



**GREENFYLDE CHURCH OF ENGLAND FIRST SCHOOL**  
*including Sunny Ile and Cygnets Pre-School*



## **Policy: Curriculum**

**Date of review: September 2021**

**Version number: 9**

**Date of last review: October 2021**

**Changes from last review: Updated long term plans for key stages, changes to Phonics scheme from letters and sounds to Wandle.**

Signature:

Print Name: GUY ADAMS

Position: Chair of Governors

Date: (due to go to committee Autumn 1 2021)

### ***Our Vision***

*Our doors are open – everyone is welcome in Greenfylde C of E First School. As a school community we seek through shared service to support children, families and wider community; encouraging high expectation, hope and support for aspirations and an understanding that all deserve to receive and give respect and dignity.*

*'...life in all its fullness' John 10:10*

*Caring*

*Friendly*

*Thankful*



## Greenfylde Church of England First School

### Curriculum Policy

#### **School Vision**

***Our doors are open – everyone is welcome in Greenfylde C of E First School. As a school community we seek through shared service to support children, families and wider community; encouraging high expectation, hope and support for aspirations and an understanding that all deserve to receive and give respect and dignity.***

This document sets the Long Term Curriculum Planning for the school in to context.

#### Contents

Section 1: Aims

Section 2: Ethos

Section 3: Management of the School Day

Section 4: Classroom Management and Organisation

Section 5: Learning Processes and Styles

Section 6: The Role of Governors, Parents, the Community and the School

Section 7: The Curriculum

Appendix 1: Subject Long Term Curriculum Plans for Each Year Group.

Appendix 2: English Statement

Appendix 3: Mathematics Statement

## **Section 1**

### **Learning Aims**

At Greenfylde Church of England First School we undertake to:

- Raise levels of attainment for all pupils, enabling them to achieve their personal best
- Develop confident, disciplined and enquiring learners, able to make informed choices.
- Foster a love of learning.
- Foster self-esteem and personal responsibility, linked to respect for the needs and feelings of others.
- Facilitate considerate and positive relationships between all members of the school community.
- Ensure equal opportunities in relation to gender, race, class, special needs and belief.
- Value and respect all cultures.
- Provide a safe and happy work place.
- Promote a thoughtful attitude towards the immediate and wider environment.

## **Section 2**

### **Teaching Ethos**

The ethos and atmosphere underpin the agreed aims of the school. Teachers will provide a broad and balanced curriculum, which will develop the skills, concepts and knowledge necessary for future learning. In the course of their daily work the staff will contribute to the development of this ethos through:

- Providing a calm, quiet and effective working environment at all times, in which each child can achieve his or her maximum potential.
- Providing a welcoming environment, in which courtesy, kindness and respect are fostered.
- Providing positive role models.
- Providing a fair and disciplined environment, in line with the school's behaviour policy.
- Maintaining purposeful and informative planning, record-keeping and assessment documents, in line with the school's record-keeping and assessment policy statement.
- Effective management of their professional time.
- Developing links with the wider community.
- Providing children with meaningful, purposeful tasks, related to the National Curriculum programmes of study and Early Learning Goals in the Foundation Stage.
- Valuing and celebrating pupils' success and achievements.
- Reviewing personal and professional development by providing appropriate INSET, training and support from colleagues in order to ensure a high level of professional expertise.
- Welcoming, supporting and teaching of teaching and non-teaching students.

### **Equal Opportunities**

In accordance with the school's Single Equality Policy, all children at Greenfylde School must be given full access to the National Curriculum and the wider curriculum. Staff will endeavour to help all children to reach their full potential irrespective of race, gender, age or ability.

### Section 3

#### **Management of the School Day:**

**The School Day** – due to Covid regulations where staggered entry/exit is utilised this does not reduce the teaching time in that day/week.

	<b>EYFS</b>	<b>Key Stage 1</b>	<b>Key Stage 2</b>
Morning	9.00 – 11.40	9.00 – 12.00	9.00 – 12.00
Afternoon	12.50 – 3.30	1.08 – 3.30	1.08 – 3.30
Total Hours per day:	4 hrs 50 mins		
Total hours per week:	24 hrs 10 mins		

Allowing for 5 minutes per day registration, 15 minutes per day for whole school or key stage collective worship (3 days per week) and 10 minutes per day for class collective worship (2 days per week) this gives a taught time per week of :-

Total Hours per Week: 22hrs 40min

Hours per year: 929  
(based on 41 weeks)

Curriculum time can be planned as continuous study throughout the term, or as blocks of study. Work will be planned using the Whole School Long Term Curriculum Map with other special and local opportunities included additionally as available. Teachers will ensure that a broad and balanced curriculum is effectively covered.

At Greenfylde School we are committed to following the programmes of study as required by the National Curriculum. The content will be amended as necessary to suit our local curriculum. We have adopted the new National Curriculum in September 2014.

It is not necessary for pupils to study all National Curriculum subjects each week or term. We may decide to concentrate particular subjects during certain weeks or terms, doing less of these subjects at other times.

The allocation of time for the computing curriculum will be incorporated into the planning for other areas of the curriculum, alongside planning of explicit computing lessons.

In the Foundation Stage, all Areas of Learning will be planned in to the daily activities of the classroom, with appropriate weighting to prime and specific areas. These classes will run a very integrated day, with very few subject specific lessons.

Personal, Social and Health Education (PSHE), Relationship Education and Citizenship are seen as integral parts of the curriculum and are planned through other subjects and subject specific PSHE/RE (Relationship Education) lessons following the Life Education SCARF program.

## Section 4

### **Classroom Management and Organisation:**

#### **Management**

The learning environment will be managed in such a way as to facilitate different styles of learning, with particular regard to specific groups e.g. gender, pupil premium, able, gifted and talented etc:

- Whole class teaching
- Group work, organised according to appropriate criteria (i.e. Ability, mixed ability, interest etc.)
- One to one teaching
- Conferencing
- Collaborative learning in pairs or groups
- Independent learning

All areas of the learning environment will be planned for, including, where appropriate, the outside areas, in order to ensure opportunities for a range of practical activities, which will develop appropriate skills, concepts and knowledge.

Learning Support Assistants (LSAs) will work alongside the teacher in the planning and teaching of the curriculum with a clear focus on pupil progress. LSAs will usually support groups or individuals within any class, but may, from time to time, take the whole class for suitable activities. They also play a role in the monitoring of the curriculum, giving feedback to teachers, and in assessing pupils, as they will regularly discuss pupils' attainment and progress with the teacher(s).

Learning Support Assistants, learning support teachers and external agencies will be employed to support children with Special Educational Needs, as outlined on their Individual Education Plans.

#### **Behaviour Management**

Good behaviour is essential for a positive learning experience for children. Greenfylde School has a comprehensive Behaviour Policy based on the reinforcement of good behaviour, with appropriate sanctions if behaviour is not acceptable. Golden Time and other strategies are used as part of this policy.

#### **Organisation**

The classroom will be organised to facilitate learning and the development of independence. This may require flexibility in the organisation of furniture.

- The resources will be clearly labelled to encourage pupil independence.
- Book corners will be comfortable and attractive.
- Labels and posters should wherever possible reflect the language diversity in the school.
- Displays will reflect all curriculum areas and be a balance of learning support resources for pupils and displays of pupils' work, promoting self-esteem and peer support.
- In Reception and other year groups as appropriate, areas for imaginative play will change regularly, in order to give opportunities for a range of play and role-play which will contribute to learning in a purposeful manner.
- Pupils will be involved in the maintenance and care of all equipment and resources.

#### **Planning**

Planning will take place regularly in year group and key stage teams, with reference to the National Curriculum, the Whole School Long Term Plan and Early Years framework.

Teachers usually meet weekly in key stage teams to plan during PPA time. Learning Support Staff are involved as deeply as possible in the planning process.

## **Differentiation**

Teachers will differentiate the curriculum by:

- Task
- Outcome
- Teacher / adult support

Differentiated tasks will be detailed in weekly planning. Learning objectives will be specified for all differentiated teaching. Reference will be made in weekly plans to Personal Learning Plans and Provision Maps and to other groups as appropriate.

## **Record-keeping and assessment**

Regular assessments are made of pupils' work in order to establish pupil progress, the level of attainment, and to inform future planning. Record-keeping and assessment procedures are defined in the Assessment Policy including recording, reporting, marking and presentation.

Assessment is part of the framework in which educational objectives are set and each child's progress is monitored and described. It gives information that helps to plan the next education steps in response to a child's needs. In addition, assessment facilitates discussion between teachers and thereby enhances professional skills and the strengthening of learning across the curriculum.

In the Foundation Stage, pupils' progress will be tracked through the characteristics of their learning and the Early Learning Goals. This progress will be monitored and reported to the parents using the EYFS profile.

Pupils' progress through the programmes of study and attainment targets is assessed by teachers throughout each year and reported to parents in an annual written report during the Summer term of each school year. At the end of Key Stage 1 children have their performance formally monitored through teacher assessment supported by statutory tasks and levels of attainment are subsequently recorded and reported. Some of these procedures are subject to moderation to ensure standardisation, and this is undertaken by the LA. Pupils in KS2 also undertake assessments to allow teachers to further monitor progress and the school to monitor progress against national standards. These assessments also help with transfer to the children's next school.

With the Government's removal of levels for assessment, the school has moved to the Somerset Model of assessment. Year 2s must still statutorily have their progress and attainment in English and Maths measured in the Summer Term, along with the Phonics Screener for Year 1 and Multiplication Screener in Year 4. Across the curriculum we assess pupils' progress and attainment in relation to age expectations for each subject as indicated by the National Curriculum.

## **Monitoring and evaluation**

Monitoring and evaluation is essential for the planning and development of the curriculum. The development of our school's curriculum is supported by review at different levels:

- \* By the teaching staff - through the School Development Plan (SDP); in the course of curriculum meetings; by teachers' self-evaluation leading to the re-appraisal of existing approaches; by reviewing the school's curriculum planning and documentation.
- \* By the Head Teacher, leadership team, governors and curriculum co-ordinators; through regular analysis of the SDP; lesson observations; review of school policy; analysis of various assessment results including those available nationally; scrutiny of pupil's work.
- \* Externally – through bought in advisory support and Local Authority moderation and data checks.
- \* By the Office for Standards in Education - through the publication of information relating to the school curriculum and assessment at national level; through the national programme of school inspection.

## **Teaching Strategies**

In order to ensure equality of access, and effective matching of tasks to needs, teachers will employ a variety of strategies:

- Provision of an integrated curriculum both inside and outside the Reception classroom.
- The development of close links between Reception and the feeder play groups/child minders.
- The involvement of subject co-ordinators in the development of individual curriculum areas, in order to ensure continuity and progression between Reception, Key Stage 1, Key Stage 2 and at transfer.
- Teacher observation
- Discussion and questioning (open and closed as appropriate)
- Previewing and reviewing work
- Precision and pre-teaching
- Didactic teaching
- Interactive teaching
- Conferencing
- Listening
- Mind Mapping
- Providing opportunities for reflection by pupils
- Demonstrating high expectations
- Providing opportunities for repetition / reinforcement
- Providing encouragement, positive reinforcement and praise
- Making judgments and responding to individual need
- Intervening, as appropriate, in the learning process in order to encourage development
- Provide all children with opportunities for success
- Use a range of communication strategies; verbal and non-verbal
- Use of interactive technologies
- Guided group work
- Additional intervention groups
- Outdoor learning

Teachers will use a range of strategies in any one session.

### **Resources:**

Each classroom will be equipped with a basic set of resources and books appropriate to the age range. Specialist resources will be stored in the appropriate curriculum resource cupboard / area, and will be regularly audited by the Curriculum Co-ordinator. Staff may contact Curriculum Co-ordinators with suggestions for specialist materials which may need ordering.

Pupils will be taught how to use all resources correctly and safely, with care and respect; and with regard for Health and Safety and waste.

Care will be taken to ensure that resources reflect the cultural and linguistic diversity of our society, and that all pupils have equality of access.

## Section 5

### Learning Processes

Children enter school at different stages of development. Children learn in different ways and at different rates of progress. In the course of learning children develop their skills through a variety of processes. These include:

- Investigation
- Experimentation
- Listening
- Observation
- Talking and discussion
- Asking questions
- Practical exploration and role play
- Retrieving information
- Imagining
- Repetition
- Problem-solving
- Making choices and decision-making

At Greenfyld School opportunities are organised to allow pupils access to these processes, and for them to develop their own strategies to gain knowledge and skills.

### Learning Styles

Children learn in a variety of ways, and for this reason it is necessary to ensure that planning incorporates as many styles as possible. These styles include:

- Individual learning
- Collaborative learning in small groups, or pairs
- One to one learning with an adult, or more able pupil
- Whole class
- Independent learning

We endeavour to allow for Visual, Auditory and Kinesthetic learning preferences (VAK). To do this, the following learning tools may be used:-

#### Visual

Whiteboards  
Textbooks  
Worksheets  
IPads  
DVDs  
Flip charts  
Colourful displays  
Mind mapping

#### Auditory

Teacher talk  
Think, pair, share  
Group discussion  
Class debate  
Rhymes, chants etc  
Dramatic readings  
Mnemonics  
Listening to music

#### Kinesthetic

Physical movement  
Mime  
Gestures/movements  
Design and build  
Experimental work  
Field trips/visits  
Using equipment

### Special Educational Needs

The school has a very comprehensive system of support for those children who have a Special Educational Need or Disability; this is outlined in the SEND policy. Support to children will follow the SEND Code of Practice. Pupils with SEND are discussed at pupil progress and other SEND meetings and with Learning Support Assistants. The SENCO will also have meetings with teachers and support staff.



**Able, Gifted and Talented Pupils**

We wish to ensure that all pupils fulfil their potential and this includes those pupils (around 10% of the highest attaining in their cohort) who are deemed Able, Gifted and Talented. In the school context, Able relates to those pupils who are attaining highly (or have the potential to do so) in English and Mathematics. Likewise Gifted and Talented relates to attainment (or potential) in the creative curriculum and other areas. The school has a designated co-ordinator for Able, Gifted and Talented pupils (Key Stage leaders).

## Section 6

### **Governors' Role**

It is the Governors' role to monitor and review the policy and its practise through:

- Regular visits to the school.
- Reporting to the Full Governing Body
- To receive reports from the Head teacher and/or Subject Leads.
- To attend INSET if possible.
- To receive reports from the Head Teacher on relevant premises issues, in particular Health and Safety, and to follow up any relevant issues.
- To promote and ensure at all times equal opportunities in relation to race, gender, class and belief.
- To promote and ensure at all times the practice of giving value and respect for all cultures and faiths.

### **Parents' Role**

Parents are encouraged to support their children's learning by:

- Ensuring that their child comes to school feeling confident and positive.
- Ensuring that their child arrives at school punctually and regularly.
- Sharing with the teacher any problems in school that their child is experiencing.
- Supporting their child by attending Parents' Evenings and other meetings.
- Supporting their child and the teacher by becoming actively involved in the operation of the Personal Learning Plan/Provision Map and any Special Educational Needs processes.
- Ensuring that all contact addresses and telephone numbers are up to date and correct.
- Ensuring that their child arrives at school wearing the correct uniform and bringing the correct P.E. kit.
- Agreeing to any Parent / Teacher contract concerning their child's behavior or attendance (if appropriate)
- Agreeing to, and supporting, the school's homework procedures.
- Attending all medicals and health interviews when invited.
- Responding to letters sent home from school.
- Informing the school of reasons for their child's absence.
- Informing the school of any significant matters at home which may affect their child's progress, happiness or behaviour.
- Supporting extra-curricular activities, such as visitors to school, concerts, visits and fairs.

The school has a Home School Agreement that all parents are asked to sign.

### **Community Role**

The community is invited to support the school by:

- Contributing to activities, such as assemblies, collective worship, artistic events, specialist outings, and clubs.
- Presenting themselves as positive role models to be emulated.
- Guiding pupils' behaviour as they play around the school, and providing positive role models with regard to behaviour.
- Organising activities and events throughout the year to extend and deepen pupils' knowledge and skills.
- Supporting school events
- Voluntarily helping in the classroom.
- As a Church of England First School, the PCC and Diocese support the school in a variety of ways. The local incumbent visits the school regularly to help with collective worship. They are also on the governing body, which has two church representatives in total. The school also has close links to the other churches in the town.

### **The School's Role**

In relation to each of the above areas the school will reciprocate by:

- Responding to all offers of support as far as it is able.
- Respecting all information given in confidence.
- Giving clear information on the aims and objectives of the curriculum and school procedures.

- Setting up curriculum meetings.
- Making available the Long Term Whole School Curriculum Plan as appropriate.
- Giving reasonable / appropriate access to teaching staff.
- Working in partnership with parents and guardians to ensure the success of their child, and encouraging parental involvement in working out the way forward for their child's educational future.

## Section 7

### **The Curriculum**

We provide a curriculum for pupils from the outset of Year 1 that includes the National Curriculum, Relationship Education and Religious Education. Pupils in the Reception classes, follow the EYFS curriculum that is based upon 3 Prime and 4 Specific Areas. Once children have met the goals detailed within the document, teachers plan for their progression within level 1 of the National Curriculum.

- \* The EYFS areas are: prime – communication and language; physical development and personal, social and emotional development. Specific – literacy, mathematics, understanding the world, expressive arts and design.
- \* At both Key Stages 1 (years 1 & 2) and 2 (years 3 & 4) all core subjects, RE, Relationship Education and all foundation subjects (modern foreign language in KS2) are taught.
- \* The Core Subjects are: English (see Appendix 2) and Mathematics (see Appendix 3) .
- \* The Foundation Subjects taught are: Science, History, Geography, Engineering (Design and Technology), Computing, Music, Art, Physical Education and Modern Foreign Language (KS2).
- \* RE follows the agreed syllabus for our area and is known as AMV (Awareness, Mystery and Values). This is supplemented by additional schemes from the Diocese of Bath and Wells (Understanding Christianity) and more direct learning from visits to places of worship. If parents feel they have grounds to request their child to be removed from RE they should speak to the Headteacher.
- \* We place a strong emphasis on sport and the Arts and in 2016/17 introduced engineering to our curriculum.
- \* Sex Education: The Governing Body has decided that, due to the considerable variations of maturity in a First School, there should be no formal sex education. However, all aspects relating to the subject are handled with care and sensitivity in a natural and informal manner. Teachers aim to answer questions, as raised, honestly and at a level appropriate to the maturity of the child who raises the question. Relationship Education is however taught in all year groups.
- \* Drugs education is to be part of the PSHE programme.
- \* Personal, Social, and Health Education (PSHE) is addressed through relevant topics in other subjects, especially RE and science; e.g. healthy eating, road safety, right and wrong. Teachers refer to the LA guidelines when planning PSHE.
- \* Citizenship is also addressed through relevant topics and in a variety of other aspects of school life. Teachers will refer to the appropriate guidance when teaching Citizenship.
- \* The PHSE, Relationship and Citizenship curriculums are supported through the use of SCARF materials in all year groups which are linked to our annual visit from the Life Education Wessex Mobile Classroom. This includes all our teaching for Relationship Educaiton.

### **Long Term Curriculum Plan and Curriculum Maps**

Our curriculum map for this academic year is attached to this policy as Appendix 1.

### **Review**

This policy statement will be regularly reviewed by the staff and governors to ensure that it meets statutory requirements and provides the best possible framework for the education of the children at the school.

## Appendix 1

# Foundation Stage Long Term Plan 2021 – 2022

*This overview is a guide to what will be seen in EYFS, however this will change depending on the children's interests and their abilities whilst still maintaining a varied and rich curriculum.*

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Term Dates</b>	6 <sup>th</sup> September 21 <sup>st</sup> October <b>(6 Weeks)</b>	1 <sup>st</sup> November-17 <sup>th</sup> December <b>(6 weeks)</b>	4 <sup>th</sup> January-18 <sup>th</sup> February <b>(6 weeks)</b>	28 <sup>th</sup> February-8 <sup>th</sup> April <b>(5 weeks)</b>	25 <sup>th</sup> April-27 <sup>th</sup> May <b>(4 weeks)</b>	6 <sup>th</sup> June-26 <sup>th</sup> July <b>(7 weeks)</b>
<b>Important events</b>	<b>Harvest performance</b> *Carnival – Floats *Umbrella competition  <b>Visitors:</b> Pre-school staff/childminders * Tour of school and outside areas including forest school *Autumn walk	<b>Nativity performance</b> *Diwali *Fireworks, Guy Fawkes *Victorian day  <b>Visitors:</b> Parents stay and play  <b>Visit:</b> Forest school area,	*safer internet day * Chinese New Year 12 <sup>th</sup> February  <b>Visitors</b> – Ambulance (RE link), Life Education bus  <b>Trip/visit:</b> library/Meeting House  *Winter walk	<b>Easter performance</b> *Fairtrade Fortnight *World Book Day * Mothers' Day  <b>Visitors</b> – Vaughn Lee, Mystery readers  <b>Trip/visit</b> – Herne Hill	<b>Visitors:</b> Mystery readers Ramadam (parent?)  <b>Trip/visit</b> – Axe Valley Animal Park, Herne Hill  *Spring walk *Ramadam	*Fathers' Day *Sports Day *Eid 25 <sup>th</sup> July  <b>Visitors:</b> Mystery readers <b>Trip/visit:</b> Herne Hill  *Art displayed in exhibition
<b>Communication and Language</b>	Children are given the opportunity to express their feelings, needs and wants, their thoughts, ideas and interest. They are able to talk about what has happened and about creative or imaginative events as and when they wish. All communication is valued and encouraged through high quality adult/child interactions and new vocabulary is introduced regularly both through literacy topics (see planning) and as needs are identified. This includes not only gaps but also opportunities to extend vocabulary. The special box is shared throughout the year. Communication and language runs through everything that we do in EYFS.					
<b>Personal, Social and</b>	*Settling in *getting used to routines	<b>SCARF</b> <b>Me and my relationships</b>	<b>SCARF</b> <b>Valuing Difference</b> *same and different	<b>SCARF</b> <b>Keeping Myself Safe</b> *keeping my body safe	<b>SCARF</b> <b>Rights And Responsibilities</b>	<b>SCARF</b> <b>Growing and Changing</b>

<p><b>Emotional Development</b></p>	<p>*Making friends *getting to know teachers and other children *Changing for PE *stocking sewing, using tools safely *Firework safety Book - Have you filled a bucket today?</p>	<p>*All about me *special people *My feelings *Washing hands and keeping clean  Book - Colour Monster</p>	<p>*different families and homes *kindness and caring *Life Education bus – keeping ourselves healthy and safe *workbench – using tools safely</p>	<p>*listening to my feelings *people who help keep me safe Managing Self *Healthy Eating (link to The Enormous Turnip) *Keeping ourselves safe</p>	<p>*looking after myself and my friends *caring for my environment *looking after money <b>Being My Best</b> *bouncing back *healthy eating *exercise and sleep Managing Self *Importance of exercise *Healthy eating</p>	<p>*changes *life stages *changing *Meeting new teachers *Visiting new classroom *discussing changes/year 1 and how we feel Managing Self *Keeping ourselves safe</p>
<p><b>Physical</b></p>	<p><b>GROSS MOTOR</b> *P.E (Teacher) games *Climbing (outdoor equipment) Moving and Handling - <b>FINE MOTOR</b> *Funky fingers activities</p>	<p><b>GROSS MOTOR</b> *P.E (Teacher) dance Nativity * Balancing <b>FINE MOTOR</b> *funky fingers/Pencil grip / handwriting/Doh Disco *scissor control</p>	<p><b>GROSS MOTOR</b> *P.E (Coach) Multi skills <b>FINE MOTOR</b> *Pencil grip / handwriting *scissor control/Doh Disco</p>	<p><b>GROSS MOTOR</b> *P.E (Coach) Gymnastics <b>FINE MOTOR</b> *Handwriting *Using tools *Doh Disco</p>	<p><b>GROSS MOTOR</b> *P.E (Coach) Athletics * Swimming <b>FINE MOTOR</b> *Handwriting</p>	<p><b>GROSS MOTOR</b> *P.E (Coach) Athletics *Swimming <b>FINE MOTOR</b> *Handwriting</p>
<p><b>Literacy</b></p>	<p><b>Nursery Rhymes</b>  Twinkle Twinkle Baa Baa Sheep Humpty Dumpty</p>	<p>The Christmas Story Handa's Surprise -</p>	<p><i>If I Built a ...</i> *House *Car *School  Supertato</p>	<p><b>The Enormous Turnip</b> (Cumulative - next, but) NF: information –</p>	<p><b>The Gingerbread Man</b> (Journey/baddy/Sad End) NF:</p>	<p><b>The Three Billy Goats Gruff</b> (Defeat Monster) NF: instructions – how to trap a troll</p>

	<p><i>Incy Wincy Spider Hickory, Dickory 1,2,3,4,5 ... Fish This Old Man</i></p> <p><i>Leaf Man &amp; Errol's Garden – link to The Natural World</i></p>	<p>link to Black History Month Christmas Writing – Letters and cards.</p>		<p>farmers growing Hook: Soup making</p> <p>Pirates Witches &amp; Wizards – Instruction writing &amp; room on the Broom</p>	<p>instructions/recoun t of 'hook/trip' (FX guru (ipad) Hook: FX guru and making gingerbread.</p> <p>Jungle – Animal facts (non-fiction)</p>	<p>Hook: Troll footprints trashed classroom</p> <p>Billy's Bucket</p> <p>Letters to new teachers</p>
<b>Number</b>	<p><b>Number and Place Value Numbers to 5</b> Subitising Comparing groups with 5 Comparing quantities of identical objects / non-identical object</p> <p><b>Addition and Subtraction</b> Change within 5 One more / one less</p> <p>*Counting songs and rhymes *Matching quantity to numerals *Introduce numicon *Number recognition and ordering *2D shape and sorting *Pattern *Measure size, position , time, ordinal numbers *More and less</p>	<p><b>Number and Place Value Numbers to 6-10</b> Making pairs Combining different groups Building 9, 10 Early doubling Subitising</p> <p><b>Addition and Subtraction</b> Change within 10 One more / one less</p> <p>*capacity *Grouping and sharing *ordering numbers *estimating *Measure – length and *weight *3D shapes *Doubling and halving</p>	<p><b>Number and Place Value Numbers</b> Recap and increase recall for number bonds to 5 and to 10. Revisit doubling and halving Deeper understanding of odds and evens within 10 Sharing equal quantities</p> <p>*Money *Estimating *Pattern and measures *Problem solving *Addition and subtraction</p>			

	Number of the week Reciting to 10 and then 20		Number of the week Reciting to 20 and beyond Counting in 10's and 2's		Number of the week Reciting to 20 and beyond Counting in 10's, 2's and 5's	
<b>Understanding The World</b>	<p><b>People, Culture and communities</b> Talking about families-writing book covers *Special box</p> <p><b>The Natural World</b> *Autumn – changing seasons Leaf Man</p> <p><b>Technology</b> <i>Technology in our lives</i> *I pad photos *Completing simple programmes <b>Online safety:</b> Smarty the Penguin</p>	<p><b>People, Culture and communities</b> *Explore Diwali *Special box * Africa – Link to Black History Month and Handa's Surprise</p> <p><b>The Natural World</b> *Floating and Sinking/magnets</p> <p><b>Past and Present</b> *Bonfire night – Guy F *Victorian day-compare-look at photos</p> <p><b>Technology</b> <i>programming</i> *Codapillar – bee bots and bee bot app <b>Online safety:</b></p>	<p><b>People, Culture and communities</b> * Chinese New Year *Special box</p> <p><b>The Natural World</b> ice balloons – Science</p> <p><b>Past and Present</b> RE link 'people who help us visitors'</p> <p><b>Technology</b> *Programming scratch <b>Online safety:</b> lined to apps children use *Technology questionnaire</p>	<p><b>People, Culture and communities</b> *Fairtrade *Mothers' Day *People Who Help Us –RE link *Special box *Maps - Pirates - Compare Ilminster to the beach.</p> <p><b>The Natural World</b> *Growing – seeds – taking care of seeds and plants</p> <p><b>Technology</b> * Google Earth to compare countries * ICT: <i>handling data 2</i> count gather info and talk about findings <b>Online safety:</b> lined to apps children use</p>	<p><b>People, Culture and communities</b> *Special box *Explore Ramadam *Maps - Pirates Compare Ilminster to the jungle</p> <p><b>The Natural World</b> *Looking after our World (RE link) *plastic/litter *Herne Hill trip</p> <p><b>Past and Present</b> *History – The past – old photographs – growing and changes</p> <p><b>Technology</b> * <i>multimedia 2 paint</i> <b>Online safety:</b></p>	<p><b>People, Culture and communities</b> *Special box *Transition to year 1/school *Explore Eid</p> <p><b>The Natural World</b> Compare Ilminster to other places</p> <p><b>Technology</b> *recording events – video sports day <b>Online safety:</b> lined to apps children use</p>



		lined to apps children use			lined to apps children use <i>ICT</i> :			
<b>Religious Education</b> (Understanding Christianity)	<b>UC - Harvest</b> 'What is Harvest?' *Rainbow fish *Sharing with family *Sharing food *Recount Harvest Festival		<b>UC - Incarnation</b> 'Why do Christians Perform Nativity Plays at Christmas?' *What makes us special? *Jesus healing the blind *Read/order nativity *Perform a nativity		<b>UC - Salvation – Easter</b> 'Why do Christians put a cross in an Easter Garden?' *The snail and the whale - heroes *Fiction/non-fiction hero *People who help us *Helping others *Making the right decision / wrong decision *Easter Story *Shrove Tuesday - Pancakes *Meaning of the cross - Stain Glass Windows, Easter gardens, Easter Prayer - Perform Easter Service		<b>UC - Creation</b> 'Why is the word 'God' so important to Christians?' *Creation story – Jellyfish *Order/Act creation story *Ipad Walk – God's World *Looking after God's World *Hand Print Word – 'I promise to..' *10 Commandments *The Precious Pearl – Decorating names. *The Lord's Prayer *Charities of the world	
<b>Expressive Arts And Design</b>	<b>Being Imaginative and Expressive</b> *Role play *self-portraits, pastels *family portraits *Exploring the sounds of different instruments/name instruments *Charanga Me!	<b>Being Imaginative and Expressive</b> *Textiles: Stocking designs/sewing/evaluations *Firework art *Nativity singing/dancing	<b>Creating with Materials</b> *music – dragon dance *Work bench tools *Colour mixing *3D models *Charanga Our World	<b>Creating with Materials</b> *Easter cards *Observational water colours of Spring flowers *collage *Easter signing	<b>Being Imaginative and Expressive</b> *drawing *vegetable printing *Charanga Big Bear Funk	<b>Creating with Materials</b> *photos/digital *Father's Day cards		

	Singing Nursery rhymes *Autumn art (Leaf Man)					
--	--	--	--	--	--	--

## Early Learning Goals

<p><b>Communication and Language</b></p> <p><b>Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>	<p><b>Personal, Social and Emotional Development</b></p> <p><b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul> <p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others.</li> <li>Form positive attachments to adults and friendships with peers.</li> <li>Show sensitivity to their own and to others' needs.</li> </ul>	<p><b>Physical Development</b></p> <p><b>Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>Demonstrate strength, balance and coordination when playing.</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <p><b>Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>Begin to show accuracy and care when drawing.</li> </ul>	
<p><b>Understanding the World</b></p> <p><b>Past and Present</b></p> <ul style="list-style-type: none"> <li>Talk about the lives of the people around them and their roles in society.</li> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <p><b>People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> <li>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</li> </ul> <p><b>The Natural World</b></p> <ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>	<p><b>Expressive Arts and Design</b></p> <p><b>Creating with Materials</b></p> <ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>Share their creations, explaining the process they have used.</li> <li>Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <p><b>Being Imaginative and Expressive</b></p> <ul style="list-style-type: none"> <li>Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>Sing a range of well-known nursery rhymes and songs.</li> <li>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>	<p><b>Mathematics</b></p> <p><b>Number</b></p> <ul style="list-style-type: none"> <li>Have a deep understanding of number to 10, including the composition of each number.</li> <li>Subitise (recognise quantities without counting) up to 5.</li> <li>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li> </ul> <p><b>Numerical Patterns</b></p> <ul style="list-style-type: none"> <li>Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>	<p><b>Literacy</b></p> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>Anticipate (where appropriate) key events in stories.</li> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul> <p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>Read words consistent with their phonic knowledge by sound-blending.</li> <li>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Write recognisable letters, most of which are correctly formed.</li> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>Write simple phrases and sentences that can be read by others.</li> </ul>

## Greenfylde KS1 Cycle B 2022 – 2023 subject to change in the new Ilminster Primary school

Subject	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Overall theme	Space	Victorians	Flight	India	Construction	Summer
English Fiction	Man on the moon	Beegu	The Owl who was afraid of the dark	Jack and the beanstalk	Where the Wild Things Are	Traction man is here
Non-Fiction	Focus: Narrative NF: Recount	Focus: Writing in role NF: Diary, letter	Character flaw Focus: Subordination and coordination NF: Discussion text	Rags to riches tale Focus: Character	Focus: Suspense NF: Non-Chronological report about monsters	Focus: Description NF: Report Newspaper report – Magic Land Discovered
Maths – Year 1	Place value (to 20) Addition and subtraction (to 20) Shape Fractions	Multiplication and division Time Money Measure Shape	Place value (to 50) Addition and subtraction (to 50) Time	Multiplication and division Statistics Fractions Time	Place value (to 100) Addition and subtraction (to 100) Money	Multiplication and division Measure Shape
Maths – Year 2	Place value Addition and subtraction Shape Fractions	Multiplication and division Money Measure Shape	Place value Addition and subtraction Time	Multiplication and division Statistics Time Fractions	Addition and subtraction Time Money	Multiplication and division Measure Shape
RE	UC Creation	Festivals Christmas Units	UC Gospel	UC Salvation	AMV Unit 6 What do Jewish people believe about Torah?	
Science -	Plants	Seasonal	Working	Animals including	Everyday	Working

Year 1		Changes	scientifically	humans	materials	scientifically
Science - Year 2	Plants	Living things and their habitats	Working scientifically	Animals including humans	Uses of everyday materials	Working scientifically
Geography	Locational knowledge: UK			Comparison – India Human and physical geography linked to Chembocli		Geography basics Mapping Continents Fieldwork Google earth
History		Queen Victoria Victorian Christmas	History of Flight		Brunel Research	
Art	Seasonal colours – Abstract			Indian Art Art Exhibition		Environmental Art Goldsworthy
DT		Sliders and levers Mechanics and engineering	Indian Food – End of term ready for term 4.		Bridges Engineering week	
Music	Charanga	Christmas productions Victorian rhymes and songs		Indian music and dance Inc tuned and untuned percussion.		Rhythm Inc tuned and untuned percussion
Computing	e-Safety: I am kind and responsible Programming: Beebots Handling data: Purple Mash Multimedia: Green screen + Purple Mash		e-Safety: I am safe and secure Programming: Purple Mash 2go and 2code Technology in our lives: Basic computer skills, uses of tech home/school Multimedia: Photography, animation, pic collage		e-Safety: I am healthy Programming: Lego Wedo Handling data: Purple Mash 2investigate + 2graph Technology in our lives: Use the internet to explore apple crumble day	

PE	Leadership and Games, swimming	Gym and games – teamwork	Multi skills and dance	Gym and Games – ball skills	Games- cricket Swimming	Athletics and swimming
----	--------------------------------	--------------------------	------------------------	-----------------------------	-------------------------	------------------------

## Greenfylde KS1 Cycle A 2021 – 2022

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overall theme	Africa	Polar regions	USA	Plants/Food	Art	Engineering
English	<p>One day on our blue planet</p> <p>Potential writing outcomes:</p> <ul style="list-style-type: none"> <li>• Captions and sentences</li> <li>• Fact Card</li> <li>• Free Verse Poems</li> <li>• Narrative script</li> <li>• Action description</li> <li>• Explanation Diagram</li> </ul>	<p>The Emperor's Egg</p> <p>Potential writing outcomes:</p> <ul style="list-style-type: none"> <li>• Extended vocabulary and language - annotations on artwork</li> <li>• Setting description</li> <li>• Poetry</li> <li>• Information writing</li> </ul>	<p>How to find gold</p> <p>Potential writing outcomes:</p> <ul style="list-style-type: none"> <li>• Character description</li> <li>• Writing in role (thought bubbles and diary entries)</li> <li>• Play script</li> <li>• Letter to the author/illustrator</li> <li>• Writing a narrative sequence, retelling the story</li> </ul>	<p>The Bee who spoke</p> <p>Potential writing outcomes:</p> <ul style="list-style-type: none"> <li>• Diary entry</li> <li>• Information booklet or poster</li> <li>• Instruction</li> <li>• Persuasive note and letter</li> <li>• Poetry</li> <li>• Recipes</li> <li>• Story writing</li> </ul>	<p>The Last Wolf</p> <p>Potential writing outcomes:</p> <ul style="list-style-type: none"> <li>• Oral Storytelling</li> <li>• Speech and Thought Bubbles</li> <li>• Poetry</li> <li>• Information Writing</li> <li>• Persuasive Speech</li> <li>• Writing in Role</li> <li>• Advisory Note</li> <li>• Letter</li> <li>• Free Writing</li> </ul>	<p>The Jolly Postman</p> <p>Potential writing outcomes:</p> <ul style="list-style-type: none"> <li>• Speech and Thought Bubbles</li> <li>• Writing in Role</li> <li>• Letter</li> </ul>
Maths – Year 1	<p>Place value (to 20)</p> <p>Addition and subtraction (to 20)</p> <p>Shape</p> <p>Fractions</p>	<p>Multiplication and division</p> <p>Time</p> <p>Money</p> <p>Measure</p> <p>Shape</p>	<p>Place value (to 50)</p> <p>Addition and subtraction (to 50)</p> <p>Time</p>	<p>Multiplication and division</p> <p>Statistics</p> <p>Fractions</p> <p>Time</p>	<p>Place value (to 100)</p> <p>Addition and subtraction (to 100)</p> <p>Money</p>	<p>Multiplication and division</p> <p>Measure</p> <p>Shape</p>

Maths – Year 2	Place value Addition and subtraction Shape Fractions	Multiplication and division Money Measure Shape	Place value Addition and subtraction Time	Multiplication and division Statistics Time Fractions	Addition and subtraction Time Money	Multiplication and division Measure Shape
RE	UC God	UC Incarnation	Trinity / Local Church unit	Festivals  Easter Units	<b>AMV Unit 5</b> What do Jewish people believe about God and the Covenant? + AMV unit KS1 Humanism (2 lessons)	
Science Y1	Animals including humans	Seasonal Changes	Working scientifically	Plants	Everyday materials	Working scientifically
Science Y2	Animals including humans	Living things and their habitats	Working scientifically	Plants	Uses of everyday materials	Working scientifically
Geography		Polar regions  Location of hot and cold areas of the world	USA – comparison  Place knowledge: contrast Ilminster with USA town/city		Geography basics Mapping Fieldwork Google earth	
History	Florence Nightingale			Christopher Columbus and Neil Armstrong		Fire of London



Art	Impressionism and pointillism Suerat/ Monet		Collage using textiles		Sculpture- Anthony Gormley Photography and video	
DT		Structures		Food – tropical foods and imports		Fire Engines- Wheels and axels
Music	African music and drumming	Christmas productions	American Musicals		Charanga	
Computing	Online Safety: I am kind and responsible Programming Handling data Multimedia		Online Safety: I am safe and secure Programming Technology in our lives Multimedia		Online Safety: I am healthy Programming Handling data Technology in our lives	
PE	Y1 leadership skills/ Games Y2 Yoga/sending & receiving skills  All: Swimming	Y1 – yoga/ sending & receiving skills Y2 – gym key steps 1 routine	Y1 – gym key steps 1 routine Y2 dance	Y1 dance Y2 Apparatus gym	Bat skills – lead into tennis, cricket etc.	Athletics Swimming

## Greenfylde First School – LKS2 Long Term Plan Cycle A (2022-23) – subject to change in the new Ilminster Primary school

Subject		Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6	
ENGLISH		Stone Girl, Bone Girl  (picture book/biography)  Biography – non chronology	Roman Diary (fiction diary) Diary recount (Non-chronological ) OR A Roman Rescue (graphic novel/portal)	Beowulf (traditional tale) Narrative villains	The Tin Forest (picture book)  Explanation poetry	How to train a Dragon	Twisted Fairy Tales (Roald Dahl's Revolting Rhymes and others (poetry and traditional tales)  Scripts poetry	
MATHS	HERE WE ARE	Y3: Place Value, Add and Subtract, Multiply and Divide Y4: Place Value, Add and Subtract, Multiply and Divide  Mental maths across all operations, times table tests. Reasoning and problem solving, revisiting maths topics.		Y3: Money, Statistics, Length and Perimeter, Fractions. Y4: Fractions and Decimals, Area and Perimeter  Mental maths across all operations, times table tests. Reasoning and problem solving, revisiting maths topics.	Y3: Fractions, Time, Shape, Mass and Capacity. Y4: Fractions and Decimals, Money, Time, Statistics, Shape, Position and Direction.  Mental maths across all operations, times table tests. Reasoning and problem solving, revisiting math's topics.			
SCIENCE		Rocks and Fossils	Forces and magnets (linked to catapults)	Plants (link to natural engineering and buildings inspired by nature)		Light	Animals including humans food chains	
GEOGRAPHY		Natural disasters including Volcanoes and Earthquakes - Pompeii		Rainforests		Fieldwork skills: Local study		
HISTORY		Romans (Settlements)		Anglo-Saxons and Scots (Settlements)		Vikings (Settlements)		
ART		Mosaics		Painting focus Van Gogh (link to natural engineering/patterns)		Sculpture and Collage		
DT & Engineering		Roman engineering? – catapults  Sewing – stockings (blanket stitch – joining)		The engineering dream project		Healthy Eating (savory foods and home grown recipes using the garden)		
PE		Orienteering and outdoors education, cricket, tennis, dance/yoga, hockey, athletics, rounders on rotation throughout the year (one unit per class per term)						

RE	People of God (UC) What is it like to follow God? Harvest festival	Humanism (AMV) Festivals (Christmas)	What do Jewish people believe about God and the Covenant and Torah? (Passover link) (AMV1)	Festivals: Easter	Kingdom of God (UC) When Jesus left, what was the impact of Pentecost?	What do Muslim people believe about Islam and Iman? (AMV2)
SCARF (Y3 units 20-21)	Me and My relationships	Valuing differences	Keeping myself safe	Rights and Responsibilities	Being my Best	Growing and Changing
ICT	E Safety – I am kind and responsible Programming – Scratch Jr – Basketball Technology in our lives – parts of computer/ hyperlinks Multimedia – PowerPoint		E Safety – I am safe and secure – privacy Programming – Hopscotch Handling data – data loggers and databases TIOL – searching effectively and reliable information		E Safety – I am healthy – age appropriate games Programming – code Multimedia - movies Handling data – graphs / presenting data	
French	All About Me – name, age, hobbies		My Family – who, ages		The World	
Music	Therapeutic music & Composition (Garage band)	Christmas -singing	Instrument tuition		Performance	

Greenfylde First School – LKS2 Long Term Plan Cycle B (2021-22)

Subject	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
ENGLISH	Marcia Williams Greek Myths Comic strip tales (comic style) Non Chron	Lion, Witch and Wardrobe – portal story  Show not tell News	Varjak Paw (suspense)  Discussion, diary recount	Sarah's secret (picture book)	James and the Giant Peach (novel)  Narrative, newspaper recount, recipes, instructions, discussion	Twisted tales (Roald Dahl – KS2 play)
READING	Guided Reading (a range of Fiction/Non Fiction/Poetry books both in whole class and group settings – discussion and comprehension activities). Individual Reading via Book Bands 1:1 with discussion.					
MATHS	Y3: Place Value, Addition and Subtraction, Multiplication and Division		Y3: Money, Statistics, Length and Perimeter, Fractions.		Y3: Fractions, Time, Shape, Mass and Capacity.	

	<b>Y4: Place Value, Addition and Subtraction, Multiplication &amp; Division, Length, Area &amp; Perimeter.</b> <b>Mental maths across all operations.</b> <b>Revisit areas final 15 mins of a lesson.</b>		<b>Y4: Fractions and Decimals</b>  <b>Mental maths across all operations.</b> <b>Revisit areas final 15 mins of a lesson.</b>		<b>Y4: Fractions and Decimals, Money, Time, Statistics, Shape, Position and Direction.</b>  <b>Mental maths across all operations.</b> <b>Revisit areas final 15 mins of a lesson.</b>	
<b>SCIENCE</b>	<b>Animals and Humans</b>	<b>Sound+</b>	<b>Electricity</b>	<b>States of Matter</b>	<b>Living things + Forest School</b>	
<b>GEOGRAPHY</b>	<b>Locational knowledge and mapping skills UK cities &amp; Counties, World continents, countries &amp; capitals. Atlas work.</b>		<b>Comparing parts of UK and Europe: Mountains and River regions.</b>		<b>Reading OS maps and symbols / grid refs.</b>	
<b>HISTORY</b>	<b>Ancient Greeks</b>		<b>Local History study - Somerset</b>		<b>Stone, Bronze and Iron Ages.</b>	
<b>ART / DT</b>	<b>Food Technology – The Great Bake Off</b>	<b>Printing</b>	<b>Using Circuits - ski lift/light</b>		<b>Landscapes: Artist Study</b>	
<b>ENGINEERING</b>	<b>Designing a Musical Instrument</b>		<b>Design a ski lift</b>		<b>Set design</b>	
<b>PE</b>	<b>Swimming + cricket coaching</b>	<b>Boccia / Dance + gym</b>	<b>Gym and games</b>	<b>Multiskills &amp; hockey</b>	<b>rounders &amp; swimming</b>	<b>Athletics &amp; swimming</b>
<b>RE</b>	<b>Creation (UC2a:1)</b>	<b>God/Incarnation (UC2a:3)</b>	<b>Gospel (UC2a:4)</b>	<b>Salvation (UC2a:5)</b>	<b>What does it mean to belong to a religion? Hinduism (AMV 10)</b>	
<b>SCARF</b>	<b>Healthy Lifestyles Growing and Changing</b>	<b>Healthy Relationships</b>	<b>Feelings &amp; Emotions Valuing differences</b>	<b>Keeping Safe</b>	<b>Rules, Rights and Responsibilities. Money</b>	<b>Caring for the environment</b>
<b>ICT</b>	<b>E-Safety - rules of internet. Programming – probots / scratch Multimedia – presentation relates to Greeks. Garageband/Purplemash.</b>	<b>E-Safety &amp; Programming Technology in our lives.</b>	<b>E-Safety &amp; Programming. Handling data</b>	<b>E-Safety &amp; Programming. Technology in our lives</b>	<b>E-Safety &amp; Programming. Multimedia</b>	<b>E-Safety &amp; Programming. Handling data</b>
<b>French</b>	<b>Food</b>		<b>My birthday (numbers/days/months)</b>		<b>Animals</b>	
<b>Music</b>	<b>Composition – 3 little birds - Charanga</b>	<b>Christmas Carols - singing</b>	<b>Instrument tuition</b>		<b>Performance</b>	

## RE Understanding Christianity/AMV Unit overview plan – Greenfyld C of E First School – updated

<b>Year group</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>R + multi-cultural festivals taught during the year</b>	Festivals Harvest unit          Sukkot and Harvest	UC Incarnation   F2 Why do Christians perform Nativity plays at Christmas?   Diwali and Hanukkah	UC Salvation   F3 Why do Christians put a cross in an Easter Garden? + resources from Festivals Easter if applicable   Holi and Lunar New Year		UC Creation   F1 Why is the word 'God' so important to Christians?   Ramadan and Eid Summer Solstice and World Humanist Day	
<b>KS1 Y1 of cycle 2021-2022</b>	UC God  1.1 What do Christians believe God is like?	UC Incarnation  1.3 Why does Christmas matter to Christians?	Trinity / Local Church unit – to be self-written by school with ideas from Diocese of Salisbury resources	Festivals  Easter Units Years 1 and 2	AMV Unit 5 What do Jewish people believe about God and the Covenant?  + AMV unit KS1 Humanism (2 lessons)	
<b>KS1 Y2 of cycle 2022-2023</b>	UC Creation  1.2 Who made the world?	Festivals  Christmas Units Years 1 and 2	UC Gospel  1.4 What is the Good News that Jesus brings?	UC Salvation  1.5 Why does Easter matter to Christians?	AMV Unit 6 What do Jewish people believe about Torah?	
<b>LKS2 Y1 of cycle 2021-2022</b>	UC Creation  2a.1 What do Christians learn from the Creation story?	UC God / Incarnation  2a.3 What is the Trinity?	UC Gospel  2a.4 What kind of world did Jesus want?	UC Salvation  2a.5 Why do Christians call the day Jesus died 'Good	AMV Unit 3: What do Hindu people believe about Dharma, Deity and Atman?	

				Friday'?		
<b>LKS2 Y2 of cycle 2022-2023</b>	UC People of God  2a.2 What is it like to follow God?	Mix of:  AMV KS2 Humanism  Festivals Year 3 and 4 Christmas units	AMV Unit 1: What do Jewish people believe about God and the Covenant and Torah? (Links with Passover)	Festivals  Easter Units  Year 3 and 4	UC Kingdom of God  2a.6 When Jesus left, what was the impact of Pentecost?	AMV Unit 2: What do Muslim people believe about Islam and Iman?

Would also like to ensure children still have annual reference to Harvest given this is so important in a rural area such as ours – this may be more through worship/Church.

## **Appendix 2**

### **English Statement**

The emphasis in the 2014 Curriculum on phonics teaching, explicit grammar teaching and the enjoyment of reading are areas which have been a focus at the school over the last few years. In English we maintain a cross curricular approach, where appropriate, to make connections in learning across the curriculum.

As a school, we aim to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- are exposed to a wide range of high quality texts which inspire and motivate them
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

### **Phonics**

Phonics teaching is an important element of the curriculum for all children who are at this stage of learning. A variety of materials are used with Little Wandle Letters and Sounds revised providing a core scheme in the Foundation Stage and Key Stage One. All pupils in Early Years Foundation stage (Reception) and Key Stage One (Years 1 and 2) participate in daily phonic lessons which are led by a teacher or teaching assistant. Children in Key stage Two (Years 3-6) who have not achieved the required standard in phonics also receive interventions in this area. Assessment in Phonics is completed every half term by the class teacher, as well as continued monitoring to ensure children are working within the appropriate phase. From the data collected, pupils who are working below their age related expectations receive additional support and interventions from a teacher or teaching assistants.

### **Reading**

Reading is a skill essential for life and at Greenfylde C of E First School we want our children to leave school with a love of reading. Children who read for pleasure gain a richer vocabulary, more knowledge, critical thinking skills and become independent learners. Reading is a habit and that habit needs to be grounded in what we do at school. Children need to see adults loving books, so school staff are encouraged to share their love of reading with the children. In Reception and Key Stage 1 the books used for Guided reading, independent reading and home reading follow the book banding system and the books in each band consist of a range of genres from a variety of publishers. Teachers model and teach specific reading skills which allow children to build fluency and comprehension in their reading. In Key Stage 2 pupils read a high quality text together. Teachers ensure children focus on specific aspects of fluency and comprehension throughout lessons, allowing them to gain a deeper understanding of what they have read. The vocabulary and discussion throughout these carefully planned lessons enrich their reading experience. Pupil's book band levels are checked regularly to ensure they are at the correct level. The majority of children leave Greenfylde as confident, competent readers with a love of reading. Pupils who are vulnerable to underachievement, or who require additional support, are given appropriate intervention which is arranged by the class teacher in consultation with the SENCO /English subject leader/Key Stage Leader as appropriate.

### **Writing**

The programmes of study for writing at key stages 1 and 2 involve both transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing). It is essential that teaching develops pupils' competence in these two areas and we structure our teaching

to ensure this. Through our teaching of writing we ensure children are exposed to a wide range of texts which inspire and motivate them. Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. In writing lessons, pupils are taught to develop an understanding of the texts through reading comprehension – exploring key themes, events and plot of the texts. In conjunction, pupils are taught the grammar which corresponds to the genres as part of the writing process. Children are then supported in how to apply the grammatical content taught in identifying features of a high quality modeled text, before progressing to plan, write and re-draft a written piece which is fit for purpose and audience. The use of shared and modelled writing allows teachers to demonstrate excellent writing practice to the children while encapsulating the children's own ideas. Children receive regular feedback from staff and their peers in the writing process. Class teachers endeavor to provide guidance and feedback during lesson times in order to ensure maximum impact on pupils' outcomes. Writing also depends on fluent, legible and, eventually, speedy handwriting. Handwriting is taught in explicit lessons in EYFS and KS1, and through monitoring teachers will provide additional support and assessment to children as appropriate. Also through ongoing monitoring, teachers and the English Subject Leaders pay careful attention to the cohorts in school and tailor our curriculum to meet the needs and interests of our pupils, choosing high quality texts to derive the writing curriculum which inspire and motivate pupils to learn; in turn, this establishes pupil enjoyment and engagement in the subject. We also provide a wealth of enrichment opportunities, including the Young Voices competition, our school writing awards, and our involvement in the Ilminster Literary Festival. This ensures that children benefit from access to positive role models from the local and wider locality. As a result we have a community of enthusiastic writers who enjoy showcasing their developing literacy knowledge and skills.

### **Spelling, Punctuation, Grammar and Vocabulary**

The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Opportunities for teachers to enhance pupils' vocabulary arise naturally from their reading and writing. As vocabulary increases, teachers show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. They also teach pupils how to work out and clarify the meanings of unknown words and words with more than one meaning. Throughout their learning pupils will be taught to use the elements of spelling, grammar and punctuation with high standards expected across all curriculum subjects.

### **Monitoring**

English is led by English Subject Leads. A governor has specific responsibility for English and the Subject Lead will update the curriculum governors on priorities and progress in English.



### **Appendix 3**

#### **Mathematics Statement**

Our Maths curriculum encourages all children to develop their full potential in Mathematics, providing challenge and support according to the needs of individual pupils. We believe that Mathematics teaches us how to make sense of the world around us through developing a child's ability to calculate, to reason and to solve problems. In our school we want to help children to understand and appreciate the pattern in both number and space in their everyday lives in and out of school. All children are supported and challenged to make progress and gain confidence whatever their stage of learning and the support of parents plays a significant role, for example in helping children to learn number facts which are essential to extending their mathematical learning. We want children to learn to appreciate the contribution made by many people to the development of Mathematics in our ever growing society.

The National Curriculum for primary mathematics has three aims:

- **Conceptual understanding**  
In developing children's skills through enhancing their factual, conceptual and procedural knowledge, we allow them to deepen their mathematical understanding and be able to apply what they know to help them to solve problems.
- **Mathematical reasoning**  
The progression and development of mental calculations and efficiency in strategies will provide children with the skills which will allow them to communicate and present their findings effectively using appropriate mathematical language.
- **Problem solving**  
Mathematics is integral to all aspects of life and it is with this in mind that we endeavour to ensure that children develop self-confidence in their ability to approach a range of mathematical problems.

By providing opportunities to apply their mathematical skills in different contexts and across a range of subject areas, children will be able to work systematically to organise information, find patterns and ultimately solutions through independent and collaborative learning.

#### **Early Years Foundations Stage (EYFS)**

Interactive learning experiences form the main part of EYFS Mathematics with pupils developing their knowledge and understanding of mathematics through play, exploration and discussion. Children work with shapes and begin to learn their properties, use language to give positional clues and compare quantities, identify and recreate patterns. They learn to count, read, write and order numbers to 20. The foundation stage lends itself to an integrated approach to learning where mathematical skills can be seen across the curriculum as well as an emphasis on independence and self-initiated learning, which enables foundation stage children to freely explore resources and pursue their own mathematical interests and knowledge in addition to the planned learning experiences.

#### **Key Stage One**

During Key Stage One pupils develop their knowledge of and understanding of mathematics through practical activity, exploration and discussion. They learn to count, read, write and order numbers to 100 and beyond. They develop a range of mental calculation skills and use these confidently in different settings. The pupils learn about shape and space through practical activity. They begin to grasp mathematical language, using it to talk about their methods and explain their reasoning when solving problems.

#### **Key Stage Two**

During Key Stage Two pupils use the number system more confidently. They move from counting reliably to calculating fluently with all four number operations. The pupils always try to tackle problems with mental methods before using any other approach. Pupils will explore features of shape and space, develop their measuring and conversion skills in a range of contexts and interpret and explain graphs. They will discuss and present their methods and reasoning using a wider range of mathematical language, diagrams and charts.

**Monitoring**

Mathematics is led by Mathematics Subject Lead. A governor has specific responsibility for Curriculum and the Subject Lead will update the curriculum governor on priorities and progress in Mathematics.