



HIGHFIELD PRIMARY SCHOOL

Marsh Lane, Farnworth, Bolton, BL4 0AP

Head Teacher : Mr D Glyn-Jones

Telephone : 01204 571749 / Email : office@highfield.bolton.sch.uk

Highfield Primary School ~ Our Curriculum Implementation

What makes our curriculum unique for our children?

- Use of the Woodland for outdoor learning / forest schools
- The Daily Mile – fighting childhood obesity and supporting wellbeing
- Use of external experts to support pupil engagement:
 - Stephen Martin working across school in Music provision
 - Dave Greenland from BMS – wider opportunities brass tuition
 - Grow Your Mindset – Gemma & Liz working with staff and children
 - Vicky Holt – qualified Dance teacher
 - Steve from Edstart – Wellbeing Through Sport
 - Dave from Rees Sport – curriculum support
- Growth Mindset work across school
- First-hand experiences – visitors, trips, residential
- Developing Cross-Curricular Links
- Developing reading for pleasure
- Beginning the journey of spiralling the curriculum – trailing one area each

Reading

Reading is at the heart of the curriculum and impacts on all learning. Our aim is to teach children to become confident and competent readers by learning how to word read and by developing comprehension skills, which they can apply across the curriculum, as well as a life-long love of reading for pleasure. Parents are actively encouraged to be involved in their child's reading journey throughout their time at Highfield. In Early Years and KS1, they are invited to Stay and Read activities and reading workshops. Children read in school independently, in guided groups and as a shared class session. They listen to adults and other children read a variety of non-fiction and fiction texts and Mystery Reader has been introduced to Year 1 to enthuse children with a love of reading. Early reading is taught using **Read, Write, Inc.** where pupils are systematically taught the phonemes (sounds), how to blend the sounds for reading and how to segment the sounds in order to write words. High frequency words are also taught through spelling in class and at home. Spelling patterns are introduced and reinforced through Spelling Planet in Year 2. Reading books are changed regularly and children are exposed to exciting reading material through home-school readers and library books. Throughout KS2 we use Reciprocal Reading to promote a dialogue for the purpose of jointly constructing the meaning of the text, understanding of key reading skills and enabling children to comprehend what they have read, across a range of text types.





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Writing

Writing is an essential part of our curriculum offer and very important at Highfield. We provide children with lots of wonderful inspirational opportunities, which encourages them to enjoy writing, and excellent teaching and support to ensure children make good progress. In EYFS children learn how to hold a pencil properly and begin to form letters, words and sentences. We explicitly teach joined handwriting from Year 2 onwards, and pen licences are awarded from Year 3 onwards. We link our writing context to our curriculum topics, finding real life reasons for children's writing to enthuse them with purpose; recent examples include letters on topical themes and performance poetry and speeches.

Maths

At Highfield, children study mathematics daily covering a broad and balanced mathematical curriculum including elements of number, calculation, geometry, measures and statistics.

The National Curriculum aims to ensure that all pupils become fluent, reason mathematically and can solve problems. A high quality Mathematics education provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics and a sense of enjoyment and curiosity about the subject.

All children are catered for within the maths lessons ensuring that all staff offer the necessary support and challenge for each individual to make progress. We ensure that maths is taught in creative, engaging and methodical lessons using a wide array of maths manipulatives to aid and support our children in their learning. Differentiation is achieved by emphasising deep knowledge and through individual support and intervention, including the use of precise questioning to test conceptual and procedural knowledge. We offer our children a wide range of exciting activities to challenge and inspire. Our staff aim to encourage the deepest of learning for our children so that their knowledge can be transferred and applied in many contexts including other subjects e.g. science and art and their everyday lives. Maths is widely promoted across the school and our classrooms have working walls that the children can utilise to support their learning and provide extra challenge.

Our aim is to ensure that the three core areas of the national curriculum are covered in all our lessons: fluency, reasoning and problem solving. We offer the children the opportunity to have varied and frequent practice of their maths skills with the focus on their ability to recall and apply their knowledge rapidly and accurately. Reasoning is a key area in all our lessons as our children need to be able to describe, explain, convince, justify and prove to be successful in this subject.





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Mathematical vocabulary is an essential part of each lesson and the children need to understand this within the area they are studying and be able to make rich connections across other areas within this subject.

We hope to build problem-solvers of the future and build resilience in our children; essential skills they can use in all aspects of their learning.

Science

At Key Stage 1 pupils observe, explore and ask questions about living things, materials and physical phenomena. They begin to work together to collect evidence to help them answer questions and to link this to simple scientific ideas. They begin to evaluate evidence and consider whether tests or comparisons are fair. They use reference materials to find out more about scientific ideas. They share ideas and communicate them using scientific language, drawings, charts and tables with the help of ICT if it is appropriate.

At Key Stage 2 pupils learn about a wider range of living things, materials and physical phenomena. They make links between ideas and explain things using simple models and theories. They apply their knowledge and understanding of scientific ideas to familiar phenomena, everyday things and their personal health. They think about the effects of scientific and technological developments on the environment and in other contexts. They carry out more systematic investigations, working on their own and with others. They use a range of reference sources in their work. They talk about their work and its significance, using a wide range of scientific language, conventional diagrams, charts, graphs and ICT to communicate their ideas.

Computing

Computers and other IT can help pupils make accelerated progress. We support pupils to develop their skills such as researching, typing, editing and art skills. Then we use those skills in cross-curricular work. When Computer programming we use various resources such as Beebots, Logo, Scratch and 2code.

RE

Religious Education at Highfield is based on the agreed SACRE syllabus. It is an entitlement for all children to learn about our world religions and by the end of Key Stage 2 pupils will have touched upon all of the six major world faiths. Religious Education will support our children in reflecting upon and developing and affirming their own beliefs, values and attitudes. Highfield understands that parents and carers have the right to withdraw their children from RE on the grounds that they wish to provide their own religious education.





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SMSC (Spiritual, Moral, Social and Cultural Education) is at the heart of everything we do at Highfield. We use the Jigsaw PSHE Schemes of work, which promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Children also learn about being me in my world, celebrating differences, dreams & goals, healthy me, relationships and changing me. We also follow the Growth Mindset approach, which rewards effort and attributes success to practice and determination.

Foundation subjects

History at Highfield is designed to inspire the children and provide them with first hand experiences through the use of primary and secondary sources and visits. A broad and balanced curriculum ensures that all major events and significant periods are taught.

Geography focuses on a developing knowledge of the UK and the wider world.

Environmental issues are taught with sensitivity and children begin to understand physical and human characteristics of different places. Mapping skills, fieldwork and enquiry are crucial aspects of our curriculum.

Design and Technology is a subject where our pupils are involved in designing, making and evaluating a range of products using different materials and tools. Projects are often linked to topics to ensure they are relevant. It encourages children to become independent, creative, problem-solvers and thinkers as individuals and part of a team.

In Art, children have opportunities to draw, paint, make collages, use fabrics and threads and use clay. They are taught the skills and techniques and then given the opportunity to practise them and produce individual and group work. Children are encouraged to critically evaluate their own work and that of others in order to learn from their experiences.

Music and drama is a key part of our curriculum offer. We currently have Bolton Music Service visiting school each week to teach Years 4 children to play a brass instrument and Alfa working across school providing singing, performing, samba and steel pans. Performing and visual arts also play a significant part within our curriculum with a Christmas nativity for Key stage 1, a carol concert for KS2 and a summer musical production for Y6, often drawing upon staff expertise. We teach guitar and tenor horn as well as our popular choir which perform at local concerts throughout the year.

A Modern Foreign Language (Spanish) is enjoyed across KS2. We employ a specialist Spanish teacher who visits us every week from St Catherine's Academy to provide language learning to our Key Stage 2 classes. This specialist tuition would not be possible without close ties to our secondary school and this benefits our staff by providing valuable CPD which they will now start putting into practice.





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Physical Education is where our children participate in all activities supported by partnerships with Rees Sport and EdStart. The aim of physical education is to promote physical activity and healthy lifestyles. Children are taught to observe the conventions of fair play, honest competition and good sporting behaviour as individual participants, team members and spectators. Children take part in games, gymnastic movement, dance and athletic activities using indoor and outdoor environments where appropriate. Children can take part in after school clubs and have the opportunity to compete against other schools. In Years 4 & 6, children have the opportunity to go on a residential course for outdoor activities. Children have swimming lessons in Years 4 & 5, and Year 6 non-swimmers receive additional lessons.

Extra-Curricular Clubs are very popular, and there are a variety of clubs available for Reception, KS1 and KS2 pupils. These include football, netball, multi skills, cricket, Lego, KS1 and KS2 athletics etc. Playtimes are an important part of our pupils being happy, healthy and ready to learn. Our Daily Mile track is used by all children to extend physical activity and support concentration in class. We have well-staffed and equipped playgrounds, a sports field and an Outdoor Area specifically for the EYFS children. Our Year 5 children can choose to become Play Leaders to younger children and they do this very well.

SEND

At Highfield we believe that all children are entitled to a broad, balanced and relevant curriculum through which we support children with additional needs. All children are encouraged to achieve their full potential and to be included in the social and academic life of the school. We aim to provide educational experiences that take into account the individual needs of children, appropriate to their level of ability. At Highfield we have developed a programme of early intervention in order to identify pupils who have special educational needs and disabilities. This process is co-ordinated by Miss Barrera, who is supported in her work by outside agencies, which provide specialist advice.

