

Greenfields Community School



**CURRICULUM STATEMENT
AUTUMN 2015**



Greenfields Community School Curriculum Statement

GREENFIELDS COMMUNITY SCHOOL CURRICULUM STATEMENT

At Greenfields, in line with every state-funded primary school, we follow the National Curriculum which was revised in 2014.

In the National Curriculum, English, Maths and Science are considered to be “Core” subjects in both primary and secondary education. Alongside these, there are the “Foundation” subjects of Art and Design, Computing, Design and Technology, Languages (KS2 only), Geography, History, Music and Physical Education.

The National Curriculum is designed to be “balanced and broadly based” in order to :

- Promote the spiritual, moral, cultural, mental and physical development of pupils at the school and in society; and
- Prepare the pupils at the school for the opportunities, responsibilities and experiences of later life.

The school curriculum comprises all learning and other experiences that each school plans for its pupils. The National Curriculum forms one part of the school curriculum.

Schools follow the statutory National Curriculum which sets out in Programmes of Study, on the basis of key stages, subject content for those subjects that should be taught to all pupils.

For further information on the National Curriculum, please see <https://www.gov.uk/national-curriculum/overview>

At Greenfields, we learn through a topic based approach to the curriculum, grouping together aspects of the National Curriculum into meaningful topics. Some subjects are then taught separately, as appropriate.

This is organised through our Curriculum Framework which sets out how the topics are organised over a two year programme.

We then also teach additional aspects as part of the school curriculum – Forest Schools, cooking and gardening, in particular.

Autumn	Spring	Summer
PSHE (2wks) Book based topic	Geography	Science
Black History Week (1 st wk) British History	World History	Design Technology / outdoor

The following subjects to be taught weekly (or fortnightly if appropriate) in discreet lessons or through curriculum links with the topic ;

- Science
- ICT
- PE
- MFL (KS2 only)
- Outdoor Education

Teachers choose one of the science topics for their year group to do as a project in Summer 1. The other science topics are taught at other times of the year as discreet lessons or in a cross curricular way.

R.E is taught discreetly throughout the year on R.E days or as a block of lessons.

Staff consider what objectives the children will be covering in their sessions with Jane Needham for gardening, Mrs Lyons & Miss Bowering for Forest Schools, Mrs Berry & Mrs Brinkworth for cooking and Catrin for music. This all forms part of our new curriculum.



Rolling programmes for History:

Year 1 & 2 - No rolling programme needed.

Year 3/4 British History

A	B
Local Study (can go beyond 1066)	Iron Age to Stone Age Roman Empire & its impact on Britain

Year 3/4 World History

A	B
Sumer / Indus Valley	Ancient Egypt / Shang Dynasty China

Year 5/6 British History

A	B
Historical study beyond 1066	Anglo-Saxons, Scots & Vikings (to 1066)

Year 5/6 World History

A	B
Ancient Greeks	Baghdad c.AD 900 / Mayan civilisation c. AD 900 / Benin (West Africa) c. AD 900-1300



Rolling programmes for Science:

Year 1 & 2 - No rolling programme needed.

Year 3/4

A	B
Plants Light Rocks Electricity	Animals inc humans Sound Forces and Magnets States of matter

Year 5/6

A	B
Light Evolution Life cycles Electricity	Earth and Space Forces Animals inc humans Properties & changes of materials.

RELIGIOUS EDUCATION



All state schools are also required to make provision for a daily act of collective worship and must teach religious education to pupils at every key stage.

The RE curriculum is organised through the following framework :

We are fortunate at Greenfields to have children of many different religions at our school. It is important that we embrace this and reflect it in our teaching.

It is a statutory requirement that we teach 6 days of RE across the school year. To ensure that the children build on their existing knowledge of the world religions, we have developed a long term framework of topics that should be covered.

When planning when to cover R.E topics, teachers bear in mind the festivals and holidays that are celebrated in the religions being covered.

Age Range	2015/2016	2016/2017
Foundation Stage	Christianity and Islam Festivals	Christianity and Islam Festivals
Key Stage 1	Christianity and Islam Holy Books and Gods	Christianity and Islam Places of Worship
Lower Key Stage 2	Christianity, Judaism and Hinduism Holy Books, Gods, Places of Worship	Christianity, Judaism and Hinduism Beliefs/Practices
Upper Key Stage 2	Christianity, Buddhism and Sikhism Holy Books, Gods, Places of Worship	Christianity, Buddhism and Sikhism Beliefs/Practices

P.S.H.E.

Although no longer a “stand alone” curriculum area, the school is still committed to teaching about Personal and Social and Health Education.

Consequently, the PSHE curriculum is taught on a rolling programme across the year as follows :

Autumn	Spring	Summer
<p>E-Safety PSHE (2wks) Book based topic SEAL/Life Education Van</p>	<p>E-Safety Geography Citizenship</p>	<p>E-Safety Science Keeping Healthy</p>
<p>E-Safety Black History Week British History Keeping Safe, inc. Drugs Ed</p>	<p>World History Financial Education</p>	<p>Design Technology / outdoor S.R.E.</p>

THE GREENFIELDS GUARANTEE

The "School" curriculum (as opposed to the National Curriculum) is then all the learning and other experiences that the school plans for its pupils.

At Greenfields, we believe strongly in providing a unique, broad curriculum for the pupils, which includes learning experiences which support and enhance the national Curriculum.

These subjects include music (singing and instrumental tuition), gardening, cooking and Forest Schools.

As part of the school's offer to the pupils, we devised the "Greenfields Guarantee" in September 2014 as a means of making explicit the school's commitment to providing a wide variety of learning experiences.



"The Greenfields Guarantee"



September 2015

Being The Best We Can Be

Staff at Greenfields aim to:

- *Provide the support and care that our children and families need*
- *Enjoy learning*
- *Ensure high standards of teaching and learning*
- *Develop a safe and stimulating learning environment*
- *Work with our parents and the community*

At Greenfields, we are very proud that we provide an outstanding education for your child.

We work extremely hard to ensure that your child receives the best education that they deserve.

We are committed to looking after the children in our care and helping them to achieve their full potential – to be "the best that they can be."

This "Guarantee" is our commitment to providing an excellent education for your child.



"An Outstanding School"
(OFSTED 2013)





At Greenfields, we guarantee that during your child's time in school, they will :

- ❖ Learn about the world and the past
- ❖ Learn to swim
- ❖ Learn to garden
- ❖ Learn cooking skills
- ❖ Follow a Forest Schools programme
- ❖ Learn to sing
- ❖ Learn to play a musical instrument
- ❖ Go on visits and trips
- ❖ Work with an artist
- ❖ Learn a Language
- ❖ Take part in a sports event
- ❖ Go on a residential trip
- ❖ Learn to use the latest technology

.... as well as reaching their full potential and achieving their best possible results in literacy and numeracy



THE EARLY YEARS FOUNDATION STAGE CURRICULUM

In the Foundation Unit, we teach the Early Years Foundation Stage (EYFS) curriculum.

Here, there are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected.

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the **prime** areas, are:

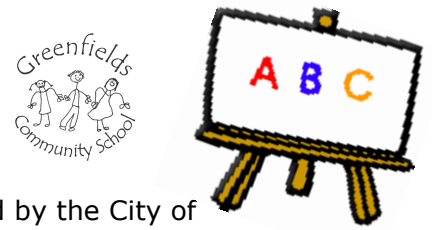
- **Communication and language development** involves giving children opportunities to experience a rich language environment;
- **Physical development** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.
- **Personal, social and emotional development** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

Providers must also support children in four specific areas, through which the three prime areas are strengthened and applied. The **specific** areas are:

- **Literacy** development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.
- **Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.
- **Understanding the world** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- **Expressive arts and design** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

All of these areas are taught through providing a wide variety of activities, both inside and outside the classroom, through a play-based approach to learning.

SPELLINGS & PHONICS



Foundation Stage

Foundation Stage follow the revised Letters and Sounds scheme (produced by the City of Nottingham Primary Team).

The children are grouped in to ability groups. There are two groups in the Nursery and three groups in Reception. Phonics sessions take place everyday from Monday to Thursday for 10-15minutes. Nursery children have two ten minute sessions each day and Reception children one twenty minute session per day.

All staff are involved in the teaching of phonics from the revised Letters and Sounds programme.

Spellings are not sent home for children to learn, however, 'Monkey Stories' that support the revised Letters and Sounds programme are sent home with the children to reinforce the learning in school.

Groups are reviewed each half term and children are moved between groups as appropriate.

The Foundation Stage co-coordinator/Nursery teacher and the Reception teacher are responsible for ensuring that the Phonics Assessment Trackers are kept up to date.

Key Stage 1

Year 1 and 2 both follow the revised Letters and Sounds programme, building on learning and strategies taught from the previous year groups.

The children are grouped by 'stage' rather than age, thus enabling more focussed small group support for the children. Altogether, there are five phonics groups in Key Stage one (each group containing children from both year groups). Phonics sessions take place everyday from Monday to Thursday for 20 minutes.

Spellings are not sent home for children to learn and there are no spelling tests other than end of Year 1 Phonics Screening and end of Year 2 SATs.

Spelling Diaries are introduced to Year 1 in the Spring Term as part of transition to Year 2.

Groups are reviewed each half term and children are moved between groups as appropriate.

The Key Stage One Co-coordinator and class teachers are responsible for ensuring that the Phonics Assessment Trackers are kept up to date.

Key Stage 2

Year 3 follow Phase 6 of the revised Letters and Sounds programme during the first half of the Autumn term in order to reinforce learning and strategies taught from the previous year groups.

In Years 4, 5 and 6, the 'Word Study' framework and the new National Curriculum are both used for the teaching of spellings, building on learning and strategies taught from the previous year groups.

All the children in Key Stage Two are grouped by 'stage' rather than 'age', thus enabling more focussed small group support for the children. Altogether, there are eight groups, each group containing children from all four year groups. The eight groups include an EAL focus group (children who have English as an Additional language and are still at an early language stage), Phonics Groups and Higher Level spelling groups.

Groups take place every day from Monday to Friday for twenty minutes..



Reading Overview

In Foundation stage and Key Stage One, we use an approach to reading using the Oxford Reading Tree scheme and “free” reading books so that the children have a structured approach to developing reading skills whilst also enjoying reading real, appropriate books. The children’s progress is then recorded on the child’s individual ‘Reading Record’ and filed in the class ‘Reading Record Folder’.

In Key Stage Two, this structured approach continues into using reading books which are labelled into four graded ‘colour bands’ and organised into five sections within the class bookcase. The appropriate ‘colour band’ is identified for each child according to their needs and ability. The ‘colour band’ is recorded on the child’s individual ‘Reading Record’ and filed in the class ‘Reading Record Folder’.





Children are encouraged to read a wide selection of texts and share their thoughts about what they have read. Reading books in books cases are changed and replenished each half term to ensure children have a constant variety of books to read.

Across the school, it is expected that children should read every day for around 15 minutes to an adult at home – with the adult signing or noting brief comments in the child’s Reading Diary which is then signed by the Class Teacher each week.

Book Organisation

1. Poetry Books
2. Picture Books
3. Fiction Books
4. Non-fiction Books
5. Other e.g. Library, ELS

Graded Colour Bands

-  SEN/Lower level readers
-  EAL/Emergent Readers, becoming more independent
-  Increasingly accurate and confident reading
-  Confident independent readers, able to decode and understand texts across all genres

GUIDED READING

Key Principles of Guided Reading

The aim of every Guided Reading session is to encourage and extend independent reading skills.

- Group children on the basis of their reading ability
- Ensure each child has his or her own copy of the same text (chosen to match the group's reading level)
- Select a text for the group which is at 'instructional level' (90 – 94% accuracy). This means that the children should have difficulty with no more than one word in ten, so that comprehension is maintained and reading does not become a struggle.
- Before the session, select specific reading strategies on which to focus, determined by the needs of the children and evidence from previous sessions
- Teacher to lead the session, preparing the children for reading, reinforcing reading strategies and giving focused attention to individuals as they read the text independently.

Questions and Answers

How do I choose the right book?

- Select books from the school's central resources of books
- Choose a text that will not present too many or varied difficulties. Children must expect to meet difficulties and to be able to overcome them, but if there are too many, comprehension becomes difficult and interest is lost.

What about fast finishers?

- Establish routines so that children know what to do when they have finished reading independently, e.g. read it again to a friend, choose their favourite part of the story and think about why, or re-read books from their familiar book box.
- More confident readers could think about the answer to a question you have posed and prepare to report back.

How is children's reading assessed?

(See Assessing Pupil Progress)

- During a Guided Reading session you may want to note significant achievement for some or all of the group, to contribute to an evidence base.
- The reading level appropriate for the group and the movement of children between groups will be decided by the teacher, based on continual assessment.

Teaching Sequence for Guided Reading

Book Introduction: Adult with group

- Prepare the children, providing support through reading the title, talking about the type of book, exploring the theme, using a related object to prompt subject-specific discussion etc.
- Aim to give them confidence without reading the book to them.
- If appropriate, locate difficult new words and unfamiliar concepts or names, clarify vocabulary.

Strategy Check: Adult with group

- Review specific reading strategies that the children have been taught and remind them to use these when reading.

Independent Reading: Individuals

- Children read the book at their own pace.
- Monitor individuals and use appropriate prompts to encourage problem-solving.
- Praise correct use of reading strategies.

Returning to the Text: Adult with group

- Briefly talk about what has been read to check children's understanding.
- Praise problem solving and use of reading strategies.

Response to the Text: Adult with group

- Encourage children to respond to the book either through a short discussion where they express opinions, or through providing follow up activities.

Re - Reading Guided Texts: Individuals

- Provide a 'familiar book' box for each group, containing texts recently used in Guided Reading.
- Children can re-read texts to themselves or with a partner as an independent activity to give them opportunities to develop fluency and expression and build up 'reading miles'.

Praise

Remember to praise children for independent use of strategies.

- I like the way you blended the phonemes.
- You made a mistake and went back and corrected – well done!
- You made that sound just like an angry troll – good reading!
- You remembered to touch every word.

Reading Strategies and Teaching Prompts

These are key reading strategies that early readers need to use and orchestrate for independent reading. They need to be modelled in regular Shared Reading sessions. During Guided Reading, the strategies are reviewed in the 'strategy check', prompted for and praised as children read independently, and reinforced in the 'return to text'.

GUIDED WRITING



Guided Writing

	Teacher	Children
Shared	<ul style="list-style-type: none">teacher has control of the pen and is using the session to model and demonstrateteacher models thought processes and decision-making of an expert writer by talking/sharing their thoughts aloud	<ul style="list-style-type: none">children observe and engage through suggesting ideas and supporting the decision-making
Guided	<ul style="list-style-type: none">teacher guides and scaffolds writing process but doesn't model itopportunities are planned to challenge children to applyskills and knowledge they would be unlikely to use without an adult scaffolding	<ul style="list-style-type: none">children have ownership of the writing and control the penall engage actively, either individually or collaboratively, with the writing process
Independent	<ul style="list-style-type: none">teacher sets task and supports writing through visual prompts/reminders and clear success criteria for the task	<ul style="list-style-type: none">children write without direct adult intervention

Guided work should be:

- Purposeful, relevant and well-matched to children's ability
- Based generic (time-limited) writing targets for the group
- Small group activity (around six children) and small ability range
- Teacher planned and led

Purpose of Guided Writing

- To meet needs through a focus on group/individual learning targets
- To provide context for children to read and write independently with support
- To scaffold children's independent reading and writing
- To respond, share and problem solve in a supportive group situation
- To engage children in dialogue which will develop critical thinking and meta-cognition

Guided Work is:

- Working with children at the edge of their understanding - 'zone of proximal development' (Vygotsky), which means taking children out of their comfort zone and engaging them in struggle. The skill of the teacher is to support them in overcoming the challenges successfully.

Guided Sessions focus on:

- Rich dialogue
- Making connections
- Developing thinking
- Exploring understanding

Guided Work is not:

- Supervision of an activity
- About completing pre-set tasks



Greenfields Community School
Handwriting Framework



Year Group	Main Content	Teaching Aims	Primary Framework Requirements
FS 1	<ul style="list-style-type: none"> Pencil control Hand-eye co-ordination Movements necessary to form letters Recognition of lower case letters 	<ul style="list-style-type: none"> To make controlled pencil movements To join two parts with a straight or curved line To follow a given sequence of movements 	<ul style="list-style-type: none"> Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed
FS 2	<ul style="list-style-type: none"> Pencil control Hand-eye co-ordination Movements necessary to form letters Formation of lower case letters Recognition of uppercase letters Numbers 0-9 	<ul style="list-style-type: none"> To produce a comfortable pencil grip To produce a controlled line that supports letter formation 	
1	<p><u>Autumn Term</u></p> <ul style="list-style-type: none"> Pre-cursive lower case letters – grouped according to movement Recognition of lower case joins Upper and lower case links <p><u>Spring and Summer Term</u></p> <ul style="list-style-type: none"> Lower case letter formation and joins in a cursive style using common rhyme patterns Main punctuation marks Recognise letters and space bar on keyboard 	<p><u>Autumn Term</u></p> <ul style="list-style-type: none"> To produce a comfortable and efficient pencil grip for forming and linking letters To recognise upper and lower case counterparts To form lower case letters correctly in a script that will be easy to join <p><u>Spring and Summer Term</u></p> <ul style="list-style-type: none"> To reinforce the link between handwriting, spelling and the recognition of phonic patterns and letter strings To practice correct letter orientation, formation and proportion To make link between written letters and lower case letters on keyboard 	<ul style="list-style-type: none"> Write most letters, correctly formed and orientated, using a comfortable and efficient pencil grip Write with spaces between words accurately Use the space bar and keyboard to type their name and simple texts
2	<ul style="list-style-type: none"> High Frequency Words practice Print in the environment Letter joins through common spelling patterns and strings Print for labels, notices etc School and classroom vocabulary Beginnings of self assessment Word-processing skills 	<ul style="list-style-type: none"> Practice in basic sight vocabulary Reinforcement in using the four basic handwriting diagonal and horizontal joins / \ _ - Linking handwriting to phonic and spelling pattern knowledge Conceptual awareness of space required for printing (for posters, labels etc) Opportunities for word-processing for a variety of purposes and audiences 	<ul style="list-style-type: none"> Write legibly, using upper and lower case letters appropriately within words, and observing correct spacing within and between words Form and use the four basic handwriting joins Wordprocess short narrative and non-narrative texts

3	<ul style="list-style-type: none"> • Reinforcement and practice of print and cursive style • Copy writing • Different uses to which handwriting may be put e.g. posters • High Frequency Word practice • Development of spelling patterns • Word-processing skills, layout, format, graphics and illustrations for different purposes 	<ul style="list-style-type: none"> • Reinforcement and practice of cursive and printed style to ensure consistency in size and proportion of letters and the spacing between letters and words • Purpose and uses of handwriting and print • Opportunities for word-processing for a variety of purposes and audiences 	<ul style="list-style-type: none"> • Write with consistency in the size and proportion of letters and spacing within and between words, using the correct formation of handwriting joins • Develop accuracy and speed when using keyboard skills to type, edit and redraft
4	<ul style="list-style-type: none"> • Copy writing • Different uses to which handwriting may be put e.g. posters • High Frequency Word practice • Development of spelling patterns • Development of personal style • Speed writing practice • Word-processing skills, layout, format, graphics and illustrations for different purposes 	<ul style="list-style-type: none"> • Reinforcement and practice of cursive and printed style to ensure consistency in size and proportion of letters and the spacing between letters and words • Purpose and uses of handwriting and print • Consolidation and development of writing style that is fast, fluid and legible • Presentation, layout and decoration of 'finished work' • Opportunities for word-processing for a variety of purposes and audiences 	<ul style="list-style-type: none"> • Write consistently with neat, legible and joined handwriting • Use word-processing packages to present written work and continue to increase speed and accuracy in typing
5	<ul style="list-style-type: none"> • Copy writing • Different uses to which handwriting may be put e.g. posters • Development of personal style • Speed writing practice • Word-processing skills, layout, format, graphics and illustrations for different purposes using a range of programs 	<ul style="list-style-type: none"> • Purpose and uses of handwriting and print • Consolidation and development of writing style that is fast, fluid and legible • Presentation, layout and decoration of 'finished work' • Opportunities for word-processing for a variety of purposes and audiences, using a range of programs 	<ul style="list-style-type: none"> • Adapt handwriting for specific purposes, for example printing, use of italics • Use a range of ICT programs to present texts, making informed choices about which electronic tools to use for different purposes
6	<ul style="list-style-type: none"> • Copy writing • Different uses to which handwriting may be put e.g. posters • Development of personal style • Speed writing practice • Links to ICT fonts • Word-processing skills, layout, format, graphics and illustrations for different purposes using a range of programs 	<ul style="list-style-type: none"> • Purpose and uses of handwriting and print • Consolidation and development of writing style that is fast, fluid and legible • Presentation, layout and decoration of 'finished work' • Opportunities for word-processing for a variety of purposes and audiences, using a range of programs 	<ul style="list-style-type: none"> • Use different styles of handwriting for different purposes with a range of media, developing a consistent and personal legible style • Select from a wide range of ICT programs to present text effectively and communicate information and ideas

PRESENTATION POLICY



Greenfields Community School Presentation Policy Statement

- All Numeracy work in pencil
- Teachers to use discretion when prompting pen writing (other than in writing areas where children can select)
- Year 3 children to use pens for handwriting practice and display work at the teacher's discretion. Most/all children to be using handwriting pen by the end of Year 4. Year 5 and Year 6 to use Handwriting Pen for all subjects
- Mistakes to be crossed out with a single line (in pencil)
- Felt-tip pens not to be used in books (only crayons)
- All work must be dated. Short date in Numeracy and Art and long date for all other subjects (on right-hand side).
- Titles are to be underlined using a ruler
- Borders should be content and age appropriate
- Children should use all pages in their books (not leaving any out) and carry on with their work on that page accordingly.
- Diagrams to be drawn in pencil using a ruler and labelled when appropriate.
- In Numeracy, one number per square by the end of Year 2.
- School labelled books (no drawings etc).
- Worksheets to be folded twice and glued into books so that date and title can still be seen
- Foundation Stage children are encouraged to 'make marks' and develop these skills using a wide range of resources

