

The Homefield Curriculum

Our curriculum is underpinned by strong Christian and British Values.

EYFS

At Homefield, we follow the EYFS framework. This framework explains how and what your child will be learning to support their healthy development. Your child will be learning skills, acquiring new knowledge and demonstrating their understanding through seven areas of learning and development. These are:

Communication and language; Physical development; Personal, social and emotional development; Literacy; Mathematics; Understanding the world; Expressive arts and design.

These seven areas are used to plan your child's learning and activities. In order to make our curriculum as exciting as possible we use different themes of study, for example: The Importance of Being Me. This allows our teachers to cover all of the areas mentioned above through creative and fun topics.

Our teachers will make sure that the activities are suited to your child's unique needs. This is a little bit like the curriculum in the main school, but it's suitable for very young children, and it's designed to be really flexible so that staff can follow your child's unique needs and interests. In EYFS, we recognise that children learn in different ways. We provide an environment that supports each individual child. We use the Characteristics of Early Learning to observe and assess each child to determine their individual style of learning. We then use this knowledge to support their next steps of development.

We support the children to express their own interests and preferences, rather than stick rigidly to our topic. The more interested and involved a child is, the happier they will be and the more they will learn.

It is then the responsibility of the class teacher to spot those 'teachable' moments and extend the children's learning whilst they play with their chosen activity or resource.

English

English is taught daily to develop a whole array of skills necessary for the pupils to become highly literate individuals as they grow and advance through the school.

Writing

The writing curriculum is structured around longer blocks (one per half term) focussing on the purpose for writing and what different 'genres' or 'text types' have in common. The four writing purposes used are writing to entertain, to inform, to persuade and to discuss.

KS1 only focus on the purposes of Entertain and Inform. LKS2 look at Entertain, Inform and Persuade. UKS2 look at all four purposes.

Each half-termly block will consist of a single purpose for writing but will focus on producing two main written outcomes. These written outcomes are planned to focus on the key

grammar and punctuation objectives (from the National Curriculum) which work well for the given purpose. Having two main written outcomes will enable children to secure their skills as many individual targets set would still be applicable throughout the half-term. This will also allow teachers' formative assessment to be focussed on half-termly key objectives.

Class teachers are able to reorder the writing purposes to suit their teaching, but are not permitted to alter the weightings for the year.

Extended writing is also completed from across the curriculum, particularly in subjects like RE, History and Science.

Reading and Spoken Language

A passion for reading is embraced and a culture of reading for pleasure is promoted whenever possible across at Homefield to ensure we turn our pupils into lifelong readers. To achieve this, we provide our pupils with high quality and engaging reading material each week to practise their reading skills at home with families. In KS1, pupils access books in line with their reading age from within a colour banded reading programme. In KS2, the Accelerated Reader scheme is followed and our books in the library are labelled in tune with the reading age bands. In EYFS, children are allowed to visit the library and sign out a book to read to develop their early reading (decoding pronunciation and comprehension) skills.

Our Super Readers' scheme enables pupils to achieve for themselves by recognising their successes in reading a minimum of five times or more per week to an adult. After collecting sticker points and filling their personal bookmarks, children are awarded with a book by the school. We also employ a volunteer readers' scheme, where by approved visitors come into hear our children read in each class.

In the classrooms, quality texts are chosen to stimulate the love for reading and to assist their understanding of writing styles, vocabulary, writing techniques and grammatical features. Staff select books to read to their classes as a class novel, which has proven to be very popular amongst the pupils.

Guided Reading is undertaken in classes using differentiated material, mostly excerpts from quality texts accompanied with comprehension questions geared around improving inference and deduction skills.

Spelling, Grammar and Punctuation

Spelling words correctly is taught in many ways across the curriculum, but our main and consistent approach is our daily twenty minute Attack Read/Spell session, which groups children by ability from Years 2-6. (taking into consideration their age) This approach enables pupils to be immersed fully into spelling patterns; learning them through several different contexts. At the same time as learning new spelling patterns, other skills are practised, such as handwriting, phonics, dictation, grammar and punctuation, sentence analysis and etymology. Weekly homework is an expectation.

Maths

Our Maths Mastery approach is taught daily following a structured timetable from White Rose. Teachers inspire a love for mathematics by ensuring pupils have a firm understanding and fluency of number and place value before tackling other areas of maths, such as the four operations (+-x/) and fractions/decimals/percentages. Other areas covered will be algebra, geometry, measurement, statistics and ratio/proportion. All areas of Maths taught will provide pupils with strong opportunities to augment their skills in problem-solving, whether that be through direct calculation or through a longer challenge requiring explanation or reasoning.

To ensure pupils master mathematics, they are taught to understand the maths in Concrete, Pictorial and Abstract ways. They are then able to explain the mathematics taking place and in turn they are able to use and apply their knowledge in different contexts.

To assist our drive to produce lifelong mathematicians, we teach using a Cooperative Learning approach (primarily in the Junior classes). The CLIPS used enable pupils to engage actively with their peers and build confidence with their understanding before tackling their challenges independently.

Religious Education

At Homefield, RE is a core subject and our enquiry-based curriculum follows the Norfolk Agreed Syllabus. As a Church of England school, two-thirds of our RE studies are based upon Christianity (in class lessons and through special themed days) with the other third being made up of a study of a different world faith and a comparative study between religions. We have four blocks of RE teaching across the year.

The main purpose of our curriculum is to enable pupils to become more religiously literate. This means providing them with the knowledge and understanding of religion and belief, so that they are able to hold informed and balanced discussions about it. This essential outcome is achieved by teaching pupils through three equal disciplines: Theology, Philosophy and Human/Social Sciences.

Theology: Thinking through believing. It is about asking questions that believers would ask. It requires pupils to think like theologians or to look through a theological lens at concepts. It looks at where beliefs come from, how they have changed over time, how they are applied differently in different contexts and how they relate to each other

Philosophy: Thinking through thinking. It is about asking questions that thinkers would ask. It requires pupils to think like philosophers or to look through a philosophical lens at concepts. It is about finding out how and whether things make sense. It deals with questions of morality and ethics. It takes seriously the nature of reality, knowledge and existence

Human/Social Sciences: Thinking through living. It is about asking questions that people who study lived reality or phenomena would ask. It requires pupils to think like human and social scientists or to look through a human/social science lens at concepts. It explores the diverse ways in which people practise their beliefs. It engages with the impact of beliefs on individuals, communities and societies.

The link below is a video explaining the three disciplines in more detail.

<https://www.youtube.com/watch?v=6NTW2bsFTLY&feature=youtu.be>

RE at Homefield is also designed to enable pupils to flourish as unique individuals, to develop their SMSC characters and to link well to other areas of the curriculum to practise further their reading, writing and vocabulary skills.

Several elements are used to support learning, but our main resource comes from Understanding Christianity, Diocesan planning, Growing Foundations (EYFS) and our local Church community.

RE is assessed against Diocesan approved age-related expectations driven by the three disciplines above.

Science

Our Science is taught in three main blocks as per our curriculum timetable across the year and focuses on three main areas: Physical Processes, Materials and Living Things. Each block enables pupils to work scientifically and to enhance their scientific enquiry skills, to gain a greater understanding of the world around them and to think more deeply; explaining how and analysing why things happen the way they do accurately. It is imperative that our pupils in Science are exposed to wonderful awe and wonder moments whether this be from natural phenomena or from the excitement of seeing something occur for the very first time. Below are our agreed principles:

Principles of Good Science Teaching and Learning

Children are given opportunities to work in a *variety of ways* to conduct practical investigations to explore scientific theories.

Teachers provide an environment that *creates a buzz*, stimulates discussion, **challenges thinking** and creates **awe and wonder** for **ALL** pupils.

Lessons are engaging and linked to: real-life contexts, prior learning and other curriculum subjects.

Children are encouraged to **make choices** about their investigations and **how** they record and explain them.

Children are able to express their learning using the **correct, age-appropriate scientific language**.

Teachers facilitate and promote a love of science through *high-quality teaching*, access to good resources and external expertise.

Design and Technology

At Homefield we ensure our Design and Technology is an inspiring, rigorous and practical subject. We also ensure there is a progression of key skills taught across the school and pupils have a genuine purpose for their learning outcomes. Pupils will learn skills involving textiles,

cookery and construction and will become confident in selecting, handling and using appropriate tools that best suit a design. They will make curriculum links to other subjects; be resourceful and innovative. They will be able to critically evaluate existing or past designs, as well as analyse the effectiveness of their own creations.

Art

At Homefield, we pride ourselves on being able to nurture the creativity of our pupils. Like in Design and Technology, we ensure a progression of the key skills primary pupils should possess before joining secondary education. Firstly, we ensure we engage and challenge pupils, whilst at the same time ensuring we excite and inspire them. Skills covered will be taught through painting, drawing, sculpting and printing and the great techniques and works of famous artists, designers and sculptors will be evaluated, analysed and form the basis of some of their independent tasks.

Modern Foreign Languages

Our school studies three languages in our Junior classes. Year 3 study German, Year 4 study Spanish and in Years 5 and 6 French is taught in readiness for their feeder High School. At times, specialist linguists or foreign nationals visit to improve our provision and to enable pupils to further their skillset when speaking, listening, reading and writing within a foreign language.

Physical Education

Homefield enjoys Physical Education because it inspires all our pupils to succeed and excel in competitive sport and other physically-demanding activities. This ranges from invasion games to gymnastics; from dance to athletics. Our curriculum provides opportunities for pupils to become physically confident in a way which supports their health and fitness and provides opportunities for them to compete in sport and other activities, enabling their characters to be built and key values such as fairness, respect and resilience to be embedded. Years 2-6 have the opportunities to learn the important life-skill of swimming and the school offers many extra-curricular sporting clubs provided by the staff or external specialists.

PSHE

Our studies in PSHE provide our pupils with further knowledge of the wider world and the reality/dangers of our locality. It enables our pupils to grasp how to lead healthier lives giving them the knowledge to make informed decisions when confronted with different, sometimes critical, situations. Forming part of this subject are the RSE studies, which teach pupils to respect themselves and each other and enable them to be content with their own image and uniqueness.

Music

Music at Homefield is something we are very proud of, because not only is it a discreet subject taught to each class weekly by a specialist, but it provides further opportunities for our pupils to shine when learning an instrument that develops their self-confidence and creativity. There is progression of key skills and as pupils grow older they are taught to evaluate the

performance and content of music. It is uplifting, engaging and enables high amounts of pupil activity. The lives of great composers and musicians are studied, as well as learning about musical vocabulary and the skill of composing.

History

Homefield is proud of the range of historical study available to pupils. Not only does it provide a detailed knowledge and understanding of Britain's past, but it also equips pupils with a greater understanding of the history across the wider world. Our pupils love to find out more about what has gone before us. They ask probing questions, make links with other areas of history they already know and understand well how the past can often inform what might happen in the future. Pupils analyse reliability of sources of history, debate controversial arguments and empathise with historic people and peoples. Our pupils grasp chronology and how over time things have changed and the challenges such changes often bring.

Geography

We aim to inspire pupils' curiosity and fascination about the world and its people. Our teaching enables pupils to have a solid knowledge about diverse places, people, resources and natural and human environments. We provide an understanding of the Earth's key physical and human processes and as pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and how landscapes and environments are formed. Geographical knowledge, understanding and skills taught help our pupils explain how the Earth's features are shaped, linked and ever-changing over time.

Computing

Computing at Homefield helps to equip pupils to be prepared for the ever-changing technology of the modern world. Pupils are taught the principles of information and computation, how basic digital systems work, and how to put this knowledge to use through basic programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create simple programs and control systems. Computing also ensures that pupils become digitally literate – able to use, and express themselves in today's society.

Outdoor Learning

Outdoor Learning is taught by an external specialist to all our pupils from Nursery to Year 6. Each year group are taught key skills from first aid to navigation; from shelter building to fire lighting. Children are given instruction on nature and living things making fabulous cross curricular connections with other subjects. Our children find these sessions highly informative and highly engaging.

Online Curriculum Support

We utilise several online apps and tools to help our pupils understand different areas of learning, which they can access from home. We have SPAG.com for all the grammar and

punctuation learning in Years 1-6, we also have Spelling Frame. For Maths, we have Hit the Button and Times Table Rock Stars. These may be set as homework tasks over the year.