

**GREENFIELDS COMMUNITY PRIMARY SCHOOL VALUES:**

**Be Amazed** - Stay curious and follow your dreams. Never lose your sense of wonder.

**Be Brave** - Confront your fears and take a chance. Mistakes are the best lessons.

**Be Original** - Never stop asking questions. Seek out the answers.

**Be Bold** - You are capable of changing a situation. Become the explorer of tomorrow.

**GREENFIELDS COMMUNITY PRIMARY SCHOOL INTENT:**

The Greenfields curriculum is driven by our school values. There are clear links between what we say the ambition for our children is and how we intend to achieve it. It is our aim to enable our children to stand on the shoulders of those that have gone before and create things which may well help them fuel solutions to society's problems. In selecting specific content, staff celebrates and embraces the different backgrounds, heritage, language and traditions of all the children living in this country as well as introducing them to the best that has been thought and said in the past and present. Over the course of the academic year, children will have the opportunity to explore more deeply each of our school values in a planned and progressive way.

**GREENFIELDS COMMUNITY PRIMARY SCHOOL IMPLEMENTATION:**

**How the Greenfields curriculum works:** Our curriculum is unique to our school and our children. Our values underpin the curriculum at Greenfields which allows our children to understand in explicit detail our ambition for them; what it means to be a part of our school. Teachers use the national curriculum objectives as a starting point to design the curriculum for their year groups, all the while thinking about how best to connect different content and skills in a meaningful way. This enables teachers to use the very best examples from across each subject discipline to foster the curiosity and fire ambition within our children.

**Making meaningful links:** Teachers use the overarching value for that term to link children's learning. Staff use our values as the starting point when making decisions about the lens through which very deliberate and specific content is viewed in individual subjects, ensuring that our children have the opportunity to develop progressive knowledge, skills and behaviours, and that these assimilate over time through many different experiences and opportunities offered across school; we are building schemas.

**The extended Greenfields curriculum:** Across the school, from Pre-school to Year 6, embedded within the Greenfields curriculum is the understanding that 'real life' experiences and outdoor learning are vital to children achieving their best. Experiences and visits are planned in a progressive way across school, ensuring that there is a core offer across children's career at Greenfields.

## ... be amazed...

This value in our curriculum is all about fostering a sense of curiosity by introducing our children to the widest of worlds including the most spectacular that the human and natural world has to offer. In the Early Years, this begins by looking at finding wonder in the everyday; changing of the seasons, a growing plant, simple cause and effect. With our eldest children, we expose children to the finest examples of academia, the creative arts, science, sports, society and exploration; giving our children the very best and varied examples from which to aspire.

Subjects are linked in progressively and conceptually through our 'be amazed' value in the following way:

EYFS	KS1	LKS2	UKS2	AMAZED (Autumn 1)	
love, dreams, beauty	love, dreams, beauty	love, dreams, beauty	love, dreams, beauty		
	passion, creativity,	passion, creativity	passion, creativity		
		diversity, belief	diversity, belief		diversity, belief
			equality, values		equality, values

## ...be brave...

This value in our curriculum is to instil in our children the confidence to take a chance. Our children know that making mistakes are fundamental to learning. Resilience is not taught; it is a retrospective skill that is developed over time. Our curriculum gives our children the opportunity to build resilience by being confident to take the first step. In the Early Years, this begins by being willing to have a go at something new. In our eldest children, we prepare our children for the pressures of life beyond our school, both academic, social and personal, equipping them with skills to become strong and mentally healthy young adults with high self-esteem.

Subjects are linked progressively and conceptually through our 'be brave' value in the following way:

EYFS	KS1	LKS2	UKS2	BRAVE (Autumn 2)
empathy, fears	empathy, fears	empathy, fears	empathy, fears	
	consequence, mistake, strength	consequence, mistake, strength	consequence, mistake, strength	

		power, conflict	power, conflict	
			adversity, protest	

### ...be original...

This value in our curriculum is all about fostering our children to be questioning and evaluative of all they see and hear. Our children are encouraged to think originally about what they have learnt and how to apply their learning between different situations. In the Early Years, this begins by establishing a voice for children who feel undaunted by sharing what they know, as only by developing what you know can you begin to question. In our eldest children, we look for opportunities to think of solutions that might not always be obvious; being selective and having the skills to prioritise information so that they can be effective in their efforts.

Subjects are linked progressively and conceptually through our 'be original' value in the following way:

EYFS	KS1	LKS2	UKS2	ORIGINAL (Spring)
change, identity	change, identity	change, identity	change, identity	
	individuality, freedom	individuality, freedom	individuality, freedom	
		wisdom, reform	wisdom, reform	
			morality, truth, faith	

### ...be bold...

This value in our curriculum encourages the skills of reflection to ensure children understand how they have gained the knowledge they have. Our children know that their learning is not defined by content but by developing the skill of using what they know. It is a combination of confidence and caution in the right measures and at the right time. In the Early Years, this begins by children initiating their own learning. In our eldest children, it is developing subtlety in their opinions and thoughts; understanding that others may hold different viewpoints, but that they are able to act with respect and tolerance.

Subjects are linked progressively and conceptually through our 'be bold' value in the following way:

EYFS	KS1	LKS2	UKS2	BOLD (Summer)
choice, responsibility	choice, responsibility	choice, responsibility	choice, responsibility	
	fairness, loyalty	fairness, loyalty	fairness, loyalty	
		influence, democracy	influence, democracy	
			justice, opportunity	

Across the school year, we have grouped together subjects that form the focus for the term or half term. We know that by giving children the time to immerse themselves in a subject in an experiential way which allows them to make purposeful connections and associations with prior knowledge, allows them to learn better. In essence, children who are given the opportunity to live and breath a subject as they are learning it, remember more. The children are given the opportunity to consolidate their learning over multiple sessions, rather than concentrating the same amount of practice into one session. We ensure that children are given the opportunity to recall information from previous lessons, previous weeks and terms, all which together helps to support rich, deep learning embedded with a child's longer term memory.

AUTUMN 1	AUTUMN 2	SPRING	SUMMER
<i>...be amazed</i>	<i>...be brave</i>	<i>...be original</i>	<i>...be bold</i>
<b>FOCUS SUBJECTS</b> ~ Art, D&T	<b>FOCUS SUBJECTS</b> ~ Geography & History	<b>FOCUS SUBJECTS</b> ~ Geography, D&T, Music	<b>FOCUS SUBJECTS</b> ~ History, Art, Music
<b>ONGOING SUBJECTS</b> ~ English, Maths, Science, PSHE & RSE, MfL, RE, PE, Computing	<b>ONGOING SUBJECTS</b> ~ English, Maths, Science, PSHE & RSE, MfL, RE, PE, Computing	<b>ONGOING SUBJECTS</b> ~ English, Maths, Science, PSHE & RSE, MfL, RE, PE, Computing	<b>ONGOING SUBJECTS</b> ~ English, Maths, Science, PSHE & RSE, MfL, RE, PE, Computing

#### **GREENFIELDS COMMUNITY PRIMARY SCHOOL IMPACT:**

**The expectation of the Greenfields curriculum:** The content of the Greenfields curriculum is rooted in the National Curriculum. By the time children reach the end of each year group, our children will have developed a rich body of knowledge in all subjects and had the opportunity to practise skills that will enable them to enter the next stage of their education successfully. It is our expectation that children will have broad

and wide ranging knowledge, understanding and examples from which to begin to form opinions about their preferences and aspirations into adulthood. It is our fierce determination that regardless of a child's background, they will have had the same opportunities and exposed to the best examples from all subject disciplines, capturing their desire to continue learning as they become adults.

All learning leads towards an end point. The Greenfields curriculum has been designed both to offer progression from year to year, but also across a year. The content of each subject has been deliberately ordered to best support children's understanding.

### **ENGLISH CURRICULUM INTENT:**

Books are the foundation of our English teaching. Using books as inspiration, the children become fluent readers and writers, enjoying and analysing a broad range of stories, poems and non-fiction texts. We encourage the children to read like writers, using the books we read as models for their own writing. Through the close study of a range of styles, the children are inspired to develop their own flair.

The aim of our English curriculum is to ensure that all pupils:

- develop a lasting love of reading
- are able to understand a range of texts by using skills to support good understanding
- are able to write fluently and confidently for a range of audiences and purposes
- can articulate and extend ideas verbally in a range of different situations

At Greenfields, we ensure that the children are at the centre of our English teaching. Quality texts to support learning are carefully chosen to engage, challenge and expose children to bigger ideas, supported throughout the year by our school values. We aim to inspire the children through discussion and debate to encourage them to think originally and creatively in their own writing. Vocabulary is key to helping children access books so we spend time exploring and teaching relevant words that stretch and support comprehension. We teach the value concepts through the texts we choose so the children see them in context. When planning writing, we always start with the audience and purpose of the text, and wherever possible we aim to give children real-life reasons for their writing. Throughout the writing process the children are encouraged to keep the reader at the forefront of their mind so they can make deliberate choices of vocabulary, punctuation and voice. Participation in workshops and author visits helps underpin this by demonstrating tangible applications of the skills they are learning.

### **ENGLISH IMPLEMENTATION:**

At Greenfields, we teach English through Phonics lessons in EYFS and KS1, Reading Skills lessons in KS2 and English lessons throughout. The English curriculum is based on quality texts which are chosen for enjoyment, inspiration, challenge and to support the Values concepts. Each text is carefully chosen to offer a range of opportunities for meaningful writing so the children have a broad experience of reading and writing for different purposes and audiences.

### ENGLISH CURRICULUM IMPACT:

We want the children at Greenfields to leave with a genuine love of reading and to be confident in their communication skills both verbally and in writing. They will have a strong concept of the audience which will be seen clearly in all their writing. They will be interested in words and vocabulary and enjoy experimenting with them in different ways eg through poetry and narrative. Their vocabulary will be wide and they will have skills at their fingertips to enable them to infer new words. They will take pride in the presentation of their work, understanding that this too is part of audience awareness.

In English the end points for each year group are as follows:

Pre-school	Nursery	Reception	READY FOR KS1
The children understand simple instructions, comments and stories. They start to develop conversation skills, while refining pronunciation of some sounds and multi-syllabic words. The children have favourite books and seek them out either to share or read alone, and can ask questions and make comments about the book, developing play around the story. They enjoy and join in with lots of rhymes, songs and familiar stories. They enjoy drawing and attribute meaning to mark-making, including their name.	The children enjoy listening to stories and recalling what happened. They can respond accurately to simple instructions and questions. They know lots of songs and rhymes, can offer their own opinion and can continue a conversation with their friends and adults. They know the key concepts of print e.g. that it has meaning, it is read left to right, and page sequencing. They can recognise rhyme, words with the same initial sound, and can count syllables. They can write part of or all of their name.	Children can listen for a sustained amount of time (age appropriate) and ask questions about what they have heard. They use a good range of vocabulary and can talk about a range of subjects in well-formed sentences, with their peers and staff. They can read individual letters and know some letter groups and common exception words, and use these to read simple sentences. The children can form letters correctly and write short sentences using their phonic knowledge, including capital letters and full stops.	The children can listen attentively and discuss what they have heard. They can hold sustained conversations with peers and adults. They can offer ideas and explanations, and express their ideas and opinions in accurate sentences. They show understanding of stories read to them by retelling, acting out and using recently-introduced vocabulary. They can read aloud simple sentences using their phonic knowledge and write simple sentences that can be read by others.

Year 1	Year 2	READY FOR LKS2
The children build on their phonics, sounding out and blending quickly and efficiently. Rigorous phonics teaching continues to ensure that all children can develop these skills to apply to unfamiliar words, and recognition of common exception words. Any child who needs it has extra practise of these skills to	Reading fluency is developed so the children can decode unfamiliar words without undue hesitancy. Many words with familiar graphemes should be read without the need to sound out and blend. Reading of common exception words is automatic. Children can retell and discuss some stories they	The children are confident readers, able to read many common exception words automatically and easily and to decode any unfamiliar words efficiently. This enables them to be ready to 'read to learn' in LKS2, where comprehension of a wide range of texts is expected. Handwriting is fluent enough to not be a

ensure readiness for the next stage. High-quality texts are used in whole-class teaching to ensure that all children develop a love of reading and are exposed to a broad range of vocabulary, grammar and ideas. Children develop their letter formation in handwriting and begin to organise their own ideas in their writing through a range of purposes.	heard in Year 1. They read a wide range of texts, including whole books, to continue familiarity with vocabulary, grammar, comprehension and knowledge across the wider curriculum. Spelling moves from being phonetically plausible to applying rules and patterns. Handwriting starts to be joined when the child can form all letters correctly. Children can write for a variety of purposes, including narrative, recounts and poetry.	barrier to the children getting their ideas down on paper. They know a range of punctuation and grammatical terms e.g. exclamation marks and expanded noun phrases, and can use these when talking about their writing.
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<b>Year 3</b>	<b>Year 4</b>	<b>READY FOR UKS2</b>
The children can read a range of age-appropriate texts accurately and speed, and are able to understand what they are reading. They read a wide range of types of texts, developing their enjoyment and can read silently. With support, they can justify their views on what they have read. Children should be joining correctly. Writing should include generally accurate punctuation and grammar, and the children engage in tasks writing for a range of purposes.	The children continue to read a range of age-appropriate texts accurately and at speed, and are able to understand and discuss what they are reading. They read a wide range of types of texts, developing their enjoyment and can read silently. Joined handwriting should be the norm. They can independently justify their views on what they have read. the children build on their knowledge of linguistic terms and sentence structure and use these in their independent writing. Writing should include accurate punctuation and grammar, and the children engage in tasks writing for a range of purposes.	Children are fluent readers, able to tackle a wide range of fiction, nonfiction and poetry independently. They can adapt their spoken language for a range of situations e.g. debate, presentation and drama and can read aloud fluently to demonstrate understanding. Children know how spoken language differs from written, and they consider the effectiveness of their writing. Written sentences use accurate punctuation and grammar and the children draw on their reading to express their ideas. Spelling of common words is accurate, and the children use knowledge of phonics, etymology and morphology when spelling unfamiliar words. Handwriting is fluent and at a speed that keeps up with the pace of what they want to say.

<b>Year 5</b>	<b>Year 6</b>	<b>READY FOR NEXT STAGE</b>
Reading is becoming effortless and fluent; children ask for help when pronouncing unfamiliar vocabulary. Reading for pleasure and information is embedded. They are building skills to work out meanings of new words. They read aloud new texts at a reasonable pace, and prepare texts to be read aloud with intonation that demonstrates understanding. They can verbally retell and summarise a familiar text. Children can write down their ideas at a good pace, with a good level of accuracy. They continue to evaluate the effectiveness of their writing and suggest appropriate enhancements.	Reading is effortless and fluent across a wide range of texts; children can inferring meaning of unfamiliar vocabulary. Children read for pleasure and information inside and outside school. They read aloud new texts at a reasonable pace, and prepare texts to be read aloud with intonation that demonstrates understanding. They can verbally retell and summarise a familiar text. Children write quickly, using accurate punctuation and grammar. They evaluate and improve the effectiveness of their own writing, demonstrating their understanding of audience and purpose.	Children's reading and writing is fluent and effortless. A continued focus on vocabulary ensures that they can discuss nuances of vocabulary and have knowledge of age-appropriate academic vocabulary. Children control their sentence structure and understand why they are constructed as they are. They have a solid awareness of the needs of spoken language and be able to demonstrate this through a range of public speaking opportunities.