

# Curriculum Delivery Statement

## Curiosity & Knowledge

Numeracy & Maths - Science & Computing – Literacy, English,  
Spelling, Reading & Phonics

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## 1.0 Intent

The subjects which form the *Curiosity & Knowledge* curriculum area are; Literacy & English, Reading & Spelling, Numeracy & Maths, Science & Computing.

Learning in these subjects is the foundation of knowledge for wider meaningful learning. Pupil's natural curiosity will be enriched and enhanced to secure knowledge of key concepts, skills and understanding.

As we drive the aspirations of our pupils, in 2022-23 the *Curiosity & Knowledge* curriculum area will expand KS4 choices to include some of the following; English Literature, Computing, Statistics, Astronomy or Triple Science within the Personalised Accreditation offer.

## 2.0 Implementation

### Key Stage 2

Literacy	160 minutes per week
Numeracy	160 minutes per week
Athematic	60 minutes per week
Reading & Spelling	160 minutes per week
Science & Computing	80 minutes per week

### Key Stage 3

Literacy & English	250 minutes per week, taught in Period 1 of each morning
Numeracy & Maths	250 minutes per week, taught in Period 2 of each morning
Reading & Spelling	135 minutes per week
Science & Computing	200 minutes per week

### Key Stage 4

English	250 minutes per week
Maths	250 minutes per week
Science	200 minutes per week

Computing has been introduced and focussed Reading & Spelling expanded into KS3.

### Thematic Curriculum

Our newly designed thematic KS2-KS3 curriculum launches in July 2021. Our pupils' voyage through their *Curiosity & Knowledge* curriculum will use the application of Countries, Continents and Counties as an overarching theme to their intended learning, which is applied at varying but relevant depths, consistently providing opportunities to apply, stimulate or compare and contrast within a theme, or against it. For example, in Y9 reading the text is *'Of Mice and Men'*, whilst the story is not set in the theme of 'Lincolnshire', pupils will compare and contrast between the Thematic and the setting of the story. Educational Visits will provide targeted enrichment and application of the learning content. The thematic curriculum also encourages pupils to build on their existing knowledge and skills and they complete their voyage through varying and progressive contexts. For example, where 'sentence building' is taught in the theme of 'Argentina' in Primary 1, it is revisited 2 terms later in the form of identify and writing paragraphs under the 'Caribbean' theme. This continues through KS2 and KS3, before being refined and consolidated at KS4 through a personalised accreditation. Where learning specific to a theme requires revisiting, this can also be achieved as the thematic moves from Countries in KS2, to Continents in KS3. For example, if studying the physical geography of the 'Chile' in Primary 2, this could be revisited and taught to progressive depth in KS3 during 'Americas'.



*"...areas of the curriculum are connected together and integrated within a theme. It allows learning to be more natural and less fragmented"*

### Reading

Greenfields Academy follow a 'Group Reading' approach from KS2-3. This approach ensures that pupils can read with the teacher more often, moving faster through more or longer texts and benefiting from the teacher's expert explanations, modelling, questioning and feedback. The goal of group reading is not to teach a selected book, but to teach students reading strategies they can apply to all books. This in turn creates opportunities to model reading fluency and allows space in the working memory for comprehension. Group Reading is automatically differentiated and provides the same opportunities and exposure to age appropriate texts and vocabulary for all pupils in your class despite ability, diagnosis (ie dyslexia) and parental support.

Greenfields Weekly Reading Structure ensure that all reading assessments focuses are actively taught, in using a method which is accessible to all pupil, on a weekly basis:

Day 1+2 – Vocabulary Pursuit

Day 3 – Reading Aloud

Day 4 – Summarising Events

Day 5 – Reading Investigators (Comprehension)

In the vast majority of planned Reading, the focus text will align with and support the overarching thematic.

### Spellings & Phonics

Greenfields follow 'Read, Write, Inc' during curriculum time, which is supported by specific Wave 3 interventions where appropriate (See Interventions Policy).

### Accreditation

Accrediting pupils learning is critical to their post-16 opportunities, while also developing self-esteem of pupils in an area they find challenging. We provide a suite of awards, bespoke to pupil's abilities. This suite is applied from Y9 to Y11, determined by cohort and pupil need.

English Language: GCSE 1-9, ELC 1-3 and L1 or L2 Functional Skills

Maths: GCSE 1-9, ELC 1-3 and L1 or L2 Functional Skills

Science: GCSE 1-9 (double award) and ELC 1-3

### Intervention Waves

Wave 1 and 2 intervention which directly support pupils within Curiosity & Knowledge are applied strategically through our teaching and learning approaches in delivering the taught curriculum. Beyond Wave 2, the following provision directly supports pupil engagement, progress and attainment in Curiosity & Knowledge.

WAVE 3	WAVE 4
Bespoke Numeracy Recovery Programme	Therapeutic Story Writing (6 weeks)
Dyslexia Support	Summer Camp
Bespoke Reading & Phonics Recovery Programme	
Bespoke SPaG Recovery Programme	
Bespoke Handwriting Programme	

### 3.0 Impact

Quality of Education to be consistently Good or better, showing capacity for sustained improvement.

Pupils make expected or better progress across the Curiosity & Knowledge curriculum, consistent with their Tidal provision.

Secure a phased progression from Literacy and Spelling & Reading to English Language through the Key Stages as pupils explore and appreciate increasingly complex and expressive Language and Literature whilst embedding functional Literacy beyond Secondary Education, whilst developing children's love of reading, writing and discussion.

Realise the concept of all children achieving in numeracy and mathematics by teaching for secure and deep understanding of mathematical concepts through manageable steps. Numerical misconceptions are overcome an essential part of learning and provide challenge through rich and sophisticated numerical and mathematical problems. Pupils directly relate the application of their Numerical and Mathematical skills to real-life situations and transference across the wider curriculum.

Children recognise their scientific knowledge and experiences in the world around them. They demonstrate collaborative and independent practical skills to investigate and experiment. Pupils will use appropriate scientific language to explain the processes they have undertaken and with scientific reason.

Pupils will discuss, reflect and appreciate the impact computing has on their wider learning, development and wellbeing. They will develop a sense of balance regarding the role of technology in education, employment, leisure and a healthy life-style. Pupils know how to showcase, share, celebrate and publish their learning that will best show the impact of their 'Greenfields Voyage'.

### 4.0 Review

Date Written: June 2021

Review Date: June 2022

END