

# St Joseph's Subject Expectations



<b>Maths</b>	
<b>Presentation Expectations</b>	<b>Curriculum Expectations</b>
<ul style="list-style-type: none"> <li>• Short date (02.09.2025)</li> <li>• LO: To... (LO: To add 3 digit numbers)</li> <li>• Underlined in pencil.</li> <li>• All work to be completed in pencil.</li> <li>• Numbers should be formed correctly (Especially fours and sevens)</li> <li>• All drawing to be completed in pencil and with a ruler.</li> <li>• One number one square.</li> <li>• Word problems/ reasoning questions to be stuck in books on left hand side of the page. Children work out on the right hand side of the page.</li> <li>• A select number of corrections carried out in blue pen. (Teacher's discretion)</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of a daily maths lesson in books</li> <li>• All small steps to be covered in sequential order.</li> <li>• NRich investigation one per half term</li> <li>• Manipulatives used where appropriate.</li> <li>• Step assessments in back of books.</li> </ul>
<p><b>Marking</b></p> <ul style="list-style-type: none"> <li>• Teacher to mark in green pen. Tick if correct. Dot if wrong.</li> <li>• LO highlighted green if achieved.</li> <li>• S for supported work or VF verbal feedback.</li> </ul>	
<b>English</b>	
<b>Presentation Expectations</b>	<b>Curriculum Expectations</b>
<ul style="list-style-type: none"> <li>• Long date (Wednesday 6<sup>th</sup> September 2025)</li> <li>• LO: To ... (LO: To write a letter)</li> <li>• All children to write in pencil unless instructed by class teacher when all letters are formed correctly, and work is neat and tidy.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of a daily English lesson in books</li> <li>• Step assessments in back of books.</li> <li>• Whole school 2 week structure to be followed. (e.g.) Mon- Reading comprehension, Tue- Text features.</li> </ul>
<p><b>Marking</b></p> <ul style="list-style-type: none"> <li>• Teacher to mark in green pen.</li> <li>• LO highlighted green if achieved.</li> <li>• Pink highlighter used if something needs changing.</li> <li>• Longer piece of writing- Longer piece of writing- Redraft element identified at the bottom of the piece of work. (KS2). KS1 This may be identified with an orange highlighter.</li> <li>• Margin codes used to identify errors (e.g.) Punctuation error and SP spelling error. (Teacher's discretion- pick up things teacher knows child should know, e.g. capital letter for proper nouns, KS1/CVC words they should be able to spell)</li> <li>• S for supported work or VF verbal feedback.</li> </ul>	

Science	
Presentation Expectations	Curriculum Expectations
<ul style="list-style-type: none"> <li>• Long date (Wednesday 6<sup>th</sup> September 2025)</li> <li>• LO: To ... (LO: To make a circuit)</li> <li>• Cover sheet at beginning of each topic (title, vocab)</li> <li>• All children to write in pencil unless instructed by class teacher when all letters are formed correctly, and work is neat and tidy.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of weekly lesson in books.</li> <li>• KS2 evidence of whole investigations written up</li> <li>• Lesson on scientist (linked to topic, e.g. David Attenbrough) at the end of each unit</li> <li>• Lesson on career (linked to topic, e.g. electrician) at the end of each unit</li> </ul>
<p><b>Marking</b></p> <ul style="list-style-type: none"> <li>• Teacher to mark in green pen.</li> <li>• LO highlighted green if achieved.</li> <li>• At least two pieces of work per topic to be quality marked, e.g. extension question/correct misconception. Pink highlighter in margin then question.</li> <li>• Misspelling of vocab (on cover sheet) to be identified and given as correction.</li> <li>• S for supported work or VF verbal feedback.</li> </ul>	
RE	
Presentation Expectations	Curriculum Expectations
<ul style="list-style-type: none"> <li>• Long date (Wednesday 6<sup>th</sup> September 2025)</li> <li>• Write Explore, LF1 etc in front of LO (LF1 LO: To retell ...)</li> <li>• LO: To ... (LO: To retell the story of the annunciation)</li> <li>• Cover sheet at beginning of each topic (title, picture, vocab, big question, scripture)</li> <li>• All children to write in pencil unless instructed by class teacher when all letters are formed correctly, and work is neat and tidy.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore, Reveal, Respond must be completed for every unit and evident in books.</li> <li>• All 6 learning focuses (reveal) must be evident in books.</li> <li>• 10% of weekly timetable spent on RE.</li> <li>• Weekly child-led worship carried out and planning evident in folder.</li> <li>• Level of attainment grid stuck in back of book and dated when met</li> </ul>
<p><b>Marking</b></p> <ul style="list-style-type: none"> <li>• Teacher to mark in green pen.</li> <li>• LO highlighted green if achieved.</li> <li>• At least two pieces of work per topic to be quality marked, e.g. extension question/correct misconception. Pink highlighter in margin then question.</li> <li>• Misspelling of vocab (on cover sheet) to be identified and given as correction.</li> <li>• Pupils to self-assess at the end of each lesson- colour square in top corner of book (near objective) green if understood, orange if partially, red if not.</li> </ul> <p>Y5/6 – Begin autumn term  Y3/4- Begin spring term  Y2- Begin summer term</p> <ul style="list-style-type: none"> <li>• S for supported work or VF verbal feedback.</li> </ul>	
Handwriting and Spelling	
Presentation Expectations	Curriculum Expectations
<ul style="list-style-type: none"> <li>• Short date (04.01.26)</li> <li>• All children to write in pencil unless instructed by class teacher when all letters are</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of a daily 10-minute lesson in books</li> </ul>

formed correctly, and work is neat and tidy.	<ul style="list-style-type: none"> <li>• Linked to spelling (Statutory word list). Spelling and then a sentence with it included.</li> <li>• All letters/ sentences to be modelled.</li> </ul>
<b>Marking</b> <ul style="list-style-type: none"> <li>• Teacher to mark in green pen.</li> <li>• Modelling correct handwriting using green pen (Live marking)</li> <li>• Highlighter used to show a consistent size in letters.</li> </ul>	
<b>Phonics</b>	
<b>Presentation Expectations</b>	<b>Curriculum Expectations</b>
<ul style="list-style-type: none"> <li>• Short date, phonics and then sound. (e.g.) 13.02.25 Phonics /h/</li> <li>• Correct letter formation</li> <li>• Children to write in books with no sheets (exception for seek the sound lesson)</li> </ul>	<ul style="list-style-type: none"> <li>• Daily 20min lesson. 3 pieces of evidence in the book within a week.</li> <li>• Lesson 8 (Grid) in sperate book so children can refer to in their writing</li> <li>• Teach split sounds</li> <li>• Stick to the script</li> <li>• Display previous and current sound in classroom.</li> </ul>
<b>Marking</b> <ul style="list-style-type: none"> <li>• Teacher to mark in green pen.</li> <li>• Teacher to correct errors</li> </ul>	
<b>History</b>	
<b>Presentation Expectations</b>	<b>Curriculum Expectations</b>
<ul style="list-style-type: none"> <li>• Long date (Wednesday 6<sup>th</sup> September 2025)</li> <li>• LO: To ... (LO: To explain how fire of London started)</li> <li>• Cover sheet at beginning of each topic (title and vocab)</li> <li>• No free hand drawing</li> <li>• All children to write in pencil unless instructed by class teacher when all letters are formed correctly, and work is neat and tidy.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of weekly lesson in books (8 per unit)</li> </ul>
<b>Marking</b> <ul style="list-style-type: none"> <li>• Teacher to mark in green pen.</li> <li>• LO highlighted green if achieved.</li> <li>• At least two pieces of work per topic to be quality marked, e.g. extension question/correct misconception. Pink highlighter in margin then question.</li> <li>• Misspelling of vocab (on cover sheet) to be identified and given as correction</li> <li>• S for supported work or VF verbal feedback.</li> </ul>	
<b>Geography</b>	
<b>Presentation Expectations</b>	<b>Curriculum Expectations</b>
<ul style="list-style-type: none"> <li>• Long date (Wednesday 6<sup>th</sup> September 2025)</li> <li>• LO: To ... (LO: To use an atlas)</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of weekly lesson in books (8 per unit)</li> </ul>

<ul style="list-style-type: none"> <li>• Cover sheet at beginning of each topic (title and vocab)</li> <li>• No free hand drawing</li> <li>• All children to write in pencil unless instructed by class teacher when all letters are formed correctly, and work is neat and tidy.</li> </ul>	
<p><b>Marking</b></p> <ul style="list-style-type: none"> <li>• Teacher to mark in green pen.</li> <li>• LO highlighted green if achieved.</li> <li>• At least two pieces of work per topic to be quality marked, e.g. extension question/correct misconception. Pink highlighter in margin then question.</li> <li>• Misspelling of vocab (on cover sheet) to be identified and given as correction.</li> <li>• S for supported work or VF verbal feedback.</li> </ul>	
<p align="center"><b>French (KS2)</b></p>	
<p align="center"><b>Presentation Expectations</b></p>	<p align="center"><b>Curriculum Expectations</b></p>
<ul style="list-style-type: none"> <li>• Long date (Wednesday 6<sup>th</sup> September 2025)</li> <li>• LO: To ... (LO: To describe hobbies)</li> <li>• Cover sheet at beginning of each topic</li> <li>• All children to write in pencil unless instructed by class teacher when all letters are formed correctly, and work is neat and tidy.</li> </ul>	<p align="center">Evidence of units in books</p>
<p><b>Marking</b></p> <ul style="list-style-type: none"> <li>• Teacher to mark in green pen.</li> <li>• LO highlighted green if achieved.</li> <li>• S for supported work or VF verbal feedback.</li> </ul>	
<p align="center"><b>PE</b></p>	
<p align="center"><b>Presentation Expectations</b></p>	<p align="center"><b>Curriculum Expectations</b></p>
	<ul style="list-style-type: none"> <li>• Core tasks to be completed at the beginning and end of the unit. Video recording at the beginning and end to be uploaded on Teams for assessment purposes.</li> <li>• 2hrs of PE a week (Swimming Included)</li> </ul>
<p><b>Marking</b> No formal marking.</p>	
<p align="center"><b>Computing</b></p>	
<p align="center"><b>Presentation Expectations</b></p>	<p align="center"><b>Curriculum Expectations</b></p>
<ul style="list-style-type: none"> <li>• Each child to have a folder saved with the name of the unit and every lesson uploaded in the folder as evidence.</li> </ul>	<ul style="list-style-type: none"> <li>• All lessons covered throughout the year (six in each unit).</li> <li>• Lesson on influential person (linked to topic) at the end of each unit (if possible)</li> <li>• Lesson on career (linked to topic) at the end of each unit</li> </ul>
<p><b>Marking</b> No formal marking.</p>	

Art	
Presentation Expectations	Curriculum Expectations
<ul style="list-style-type: none"> <li>• Short date (03.06.25)</li> <li>• Cover sheet at beginning of each topic (Title and Vocab)</li> </ul>	<ul style="list-style-type: none"> <li>• Cross curricular links to history, geography or science topics.</li> <li>• All five strands to be covered over the year. (e.g.) painting, drawing, printing, sculpture and collage and evaluating artwork.</li> <li>• Lesson on influential person (linked to topic) at the end of each unit</li> <li>• Lesson on career (linked to topic) at the end of each unit</li> </ul>
<b>Marking</b> No formal marking.	
DT	
Presentation Expectations	Curriculum Expectations
<ul style="list-style-type: none"> <li>• Short date (03.06.25)</li> <li>• Cover sheet at beginning of each topic (Title and Vocab)</li> <li>• All children to write in pencil unless instructed by class teacher when all letters are formed correctly, and work is neat and tidy.</li> </ul>	<ul style="list-style-type: none"> <li>• Golden Threads to be evident in each unit (e.g.) Design Brief, Specification, Research, Design, Test, Final Product and Evaluate.</li> <li>• Lesson on influential person (linked to topic) at the end of each unit</li> <li>• Lesson on career (linked to topic) at the end of each unit</li> </ul>
<b>Marking</b> No formal marking.	
Music	
Presentation Expectations	Curriculum Expectations
	Weekly lesson ensuring all strands of National Curriculum are covered over the year.
<b>Marking</b> No formal marking.	