



Curriculum Design

In order to tailor the curriculum offer at Greenfields Academy, leaders and teaching staff will triangulate a range of data sources. This will provide a secure foundation of knowledge for teachers to develop a breadth of learning opportunities to secure the end of year outcomes in Y6. The three main sources for data are:

1. The EHCP- this will provide up to date views of the child's interests and their own perception of their learning. During the consultation process these EHCPs will be analysed to allow teachers to structure learning to meet their interests. Engagement into learning is a priority on children's arrival at the Greenfields Academy. Furthermore, the EHCP will give an indication of current academic stages as well as other screening results such as those linked to attention, speech and language etc.
2. The Boxall Profile - the Boxall Profile will be an essential tool within the Greenfields Academy. Boxall Profiling will allow teachers to baseline assess children through observation. This fits with the academy's vision that on arrival at the academy is for children to become engaged in learning in an environment that supports their needs. The Boxall Profile assesses different strands these are split into two sections developmental and diagnostic.

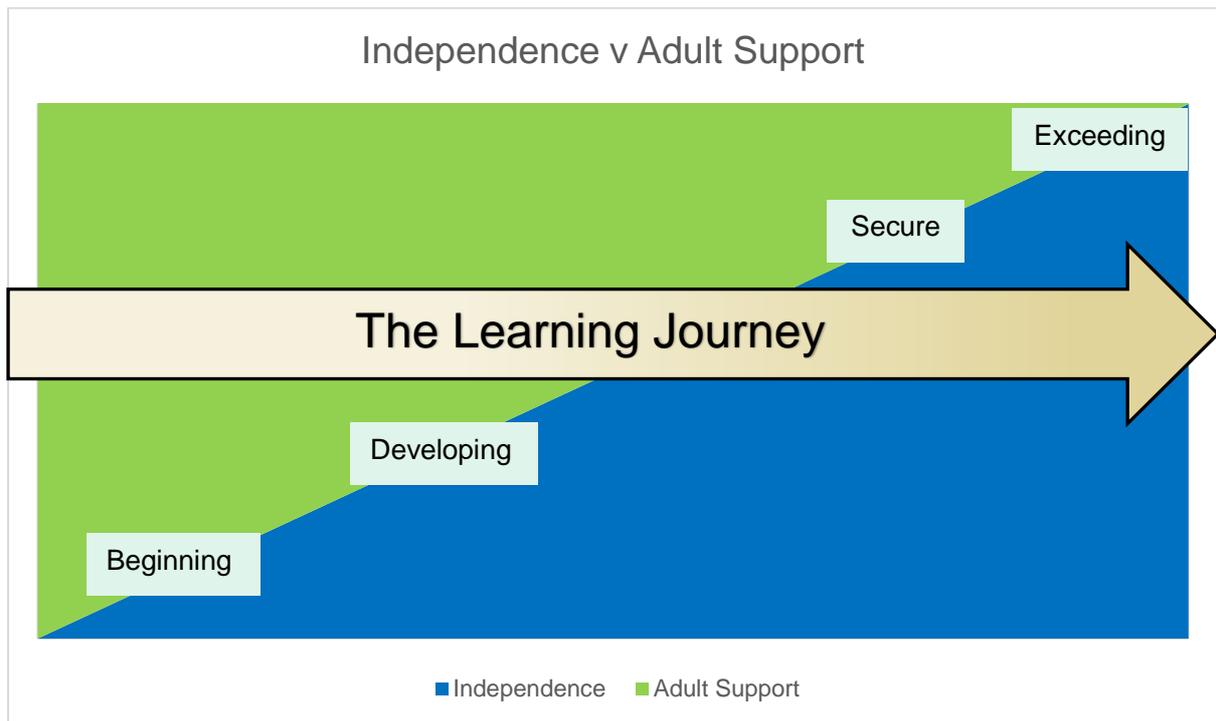
Developmental Strands:

This measures progress through the different aspects of development in the student's early years- the first assessing the child and young person's organisation of their learning experiences, the second, their internalisation of controls.

Diagnostic Strands:

This consists of items describing behaviours that inhibit or interfere with the child's satisfactory involvement in school- self-limiting features, undeveloped behaviour and unsupported development. They are directly or indirectly the outcome of impaired learning in the earliest years. The earlier such children are identified the greater the hope of being able to address and remediate their social, emotional and behavioural difficulties by offering patient and supportive teaching.

As a result of identifying strengths and areas of development, teaching and learning can provide a range of rich opportunities to develop different strands. The aim is for there to be equity between all strands, this allows for development social and emotional needs, and the



The relationship between Adult support and Independence

Subject Coverage

English

English is discretely taught through reading, writing, grammar, punctuation and spelling, and spoken language. All these skills are promoted throughout the curriculum to ensure these essential skills are developed and consolidated constantly. The English curriculum is supported by a reading scheme which allows children to receive targeted reading opportunities to improve their reading fluency and comprehension. Furthermore, high-quality texts, picture books and film are used to ensure that a wide range of media is explored. This allows children to explore English through drama, film literacy and the written word.

Mathematics

Mathematics has its own discrete curriculum, however, where appropriate it is incorporated into project learning. Mathematics has three core aims, these are:

- Fluency (the ability to recall and follow algorithms (methods of calculation))
- Reasoning (the ability to explain and articulate, both written and orally, concepts)
- Problem Solving (the combination of fluency and reasoning to solve written and pictorial problems)

There is a mathematics calculation policy which is in line with the suggested methods in the National Curriculum. In due course these methods will be available digitally on the school's website to aid children learning from home.

Science

Science is covered throughout the curriculum. Some Learning Projects will have a science focus where relevant and applicable. When required some elements of the science curriculum will be taught discretely.

Foundation Subjects

The foundation subjects – history, geography, design and technology, art and design and music are integrated into Learning Projects. There is a balance across the academic year with different projects lending themselves to specific subjects or disciplines.

PE

Physical Education will follow the National Curriculum and will allow children the opportunity to experience a range of different sports and develop a range of activities. Furthermore, the PE curriculum will promote health living, including mindfulness and wellbeing.

RE

RE is a statutory part of the curriculum and follows the Lincolnshire agreed syllabus. The RE curriculum is enriched using the Cornerstones 'Love to Celebrate' scheme.

PHSE and Citizenship

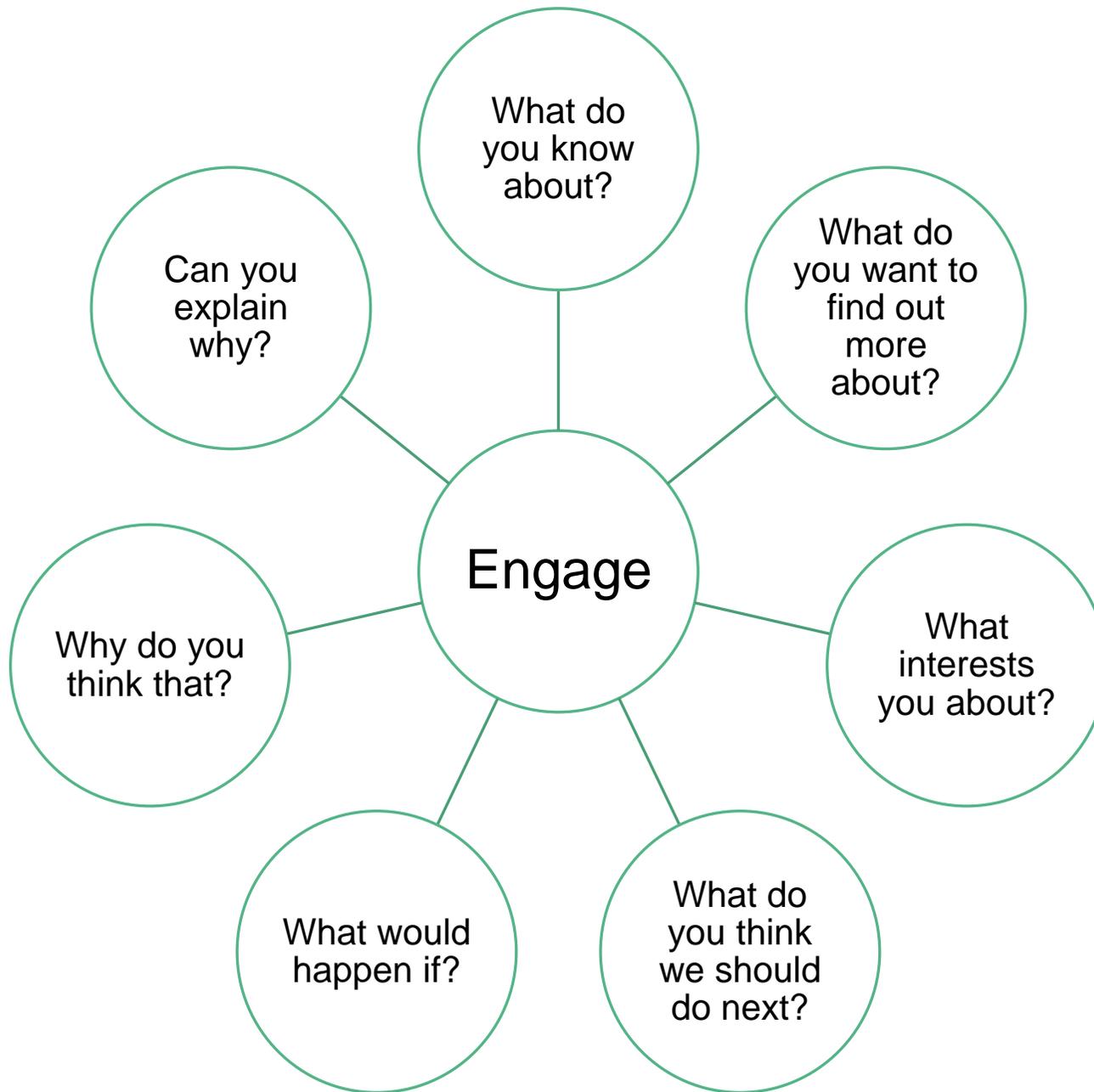
PHSE and Citizenship are important aspects of our curriculum and are taught both discretely and within the projects. The coverage and structure of our PHSE and citizenship curriculum is outlined in the Curriculum policy for PSHE and Citizenship. SMSC and Fundamental British Values are entwined within the curriculum through Cornerstones' YoiMoji. YoiMoji (meaning 'Good character') is a collection of 58 colourful characters to help promote fundamental British values.

Computing

The core skills of Computing are taught discretely across school. However, other elements of the Computing curriculum are integrated into the curriculum as part of project work. These include e-safety, digital publication and presentation, research, data handling and the use of digital media.

Timetables

Each class has a set of non-negotiable allocations for various aspects of the curriculum, including English, Mathematics and PE. Teachers are free to arrange their timetable to make the most of cross-curricular opportunities and the needs of pupils. Sometimes subjects and activities might be 'blocked' or run over successive afternoons.



What do you know about?

What do you want to find out more about?

What interests you about?

What do you think we should do next?

What would happen if?

Why do you think that?

Can you explain why?

Engage

