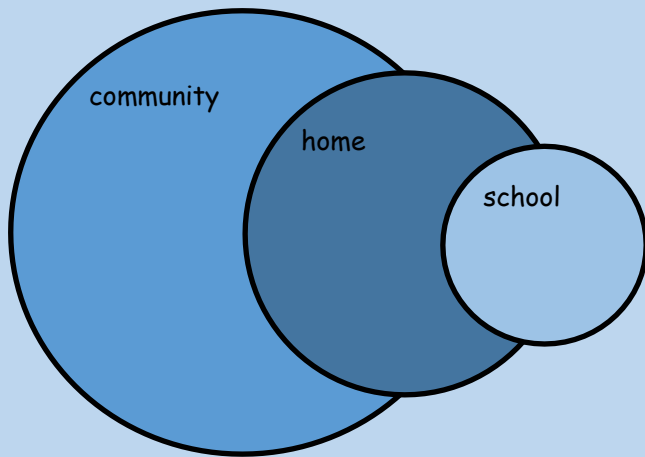




St. Anthony's School, Woodlands Lane, Chichester, West Sussex PO19 5PA
Telephone:- 01243 785965 E-Mail:- schooloffice@st-ants.org

Primary Department 2026



"Learning Together"

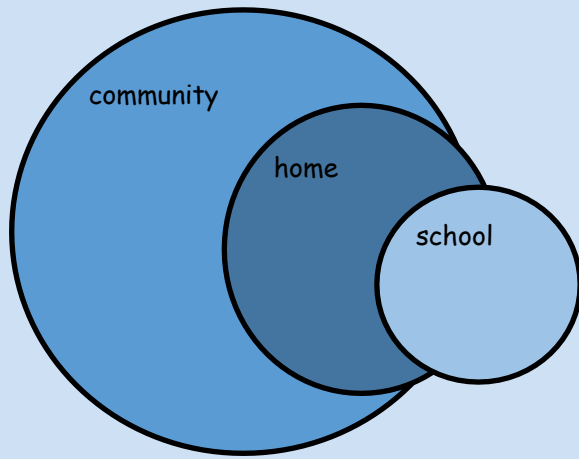
St Anthony's School Aims

To provide an environment where every member of the school community is given the support and encouragement necessary to meet the demands of education and personal change.

To provide a broad and balanced curriculum which includes the full range of National Curriculum subjects.

To allow all pupils access to as much of the National Curriculum as is right and possible for them as individuals.

To foster in our pupils the value of education as life-long process and to assist them in acquiring the necessary skills to develop and adapt as individuals in a changing society.



"Learning Together"

What does this look like at
St. Anthony's School within
The Primary Department
Infants and Juniors?

individual

We know every child is unique.

We build trust and ownership for the pupils to believe in themselves, to become as independent as possible.

communicative

We build positive relationships through active listening, speaking, turn-taking and negotiation skills.

respectful

We build skills in tolerance, patience, trust and compassion, so every pupil is valued and they are taught to value and respect others and the world around them.

happy

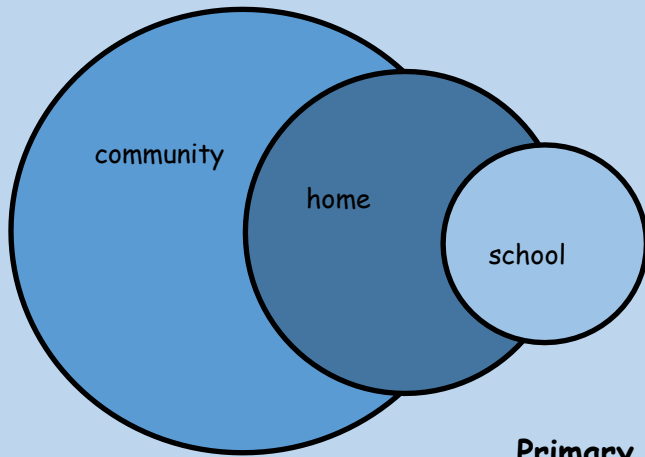
We build in confidence to have a go and enable the pupil to be successful.

responsible

We enable the pupils to understand themselves to be able to respond to themselves, others and the world they live in with the opportunity to become a life long learner.

resilient

We develop an I can do attitude, a positive approach to learning, knowing how to ask for help when it is needed. I can have a go, I can fail and it's okay, I can improve if I keep trying. We want the pupils to be strong, capable, and responsible to be able to live a fulfilled life.



"Learning Together"

Primary Department

Intent

Within St Anthony's school the Primary Department understand that every child is unique. Our intent is to enable each pupil's individual abilities to be maximised at school, in the home and in the community. This **intent** begins from the initial placement at the school, reading paperwork and meeting with parent/carers and previous settings to gather as much information as possible to begin the journey. Each pupil then receives holistic outcomes taken from the EHCP and these are considered termly under the following headings set out in the jigsaw below:

Our **intent** through these areas would be:

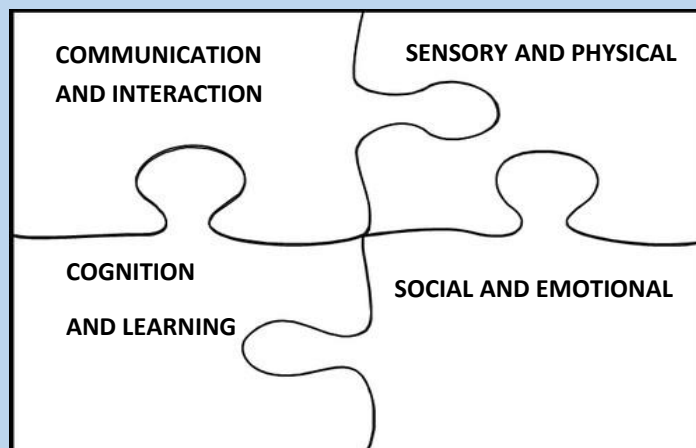
To create a safe, fun and inclusive learning environment.

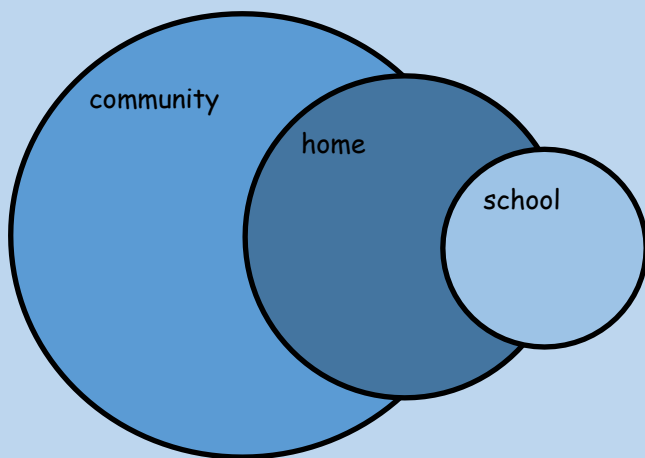
To set individual outcomes based on pupil individual need.

To work in collaboration with other professionals and parents/carers to embed appropriate skills into the holistic curriculum.

To ensure each individual pupil journey is planned, and that the whole team aspire to, assess, accomplish and achieve through "learning together".

To learn together and learn for the future.





"Learning Together"

Primary Department

Implementation

The EYFS education programmes and our own holistic curriculum provide the framework for us to decide what we intend the pupils to learn and develop in.

The curriculum starts from where the child is and builds on skills to enable them to perform better and draw on their experiences and knowledge to develop and improve. We want them to experience the awe and wonder of the world they live in on a daily basis and provide carefully planned activities that provide this. The planning is carefully structured and also enables the support staff to be creative, responsive and cater for the individual pupils learning needs on a daily basis.

We believe that teaching and learning is meaningful, systematic and progressive, enabling all children to have a clear understanding of the knowledge they are discovering. Each child is supported to explore their developing skills across all areas of learning, taking into account their individual needs and abilities. The topics and themes that we teach are designed to enhance the diverse community pupils belong to and reflect their personal interests. Our continuous provision in the classrooms and outdoor learning environments is engaging and challenging, enabling all pupils to have the highest quality of education.

THIS IS WHERE OUR 2 TREES PATHWAYS NEED TO BE ADDED with the picture puzzles and to consider what our new format log term plans show.

Pathway 1 Chestnut Birch Yew

Pathway 2 Apple Oak Rowan Hawthorn Beech Sycamore

"Picture Puzzles" are sent home each term to give Parents/Carers an overview of the specific termly topic plan. Pupils bring home examples of work with a piece of the puzzle attached to show which area they have been thinking and learning about in school, so parents/carers have the opportunity to support overlearning. Parents have opportunities to send in Wow moments to share home learning.

"Learning Together"

The Curriculum **Implementation** is delivered through a visual approach and is as hands on as possible, linking learning about themselves, the home and the community.

Our focus is on the pupils and understanding their personal journey of where they are now and what they need next to be successful. This has a huge

Impact on each individual to be successful in the future.

We focus on:-

Personal, Social and Emotional Development

all of the below learning together experiences in other areas as well as

Learning Together

Eating Together

Playing Together

Being Friendly Together

Communication and Language

Speaking and Listening Together

Reading Together

Writing Together

Interacting Together

Physical Development

Being Active Together

Keeping Healthy Together

Mathematical Development

Numerical Together

Problem Solving and Investigating Together

Understanding of the World

Thinking Together

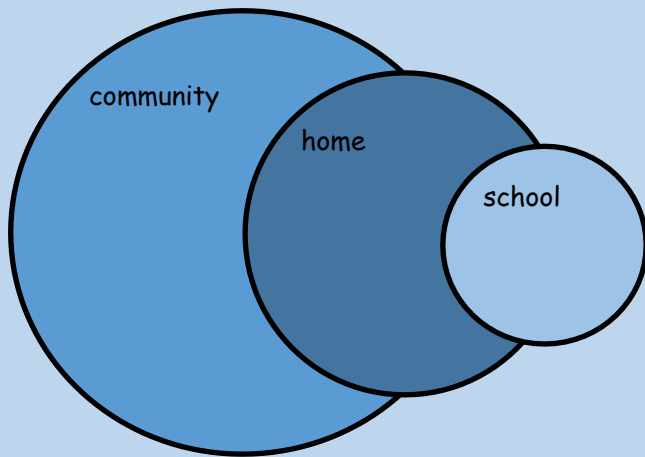
Questioning and Understanding Together

Expressive Arts and Design

Imagining Together

Dancing and Singing Together

Creating Together



"Learning Together"

Primary Department

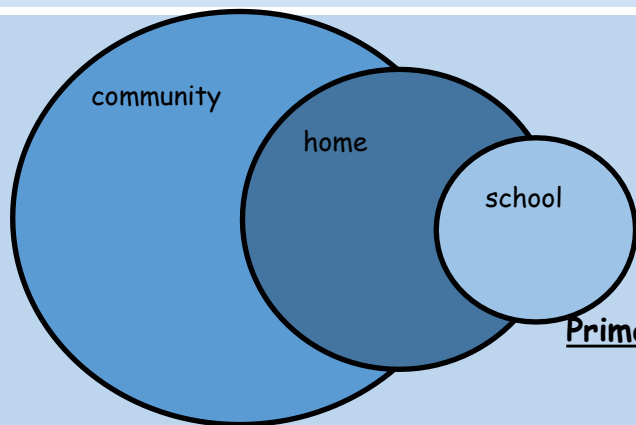
Impact

The EHCP is reviewed with the pupil and parents/carers through the Annual Review process on a yearly basis. New outcomes are set and incorporated in to the individual pupil's termly target sheets.

Teacher Assessment and our professional judgements of what the pupils are doing, achieving and retaining on a daily basis are essential to our focus on the individual pupils. The 4 areas are continually assessed alongside the EYFS and holistic outcomes. Evidence is collected through Ipad- 2 simple; daily work books and observations.

Formal assessments are completed termly alongside Annual Reviews and end of year reports.

Our expectation is that we develop the pupils to be able to move forward with their transition journey every year, into school, in to a new class, in to a new Department or in to a new setting, as appropriate for each individual.



"Learning Together"

Primary Department English

Intent

We recognise that English is an essential life skills and want the pupils to develop a love of reading and sharing books, develop a pride in presenting their writing for a purpose and understand more about expressing themselves to become confident and successful communicators.

We aim to expose the pupils to a wide range of activities involving Speaking and Listening; Reading; and Writing; with the aim of inspiring them to become more independent and successful in each area to enable them to participate in society.

A rigorous approach to the teaching of reading develops learners' confidence and enjoyment in reading. At the early stages of learning to read, reading materials are closely matched to learners' phonics knowledge using our bespoke reading scheme.

Implementation

The curriculum promotes progression of skills covering all aspects of English. This will include author studies and studying core books linked to the topics. Specific teaching of the core skills supports over-learning and is aimed at acquiring the joy of books, reading single words, interpreting illustrations, reading sentences and mastering fluency. There will be specific teaching of listening rules and turn taking skills through class activities and lego therapy.

Use of Makaton and teaching of core vocabulary and visual approaches are considered essential.

All pupils have access to phonics opportunities. Some show that they are whole word learners but are equally given phonic opportunities throughout.

The curriculum will include World Book Day and character studies; weekly visits to the school Library and links to the WSCC library service; Drama session in Key stage 2;

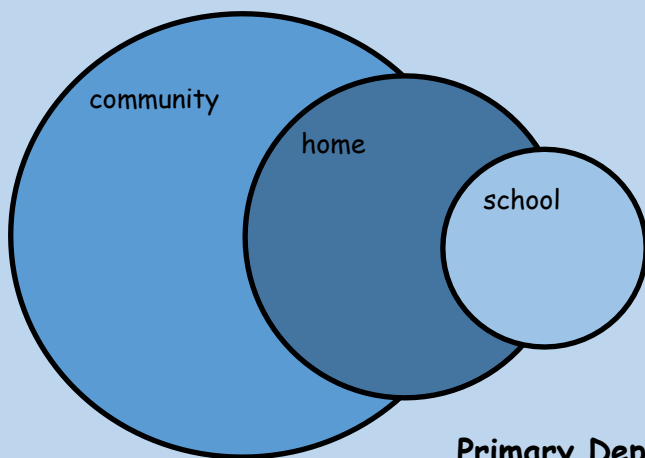
Impact

Through the English curriculum pupils will have developed, used and continued to practice skills in listening; concentration; sequencing; participation in groups or individually; turn-taking; self-confidence; relaxation; emotional learning and a sense of achievement.

Each lesson repeats and builds on the learning to enable pupil success. It is hoped that over time mastery of skills will enable pupils to have improved communication with their peers, familiar adults at school and at home and success in the community.

Pupils read widely and often, with fluency and comprehension and achieve their best possible outcomes.

This learning will be recorded as part of the holistic approach to the individual child's development and progress.



"Learning Together"

Primary Department Maths

Intent

We recognise that Maths is an essential part of daily living and supports other areas of the curriculum, including science and computing. We know it is a critical skill to support the work force in the future. We aim to inspire the pupils to gain an understanding of the fundamentals of numeracy. We hope to enable to pupils to start to be able to use number, reason, problem solve and apply their knowledge of maths to every day life situations.

Implementation

The curriculum will cover the basic concepts of numeracy introducing key skills in number, space, shape and measures.

Pupils will learn through play and concrete apparatus leading onto pictorial and abstract resources to rote learn and investigate. They will be introduced to the specialist vocabulary needed and be given time to overlearn and practice in many different forms. The concept development will be introduced so the pupils achieve success and develop an understanding of numeracy.

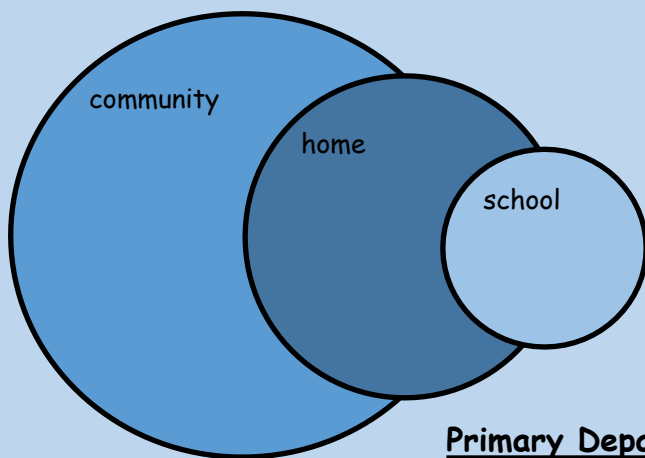
Numeracy will be taught as specific sessions and also the pupils will be exposed to numeracy through the topics and other elements of the curriculum such as singing times and Science, P.E. and outside learning

Impact

Through the Maths curriculum pupils will have developed, used and continued to practice skills in listening; concentration; sequencing; participation in groups or individually; turn-taking; self-confidence; relaxation; emotional learning and a sense of achievement.

It is hoped that the pupils start to develop a basic mastery for number, space, shape and measures concepts. This knowledge will support them in practical situations in their everyday lives.

This learning will be recorded as part of the holistic approach to the individual child's development and progress.



"Learning Together"

Primary Department Science

Intent

To expose the pupils to Science around them in its many different forms so they gain a greater understanding of the world around them.

To engage and inspire the pupils to gain an enthusiasm for Science and curiosity about the world around them and enable them to acquire the skills and knowledge to think scientifically and understand basic scientific processes.

Implementation

The curriculum will cover the basic concepts of science introducing the key skills of observation, planning, investigating, recording and questioning. They will be introduced to a play based learning and given the opportunities to explore humans, creatures, plants and objects in the environment. They will learn about what is the same and different and start to question how and why things work. Work will be practical and visual and promote excitement, awe and wonder about the world in which we live.

High-Low; Loud-Quiet; Long-Short; Fast-Slow; Stop-Start and okay happy, sad.

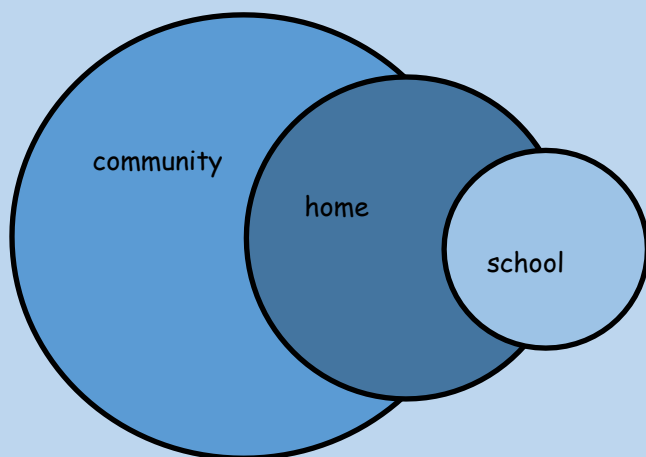
Science will be taught as specific sessions and also across the Curriculum. The pupils will be exposed to science elements in different settings. For example P.E. forces- Magic carpet science programs, daily songs to support learning and sequencing e.g. hand washing, days of the week.

Impact

Through the Science curriculum pupils will have developed, used and continued to practice skills in listening; concentration; sequencing; participation in groups or individually; turn-taking; self-confidence; relaxation; emotional learning and a sense of achievement.

The pupils will develop more of an understanding of themselves and the world around them. The pupils will become curious and question what they experience and why things happen.

This learning will be recorded as part of the holistic approach to the individual child's development and progress.



"Learning Together"

Primary Department Physical Development

Intent

To expose the pupils to a variety of different fine and gross motor skills that will lead to being able to move and handle their bodies in a range of sports activities.

To engage and inspire the pupils to gain an understanding of how their bodies move and grow.
To start to understand the need for a healthy body and the self care that goes with it.

To develop a sense of mental and physical wellbeing through engagement in a variety of activities delivered in an holistic way.

Implementation

The pupils will engage in daily activities in class and a specific range of activities to promote PE and swimming across the year. Many of the activities have their own dedicated facilities for the pupils to embrace the skills of change, organisation of themselves and equipment and benefiting from small more intensive group sessions.

Specific activities delivered through the holistic curriculum including horse riding; swimming; drama; woodland wonders; multi sensory room; magic carpet; playtimes; Dance Movement Psychotherapy, individualised Occupational Therapy tasks and Physiotherapy exercises. The pupils learn a wide variety of skills enabling them to develop their co-ordination, control, expression, resilience, a healthy body, wellbeing and personal hygiene.

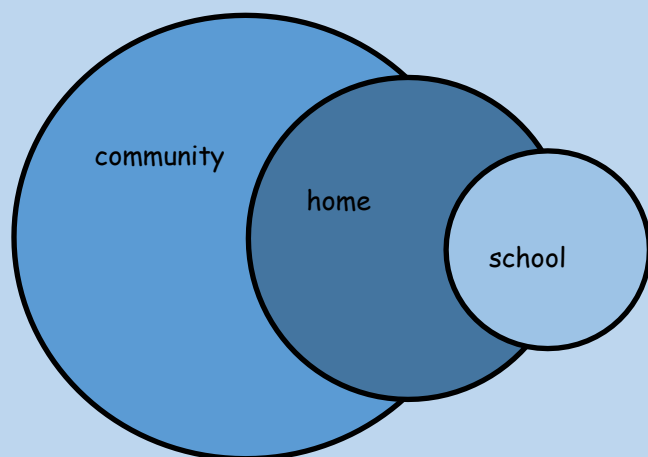
There are different opportunities to play outside using moving and static equipment.

Impact

Through the Physical Education programmes, in class use of equipment, and out of class motor activities the pupils will refine and improve the control of their bodies over time.

They will become more confident in their ability, have fun and grasp that it is their responsibility to take care of themselves now and in the future.

This learning will be recorded as part of the holistic approach to the individual child's development and progress.



"Learning Together"

Primary Department Personal Social and Emotional Development

Intent

To expose the pupils to a variety of different opportunities to manage themselves; their emotions and develop healthy relationships.

To engage and inspire the pupils to gain an understanding of how to turn take, share, listen to others and voice their own opinions with their peers. To promote a positive outlook and a can do, have a go attitude yet ask for help when needed. To build pupils self esteem, confidence and resilience.

To develop a sense of wellbeing through engagement in a variety of activities across the day.

Implementation

The pupils will engage in daily activities in class and a specific range of activities to promote making and maintain relationships, gaining self awareness and confidence and an ability to manage their behaviour and feelings.

This will be achieved through an holistic curriculum and specific taught sessions in class.

The Department will promote wellbeing in the form of a specific week and activities connect to that. This will involve the pupils, staff parents and community.

Mindful Monday-Take Notice; Talking Tuesday-Connect; Wellbeing Wednesday; Be Active Thinking Thursday- Keep Learning and Focussed Fridays- Giving.

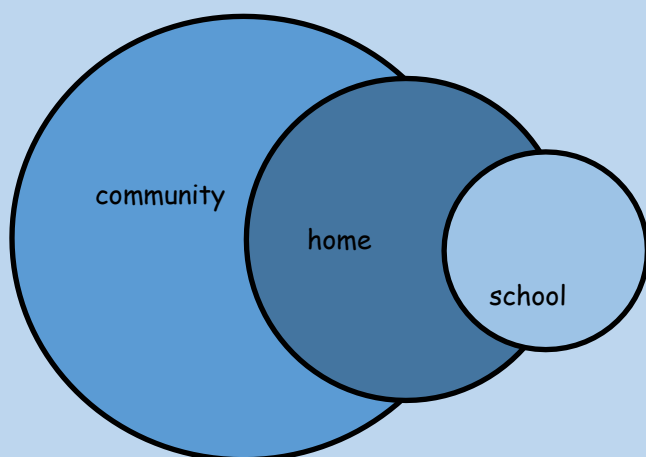
Online safety is taught at the beginning of each IT unit and revisited where necessary.

Impact

Through the varied curriculum the pupils will grow in self esteem and confidence. They will be able to manage themselves in a small group in a class situation. They will increasingly get used to change. They will follow the rules and be able to adjust their behaviours accordingly.

They will increasingly be able to keep themselves safe, including online, and know where to get support.

This learning will be recorded as part of the holistic approach to the individual child's development and progress.



"Learning Together"

Primary Department Understanding The World

Intent

- To guide the pupils to make sense of themselves, their family the community they live in.
- To engage and inspire the pupils through first hand experiences to gain an understanding of the wider world in which they live.
- To foster their understanding of our culturally, socially technologically and ecologically diverse world
- To expose the pupils to opportunities to explore, observe and find out about people, places and technology in our ever changing world.
- To develop an appropriate understanding online safety

Implementation

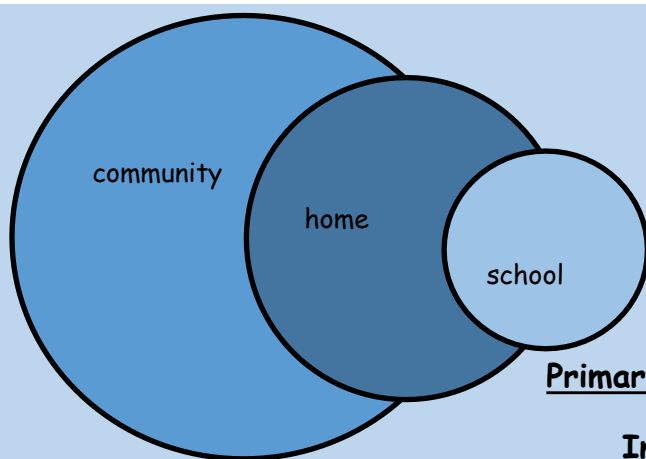
The curriculum will cover the basic concepts of every day language and vocabulary used in Geography; History; R.E. and ICT. These aspects will be delivered across the curriculum as well as specific timetabled sessions in the ICT suite and the use of interactive whiteboards, ipads and chromebooks.

Past-present; similarities-differences of humans and places over time.

Impact

Through the delivery of the carefully planned topic cycle the pupils will gain a better understanding of their place in time and space and the world they live in . They will start to appreciate the similarities and difference between all humans. They will start to gain an insight into the world at large and a greater understanding of the world of Technology and how to keep ourselves safe..

This learning will be recorded as part of the holistic approach to the individual child's development and progress.



"Learning Together"

Primary Department Expressive Arts and Design

Intent

To expose the pupils to music and art of different cultures, traditions, genres and styles including pattern and rhymes, songs and instrument, paintings and sculptures.

To engage and inspire the pupils to gain a love of music and art and design and foster feelings of enjoyment and appreciation.

To build on pupils personal development in independence, expression, decision making and reflection.

Implementation

The curriculum will cover the basic concepts of music, imaginative play, art and design introducing key skills.

High-Low; Loud-Quiet; Long-Short; Fast-Slow; Stop-Start and okay, happy, sad.

Colours of the spectrum; thick-thin; dark-light; shade; shapes, size, pattern

Music will be taught as specific sessions and also the pupils will be exposed to music element in different settings. For example choir, French, playground songs, Celebrations e.g. Christmas, magic carpet, P.E., topic songs, DMP, Magic Carpet, daily songs to support learning and sequencing e.g. hand washing, days of the week.

Art and design will be incorporated into the topic curriculum as on occasions be a specific topic driver. Pupils will explore and play, paint, draw, sculpt, print, design and make using a variety of media and materials.

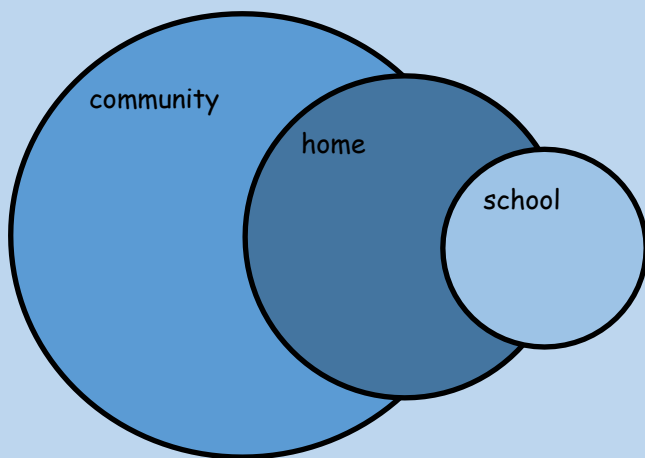
Pupils will also experience sessions delivered by musicians for example a block of ukulele sessions, delivered by West Sussex music service or our own staff as appropriate.

Impact

Through the music curriculum pupils will have developed, used and continued to practice skills in listening; concentration; sequencing; participation in groups or individually; turn-taking; self-confidence; relaxation; desensitisation to noise and certain pitches as appropriate; emotional learning and a sense of achievement.

Through the art and design curriculum the pupils will have developed, used and practiced their skills. They will have copied, designed and created using different media and gained confidence to share their products and opinions with their friends and family.

This learning will be recorded as part of the holistic approach to the individual child



"Learning Together"

Primary Department French

Intent

To expose the pupils to a different language (French).

To engage and inspire the pupils to gain a love of language and foster feelings of enjoyment and appreciation of another culture and language. To start to foster curiosity and deepen an understanding of the wider world they live in. To give the opportunity to learn from a French speaking specialist.

Implementation

The curriculum will cover the basic concepts of language and learning these in French introducing basic functional vocabulary, through a variety of medium including Makaton, power point, visual apparatus, games and song. Pupils will be able to respond in spoken French.

Colours, numbers, days of the week, months of the year and topic related vocabulary.

French will be taught as specific sessions for year 6 and also the younger pupils will be exposed to elements of basic vocabulary in class through the use of songs as appropriate.

Impact

Through the French curriculum pupils will have developed, used and continued to practice skills in listening; concentration; sequencing; participation in groups or individually; turn-taking; self-confidence; relaxation; cultural and emotional learning and a sense of achievement.

This learning will be recorded as part of the holistic approach to the individual child's development and progress.