

Curriculum Outline

English

The Field Federation curriculum is built around core texts which are used as a vehicle to explore other curriculum areas and social justice issues. The texts are high quality and multi-modal from a range of authors and contexts. They are chosen from a list compiled by the Centre of Literacy in Primary Education and ensure that children experience a rich, nutritious diet of literature as they progress through school. This approach also aims to engender a love and appreciation for literature.

Humanities, the arts and science, where appropriate, are linked to the text, which is used as a stimulus for this cross curricular approach. The whole text is used as opposed to extracts.

We follow the National Curriculum for English, which includes statutory objectives in reading, writing, spelling, grammar, punctuation and spoken language.

Phonics

In the Early Years and Key Stage 1 we focus on quality teaching of systematic and synthetic phonics in order that our children become fluent readers by the end of Key Stage 1. In order to ensure progression in phonics, we use 'Letters and Sounds' (DCSF 2007) in conjunction with the National Curriculum 2014.

Year Group Requirements

Nursery	Work specifically on the phase 1 element of phonics. When children have achieved these nursery will move on to aspect 7 (orally blending and segmenting without visual letter representation). In the summer term H.A children may be introduced to phase 2- in a slow and holistic way. A tracking sheet will be filled out by nursery and passed on to reception so that it is clear which phase each child is working on.
Reception	Focus on the introduction of phase 2 and where phase 1 aspect 7 is missing this should become the focus of their teaching. The teaching order is essential to allow children to progress through the mechanics of word level reading and to allow them to achieve success in following years and more specifically in year 1 for the statutory phonics test.
Years 1 and 2	Receive documentation from reception so they know exactly which phonic phases their children are working in and can progress accordingly. To enable children to access the phonics screening test, they should be taught up to Phase 5 by the time they do the test.
Year 3+	If there are children in these years that have not passed the phonic tests after resitting at year 2 or children that are still needed to work within a phonic scheme these should be planned for and taught according to their current level. The class teacher must be involved in the planning and where possible the delivery of phonics for these children.

Early phonic knowledge is assessed in Year One in the annual Phonics Screening test. As well as this, children are assessed each half term and are tracked using the phases outlined in

Letters and Sounds. As well as this, running records and notes made during Guided Reading are used to identify the phonological phase in which a child is working.

Reading

Reading is taught as a component of the Teaching Sequence for Writing. Children are given the opportunity during some English lessons to read texts for meaning, infer perspectives and authorial intent, use what they have read as a model for writing and build vocabulary. As well as this, strategies recommended by the CLPE are also used in teaching, linked to the core text. To enhance this, reading is also taught during daily, 30 minute Guided Reading sessions. In these sessions, children are taught to develop their higher order reading skills.

Other opportunities for reading include:

- Dictionary skills – in all subjects
- Library skills; each class has a time-tabled central library time. Children are taught to use the library system and to care for the books and make sure they are always returned to the appropriate place
- Research skills including use of contents, index, etc. They are taught to use a wide range of sources so that they become competent and confident users of a variety of resources. We also ensure that the resources we provide contain the information they are searching for and are updated regularly and include the use of ICT for research.
- All children are read aloud to regularly from a selection of contemporary and classic texts.
- Each week, children have timetabled slots to read texts from the book corners. Book corners contain a wide variety of texts and the school subscribes to several magazines and newspapers which are used in book corners. Children are regularly consulted about texts they would like in their class.
- Each child has a reading record book, which is signed weekly by the class teacher and parent. It is expected that the children will read at home with their parents for a minimum of 20 minutes every day.
- In order to enhance the reading culture in school, the Federation has forged several effective partnerships. Book fairs are regularly held in school and several classes visit the local library. International and national book days are celebrated in school and authors and poets visit school.

Writing

Planning writing is organised around the Teaching Sequence for Writing. This provides a clear

learning sequence using a model text as the starting point to engage, exemplify and practice skills before progressing into extended writing episodes; this includes opportunities for drafting, editing and publishing writing.

Writing has a high profile in the curriculum and opportunities for writing are frequent and varied. Writing forms a key part of all subjects across the curriculum. All children get the opportunity to write for an extended period of time each week which is marked in detail. As well as this, the writing curriculum is such that at times, writing is taught directly to pupils. This includes the teaching of writing and language skills for example technical vocabulary, spelling, grammar and punctuation. As with the reading, writing instruction is differentiated according to the needs of the children.

The teaching sequence includes opportunities for several different styles of teaching.

These include:

Modelled Writing	Teachers may model writing skills such as punctuating, rehearsing, proof reading, editing, word selection, sentence construction and paragraphing.
Shared Writing	During guided writing groups and has far greater input from the children than modelled writing
Guided Writing	Makes the link between shared and independent writing. Used to develop the skills involved in: <ul style="list-style-type: none"> • Planning • Proof reading • Editing • Peer and self-assessment • Handwriting development • Specific work on assessment focuses • Making explicit links with reading
Paired Writing	Pupils write with another pupil for: <ul style="list-style-type: none"> • Shared ideas and immediate feedback • Development of oral fluency
Independent Writing	Opportunity for pupils to apply skills: <ul style="list-style-type: none"> • Writing for purpose and audience • A range of genres • Scaffolds are used to support independent writing • Celebrating independent writing done at home and in other subjects

Maths

Maths is taught every day throughout school. Maths objectives are covered in depth to develop secure knowledge and understanding which is built upon as children progress through the school. Children are shown and encouraged to use manipulatives (like cubes, counters, beads, etc) to help them understand number and as they develop this understanding are shown more formal written methods. There is an emphasis on children being able to calculate mentally and children are expected to learn basic number facts (e.g. number bonds, times tables) and apply these during calculations. There is a detailed Calculation Policy which outlines the strategies children are taught in each year group for adding, subtracting, multiplying and dividing. Word problems and practical real life situations are part of everyday teaching so that children learn to apply their skills. Whilst number work is the main focus, geometry and other areas of maths are also taught.

Science

Science objectives will be taught and linked to each core text, with the aim of making more

obvious links to everyday life so that children are equipped with the scientific knowledge required to understand the use of science today and for the future. The Science Curriculum aims to encourage children to understand how science can be used to explain: what is occurring, predict how things will behave, and analyse causes. A key focus of the curriculum is to ensure that children are given opportunities to develop their understanding of nature, process and methods of science through an 'Enquiry Based' approach, which will help them to answer scientific questions about the world around them.

A couple of key topic areas will be repeated throughout each year group including: Working Scientifically (observing over time, pattern seeking, identifying, classifying and grouping and fair testing) and Living things and their habitats, which allows for continuous progression of blocks of knowledge throughout the key stages.

The principle focus of teaching Science teaching in Key Stage 1 is to enable pupils to experience and observe phenomena, looking more closely at the natural and humanly constructed world around them. They will be encouraged to be curious and ask questions through the use of first-hand practical experiences, but there should also be some use of appropriate secondary sources, such as books, photographs and videos. The principal focus of science teaching in Key Stage 2 is to enable pupils to broaden their scientific view of the world around them. They should do this through exploring, talking about, testing and developing ideas about everyday phenomena and the relationships between living things. A key focus of their learning will be their ability to collect, analyse and draw conclusions from a range of data.

Children's love and engagement in science will be enhanced and fostered in the classroom by the use of interactive science areas, stimulating displays and high quality resources to support their investigative skills.

Humanities

At the field federation, the subject humanities includes the teaching of both history and geography. Although humanities skills are taught in discrete lessons, humanities topics are taught cross-curricular throughout the school day. This allows children to constantly progress in their knowledge about history and geography – applying their understanding in all subjects.

Humanities topics are linked to the core text that the children study and are changed on a half termly basis. Topics taught include both history and geography objectives, however often have a leaning to either Geography or History. Therefore, in every year group pupils learn an equal weighting of geography and history. In addition to this, every humanities topic has a social justice slant and is linked to a Big Idea. The Big Ideas of the Field Federation Curriculum promote the development of children into global, rights respecting citizens and critical thinkers. These big ideas are:

- Shared Humanity
- Identity, belonging and difference
- Globalisation and the Global Village
- Learning from Other Places and Times
- Conflict Resolution and justice
- Open and Closed Minds

History

In our curriculum, children learn a broad and rich history curriculum that spans the years from pre-history to the modern day. There is a strong focus on chronological understanding and how historical events fit within time. In addition to the national curriculum statutory subjects, the Field Federation curriculum also incorporates relevant topics for children to engage in critical discussion around, such as: apartheid in South Africa and World War Two.

Geography

There is a strong focus on locational knowledge in our Geography curriculum, especially in Key Stage 1. The Field Federation's social justice themes also mean that children engage extensively with human geography – contemplating the modern world and human's interaction within it.

Global Learning is an important of school life at the Field Federation and our international links add a contextually real understanding of the world for our pupils.

RE

At the Field Federation, we believe that understanding one another's religion is imperative for our pupils. The Federation follows the Enfield SACRE's Agreed Syllabus, which covers the six major religions of: Buddhism, Islam, Sikhism, Christianity, Judaism and Hinduism.

RE is taught at the Field Federation on designated RE days. Each half term, pupils learn about one of the six major religions listed above. Learning objectives within RE lessons focus on both "Learning from religion" and "Learning about religion."

Each year, pupils visit a religious place of worship to understand the practices of either their own or others' religions. This is with the aim that pupils will have visited all six major religion's places of worship by the time they leave primary school.

MfL

Key Stage 2 pupils have a 45 minute Spanish lesson each week. Their results have been "fantastico!" From September 2014, Spanish will be taught to all of Year 3 and to one Year 4 class. There will be a Spanish Lunchtime club for all other Key Stage 2 pupils which will rotate on a half termly basis. The curriculum that we follow is based on the guidance given in the Key Stage 2 Framework for Languages. We teach the children to know and understand how to:

- ask and answer questions;
- use correct pronunciation and intonation;
- memorise words;
- interpret meaning;
- understand basic grammar;
- use dictionaries;
- work in pairs and groups, and communicate in the other language;
- look at life in another culture.

PE

PE is taught for two hours every week by both our teachers and our excellent team of Sports staff. The aim of our PE curriculum is that pupils develop a good understanding of how to live fit and healthy lives, whilst encouraging an enjoyment of competitive sports. We achieve this

by following the Enfield schemes of work and teaching children the skills needed to develop their talents in field, net and invasion games. We also provide a great deal in after School sports clubs including Football (boys and girls), Basketball, Netball, Athletics, Fitness Club and Cricket.

Art

Art is linked to each core text and supports other subjects in the National Curriculum. It is taught for one or two hours a week by an art specialist and main classroom teachers. Drawing is an important area in the art curriculum but at Hounsfield we cover other areas such as Painting, Printing, 3D work, Textile and Collage. The aim is to encourage children to observe the world around us and other man made artefacts from different period of time as well as to learn to express themselves through the use of images. Children are introduced to artists both from the past and present and learn to analyse, talk about their work and work on their style as a starting point of the Art projects. In KS1 and KS2 children are mostly encouraged to manipulate different materials creatively, to experiment with a variety of art mediums and are introduced to different techniques according to their age and abilities. Children produce work about colour, form, line, shape and space, texture and pattern.

Music

Children have access to music across all key stages at Hounsfield. The music curriculum provides children with an opportunity develop their love of music and talent, increase their self-confidence, creativity and sense of achievement. Class teachers and a music specialist teach the formal curriculum. Children also have access instrumental lessons via the music service and music specialist, and a range of afterschool activities including choirs, a steel pan orchestra, and a ukulele club.

Computing

Computing objectives are taught discretely at Hounsfield using the "Switched on Computing" programme of study which includes the new core elements of programming and computational thinking from the National Curriculum. Each year children cover six units of work, one each half term. Computing also filters throughout the subjects in the form of research and publishing but in order to meet the new computing requirements discrete programming lessons are required.

This programme of study provides pupils with clear progression of skills from EYFS through to Year 6 and embeds e-Safety to ensure pupils safe and responsible use of technology.

We have an on-site computing specialist teacher who works closely with each class for at least one half term each year. She also works closely with class teachers to ensure they are delivering a full and comprehensive computing curriculum.

There is also a 'Code Club' that will run throughout the year to give pupils an opportunity to develop the new coding skills they are learning in class.