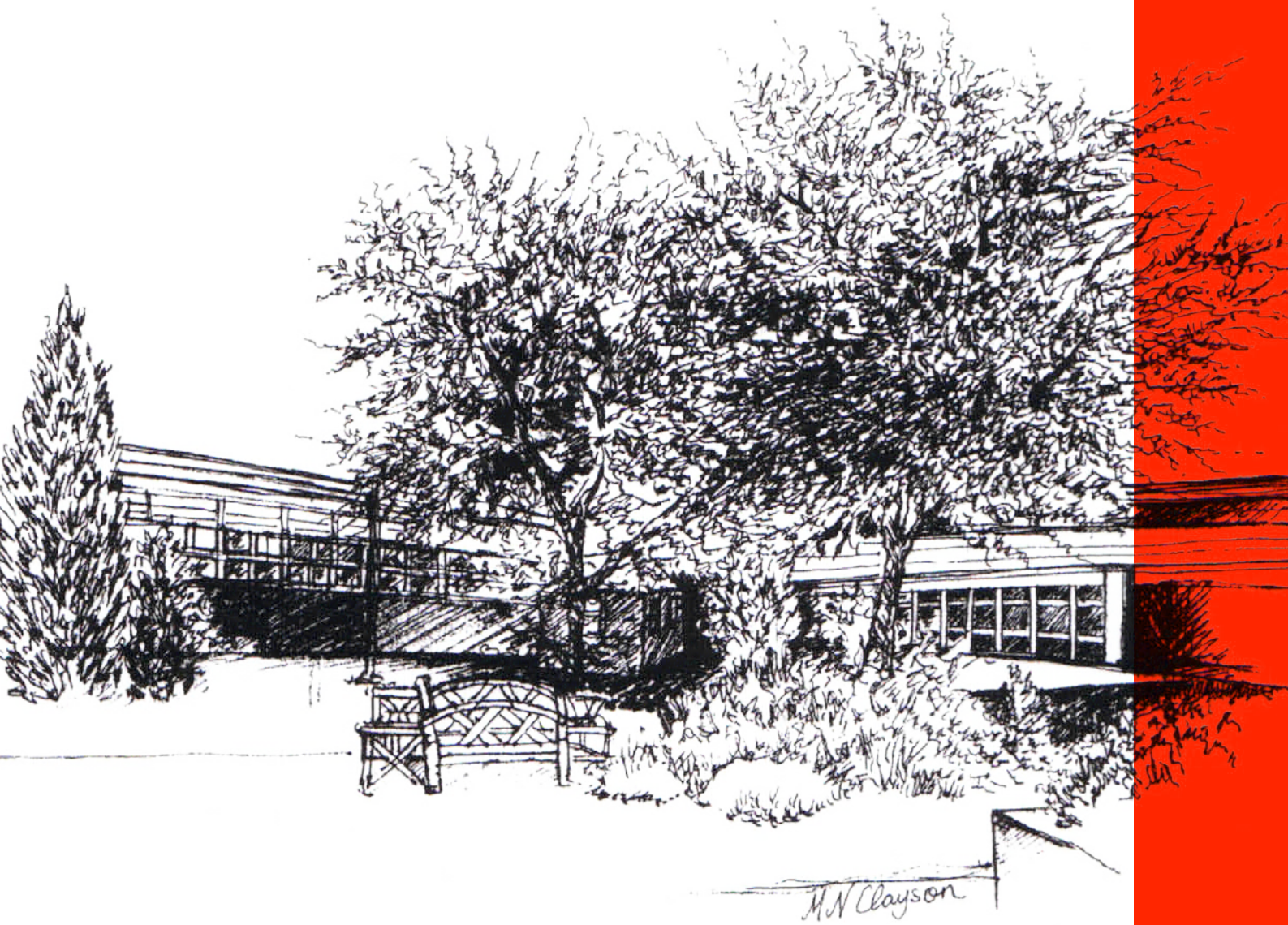


Curriculum @ Marlfields



"... the joy of true education: of reading for the sake of a wonderful book rather than for an exam; of following a subject because it is fascinating rather than because it is on the syllabus; of watching a great teacher's eyes light up for sheer love of the subject."

Professor Richard Dawkins

Our Mission Statement

Marlfields Primary School is a place where each individual is valued and respected and we care for ourselves, other people and our environment. We inspire a love of learning, enabling everyone to achieve and be proud of their successes throughout their life. Each individual is valued and respected, embracing their diversity. We recognise our responsibilities to each other and to our global neighbours. Children experience and create awe and wonder through understanding of the natural and cultural world, appreciating that while only one species among many our actions affect the whole future of our planet. This booklet aims to present our curriculum in an accessible and interesting way for parents, carers or other adults involved with a child. I hope you find it interesting and informative.

Sandra Isherwood
Headteacher

Caring for ourselves, other people & our environment

Every child matters at Marlfields. We aim to:

Enjoy and achieve high standards through becoming literate, numerate and independent learners;

Stay safe through creating a stimulating physical and emotional environment where everyone feels and is safe and secure with all included;

Make a positive contribution through placing teamwork at the heart of the school's development, fostering attitudes of pride, self esteem and motivation resulting in mutual trust and cooperation;

Be healthy through supporting our school community to make healthy, ethical and sustainable life choices;

Achieve economic well-being by wanting for less, appreciating more and so becoming responsible and considerate citizens.

Five school rules help us care for ourselves, other people & our environment:

We treat other people with kindness & respect;

We are truthful & honest;

We take care of the environment - inside & out;

We work hard, listen & enjoy our success;

We work & play safely & considerately letting others join in.

Policies & Information for Parents & Carers

The school has curriculum policies for:

- All curriculum subjects
- Learning and Teaching
- Assessment Recording and Reporting
- Special Educational Needs and Disabilities

These are available on request and can be found on our website. However, policies are developed for teachers and staff in school to use to ensure consistency of practice and to ensure accountability to our Governing Body. While they may be of interest, school policies are not designed to be used exclusively by parents and carers.

Early Years

Foundation Stage

Children in Reception learn through the curriculum for the EYFS. The seven areas of learning and their key content is set down by the Department of Education. The manner in which it is delivered and taught is for schools to determine.

Each child's learning is recorded in their Learning Journey. At Marlfields this is a document which is shared regularly with parents. As their child's first teacher the contribution of parents and carers to a child's learning journey is invaluable. Young children often showing skills and attributes at home that they don't yet demonstrate in a school setting. Your child's teacher will let you know how to contribute to the record of your child's achievements at home.

Self initiated learning is where a child chooses an activity. This forms the majority of evidence used for assessment. Teachers also teach or guide directly. This supports assessment and, importantly, will enhance what children are choosing to do themselves.

An indoor and outdoor classroom means children can learn and explore in a place they feel comfortable with activities they prefer.

The EYFS curriculum has seven areas of learning, 3 prime and 4 specific. Within each area are different strands (in brackets) leading to 17 Early Learning Goals.

3 PRIME AREAS

1. Communication & Language (1 listening & attention, 2 understanding, 3 speaking)
2. Physical Development (4 moving & handling, 5 health & self care)
3. Personal, Social and Emotional Development (6 self confidence & self awareness, 7 managing feelings & behaviour, 8 making relationships)

+ 4 SPECIFIC AREAS

1. Literacy (9 reading, 10 writing)
2. Mathematics (11 numbers, 12 shape, space & measures)
3. Understanding the World (13 people & communities, 14 the world, 15 technology)
4. Expressive Arts & Design (16 exploring & using media & materials, 17 being imaginative)

7 AREAS OF LEARNING

Characteristics of Effective Learning

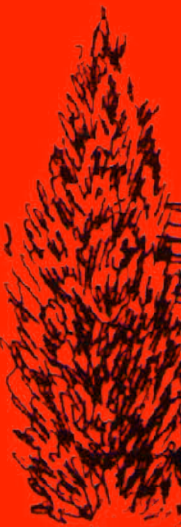
Playing & Exploring - engagement
Finding out & exploring
Playing with what they know
Being willing to 'have a go'

Active Learning - motivation
Being involved & concentrating
Keeping trying
Enjoying achieving what they set out to

Creating & Thinking Critically - thinking
Having their own ideas
Making links
Choosing ways to do things

Each area is underpinned by 3 characteristics of effective learning & teaching

At the end of the year assessments are gathered used to inform a summative assessment against the Early Learning Goals for each aspect in the 7 areas (17 early learning goals). Parents will be informed whether a child is emerging (not yet achieving the ELG), expected (has achieved the ELG) or exceeding (above the ELG). When a child is assessed at exceeding they are working on the National Curriculum in that area. Children emerging continue to learn through the EYFS until they are ready to move onto the National Curriculum in Year 1.



The National Curriculum

The National Curriculum for schools in England is set down by the Department of Education and is statutory for every child attending a Local Authority primary school.

English, Mathematics and Science are core subjects and, as such, more time is spent on their study. Children will be taught English and Mathematics most days and Science mostly in one regular weekly session. High standards in English and Mathematics enable children to participate fully in school and set them up for wider choices in life. We teach the core subjects both through thematic topics and discretely.

Government sets out the basis of what should be taught. Teachers plan carefully, avoiding the use of schemes, so they can personalise learning for individuals, groups and classes. They plan to support the many different ways your child demonstrates his or her intelligence.



The IQM is a kitemark awarded for successful inclusion of all children, and a regard for the different ways in which they learn and achieve. Marlfields is proud to be an IQM Flagship school, one of only thirty five in the whole of England.



The BSQM is a kitemark awarded for high quality learning and teaching in the core subjects of English and Mathematics.



P4C

Philosophy for Children is a method of improving speaking and listening through a community of enquiry. It promotes clear and logical thinking in any subject.

Beginning with a stimulus (usually connected to current learning), children raise questions and then, as a class, decide which question to respond to in discussion. Philosophical enquiry is relevant right across the curriculum. It helps children form more detailed and extended oral responses. They then take this on to their written work in other subjects, commenting on what they think and, importantly, why they think it.

The Go 4 It award is awarded to schools who actively include risk and innovation within their curriculum.



Our Thematic Curriculum

The curriculum is at the heart of achieving our aims of achieving sustained high standards and nurturing a lifelong interest in our world. At Marlfields each subject is valued; quality teaching and learning is expected in all.

We base thematic topics, to develop Knowledge and Understanding of the World, that is to say: Science, Geography and History.

English, Mathematics and ICT are key skills through which that knowledge and understanding is taught and learned.

Creative disciplines: Art & Design, Technology, Music, Dance and Drama explore themes further and enable children to think creatively with imagination.

Through linking subjects teachers, support children in making helpful connections in their learning. Their learning becomes deeper than if subjects were studied in isolation. Children use their learning in one subject to enhance understanding in another. Linking subjects enables children to utilise their strengths in areas they find difficult.

Opposite is a map of what a topic for Year 5/6 may look like.

Learning a modern language, enables children to understand language better and communicate with and develop respect for other people from different cultures. It really supports grammar and language in English too.

Learning in PHSE (Personal, Social and Health Education) encourages children to be active partners in their own development, understanding both their rights and responsibilities to make ethical choices.

Physical Education and Sport enable children to develop physical strength as well as teamwork and sportsmanship.

Children become lifelong learners when their personal areas of ability, interest and enthusiasm are valued. We design our curriculum to ensure that, with hard work, each and every child can enjoy success and achieve. He or she will then demonstrate greater interest, perseverance, as well as take personal responsibility for his/her own learning.

HISTORY

The Case of the Stolen Water - Victorian Macclesfield

GEOGRAPHY

Water systems: rivers, lakes, sea
The water cycle

SUSTAINABLE & GLOBAL EDUCATION

Effect of climate change on water systems
Pressure for fresh water (UNICEF study of Gambia / Palestine - compare to History unit)

Eco Group - use of rainwater for toilets

ENGLISH

Play script using History unit
Read historical newspapers and reports
Write a report

ART & DESIGN

Hokusai, Turner, Monet - compare work about water
Painting
MUSIC

Compare and appraise different interpretations of water in music

SCIENCE

Changes of state: solid, liquid gas - ice, water, steam
Separating materials: sieving, filtering, evaporation - beach in a bottle
Forces: floating & sinking

MATHEMATICS

Data - graphs using discrete and continuous data

DANCE

Journey of a river

WATER



English & Literacy

English, like all languages, has 3 strands: Speaking & Listening, Reading and Writing. All are inextricably interlinked and first comes oracy (speaking and listening).

Oracy

Speaking and Listening underpins almost all learning in class. From reciting poetry as performance to debate and discussions as well as explaining how they solved a problem, oral language underpins every subject. Oral language not only allows children to express their thoughts and ideas, it helps them to form clear thinking and ideas.

Reading

Key to children accessing learning in many different subjects, reading is of great importance to us as it is to parents, carers and indeed children.

At Marlfields we colour-band books, according to difficulty. Texts from different schemes and 'real' books are included: fiction and non-fiction. Reading using a variety of books develops good habits and independence. Children read different authors and genres (types of text such as poetry, stories, reports, explanations and recounts or diaries) They develop their own preferences and use the different styles in their own writing. Books children bring home are generally easier than those they read in school Guided Reading sessions because we aim to nurture lifelong readers. This will not happen if children only engage with books they find hard. We hope children will want to curl up with a book or read an easy story just for the love of it, or perhaps to a younger sibling, as well as enjoy the challenge of more complex work. Through teaching challenging texts in school and reading texts with more ease at home, children develop fluency and mastery in both decoding and understanding.

In the first two years there is an emphasis on learning to read, as children gain fluency this changes to focusing on reading to learn. As children progress and mature the type of books changes. Easy readers in the infants are replaced by high interest low reading age books for less confident readers in the Juniors. We also have challenging material that bridges the gap to adult literature, suitable for confident and mature older readers.

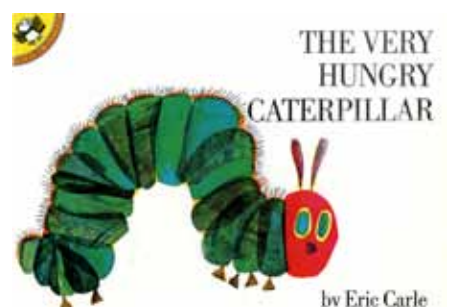


Guiding reading

Children read in a guided group weekly. After Reception, teachers do not usually hear individuals read. Groups are organised by current attainment and texts will be more challenging than books taken home.

"Any book that helps a child to form a habit of reading, to make reading one of his deep and continuing needs, is good for him."

Maya Angelou



1st Steps

Books are not changed daily. Learning to read is not a race, children need time to develop rapid decoding skills, assimilate meaning and to appreciate different types of writing or genres (eg. fables, fantasy, novels, poetry, information books) and authors. Writing requires children develop good grip and fine motor skills. As well as using pencils painting, modelling with play-doh and threading beads all support a strong hand grip and the stamina to write.

Hand-writing

We use a cursive style which has been approved by the British Dyslexia Society.

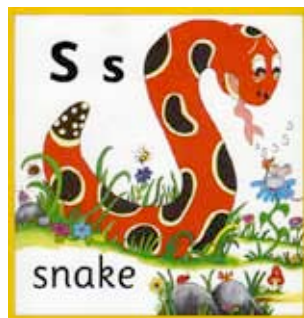
Children learn a cursive script from Reception. This means they do not have to learn a new script just as they are becoming more proficient.

Cursive handwriting has been proven to support better spelling. Words are learned both phonetically and as a single hand movement.

In Year 1 children have Guided Handwriting in small groups to secure correct letter formation. Left handed children have handwriting taught and modelled left handed.

Writing

From speaking and explaining their thinking (and why they think it), children learn how to write their thinking and understanding in words, sentences and texts. Through reading a wider range of literature, poetry and other work, they discover models for their own writing. They learn grammatical structures (more formal for written language) and play with an ever widening vocabulary, to enjoy the sheer creativity of good, lively written English. We teach children to write using a range of fiction and non-fiction texts including: fables, suspense stories, poems, plays, news or recounts, reports, explanations and persuasive texts.



Phonics

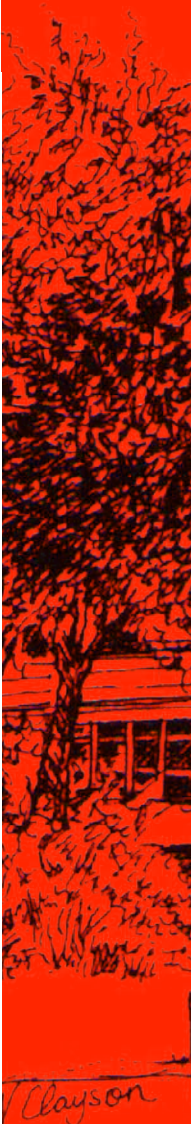
Identifying small sounds to decode for spelling and encode for reading. Phonics has applications across all three strands of English. Children speak, hear, read and write letter sounds (called phonemes). Until

children can hear and repeat the small sounds they hear, they are not ready to decode and read symbols or to encode and write them. This is one reason why nursery rhymes and poems as well as reading to and telling stories to children is so important long before they start school.

In Reception reading, spelling and handwriting are taught together in Letters and Sounds. When a child's phonic knowledge is secure they are given a reading book to take home and decode for themselves.

Children have a daily Letters and Sounds lesson moving into a Support for Spelling daily focus during Key Stage 2 once phonic knowledge is secure.

In a spelling-friendly handwriting style, most letters start and finish on the line. Joining comes more naturally to children taught to write cursively.



Literacy @ Home

As parents or carers you are your child's first teacher. When your child hears you discussing an issue, sees you reading for pleasure or watches you writing as part of your adult life; he or she learns that Literacy is a skill for life and not just lessons in school.

Oracy

Before starting school children thrive when they live in a language-rich home. As well as the day-to-day instructional discussion parents have with their child (around eating vegetables and getting dressed) children love to listen and join in when issues are discussed. Talk about the news, natural world, life in school (and of course their reading), all deeply enrich children's lives and learning. TV and films can be most educational, entertaining and introduce new vocabulary; watched and discussed with family, they nurture your child's language and imagination.

Reading

Progress in reading is very important to parents and carers, as it is to us. Avoiding anxiety will help children to make better progress as they will be comfortable making mistakes and working it out for themselves. Avoid comparing your child with classmates or siblings. Children should be interested in their own reading, not their relative position. More able readers then get the challenge they need, and those finding the mechanics of reading more difficult can enjoy success, discovering that reading is rewarding and well worth the effort.

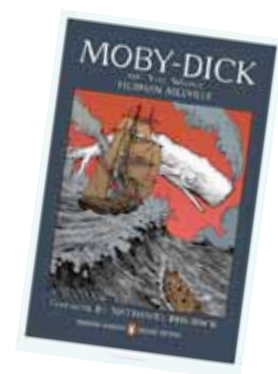
Books from school are only one part of the literature and texts that children should read. Children who visit a library and read for pleasure (not only as homework) achieve better than those who limit reading to school stuff. The sad fact is that 70% of children, once given a reading book by school, stop having stories read to them by parents or carers. Hearing a story read aloud engages the imagination and introduces children to more challenging texts. This develops their comprehension and understanding of reading at a higher level.

Writing

Writing these days can be done as much on the computer as on paper. At home children benefit from additional opportunities for real writing. Thank you letters, postcards and letters to grandparents, shopping lists and memos all provide good real-life situations for children to develop their written language.



"Children only think they're too old for a story when someone tells them they are."



1st Steps

Mathematics has lots of subject specific vocabulary. Below are just a few of the terms we use when teaching Number.

Place Value: the place of a number denotes value: in 402 there is 400 and 2, 12.7 is 10, 2 and 7/10.

Number bonds: this is about quick mental recall. Bonds to 10 are: 0+10, 1+9, 2+8, 3+7, 4+6, 5+5, 6+4, 7+3, 8+2, 9+1, 10+0

Children learn patterns to then bond to 20, 100, 1000, 1 (using decimals) and on to infinity!

Number sentences: 4+6=10 and 3x6=18 are number sentences

4 Rules of number

+ - x ÷

+ add, more than, plus, addition

- subtraction, take away, minus, less than

x times, multiplied, lots of

÷ divide, group, shared,

Inverse (like opposite) + and - are inverses:

3+5=8 8-5=3

8-5=3 8-3=5

x and ÷ are inverses:

4x6=24 6x4=24

24÷4=6 24÷6=4

Rounding helps mental calculation.

19+22 can be rounded to

20+21=41

Partioning numbers helps mental calculation, 429 = 400+20+9

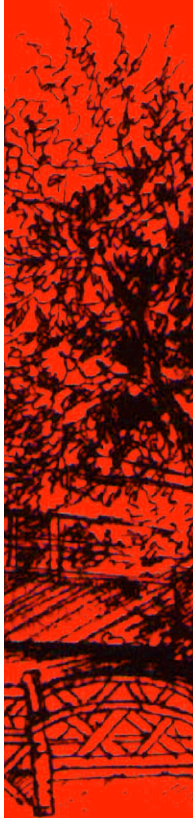
Mathematics

Mathematics in school has 4 aspects: Using & Applying, Number, Shape Space & Measures and Data Handling. Number has a double weighting. Using and applying (problem solving including practical and word problems) is taught across the 3 strands.

Learning in mathematics is a priority in securing children's long term outcomes in education and employment. In school we have a Mathematics specialist teacher who has been leading Maths teachers for the Local Authority.

Mathematics starts with simple oral counting on the number line, 1 to 1 correspondence, taking one away. Children have lots of visual support like number lines (including blank ones) and squares to help them see patterns and interpret number as well as to undertake calculations.

X	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144



@ Home

When calculating, children first use mental processes, recording as simple number sentences only once the mental concept is secure. As they move onto harder calculations that cannot be carried out mentally, informal jottings are used and methods such as the grid method for multiplication taught.

Eg 24×38

\times	30	8
20	600	160
4	120	32

$$24 \times 38 = 600 + 160 + 120 + 32 \\ = 880 + 32 = 912$$

You can see how children's mental recall of times tables, addition and use of place value are embedded within this method, helping children understand what all about.

Only when this is secure do children move onto the shortened method that you may have been taught. When children move onto really challenging calculations with large numbers or decimals, they often prefer to go back to using the grid method as it helps understanding.

$$\begin{array}{r} 24 \\ 38 \times \\ \hline 192 \\ 3 \\ \hline 720 \\ 1 \\ \hline 912 \\ 1 \\ \hline \end{array}$$

Incidentally, there are no extra marks in tests for using more traditional methods. Marks are for understanding and accuracy with your chosen method. Progression in this way helps children become confident and independent mathematicians. 'Tricks' are not learned without an understanding of the numbers and place value.

We understand that Mathematics may have been a cause of some anxiety and stress for parents and carers when they were at school. We aim that, with good teaching, practical resources and building understanding step-by-step in a structured approach children will approach their mathematics lessons with interest, curiosity and the confidence to have a go when it gets tricky. Mathematics teaching has probably changed significantly since you were at school so if you have any worries or would just like to find out about any method taught, do see your child's teacher who will be happy to explain. We also subscribe to an online resource called Sumdog. This is used in class and also for learning at home. Children get instant feedback and activities can be set at their level.

By age 4, children have learned and understood a range of mathematical concepts. Counting objects and songs like '1,2,3,4,5, once I caught a fish alive' have taught them counting and 1 to 1 correspondence (pointing or touching as you count). Songs like '10 green bottles' consolidate numbers back from 10 and introduce taking one away.

Games like Snakes and Ladders boost confidence in counting on and using number squares and lines. As children get older, card games like Twenty One (AKA Pontoon) help secure rapid addition as well as supporting estimation and mathematical judgements on probability.

Parents can't beat real life activities like baking or measuring up for a new sofa or garden toy. Your child then understands that mathematics is the business of life, with applications far beyond the classroom.

Parents and carers can support their child by helping them learn and recall basic facts like number bonds and times tables.

Times Tables are vital knowledge. To apply them to bigger numbers as well as decimals, shape, measures and data we need fast fluent recall of all tables to 12×12 . Most should be fluent in tables recall within year 4.



1st Steps

*"The jaw drops, the eyes widen,
the mind opens."*

Douglas Rushcroft

*"Do not believe just because wise
men say so.*

*Do not believe just because it has
always been that way.*

*Do not believe just because others
may believe so*

*Examine and experience
yourself!"*

The Buddha

*"The world and the universe is an
extremely beautiful place, and the
more we understand about it the
more beautiful does it appear."*

Richard Dawkins

Science

Science has 4 strands: Investigating, Living Things, Materials and Physical Processes. The first strand, investigative and experimental work carries a heavier weighting: triple in Infants (Key Stage 1) and double in Juniors (Key Stage 2).

As a core subject Science is taught both through thematic topics and some discrete units. Children are assessed through recorded, oral and practical work. Children usually work in small groups for Science, often mixed ability. They learn to observe, explain, interpret results, plan and carry out investigations.

While children think in much the same manner as adults, they do not have the wide experience of adults to inform their thinking. Children therefore can be taught to 'parrot' scientific knowledge and facts without understanding. They may recite fluently how the Earth is a sphere spinning on its axis, while in their hearts knowing full well that it is flat! (as this is what their experience and current level of understanding tells them).

Along with Scientific knowledge and facts to help them develop concepts and understanding, we also teach through encouraging meticulous observation. Youngest children may observe and communicate what they saw, heard, smelled or felt through drawing or writing. It can be unnecessary and unhelpful for an adult to explain scientifically everything the child has noticed; often to notice and to note it is enough. However as children get older and their experience has broadened they will bring their own explanations to their observations. In this was we teach the children not only Science, but also to think like Scientists.



Information & Communication Technology

Information and Communication Technology has applications both as a subject and a resource or tool for learning across the whole curriculum.

Each classroom has a suite of desktop workstations. This enables teachers and children to use ICT across the whole curriculum, five days a week.

For example:

- * Children may be using a Museum website to research in History.
- * Children with difficulties in spelling may do early morning Wordshark which provides individual programme for spelling.
- * Maths activities and games can be used in class sessions as well as at home.
- * Word processing is excellent for teaching drafting and redrafting as children can copy and paste rather than write the whole thing out again.

Each class also has an interactive Smartboard. ICT also has its own skills and subject matter. Databases, making formulas and simple programming such as Scratch help children develop the attention to small details and very specific commands they need to become competent users and programmers of computers. As a school we have a wealth of other ICT equipment such as data loggers, Beebots, Roamers and microscopes linked particularly to the Science and Mathematics curriculum.

e-safety

Safe use of digital media is essential learning for growing safely and being able to participate in society.

Never give out personal information (name, phone number, address) to people on the internet you don't know.

E-Safe friends are friends you know in the real world, not only the internet.

If you get a message and you're not sure who it is from TELL A TRUSTED ADULT.

If you have something difficult to discuss with someone because you are cross with them, do it face to face. E-mails and texts are for friendly, helpful messages.

Never say anything to anyone on the text or e-mail that you wouldn't say to their face.

Always remember: cyber bullying - it's still bullying.

D&T

Design and Make activities link within topics, for example:

Fruit Salad (Passionate About Plants)

Dinosaurs (Dinosaurs, Darwin & DNA Y5/6)

Wheeled toy

Moving puppets (Victorian Cheshire)

Sailing boats (Water)

Air raid shelters (War & Peace)

"Design and technology is about making things that people want and that work well.

Creating these things is hugely exciting; it is an inventive, fun activity."

James Dyson



Design & Technology

Design & Technology is a subject with a foot in the Arts, Science, Technology and Mathematics. It has 4 strands:

1. Designing (developing, planning and communicating ideas);
2. Making (working with tools, equipment, materials and components to make quality products)
3. Evaluating (both the process and the product)
4. Knowledge and Understanding (of materials and components)

Most DT is taught through Design and Make units of work, usually blocked into a unit, rather than a weekly lesson. This enables the children to immerse themselves in their learning and better apply the basic skills from other subjects. For example measuring, taught and learned in mathematics, is an essential skill for making quality products.

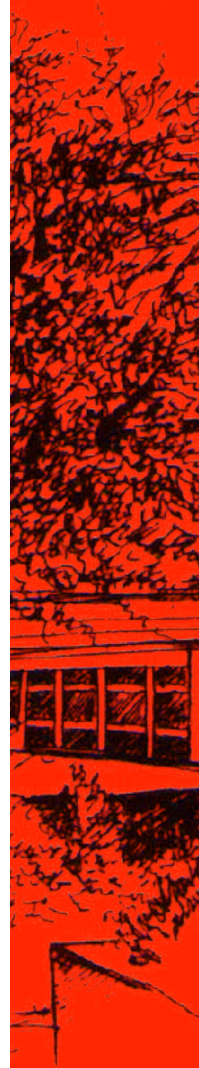
The Arts

We value the Arts as unique forms of expression through which we share interest, knowledge, understanding and feelings about the world, its people and ideas. Arts support and develop imagination. Among animals, the capacity to imagine is, as far as we know, unique to humans.

Arts are inclusive; most children love using their imagination. Children finding difficulty with academic learning can achieve great success in the Arts. These children then enjoy their learning more, earn the admiration of their peers and find the courage to persevere where they find learning hard.

The Arts include: Art and Design, Dance, Music, Creative Writing, Drama, Poetry. Creative writing, drama and poetry are taught through English and topics. Art and Design, Dance, and Music are taught within topics.

Within each discipline are two strands.



1) Appraising and considering the work of others enables children to appreciate and value art as well as apply concepts learned to their own work. Others include living practicing artists, significant artists from history including those from European and non-European traditions. It also includes the work of fellow students within their own and other classes. Children experience visits to museums and galleries and will have opportunities to work with professional artists in school.

2) Making work develops the 'craft' of an art form. It is a unique combination of physical activity with imaginative and intellectual thinking. Children are taught techniques in order to execute their imaginative work. Direct teaching of handling paint, using the correct brush, cutting and manipulating clay enable children to produce work they are proud of; work that shows off their imagination and flair. Like any other area of learning, practice improves performance. Extra-curricular opportunities are central to children making the most of opportunities in school. Children in Year 4 are offered a brass instrument which they borrow from school. Lessons with peripatetic teachers on these instruments are given all year. Working with practicing artists takes Art and Music out of the classroom and into the adult world. It also builds skills and techniques beyond a class teacher's expertise. Marlfields is proud to be an 'Artsmark Gold' award school

"For every child is an artist. The problem is how to remain an artist once we grow up."

Pablo Picasso

Religious Education

We aim to fully include families from all faiths and none; undertaking both in RE lessons and Assemblies (aka collective worship) not to ask or expect children to 'worship' or pray in a way that promotes one religion or belief over any other.

The locally agreed syllabus is set down by SACRE. This forms the curriculum for RE in Community Schools. The emphasis on Christianity. SACRE have revised the curriculum from September 2013 when children will study as follows:

Reception: Christianity

Infants (Years 1&2): Christianity, Judaism

Lower Juniors (Years 3&4): Christianity, Islam.

Upper Juniors (Years 5&6): Christianity, Islam, Judaism, Hinduism.

Parents do have the right to withdraw their child from RE lessons and any assemblies of a religious character. However we have put a great deal of thought and consideration into including the diversity of beliefs in the UK.

Residential Visits

Trips and visits enrich and enhance learning across the curriculum, we are committed to giving our children lots of opportunity to learn outside their classroom.

Forest School

One afternoon a week for one half term, Year 1-6 are out in the woods! In our school grounds they learn through Forest School whatever the weather! Forest School originates from Scandinavia and is characterised by problem-solving, team work, and managing risk; all through learning outside, enhancing thinking skills in a non-academic environment. Children undertake a range of challenges from pond dipping to making fires and dens. All activities are risk assessed. Discipline is firm and clear to ensure everyone can participate safely. We are proud to hold our Forest School award.



Humanities

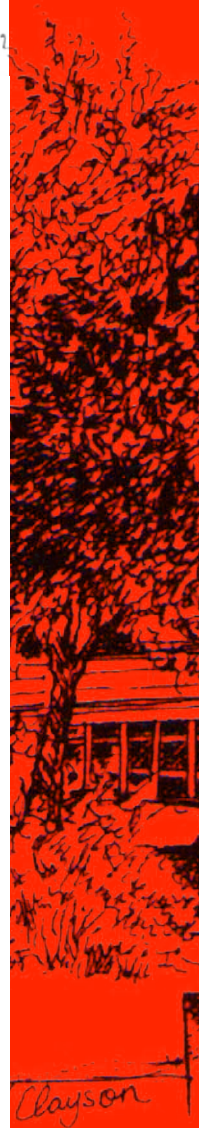
At Marlfields as we are Community School not affiliated to a particular religion, we include RE in the Humanities. The Latin word 'Educare' means 'to lead out.' We aim for our curriculum to lead children's interest out into the world and for this to be effective the Humanities are vital areas of study. Each has its specific knowledge and skills. While factual recall alone is insufficient to develop knowledge and understanding, some factual learning, including specific terms and vocabulary are needed for children to achieve mastery in the humanities. Educational visits and opportunities to learn outside the classroom promote children's academic achievement and interest.

"What is our knowledge worth if we know nothing about the world that sustains us, nothing about natural systems and climate, nothing about other countries and cultures." Jonathan Porrit ~ Forum for the Future

Geography has four strands: 1 Geographical enquiry and skills, teaches subject specific vocabulary and skills: eg field- work, map reading, and technical terms. 2 Knowledge & understanding of places. 3 Knowledge & understanding of patterns & processes. 4 Knowledge & understanding of environmental change and sustainable development. Geography learning supports children in becoming world-class citizens whose opinions are rooted in what they know and understand.

"History is an unusual discipline. Its core is hard fact that you cannot get away from and have to learn to master. At the same time you have to be deductive, perceptive and imaginative in the use of that fact." Dr Christine Carpenter ~ University of Cambridge

History also contains four strands: 1 chronology (periods of time, dates, and vocabulary); 2 knowledge and understanding of events, people and change in the past; 3 historical interpretation (points of view); 4 historical enquiry (using documents, objects, pictorial and written sources from history); and organising and communicating their historical work.



Personal, Health & Social Education

PHSE is often taught just as effectively, through a story, poem or Shakespeare play as well as through our day to day work with children; supporting and nurturing their attitudes to learning, themselves and others, as it is through discrete lessons. Nevertheless, some discrete teaching will be required for children to fully understand the social and emotional aspects of growing up in a more considered way. Through PHSE our children are helped to develop into independent, considerate and thoughtful citizens, in school, at home and, as they grow and mature, responsibly in their community.

Sex & Relationships Education

Our SRE curriculum has been created in consultation with parents, governors and staff alongside regard to national advice and best practice. As with RE, parents and carers have the right to withdraw their child from SRE, however we would ask you discuss the matter first with the Headteacher. The SRE curriculum starts in Reception and for the youngest is around simple things such as personal hygiene and notions of privacy. Older children are taught how their bodies, thoughts and feelings change as they approach puberty. SRE supports our youngsters development into healthy, happy, well-adjusted young people. Parents and carers are notified by class teachers when SRE is being taught and are welcome to see any material we use, just ask your child's teacher.

Physical Education

PE supports physical, social and emotional development. Learning to win and lose, participate to the best of your strength, and value effort and achievement from others are all intrinsic within the PE curriculum. This is central to becoming a responsible citizen as well as making a positive contribution a healthy lifestyle. Sport and PE in school have both a competitive and non- competitive element. Both participation and excellence are supported, enabling all to participate fully. Children are encouraged to extend their participation beyond the school day through joining clubs in the community and in school. Where school clubs are chargeable, bursaries are available and for children looked after or in receipt of free school meals all costs are covered by the school. Professional sports coaches bring subject expertise as well as positive male role models into school life.

PHSE includes:

Relationships: making and keeping friends, peer pressure.

Bullying: including the role of the silent observer.

Substances: smoking, drugs and alcohol; use and misuse.

Staying Safe in the Community: this includes

road safety as well as awareness of strangers and avoiding crime.

E-safety: learning how to stay safe on line and safe use of social networking.

Valuing difference: race, sex or disability; children need to respect and get along with individuals different to themselves.

Family Life: families are in all shapes and sizes!

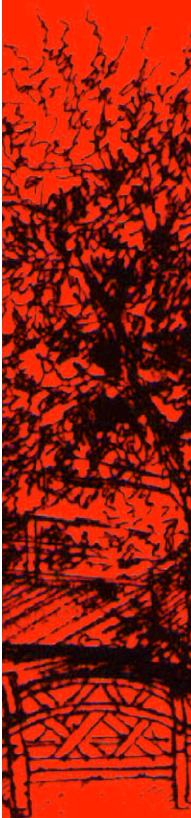
Sports Clubs

Clubs in school have included:

- * Cooking
- * Bee-Keeping
- * Gymnastics Athletics, Football & Dance
- * Art
- * Spanish
- * Chess



If the
Earth were only a few feet
in diameter, floating a few feet above
a field somewhere, people would come
from everywhere to marvel at it. People would
walk around it, marveling at its big pools of water its
little pools and the water flowing between the pools.
People would marvel at the bumps on it, and the holes in
it; and they would marvel at the thin layer of gas surrounding
it and the water suspended in the gas. The people would
marvel at all the creatures walking around the surface of the
ball, and the creatures in the water. The people would declare
it precious because it was the only one and they would
protect it so it would not be hurt. The ball would be the
greatest wonder known, and people would come to behold
it, to be healed, to gain knowledge, to know beauty and
to wonder how it could be. People would love it and
defend it with their lives, because they would
somehow know that their lives, their own
roundness, could be nothing without it.
If the Earth were only a few
feet in diameter.





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