



GWINEAR SCHOOL CURRICULUM STATEMENT



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Reviewed: by all staff 2019,
2022
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Agreed with: Governors 2022

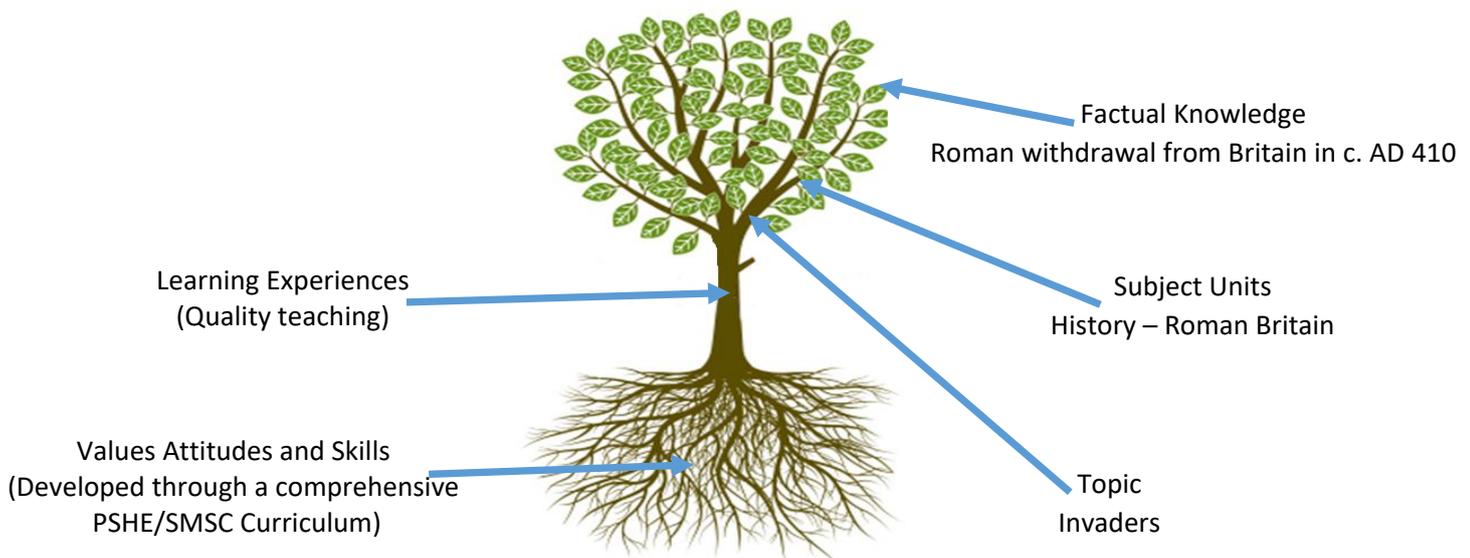
Gwinear Curriculum.

The curriculum that we have developed at Gwinear is one that we feel will engage children and provide them with meaningful experiences that meet the aims reflected in our Values and Mission statement whilst ensuring coverage of the statutory requirements of the National Curriculum. For us development of the ‘whole child’ is the most important key to success and any new initiative that the school embarks on must reinforce the values, skills and attitudes that we hope to nurture in the children that we share a learning journey with.



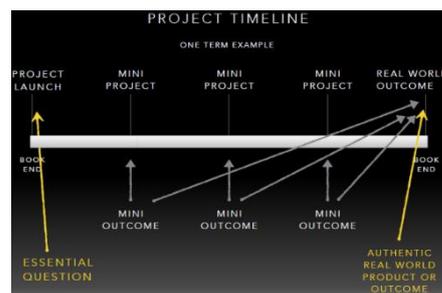
A Topic Based Immersive Approach.

When developing a new curriculum, we had a shared belief that children’s understanding increases by using a topic based approach. Knowledge is reinforced by making conceptual links between subjects and is presented in meaningful contexts that are relevant to children’s lives and the unique situation of the school. It was also recognised that children need the correct attitudes and values to be able to access learning and that teachers must provide engaging experiences in order to develop children’s understanding; we use the model of a tree to represent this way of looking at the structure of our curriculum.



Meaningful Outcomes and Exciting Environments.

The school recognises the potential for increasing intrinsic and extrinsic motivation by having a real project outcome at the end of the topic. As a result, towards the end of each topic the classes present the outcomes of their learning to an audience in a variety of ways such as creating a book, a website, an exhibition etc. Knowing that their work will be viewed by as wide an audience as possible helps provide children with the desire to constantly improve their work.



Teachers always consult with children and have special planning meetings with all staff involved in the class to ensure a shared vision of what will be covered within the topic and what they will aim to produce by the end of it. Children are also involved in the design of the classroom which is changed each term to provide an inspiring context in which learning can take place with themed elements linked to the topic. The result of this planning and the consultation period is used to create medium term overview sheets (see classes tab on website) which are shared with parents on the website and supported with optional homework tasks.

As part of this planning teachers also consider how they will use visits to enhance their coverage of the topic and specifically plan how to use 'Outdoor School'. Outdoor School takes place every Thursday but extra sessions are often timetabled in especially for Class 1. It takes place in three specific contrasting locations that the school is lucky to have within a short range of travel: [Crenver Grove](#), [Godrevy Beach](#) and [Gwithian Nature Reserve](#). Teachers use the principles of forest school and some very creative planning to teach all subjects in engaging ways in the outdoors, e.g. film making to inform story writing. Another guiding reason for Outdoor School is that over the course of their time at Gwinear children will visit the three locations on a multitude of occasions, in all seasons, and will develop an affinity with them and a desire to protect them and other threatened environments.



Ensuring Coverage

For us there were three important factors when it came to coverage with our curriculum. Firstly, as with all schools we had to ensure that the requirements of the national curriculum were met. Secondly, we felt that the single most important statement in the national curriculum was in Section 2.5: *"All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice. Schools are also free to include other subjects*

or topics of their choice in planning and designing their own programme of education.”

Finally, we wanted to make sure that we took advantage of the unique opportunities of Cornwall and our specific location in Gwinear.

Topic Two Year Rolling Programme

After considering the above, the staff have developed the following long term programme of topics. As classes 2, 3 and 4 have split year groups there is a two-year rolling cycle whilst Class 1 have a single year cycle with shorter topic units. However, to ensure that there are clear progressions of skills and accumulation of conceptual knowledge, objectives have been clearly mapped out for each subject and teachers have carefully considered where to deliver these within the topic framework (this can be seen using the two year rolling programme map and the associated colour coded skill and concept progression documents).



Year A	Term	Class 1 Poldhu	Class 2 Kynance	Class 3 Godrevy	Class 4 Rinsey
	Autumn	Marvellous Me	Enchanted Lands	Chocolate-from Bean to Bar	Machines; Friend or Foe?
		Celebrations			
	Spring	Out of this World	Superheroes	When in Rome	To Infinity and Beyond
		People who help us			
	Summer	Into the Woods	Amazing Animals	Marvellous Mines	Can Dreams Come True
		Under the Sea			
Year B	Term	Class 1 Poldhu	Class 2 Kynance	Class 3 Godrevy	Class 4 Rinsey
	Autumn	Marvellous Me	Let the Sparks Fly	Myths and magic	War: What Is It Good For?
		Celebrations			
	Spring	Out of this World	Boogie in Brazil	Stones and Bones	Elemental My Dear Watson
		People who help us			
	Summer	Into the Woods	Coast to Coast	The Great Outdoors	Life on Earth
		Under the Sea			

However, whilst the school recognises the motivational power of topic-based teaching it also recognises the importance of subject identity and of clear lines of progression within each subject. For this reason every subject has the skills and concepts that need to be taught in every year group clearly mapped out and linked to the topic areas in ‘Skills and

Concepts Progressions' which show how subject learning develops through a child's learning journey in the school.

EYFS

Our Early Years team value the fact that children are born ready, able and eager to learn. All children are unique; developing and learning in different ways and at different rates. With enabling environments and positive relationships, all children can be resilient, independent, confident and self-assured individuals. With these overarching principles in mind our staff embed an engaging, broad and balanced Early Years curriculum, placing the children's needs and interests at the heart of all planning. Following the Statutory framework for the Early Years Foundation Stage (DfE, 2017) children are provided with opportunities to develop both their prime and specific areas of learning, as well as given experiences that reflect the three characteristics of effective teaching and learning (see Early years policy).



At Gwinear School, we believe in the importance of play. Play is essential for children's development, enabling opportunities for children to build confidence, explore, solve problems and interact with others. Through a balance of child led and adult initiated activities, children lead their learning but are also guided by adults to challenge themselves and reach their potential. The classroom learning environment enables all children to independently access and use planned 'areas of learning' and continuous provision opportunities, where purposeful play is available. Within the learning environment, a free-flow between the indoors and outdoors is constantly available, regardless of the weather. This allows children to further their learning and development in purposefully planned outdoor provision. Outdoor learning is paramount to developing children's independence and problem solving skills. Therefore, our early years team work hard to provide children with real-life experiences both in the outdoor learning area and within the world around us. Frequently using our school minibus to visit woodlands, seaside and rural areas to embed learning further. In relation to adult-led learning, children are provided with daily 20 minute phonics lessons, structured and guided by qualified staff members. Although, these sessions are short, pacy and active; allowing children to extend their knowledge with a range of engaging resources, including: ICT, physical objects and active learning opportunities. Children are also provided with daily 'focus sessions', concentrating on key literacy and numeracy skills in short bursts. On-going assessment from adult observations continually influences planning, focusing on the children's next steps and learning achievements. These are documented on children's individual online learning journeys and shared regularly with parents.



All learning throughout Gwinear School is immersion based. Focusing on a new topic, each half term the children and staff work together to transform the classroom into a themed area. Providing children with the opportunity to immerse themselves fully into the chosen topic, giving them the responsibility of choosing and creating their own exciting provision, based on their own interests.



These include a range of reading, writing, role play, creative/making and maths areas, based on the 7 statutory areas of learning. These areas develop and change on a regular basis, reflecting the children`s current interests and needs, based on professional assessments.

These assessments establish children`s current level of development and their progress towards the statutory `Early Learning Goals`. Staff ensure all children are provided with experiences and opportunities to develop their knowledge/skills towards achieving these goals through the use of both independent learning through play and structured focus tasks. Structured focus tasks are planned in connection with the topic immersion and ensure children are provided with appropriate adult led tasks, focusing on the specific skills within the seven areas of learning and development.

Quality and collaborative medium term planning between early year`s staff ensures our topic based curriculum maps out the links between the overarching topic and opportunities to embed specific learning within strands of the early learning goals.

<http://gwinear.eschools.co.uk/website/poldhu/116332>



English

Writing.

The topic based approach with authentic project outcomes allows teachers to provide meaningful contexts in which to base writing. It is left to teachers to decide when different genres of writing are covered but there is a minimum expectation of extended writing pieces that needs to be covered each term and each year group must cover certain genres over the course of the year (see table).

Genre	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fiction	Termly	Termly	Termly	Termly	Termly	Termly
Poetry	Termly	Termly	Termly	Termly	Termly	Termly
Recount (General e.g. diary) G (Newspaper) N (Autobiography) A (Biography) B	x G	x G	x G N	x N A	x G N B	x G N B
Instruction	x	x	x	x	x	x
Information	x	x	x	x	x	x
Letters		x	x	x	x	x
Explanation		x	x	x	x	x
Playscripts			x	x	x	x
Discursive				x	x	x

Most genres are taught in block units i.e. I. Look at the text as a whole (WAGOLL What A Good One Looks Like). II. Break down this into sentence level skills. III. Provide opportunities to apply through shared writing. IV. Reinforce understanding through shared and guided reading. V. Provide a meaningful context for children to write independently. VI. Allow time to reflect self-assess and/or peer-assess then make improvements.

It is also expected that at least one block unit each term should use the storytelling approach which needs at least two weeks preferably three. Story telling blocks have been mapped out across the whole school to ensure coverage of all story types and progression of sentence types. Spelling and grammar are taught within these units but also discreetly using the Nelson Spelling scheme and as part of the Read Write Inc phonics scheme.

Phonics and Reading

Gwinear Primary School, has implemented the Read Write Inc scheme for teaching phonics and early reading. The scheme is a synthetic, systematic scheme approved by the DfE that has a clear learning progression and ensures that all children develop confidence as readers with decodable books that are allied to their stage of phonics development. Children are homogenously grouped in small groups with all support staff deployed to facilitate this and the groups are reviewed every half term after rigorous tracking and assessments. Whilst on the scheme children always take home a decodable book and a 'reading for pleasure' sharing book which they take home and parents are given biannual updates on how to support reading at home. skills.



Once children have completed the Read Write Inc. reading progression they begin to receive guided reading sessions – generally from the end of Year 2 or the beginning of Year 3. Guided reading sessions use a range of short texts and books to develop comprehension skills, increase understanding of vocabulary and children’s ability to interact with the text. The school has a comprehensively stocked library as well as curated reading areas in every class from which children can chose books and teachers rigorously check reading records on a daily basis to ensure books provide challenge as well as stimulation. The school also subscribes to various publications such as First News, Storytime and Aquila to encourage children that are reluctant novel readers and parents are again encouraged to support reading at home. In addition teachers read a class book, linked to the current topic, to the class every day and the books teachers use have been mapped out across the school to ensure exposure to a wide range of story types.

Reading Vipers

- V**ocabulary
- I**nfer
- P**redict
- E**xplain
- R**etrieve
- S**equence or Summarise

Mathematics.

The school does not follow one specific maths scheme and tends to steer away from too much text book learning. The school is however a strong advocate of the principles involved in 'Mastery' in mathematics and strives to develop the key elements of; Fluency, Reasoning and Problem Solving in a way that is deep and sustainable.



Teachers use White Rose planning overviews as a guide to ensure appropriate coverage but react very much to the needs of the class they teach. There is a strong emphasis on initial support with Numicon, NCTEM slides and other visual models to support understanding and activities are often drawn from Beam resources or sites such as NRich to help teach maths in an exciting and investigative way. With the exception of

Foundation Stage, where much of the maths is self-initiated or teacher guided during learning through play, all year groups are presented with activities in the same way with a three level differentiated task sheet under the umbrella of Magic Maths. Children can choose whether to try the task at Sorcerer, Wizard or Magician level and are encouraged to progress to the next level by teachers when they are ready or to attempt the Magic Wand challenge which is designed to assess a deep understanding of the learning. In addition, all classes have a special Discovery Maths lesson once a week where children carry out an exploration involving an element of mathematics. As much as possible these lessons will be set in real life contexts; often provided for by one of the Outdoor School locations.

WALT: Multiply single digit numbers		Success Criteria
 Sorcerers $2 \times 6 =$ $3 \times 6 =$ $6 \times 4 =$ $5 \times 6 =$ $0 \times 6 =$ $6 \times 6 =$	Know times tables Know that multiplication is repeated addition Know that multiplication of 2 numbers will give the same answer if you change the order	
 Wizards $3 \times \dots = 18$ $\dots \times 5 = 25$ $4 \times \dots = 32$ $\dots \times \dots = 24$	Know the effect of multiplying by zero Know how to draw an array Know how to work backwards and use the inverse	
 Magicians True/False even \times even = even even \times odd = odd Billy has 4 packs of biscuits with 6 in each, Sam has 3 packs with 8 in. Who has most		
 If you did all the possible different single digit times single digit multiplications which number would be the most common answer?		

PSHE SMSC The 4th R and P4C.

As stated above the school's curriculum is underpinned by a comprehensive [PSHE plan](#) for helping develop the 'Whole Child'. This aspect of the curriculum was often abbreviated as PSHE (personal social and moral education) or SMSC (spiritual moral social and cultural education). We often refer to it simply as the 4th R as there are many qualities that we wish to develop through this provision that are not covered in the traditional 3 Rs of Reading, wRiting and aRithmetic. Children are introduced to aspects of this e.g. cultural diversity and tolerance for others in assemblies and this input is followed up with lessons in class that often use the Philosophy for Children approach to help develop understanding of such complex matters through high quality 'socratic dialogue' in a democratic community of enquiry. The lessons in themselves take up a small part of teacher's timetables but represent as well as any other aspect of our curriculum how much we believe that there should be no limits put on the potential of children to **inspire our future**.

