



Mayfield School

Key Stage 1

Curriculum Overview 2017/18

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Introduction

The KS1 curriculum needs to begin with a phased in transition from EYFS curriculum. Pupils working at EYFS will have been used to a free flow approach to learning where they will have moved from indoors to out and back again to support their learning. Play will have featured as the main vehicle for learning and at least for the first term of Key Stage 1, it is essential for this learning style to be on offer to all pupils newly entering the key Stage.

Transition to key Stage 1 will have begun towards the end of the summer term for Reception aged pupils in EYFS. Parents will have had the opportunity to see the new classroom as well as the children and there will be familiar resources and routines experienced during the Autumn term to secure a safe and successful transition for all new pupils.

As pupils begin to settle towards Christmas, the Key Stage 1 curriculum will start to be introduced and National Curriculum subjects will begin to be taught through an age and stage appropriate timetable. The regularity with which subjects will be taught depends on whether it is a core or foundation subject. Some learning may also be supported by theme days which allow for greater in-depth learning in areas such as British Values and the creative arts.

In KS1 pupils will be taught through a thematic approach. Pupils will be introduced to a new topic each half term and this is linked to all core and foundation subjects to ensure a breadth of learning. A typical KS1 timetable will include the following subjects: English, Maths, Science, Art and Design, Design Technology, Computing, Geography and History, RE, Music PHSE and PE. Enhanced personal timetables will also be developed for students to ensure that EHCP targets are worked towards. This often includes working in some of our specialist spaces including a Hydrotherapy pool, Sensory room, Rebound Therapy bed and Drama studio.

English and Mathematics are taught through streamed sets, dependant on pupil ability. This ensures that teachers are able to plan for the best possible outcomes that are specific to the needs and abilities of students. For example; students that require sensory approaches to learning or a specific focus on communication.

Assessment of learning at M4 and above

In response to the National Curriculum Review (2015) and the recommendations from the Rochford Review (2016) the school has developed M.A.P. (Mayfield Assessment Pathways) a tool that enables us to effectively measure and plan for progress against all of personalised learning routes. This applies to students working at M4 and above. This approach is quality assured on a termly basis using learning walks, lesson observations and book scrutiny. Pupils who are not making at least

expected levels of progress will have identified interventions to secure an accelerated rate of progress.

Assessment of learning at M1 to M3.ii

In Key Stage 1, learners working between M1i and M3ii will follow ImPACTS. (Individualised profile assessment curriculum target setting). This curriculum secures learning within the routines of the day for pupils who will require specific positioning to support physical needs, interventions to stimulate the senses and enhanced support to meet their personal care needs. The curriculum enables the unique profile of each learner to inform their targets which can then be delivered largely within their daily routines.

Learning is assessed from the moment the child gets off the school bus and the individual descriptors support the early signposting of any regression. Where skills need to be maintained, opportunities for lateral development, such as skills transfer when supported by different adults, or using a wider range of resources, may still be assessed to show progress.

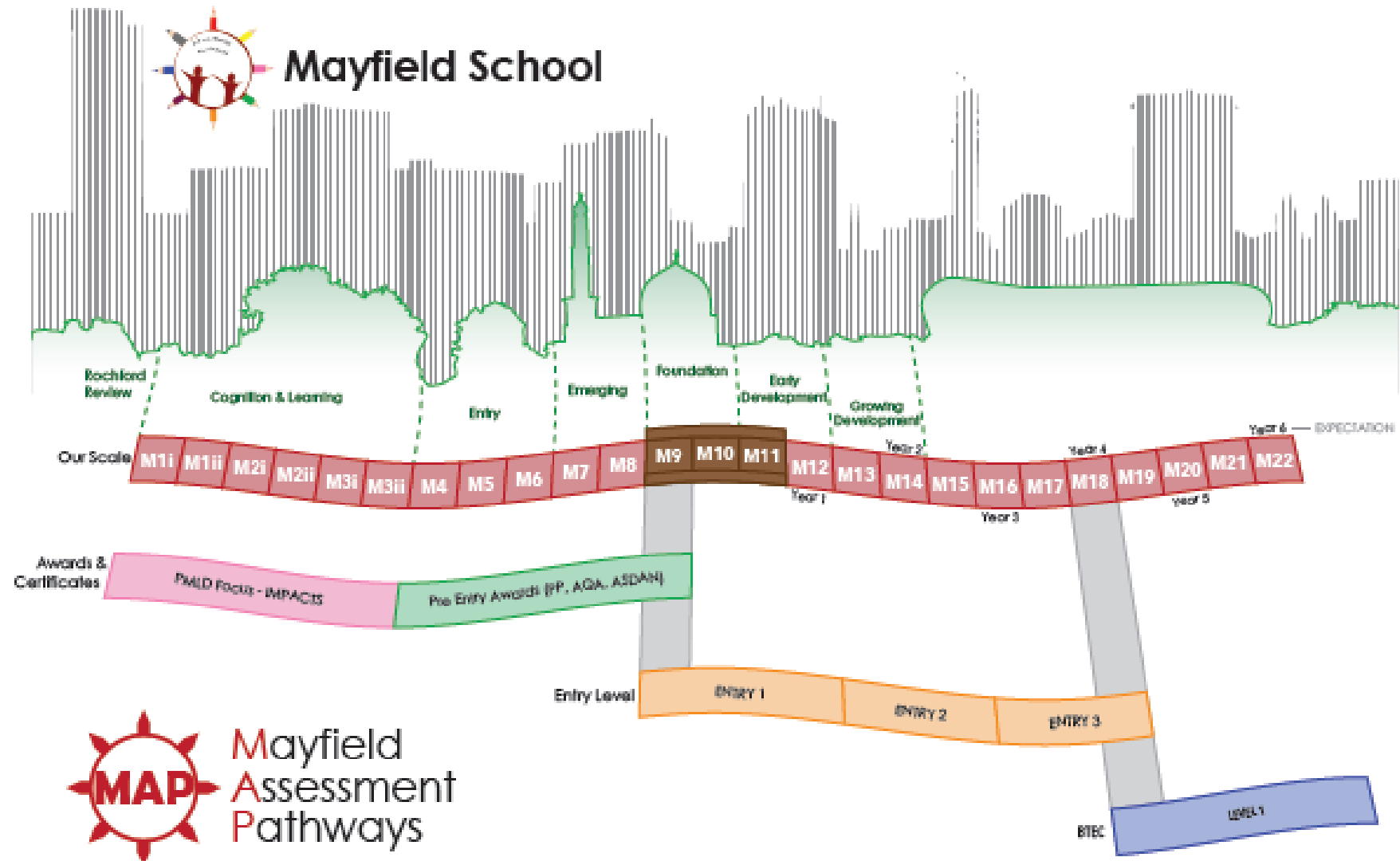
The areas of learning which are assessed include:

- Cognitive skills
- Early communication
- Environmental control technology
- Physical (gross motor)
- Physical (fine motor)
- Social and emotional well-being

The scores achieved in pre-operational learning, operational learning and functional learning can then be aligned to the M levels, dependent on the size of the total score.



Mayfield School



Mayfield Assessment Pathways

Subjects

English at Mayfield

Our aim is to nurture and develop our children to be confident to use and apply their English skills, inside and outside of the classroom, thus developing their confidence in and enjoyment of the subject.

The English Curriculum

Key points:

- Children throughout KS1 have a daily English lesson.
- Children will regularly take their learning outside the classroom onto the school grounds or on trips to enable them to generalise and embed learning
- KS1 learning enables children to build on learning from Reception classes where English skills are learned through directed play and small group work in a literacy rich environment inside and outside the classroom.
- English lessons incorporate: reading, writing, phonics, spelling, speaking and listening, handwriting and grammar.
- Understanding English provides access to the whole curriculum. It is crucial that children apply their English skills to all areas of learning and not just during English lessons.
- We aim to develop a love for books and reading where pupils choose to read frequently for enjoyment and information.
- Children are provided with many opportunities to write for a range of purposes such as summaries, narratives, descriptions and explanations.
- It is important that children are able to communicate clearly and confidently, justifying their ideas and evaluating the ideas of others. Children are given frequent opportunities to participate in drama activities, build on ideas through discussion and rehearse before writing.

Support at home

Regular reading at home is crucial throughout KS1. It is important that parents listen to children read and ask them about texts in order to develop comprehension skills. Sharing books is just as important as listening to a child read; this promotes a love of reading and shows the people around them as readers too. Alongside their school reading book, children should be encouraged to read other texts such as a library book, a magazine or a book on the kindle. Any reading at home should be recorded in the child's home school diary.

Linked Home Learning Projects provide children and parents with opportunities for independent learning outside of school; choices that require the children to use the English skills that they have learnt in class. This practice of using and applying English skills, including outside trips or visits, is key to embedding and consolidating learning. Whilst completing these projects, as with any written homework, children should practise their handwriting skills.

Children will learn spelling skills in class and practise these in a variety of ways. Regular practice of spellings will help your child to become faster and more accurate when writing – helping them in every area of the curriculum.

Mathematics at Mayfield

Our aim is to nurture and develop our children to be confident to use and apply their written and mental maths skills, inside and outside the classroom, thus developing their confidence in and enjoyment of the subject.

The Mathematics Curriculum

Key points:

- Children throughout KS1 have a daily maths lesson
- Children will regularly take their learning outside the classroom onto the school grounds or on trips to secure generalisation of skills and embed learning.
- Our aim is to ensure that children become mathematicians, rather than just 'doing' maths.
- It is important that children develop mathematical skills through lots of practical experience, especially when they are younger.
- As children learn mathematical skills, these are further developed by ensuring that children can develop good mental calculation and problem solving approaches.
- It is also important that children are given plenty of opportunities to apply these skills to a wide range of situations.

As part of our Theme Based Curriculum, we endeavour to learn new, and practise existing, maths skills within a range of practical contexts, including outside. When children can use and apply their maths skills in a real situation, they are more engaged, excited and motivated to learn and develop as mathematicians. For example, in learning about the Fire of London, children may use their maths skills in determining how many years ago this happened.

Support at home

We encourage parents to continue to teach and develop maths skills at home. At times they may be asked to continue a maths project at home as this provides children and parents with opportunities for independent learning outside of school. This practice of using and applying maths skills to practical situations, including outside trips or visits is key to embedding and consolidating learning. Younger children may benefit from further practice at home of writing digits correctly (forming the numbers the right way around) – at school, children in KS1 do this with pencils, crayons, paint, in sand and sometimes in mud outside!

Science at Mayfield

Our aim is to nurture and develop our children's interest and curiosity in the world around them, thus developing their confidence in and enjoyment of the science.

The Science Curriculum

Key points:

- Children throughout KS1 have weekly science lessons.
- Our aim is to develop children's excitement and curiosity in the world around them.
- Children will regularly take their learning outside the classroom onto the school grounds or on trips.
- Children in KS1 classes learn scientific skills through directed play and small group work both inside and outside the classroom.
- It is important that children understand how science can be used to explain why things will behave, as science plays a vital role in our world and lives today.
- Working scientifically is a key part of our curriculum and it is embedded within our themes. It focuses on the key features of enquiry, which includes observing over time, pattern seeking, identifying, classifying and grouping, fait testing and researching.
- It is also important that children are given opportunities to apply their literacy and mathematical skills during science lessons.

As part of our Theme Based Curriculum, we teach the skills of Biology, Chemistry and Physics through a wide range of practical contexts, including outside. These practical and investigative activities enable children to develop their scientific knowledge, conceptual understanding and skills through first hand experiences, allowing children to develop as scientists. We are extremely lucky to have access to outdoor space across both Mayfield

sites and to have access to Forest schools in Lozells Primary school. These areas provide opportunities to develop the children's excitement in the natural world around them. Our whole school science week also aims to promote the importance of science in our everyday lives.

Support at home

The children are taught scientific language from KS1 and they are encouraged to use this language to talk about what they have found out and communicate their ideas. Our year group curriculum overviews, which can be found on our school website, will also provide you with information regarding themes and topics.

Linked Projects provide children and parents with opportunities for independent learning outside of school and in them are often choices that require the children to use the science skills that they have learnt in class. This practice of using and applying science skills to practical situations, including outside trips or visits is key to embedding and consolidating learning.

Promoting British Values at Mayfield

The DfE have reinforced the need "to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs."

The Government set out its definition of British values in the 2011 Prevent Strategy, and these values were reiterated in 2014. At Mayfield these values are reinforced regularly and in the following ways:

Democracy

We have a school council which meets every half term. to discuss issues raised within school. Every child on the school council is voted in by their class. The council make decisions about a range of things including which charities to raise money for and how to do this. Children are taught about the voting system in our country in PSHE lessons.

The Rule of Law

The importance of laws, whether they be those that govern the class, the school, or the country, are consistently reinforced at Mayfield.

Pupils are taught from an early age the rules of the school. These form our Matyfield school code of conduct. Pupils are taught the value and reasons behind rules and laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police and Fire Service help reinforce this message.

Individual Liberty

At Mayfield, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make informed choices. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our Online Safety and PSHE lessons.

Children are able to make choices about joining lunchtime clubs, what to present in class assemblies and the level of challenge in some lessons.

Mutual Respect

Mutual respect is at the heart of our values. Through assemblies, PSHE and day to day incidental opportunities, children learn that their behaviours have an effect on their own rights and those of others. All members of the school community treat each other with respect and ensure pupils know what it means to be kind and caring to others.

Tolerance of those of Different Faiths and Beliefs

At Mayfield we promote diversity through our celebrations of different faiths and cultures. Religious Education lessons, assemblies and PSHE lessons reinforce messages of tolerance and respect for others. Members of different faiths and religions are encouraged to share their knowledge to enhance learning within classes and the school. The children visit places of worship that are important to different faiths and denominations.