

The Curriculum at Sandfield Close Primary School



At Sandfield Close Primary School, we are preparing our children for life in the local community and beyond. We have a curriculum tailored to the needs of our children, ensuring there is breadth and depth matching our diverse school population. At Sandfield Close we follow the curriculum requirements as set out by the government in the National Curriculum (2014). Oracy – communicating effectively – underpins all our curriculum areas, especially the core subject areas of reading, writing, maths and science.

In the Early Years, we teach synthetic phonics through Letters and Sounds, a systematic approach to teaching phonics which gives children the sound foundation to blending and segmenting letter sounds to read, write and spell.

We encourage children to speak all day, in all 17 areas of the Early Years Foundation Stage curriculum and we have two whole school assemblies for our little learners to practise speaking out aloud to a wider audience.

We place great importance on reading and each child takes home ‘teaching reading’ books in their book bag. We ask parents for support with hearing their child read at home every day and to read to their child. During these sessions we ask parents to talk with their child about the book, asking some of the following questions:

What happened in the story? What is their favourite part of the story and why? What happened at the end? Do they like the book and why?

During Key Stage 1, we work tirelessly to build on these reading and oracy skills, using a range of books from various schemes that have been banded into levels of difficulty. Each child takes home a teaching reading book that they are able to read and a book that is a challenge too. We encourage reading with fluency, which is one of the National Curriculum expectations at the end of Year 2. We also focus on developing comprehension, building on reading domains underpinning the reading requirements in the National Curriculum and children have a bookmark with questions that parents can ask after reading that supports comprehension development at home.

Throughout Key Stage 2 the children read a wide range of books, our school is bursting with them! Books cover a wide range including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.

We teach reading across the school in small groups daily and develop comprehension skills too, using a range of resources such as First News, mathematical comprehension cards, poetry comprehension, reading comprehension cards and past standardised tests.

Staff regularly moderate reading across the school through the year against the National Curriculum requirements.

We provide many opportunities to develop oracy through all the opportunities and experiences we provide our children. We have regular visits from the local libraries, the police service, the Historic England Learning Lead and science specialists. Our children visit the cinema every year and we talk about the film we watched. We have trips in every year group based on the curriculum, for example, EYFS visit the farm to support their topic on the farm linking to understanding the world, communication, language and literacy; Year 1 visit the zoo, supporting their learning in literacy and geography; Year 2 visit the war memorial in November, linking to learning in history and literacy; Year 3 visit the Jewry Wall museum when studying the Romans; Year 4 visit the Richard the Third museum in Leicester when studying him in history; Year 5 visit the Leicester City football ground during author week to support learning in literacy and have cycling proficiency; Year 6 visit The Warning Zone linked to literacy, SMSC and PSHE, visit the war memorial linking to work in history and literacy and go on a residential visit to

Kingswood in Norfolk for a week . We enrich the curriculum too by having different focus weeks such as Counting Week, Science Week, International Week and PE Week.

In literacy throughout the school, we base our writing in immersion. All our children take part in drama, developing oracy, living the text, before any writing takes place. This develops empathy and an understanding of what is being read so they are empowered to write. Our focuses for writing differs every year depending on what engages our children and the range of new books or film released. Our range of writing includes story writing in a variety of styles (traditional, adventure, fantasy, parody, familiar settings, historical stories & science fiction); recount writing; instructional writing; non-chronological report writing; persuasive writing; writing discussions and explanatory writing. We focus a lot on making sure children understand the purpose and audience of writing to help them to decide the type of writing needed.

We teach grammar across the school and this supports children with their writing. Please see the grammar requirements from the National Curriculum attached for each year group.

Children complete a spelling test every week, improving on their previous best. Please see the spelling requirements from the National Curriculum attached for each year group.

Staff regularly moderate writing across the school through the year against the National Curriculum requirements.

Please find yearly curriculum overviews for English on the website which provide details for each year group.

In maths, we follow the Maths No Problem scheme of work. This is based on the Singapore approach to teaching maths using the mastery teaching approach. When teaching maths for mastery, the whole class moves through topics at broadly the same pace. Each topic is studied in depth and the teacher does not move to the next stage until all children demonstrate that they have a secure understanding of mathematical concepts. Children are given time to think deeply about the maths and really understand concepts at a relational level rather than as a set of rules or procedures. This slower pace leads to greater progress because it ensures that students are secure in their understanding and teachers don't need to revisit topics once they've been covered in depth.

Maths mastery is an inclusive approach, and its emphasis on promoting multiple methods of solving a problem, builds self-confidence and resilience in pupils.

Though the whole class goes through the same content at the same pace, there is still plenty of opportunity for differentiation. Those pupils who grasp concepts quickly are challenged with rich and sophisticated problems within the topic. Those children who are not sufficiently fluent are provided additional support to consolidate their understanding before moving on. As a staff we have developed different approaches to deepening understanding and enabling children to develop mastery which is captured within a poster used in school.

We also use card games every day across the school from year 2 to Year 6 to practise times tables knowledge. Children complete a multiplication and division test every week, improving on their previous best.

Please find yearly curriculum overviews for maths on the website which provide details for each year group.

There are Parent Videos available to view. Just click on the link on the website within the mathematics page.

Our Foundation subjects are taught through a broad and balanced curriculum which prepares our children for life in the local community and beyond. Oracy, British values and SMSC (social, moral, spiritual and cultural understanding) underpin our curriculum and our Twitter feed shows all the stimulating learning we do in our foundation subjects. Science, History, Geography, Art and Design, Design and Technology Physical Education, Languages and Computing are taught discretely but where appropriate are linked to show how skills are connected, for example, in the Early Years, children use Bee-bots to demonstrate competency in technology and are developing oracy skills at the same time, discussing directions and instructions and how to represent this and make links to science about what bees eat and what they do for the environment.

We have a National Lead for science teaching science across the school, leading learning through assemblies, clubs, CPD meetings and various science events across the city and through the year. Science is closely linked to literacy and maths. We also provide our children with science sleepovers at school where classes of children camp overnight in school and take part in a variety of science activities with special science visitors.

Our catering team also work very closely with classes through the school, supporting children in their learning through cooking, linking to the foundation subjects such as science, design and technology, history (children made cakes following a WW2 recipe for remembrance day!) and to maths and literacy.

We believe that children's physical and mental well-being is crucial and ensure that all children from EYFS to Year 6 take part in a daily boost where for 10 minutes that are actively engaged in physical exercise which can take place outside or inside school. The daily boost, which is part of our PE curriculum, is also linked to core areas such as literacy and numeracy and we use resources designed by Leicester City Premier League Primary Stars. Children can be seen around school being physically active, dancing and exercising along to times tables songs or revising parts of grammar such as conjunctions! We have sports coaches too that teach and assess skills in PE across the school and provide support with games in the playground. We take part in most PE events across the city and have a trophy cupboard overflowing with our many achievements – our children know it is important to take part and have a go, characteristics which we pride ourselves on.

Please find yearly annual plans for the foundation subjects on the website which provide details for each year group.

Please also find termly curriculum overviews per year group on the website which provide more details.