

Toddington St George Church of England School



Our Curriculum

At Toddington St George Church of England School (TSG) we have developed our whole curriculum with the aim of '*Lighting a Spark in Every Child*'. To this end we deliver a themed curriculum, with learning intentions drawn from the new National Curriculum, supported by a program of exciting and enriching learning activities.

EYFS The Nursery and Reception Years make up the Early Years Foundation Stage (EYFS).

Key Stage 1 Year One and Two children undertake the Key Stage One programme of study.

Key Stage 2 Year Three and Four children move into Key Stage Two where they study the first two years of the Key Stage 2 curriculum, before moving on to complete the last two years (Year 5 and 6) Key Stage 2 in a middle or primary school setting.

An exciting stimulating themed curriculum for all.

We follow the EYFS curriculum guidelines and have chosen to follow the New National Curriculum this year (from September 2014) and have developed new themes and new stand alone lessons to ensure this curriculum is met as the year progresses. Guidance is available in detail on GOV.UK).

Stages of learning

In the **Early Years** the whole curriculum is planned around Prime areas and Specific areas. The Prime areas are Communication and Language, Personal Social and Emotional Development and Physical Development. Specific areas include the Literacy, Maths, Understanding the World and Creative Arts. These areas are planned around a play based curriculum. The children enjoy high levels of independence in their learning alongside carefully structured and targeted class, group or individually based teaching activities.

In Years 1 to 4 we offer some stand alone subjects which are taught specifically, and then there are a series of themes through the year in which some subjects can be linked together creatively. This enables us to offer a range of exciting opportunities to learn about a place, a period in time or a location. In Year 4 we work very closely with our neighbouring middle school.

Trips, visitors and visits are a key part of our curriculum and are linked to every theme where appropriate to enliven and add to the learning experiences. The generous support of our PTA helps pay for the coaches for these trips and visits.

Current Themes

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery + Reception	Kaleidoscopes and Rainbows	Spaceships and Aliens	Little Diggers	Spring into Life	African Safari	Marvellous Me (Healthy Lifestyles)
	Marvellous Me	Fantastic Light	Arctic Adventure	Spring into Life	Marching Mini-beasts	Houses, Homes and Holidays
Year 1	We're Special	Where the Wild Things Are	Through the Keyhole	Island Adventures	On the Move	The Secret Garden
Year 2	Frozen Planet	The Time Machine: The Victorians	Turrets and Tiaras	Seaside Adventure	Our Wild and Wonderful World- Africa	Our Wild and Wonderful World- Local Study
Year 3	Local Study	Stone Age to Iron Age	Celts and Romans	Settlements and Impact of Weather (Vikings)	Seagoing Explorers	Battle for the Biosphere
Year 4	Toddington at War		Food Glorious Food	Ancient Egypt	Waterways	

How the children learn

Stand Alone Subjects	Subjects Integrated into Themes
<p>Literacy Skills Phonics, Reading and Guided Reading, Handwriting, Spelling Punctuation and Grammar.</p> <p>Physical Education (PE: Gym, Dance, Ball Sports and team games)</p> <p>Mental and Oral Maths</p> <p>Some Science is taught as a stand alone subject</p> <p>Computing and ICT Skills</p> <p>Modern Foreign Language (MFL)</p> <p>Personal Social Health Education (PHSE)</p> <p>Music Instrumental and Rhythm Skills</p> <p>Religious Education</p>	<p>Cross Curricular Literacy (includes the application of Reading, Writing, Handwriting, Spelling, Punctuation and Grammar with the study of key texts links to themes)</p> <p>Applied and Practical Maths</p> <p>Some Science is integrated into a theme.</p> <p>History and Geography</p> <p>Art</p> <p>Design Technology</p> <p>Integrated Information Communication Technology (ICT research and key software)</p> <p>Singing, dance and drama.</p>
<p>High Level Thinking Skills</p> <p><i>The teaching of themes also includes the teaching of learning behaviours and skills.</i></p>	<p>Our Theme Requirements</p> <p><i>To make it as inspiring as possible we try to build 5 requirements into every theme.</i></p>
<p>Key Questions generated by the children to identify what they want to learn</p> <p>Mind Mapping to assimilate what children already know and what they want to know and find out.</p> <p>Talk partners to discuss learning and ideas</p> <p>Independence in learning e.g. Three before me (3 b4 ME) – children learn to use “my buddy, my brain or my books/top tips to help me learn” and Work in guided reading groups to help develop independence in understanding their reading and applying their reading skills themselves.</p> <p>Presentation of ideas and learning to others and of learning e.g. using DT, drama and/or ICT skills</p>	<p>Super Starts to interest and stimulate discussion about the topic.</p> <p>Marvellous Middles-a focus to help children continue to be interested in the theme and review/apply their learning-perhaps a role play or a presentation of what they have found out already, or new ideas they have themselves.</p> <p>Take Home Tasks - little projects to do at home with an adult to develop their understanding of the theme and use a range of key skills e.g. food technology, design technology, art, music.</p> <p>WOW events: event’s to really make remembering all the children have learnt in the theme special (visits, visitors, artefacts to view).</p> <p>Fantastic Finish- a great ending to remember the theme by. Perhaps a special trip, a skilled visitor to teach a new skill, a production or a class event.</p>

Ways in which children learn-styles of learning

We have an exciting curriculum which enables young children to learn in an interesting and stimulating way. Our teaching and learning policy encourages children to think about

- what they know already
- what they want to find out as they learn
- the skills they can use or develop in an activity
- the evidence they have to show what they have found out

Young children love to make, create, investigate, research and play to learn effectively. They may learn by looking, watching, touching, feeling, thinking, writing, reading, drawing, talking or listening. They may be a kinesthetic, visual, oral or aural learner.

Each child needs a range of styles of work in the curriculum to help them learn to fulfill their potential.

Teaching and Learning of specific subject areas

Literacy Learning to Read

We use the Oxford Reading Tree scheme as our base reading scheme to support them to learn to read. The children enjoy the stories of Biff, Chip, Kipper and the family. The stories are well structured and enable children to apply the words and concepts they have learnt to new texts quickly. As they progress through the reading scheme, the stories have more complicated plots and the vocabulary broadens. We also use a range of texts from other schemes to supplement the core reading scheme. This offers a breadth of experience for children in learning to read and offers a range of texts and genres as children become more confident readers.



Reading Every Day- in as many ways as possible

We have daily literacy lessons and also teach phonics specifically to children in Years N, R, 1 and 2 regularly through the week. Children have as many positive reading experiences as we can offer. They soon learn not only to read and love books, but also how to apply their reading skills to finding out information and researching ideas.

Children also

- share and learn from big books in literacy lessons
- Read non-fiction books in class reading times, read on screen and read in other subject lessons
- enjoy guided reading times-reading in a group
- read with a friend-peer reading
- read with another year group-buddy reading

Writing

We teach writing both as a discrete subject and within a cross curricular context in our learning themes. The children write having had writing modelled and key learning intentions shared. We use a range of writing techniques as developed by Ros Wilson in the Big Write and Pi Corbett in his literacy training sessions. Inspiration can come from children's own experiences, key texts, artifacts and paintings or photographs.

Children learn to write in a range of genre and we develop writing from an early age using mark making opportunities in many contexts in the early years classroom and during outside learning times. The children apply their phonic and mark making skills to develop emergent writing and draw ideas from a range of excellent story books that are shared in the class teaching times.

In Years 1 and 2 this moves on to a more familiar format of writing with news and diary experienced being shared, personal sentences and writing times related to and in response to a range of experiences and activities. More key texts are taught in Years 3 and 4 and a wide range of genre is experienced. Books, diaries, newspapers, play scripts, poems are used and all classes have high quality text read to them as well as part of their theme.



Phonics

Phonics teaching is a process by which children are taught their letter sounds to help them as they learn to read and write.

At TSG we teach Phonics using the Letters and Sounds programme and we supplement this with the Jolly Phonics programme (which supports both our hearing and non hearing children very well).

We teach the Letters and Sounds programme in phases (see table below) and by the time children reach the end of Year 2 it is hoped they will have mastered Phase 5 and 6 which will be enabling them to be confident reader and writers.

Letters and Sounds teaching.

The stages and frequency of phonics teaching are outlined below but we will always move children on more quickly if they are mastering their Phonics with ease.

Nursery	Reception	Year 1	Year 2
Letters and Sounds Phase 1,2	Letters and Sounds Phase 1,2,3,4	Letters and Sounds Phase 3,4,5	Letters and Sounds Phase 5,6
Weekly teaching	Daily teaching and half termly assessments	Year 1 Phonics test	Repeat test as necessary for those who did not pass in Year 1

Assessment

We assess children using the KS1 Phonics screening test as recommended by the Department of Education. Children are assessed in Yr 1 and retested in Yr 2 to support children who may need extra time or support to master phonics. Support groups are in place for those children who may find this learning tricky.

A few children may enter school confident in letter sounds and as good readers but they may not have confidence blending sounds in their writing. In this situation children will be taught relevant phonics strategies to help their reading and writing progress quickly. In Years 3 and 4 some children may still need support using phonics as they write and as they learn to spell more complex words. This will be part of literacy teaching and all Year 3 and 4 teachers and teaching assistants are trained to teach phonics accordingly.

Spelling, Punctuation and Grammar. (SPAG!)

We have specific lessons and times when we teach key grammar and punctuation skills. Children are also given spellings to practice each week. We use the Scholastic spelling and grammar scheme and also use aspects of Jolly Grammar to support the learning of SPAG.

Our literacy coordinators Mrs Johnston and Mrs Cornelius will be happy to discuss any queries you have regarding the teaching of literacy.



Mathematics

Children will be taught to apply arithmetic fluently to problems, understand and use measures, make estimates and check their work.

Children will be encouraged to apply their geometric and algebraic understanding. They will also experience the cycle of collecting, presenting and analysing data. They will be afforded opportunities to apply their mathematics to both routine and non-routine problems, including breaking down more complex problems into a series of simpler steps.

We have an agreed calculation policy that is in place across the HAST lower and middle schools to ensure continuity in learning.

We use resources from Hamilton trust and CCJ resources to plan and deliver an interesting and exciting maths curriculum. Other resources are used as appropriate. Do contact Mrs Wood our maths coordinator if you wish to discuss this further.



In the Early Years we have a Mathematics and number rich environment. Children use elements of Mathematics such as sorting and counting in their play. They start mark making and early recording.

In Key Stage One children are encouraged to consolidate their knowledge of number bonds to ten and the basic operations.

They start to record their work more formally. When ready, children extend their confidence with number bonds to twenty and beyond.

They quickly recall facts and start to gain confidence with multiplication tables.

In Key Stage Two children learn all tables and apply what they know to problem solving situations. Children learn more formal column methods of recording and are introduced to early algebra, fractions, and geometry, money and time problems.

Assessment

Children have weekly maths skills test from Year 1 upwards to support them in applying their maths quickly to various questions. This means we can target their teaching to support them in anything they find hard and can push them on in the areas they are achieving with confidence.

All classes will assess against the Assertive Mentoring system and standardised reporting for assessments will be against the EYFS assessment areas (yr R), through teacher Assessments and SATS (Yr 2) and against former national curriculum levels in Year 4. levels.

Making sense of the curriculum to help your child.

Our Reception staff hold a reading meeting early in the new school year to let parents and carers know how we like to teach reading and how they can help at home.

We hold further curriculum based workshops to support parents and carers as their children learn and grow, such as phonics workshops.

In Years 1 to 4

If you wish to know how to hear your child read, how to correct them, when not to continually correct them, when to read to them instead of them reading to you, when to relax and enjoy a reading time together.....please come along to one of our Literacy evening meeting which is advertised in the newsletter.



How can I help my child with their reading?

Home Reading Books

Children will bring home a reading book every day and we would encourage parents/ carers to listen to them read every day. When starting to learn to read, reading the book a few times helps children recognise the words (sight vocabulary) which gives children confidence. As the books get trickier we try to encourage children to read with good intonation, making use of the punctuation in the text; at this point comprehension and discussion of the text is vital to ensure children's understanding.

We ask parents/ carers to initial the home reading book and add a comment about how their child has got on as they have read. In this way supporting reading is a partnership between home and school.

Comprehension

Children need to be supported to understand what a text is all about and grasp the meaning of what they are reading.

- Use a range of strategies, including accurate decoding of texts, to read for meaning
- Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text
- Deduce, infer or interpret information, events or ideas from texts
- Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level
- Explain and comment on writers' use of language, including grammatical and literary features at word and sentence level
- Identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader
- Relate texts to their social, cultural and historical traditions

How can I help my child learn phonics?

There are a number of games and activities the teachers can recommend and we also recommend websites that teach the sounds clearly so you are confident that you are teaching the same sounds to letter and blends of letters as the school is.

We would recommend these sites as we use them regularly in school:

www.phonicsplay.co.uk

www.mrthorne.com

Jolly Phonics songs -on YouTube

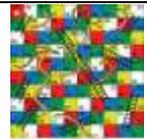
How can I help my child with their spellings?

Come along to the Literacy evening and we can help you out!

Make spelling practice different and exciting!

- Word Search: Create a word search using the spelling words

- Air spelling: Choose a spelling word. With your index finger write the word in the air slowly, say each letter. When you have finished writing the word underline it and say the word again
- Media Search: Using a newspaper or magazine; spend 15 minutes looking for the spelling words. Circle them in different coloured crayon. Which of your spellings words was used the most times?
- Shaving Cream Practice: An easy way to clean those dirty tables is to finger paint on them with shaving cream. Squirt some on the table and then practice spelling words by writing them with your finger in the shaving cream
- Salt Box Spelling: Pour salt into a shallow box or tray (about 3cm deep) and then practice writing your spellings in it with your finger
- Scrabble Spelling: Find the letters you need to spell the words and then mix them up in the bag. Time unscrambling the letters
- Pyramid Power: Sort the words into a list from easiest to hardest. Write the easiest word at the top of the page near the middle. Write the next easiest word twice underneath. Write the third word three times underneath again until you have built a pyramid
- Ransom Note: Cut the letters needed to form the words from a newspaper or magazine and glue them down to spell the words
- Spell It With Beans: Use Lima beans (or any other food) to spell out the words. If you glue them onto separate pieces of card then you made a great set of flash cards to practice with for the rest of the week
- Design A Word: Pick one word and write it in bubble letters. Colour in each letter in a different pattern
- Water wash: Use a paintbrush and water to write the words outside on concrete or pavements
- ABC Order: Write the words out in alphabetical order. Then write them in reverse alphabetical order
- Colourful Words: Use two different coloured pens to write the words; one to write the consonants and one to write the vowels. Do this a couple of times then write the whole word in one colour.
- Memory Game: Make pairs of word cards. Turn them all over and mix them up. Flip over two cards, if they match you get to keep them, if not you have to turn them over again. Try and match all the pairs.
- Finger Tracing: Use your finger to spell out each of the words on your mum or dad's back. Then it's their turn to write the words on your back for you to feel and spell
- X-Words: Find two of the spelling words with the same letter in and write them so they criss-cross
- Ambidextrous: Swap your pen into the hand that you don't normally write with. Now try writing out the spellings with that hand
- Secret Agent: Write out the alphabet, then give each letter a different number from 1 to 26. (a = 1, b = 2, c = 3 etc) Now you can spell out the words in secret code
- Missing Letters: Mum or dad to write out one of the words loads of times on a piece of paper, but each time they have to miss out a letter or two. Then you have to fill in the missing letters. After you have checked them all try it again with another word.
- Listen Carefully: Ask your parents to spell out one of your words then you have to say what the word is they've spelt out
- Acrostic: Use words that start with each letter in you spelling word. Your more likely to remember it if it makes sense!



How can I help my children with their Maths?

Our Maths evening will help but do use some of these opportunities to practise with your child to consolidate their maths understanding.

- Practise quick recall of number bonds to ten/ twenty, doubles/ halves
- Practise quick recall of multiplication tables
- Play board games such as snakes and ladders
- Practise counting money and shopping, practise telling the time and solving problems with time
- Do some cooking and measure the ingredients
- Talk about numbers such as 'How many people in this row/ block/ stadium?'

How can I help my child with their learning in other areas?

Just a few ideas are given here –do look at our Parents and Carers top tips leaflets if you would like a range of ways to help your child and to inspire them as they learn.

Enjoying activities and events with your child ;talking about them ,sharing ideas, sketching where you have been, collecting items for a scrap book or photo book, looking at websites to do with places you are visiting are all great ways of supporting your child.

Library visits and using the internet.

Support your child's interest in the theme, for example if they want to find a book at the library/ research on line/ make something.

Checkout the curriculum leaflet that comes home so you are aware about what your child is learning and talk with them about what they are enjoying learning.

AS each new theme start teachers will send home a curriculum leaflet explaining key learning. This will also include ideas about things you could do to support your child.

Take Home Tasks

Each half term children will be encouraged to complete a 'take home task'. These will cover a variety of areas such as art or food technology. Teachers will try to give a choice to support children following their interest.