



Curriculum Newsletter

Autumn 2024

Together We Learn





Early Years, Writing and Personal Development

This term, the emphasis on the continuity of the curriculum from Early Years through both Key Stage 1 and Key Stage 2 has provided subject leaders with the opportunity to reflect on how our key concepts progress to meet our aims.

Most subject leaders have visited the EYFS Unit to observe their respective subjects in practice, providing support to the new EYFS coordinator in adapting the EYFS curriculum to ensure strong connections throughout the school. Work continues into the Spring Term.

A new approach to our professional development programme for teachers has meant we have been able to focus solely on writing, a School Improvement priority. This focused approach has fostered more in-depth and meaningful professional discussions.

We are eager to evaluate the impact on children's writing at the end of Spring 2025.

This term, we have witnessed significant achievements in Oracy and Personal Development. Several of our learners have successfully delivered speeches, demonstrated impressive performances during assemblies, and participated in various social action initiatives.

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Early Years

Professional Development

EYFS Portage
EYFS Network meetings
Working alongside other EYFS Leads
Visits to other settings

Subject Lead Spring Term Focus Next Steps

- Outdoor area
- Collaboration with other schools in the academy
- Subject Leaders to visit Early Years
- Work alongside subject leaders to ensure consistency.

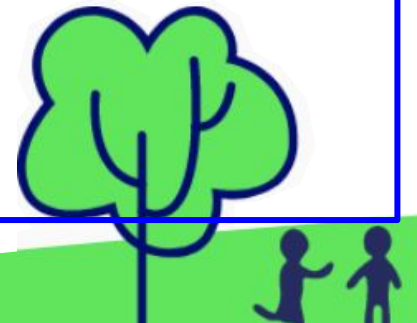
Successes

SEND children working within the provision
Inclusive provision
Planning is inclusive.- Nursery, Reception and SEND children follow same text or theme and work adapted according to need.

Visited Manorfield School to see their Early Years provision and discuss best practice with a focus on continuous provision.

Working alongside other EYFS Leads from schools within the Academy

Subject Leaders are more involved with Early Years and have a good overview of what is happening in each area.





Reading

EY and KS staff delivered a **Parent's** phonics meeting, which was very well attended.

CPD

The Literacy Lead delivered training to the new EY and Y1 teachers on how to teach Floppy's Phonics and use of our decodable reading books.

She delivered a session in EY modelling how to deliver a Floppy's session.

She also delivered training to EY/KS1 staff on how to assess using the Floppy's Programme and to KS2 Intervention practitioners.

The Literacy Lead attended a course on teaching reading fluency around the methods advocated by Reading Guru, Tim Rasinsky.

Reading For Pleasure

In the absence of the Kirklees World Book Day Quiz, some of our keenest readers in Year 6 have initiated their own event and are now in the process of planning it with BBEST. They were really excited to receive an invitation (delivered by owls!) to go to the high school to start the planning process.

Observations

Phonics lesson observations have been conducted in EY. Advice to staff observed has been implemented.

Subject Lead Spring Term Focus

- Teaching reading fluency.
- Continued monitoring of all aspects of reading R-Y6.

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Writing

Focus on Handwriting

Teaching time has been prioritised and dedicated to addressing gaps from the previous year. Progress is tracked closely in and small step targets set for small groups through intervention. This will continue to be a focus next term. A resource and guidance to supplement our handwriting scheme has been purchased from the Handwriting Association. Learners are also supported with friezes, table top resources and pencil grips. Miss Potts awarded those children who can now join up with a **pen licence** and a new pen of their choice in assemblies this week. This was well received and is already proving to motivate others who are keen to know when the next round of licences will be issued!

CPD

The English Lead delivered handwriting CPD to EY and KS1 and then to KS2 and non teaching HLTA s on expectations for handwriting, modelling of the correct font in each year group and interventions.

The Year 6 teacher has attended three courses on Writing, namely:

- Register and Formality in Greater Depth writing
- Speech and dialogue
- Evidencing Standards

A course on Editing Writing was attended by English Lead, Miss Potts.

In Autumn 1, all teachers attended external Writing Moderation/ Addressing the Gaps workshops for their year groups and fed back to each other.

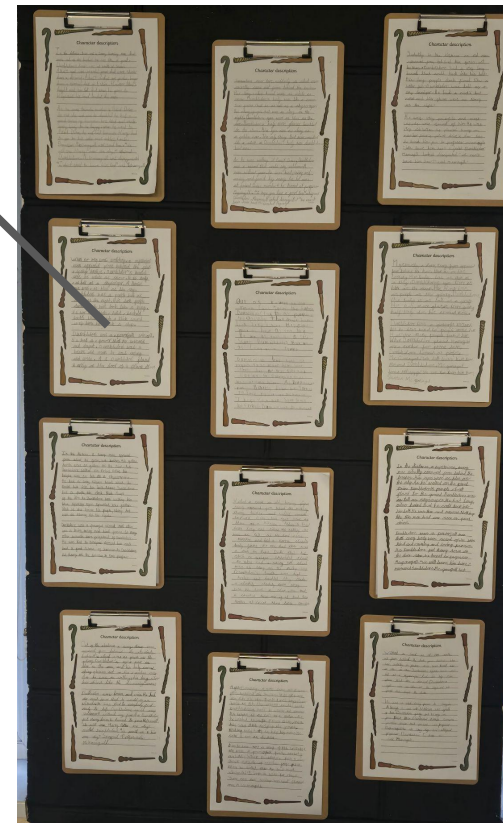
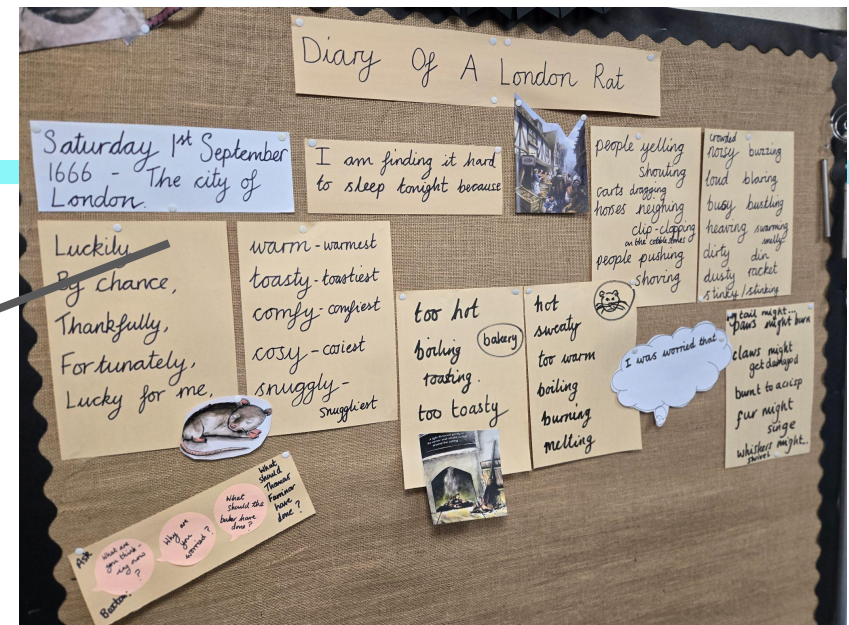
In Autumn 2, all teachers took were involved in some inhouse writing moderation facilitated by Miss Potts. We worked within out teams to moderate against year group expectations and have begun to build a digital portfolio of evidence.

Writing Interviews/Monitoring

These were conducted with each teacher by by Miss Potts and Miss Towers to establish the bigger picture in terms of how we teach writing. Many positives were ascertained from the discussions including:

- A writing culture is evident in classrooms through displays which showcase published work and which act as working walls.
- There is a significant focus on teaching vocabulary..
- Some stimulating, exciting creative writing activities which engage boys writing and make writing relevant and current are being employed.
- Many strategies are used to bring lessons alive, including drama techniques/ role play/ real-life experiences (e.g fire pit to stimulate poetry.).
- We are adapting our teaching by dipping into previous years expectations to fill the gaps.
- During feedback, errors are addressed as a class for maximum impact and individual feedback given also where needed.

Some areas to develop within our teaching were drawn out and these will form a focus of our CPD next term.





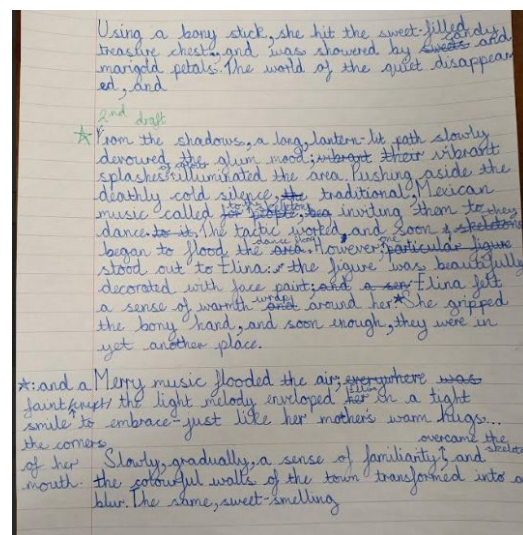
Writing

Aiming High

In Year 6 a group of children took part in a writing workshop with Jane Jackson where they revisited a piece of their writing and choose one paragraph to improve. They looked at how they could use devices to create tension and atmosphere. This was with the Year 6 teacher and Jane.

The Year 6 teacher has been supported by PIXL advisor Jane Jackson, to help children to redraft their writing in order to attain Greater Depth standard..

Next steps- to support borderline learners from Working Towards to Expected.



Monitoring

A **Book Look** was conducted in **EY** by Miss Potts. Many learners are well on their way to writing first sentences during English and Phonics sessions. Defined spaces for role play, fine motor skills and mark making in the Continuous Provision offer opportunities for children to develop their pre-writing skills. Progress in developing fine motor skills for pencil grip and pressure is evident.

Subject Lead Spring Term Focus

Editing Writing





Oracy

Performances

Oracy has continued to be a big focus in our teaching this term. The highlights have been the class performances or assemblies. These were:

The Nativity by Early Years

The Great Fire of London: The Diary Of A London Rat by Year 2

Harry Potter: The Light And The Dark by Year 3

The Egyptian Cinderella Mama Mia Musical by Year 4

These performance opportunities are invaluable in that through rehearsals children are taught to speak clearly and to project their voice, to use eye contact, action and body language to communicate. Proceeding assemblies, drama in class encourages children to express themselves through character and to consider how they will use emotion in their voices to relay their part of the story. All performances demonstrated that we are developing confident and talented children.



Public Speaking

Three learners from Year 6 took part in a public speaking event hosted by Batley Girls High School. The event was for secondary learners but we were invited to take part. One delivered a speech on the 'power of reading' and another, 'the power of education'. Both received lots of positive feedback for delivering their speeches with confidence, using eye contact and hand gestures.



Subject Lead Spring Term Focus

- Field Lane Speech STARS (Y5/6)
- Speaking to write

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Mathematics

Professional Development

EEF: Improving Mathematics in EYFS and KS1. This document has been useful in looking at how we can develop maths further. The document has 5 recommendations. We will be looking at two of the recommendations:

1. Mathematics throughout the day and links to other curriculum areas
2. Building on what children already know

Maths parent workshop

- An opportunity to go over how calculations are taught
- Parents/carers are provided with resources/ideas on how they can support their children at home
- 42 parents/carers attended
- Feedback was extremely positive with one parent commenting that the workshop was 'a game changer!'



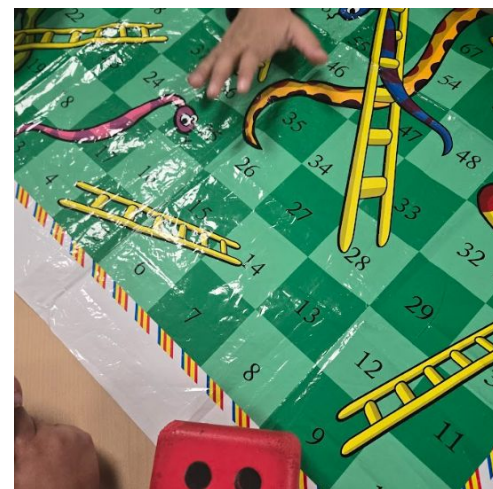
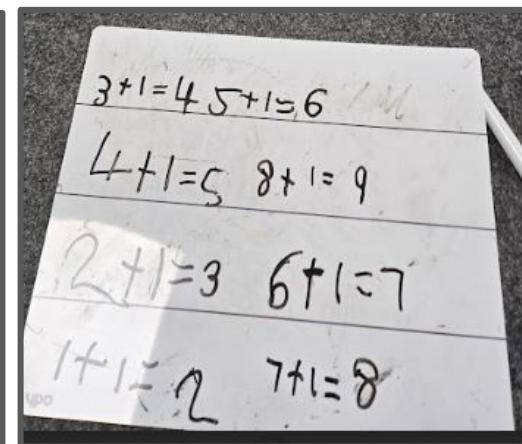
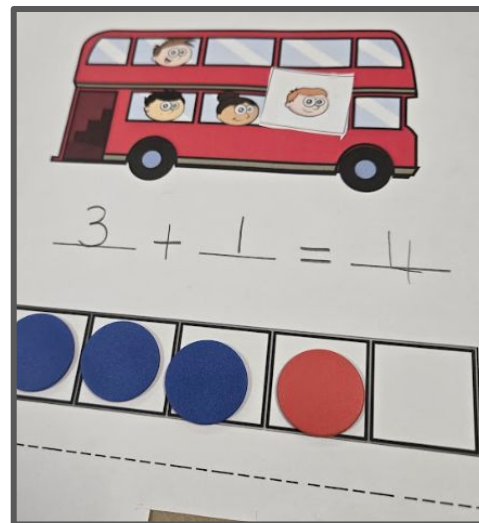


Mathematics

EYFS Maths visit

The Maths Lead visited EYFS this half term to develop an understanding of how maths is taught in Reception. The maths lead observed a maths input on adding one more. Learners had opportunities to use and apply their knowledge around the provision.

This included using counters, playing snakes and ladders and using building blocks to 'add one more'.





Mathematics

CPD for teachers

- The maths lead has led CPD on the maths calculation policy
- CPD on how to review PiXL maths assessments
- Teachers were supported with analysing the PiXL maths assessment data

Subject Lead Spring Term Focus

- Consistent approach in KS1/2 with regards to retrieval
- Use of board games and outdoor games as recommended by EEF Maths EYFS and KS1 guidance
- To further develop an understanding of the EYFS curriculum in relation to maths





Science

Science Subject Leader

Science Lead has:

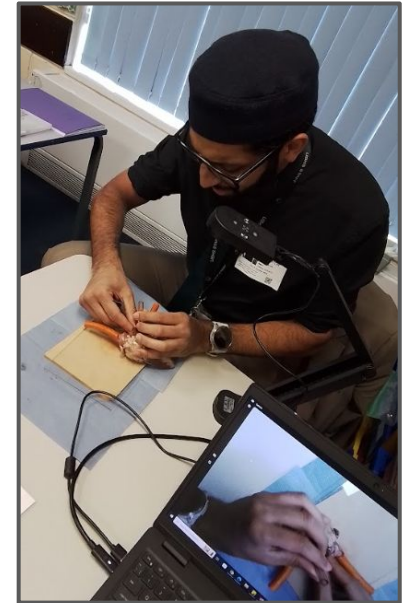
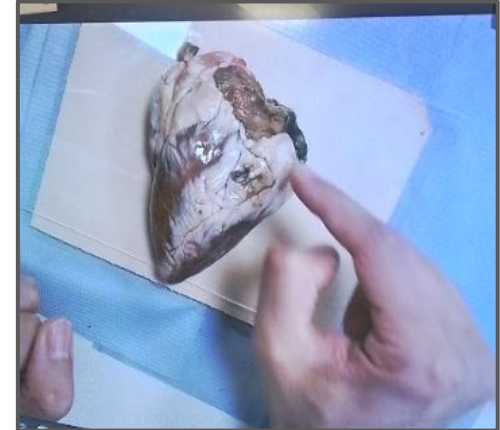
- reviewed the science curriculum for Year 1, whilst writing up medium term plans for Autumn 1 and 2.
- Met with HLTA regularly to support with planning Science in Year 1.
- Written Medium term plans for LKS2 with clear opportunities for retrieval work and investigative work.

Subject Lead Spring Term Focus

- Design Year 1 and LKS2 Medium Term Plans for the Spring Term.
- Visit Early Years to see Science in Action
- Look at Science work across the school.

Science Enrichment- links with UBHS

Whilst learning about the circulatory system, Mr Patel from UBHS came in to carry out a heart dissection. The children were captivated as they saw a real heart, its 4 chambers and different valves. Mr Patel recapped their science learning by asking the class how the heart works.



Science Enrichment

Children in Early Years, have been learning about night and day. They had an amazing owl experience and learnt that owls are nocturnal animals





Science

Snowflake crystals

Learning about signs of winter, children looked at how snowflakes are formed. They then made similar crystals by dissolving Epsom salts

Super Learning Day

Children across school took part in different science/art activities based on the theme of 'change'.

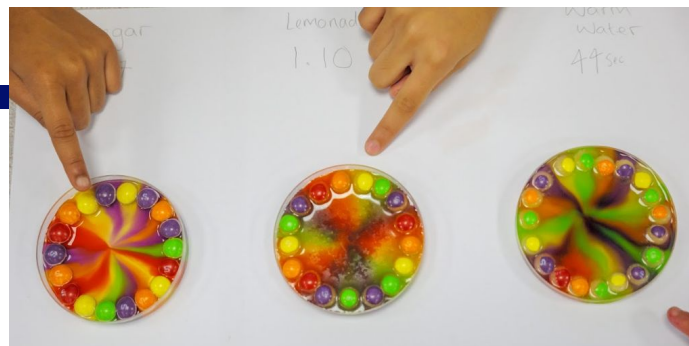
Don't melt the ice

Children chose different materials to wrap their ice in. Their goal was to stop the ice from melting. They observed the ice every minute



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Skittles experiment



Children looked at how the colour from the skittles dissolves into the water. They then compared the speed of the reaction and compared it to other liquids- like lemonade and vinegar

Potions

After learning about acids and alkalis, children, tested the pH of different solutions.

Leaf chromatography

After looking at the colour of autumn leaves ranging from green, orange, yellow and red, we separated the colours to find the mixture of its pigments.





Science

Science across School

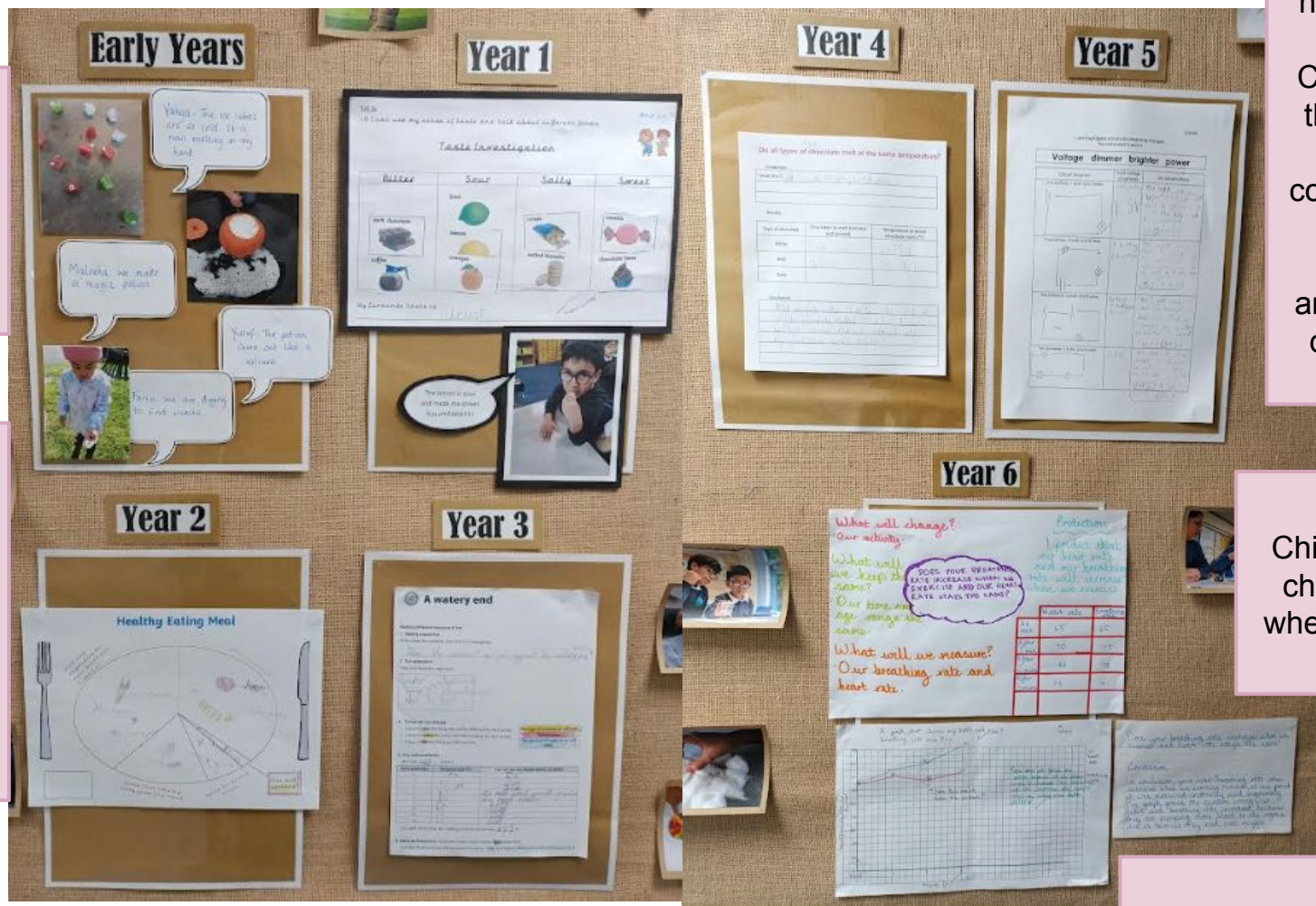
The whole school science display proudly shows investigative work, from each class, that has taken place during the first half term. This display recognises the importance of Science in the school and shows progression.

Early Years

Children have been using their senses to explore ice, describing how it felt when it was touched.

Year 1

As part of the topic of ourselves, children explored each sense. They tested their senses by tasting different foods and grouped them as bitter, sour, salty or sweet.



Year 2

Learning about "Healthy me," children have foods into the different food groups on the eatwell plate.

Year 3

"Does the amount of ice affect the melting point?" As part of their changing state topic children measured the temperature of ice during the melting process.

Year 6

"My breathing rate increases whilst my heart rate stays the same" Children had to test this hypothesis, by planning and conducting their own experiment, collecting and analysing their own data and writing a conclusion.

Year 5

Children investigated changes to a circuit when components are added.

Year 4

"Do all types of chocolate melt at the same temperature?" Placing different types of chocolate in water, they measured the temperature at which it melts. They looked at their results.



Eco Schools

Eco School award with distinction

Our eco committee worked very hard last year on the themes of global citizenship, healthy living and school grounds.

Eco warriors 24/25

This years Eco club has been set up with children from Year 5 and 6. We have completed our environmental review and have started devising our action plan.



Asda Heroes

Some Year 5 children attended an Asda heroes launch party, in Leeds. This project will help children to become global citizens and help make a difference in our local community. We met Sharon, our community champion who will be helping us with our project



Asda Heroes- Workshop 1

Our Asda champion visited us at school. We learnt about food waste and have pledged to compost waste from school

ENERGY
Heroes

**FIELD LANE J & N
SCHOOL:
OUR SUPER HERO
SCHOOL, AUTUMN
TERM 2024!**



Superhero school feature

Field Lane was chosen by Energy heroes to be featured in this terms newsletter, because of the sustainability work we have been doing.





History

Curriculum

The history co ordinator has spent time looking through and ensuring curriculum coverage in Cycle B. Medium term plans are up to date for this year.

Local Links

We attended a meeting with the Kirklees Museum Lead (Sarah Wilson). She shared lots of ideas pertinent to the primary curriculum including:

- Planning
- Local links to history
- Topic boxes
- Resources

Professional development

We have dedicated time during staff professional development to review medium-term plans. This has facilitated discussions about planning among teachers, encouraged the exploration of new ideas, and allowed for resource sharing.

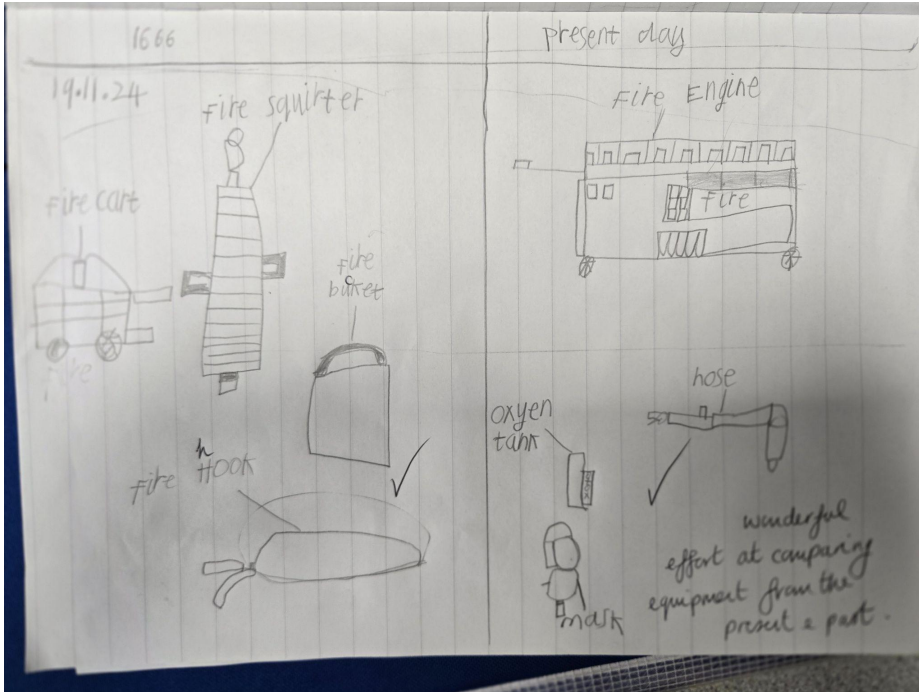
EYFS

The history lead and EYFS team met to discuss the long term plan in EYFS. We looked at topics where history could be included and also talked about how historical enquiry skills can be taught in Early Years.





History



Early Years and History

A history association article written by Hilary Cooper talks about the important aspects of history in Early Years:

“At this stage children should listen to **stories**, ask how and why; use the past, present and future tense; talk about the past and present in their own lives and the lives of family members; recognise similarities and differences between families and traditions, objects and materials; and role play and make up stories. There are many opportunities here for children to find out about the past.”



Subject Lead Spring Term Focus

- Looking at history work across the school (work scrutiny and pupil interviews)
- Ensuring that all medium term plans for cycle B are on the shared drive.
- Visiting Early Years to observe history been taught and further discussions with the Early Years Lead to discuss learning opportunities





Geography

This Autumn term, we have been busy introducing geographical concepts to our younger children. This allows the children to study Geographical content through a geographical lens and prepares the children in Early Years for their transition to KS1.

Environment (Seasonal changes)

In EYFS, children have been introduced to the Geographical concept of *Environment*. The team have focussed on providing the children with lots of experiences, including an Autumn walk, a fire pit, gardening, harvesting and exploring the snow.

KS1 then further investigated this concept with their work on the seasons and respecting our environment.



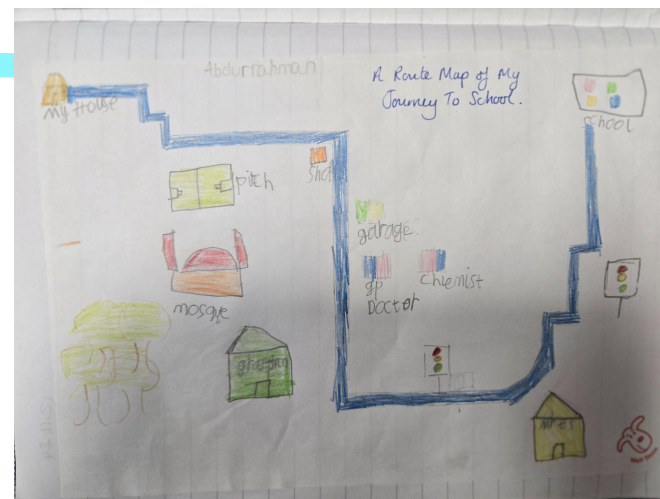
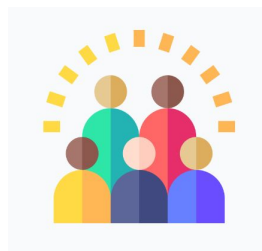


Geography

Place (Local Area)

The idea of place has been introduced to our Early Years students through allowing the children to explore their unit, the school and the local area. They went on a local walk with lots of discussion on the way. These experiences help our younger children to understanding the feeling of home, community and belonging.

KS1 have then further developed this idea with their work on the local area, creating route maps, learning their own addresses and looking at the countries of the UK.



Subject Lead Spring Term Focus

- Complete medium term plans for Geography for cycle B
- Visit EYFS to see Geography in action



Art

Y6 Sketchbooks - progress / growth

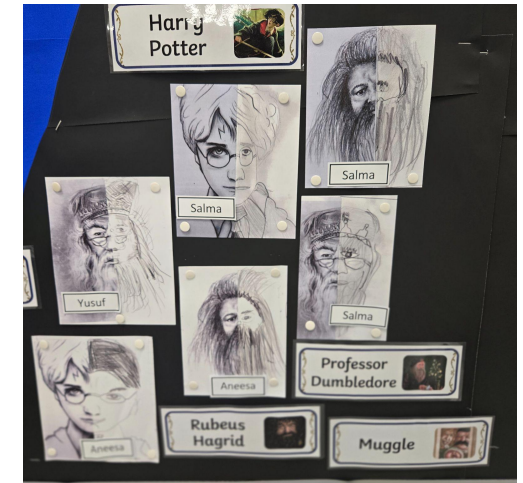
When thinking about how to slot sketchbook use into the school day, the key is to think little and often. We decided to trial this with Y6 to see what impact this additional time given to sketchbooks would have on progress.

Regular opportunities for practice, combined with open access to sketchbooks helped to create momentum and energy, which in turn helped creativity to flourish in all areas.

What children said:

CPD

Shazia Ellahi has attended a 'New to Subject Leadership' course in preparation for becoming the Art lead at Field Lane.



Subject Lead Spring Term Focus

- Completing Medium Term plans for Cycle B
- Preparing for a new subject leader.



Art and Design

Tree Weaving

Star Value Hands

Children personalised a cutout of their own hand using the star values of the school. This piece is now in pride of place in the entrance.



The children used branches found in the gardens to decorate with ribbons and wool.



Super Learning Day

Children across school took part in different science/art activities based on the theme of 'change'.

Collaged forest

After exploring the shape of British trees, children cut out their own, collaging them with their own designs. The trees were then put together to create a forest.



Diversity Pebbles

The children each decorated a pebble with their own designs to celebrate the diversity of communities.



Migrating butterflies

Children looked at butterflies of all shapes and sizes and found out about how they migrate. They now fly through the main corridor.

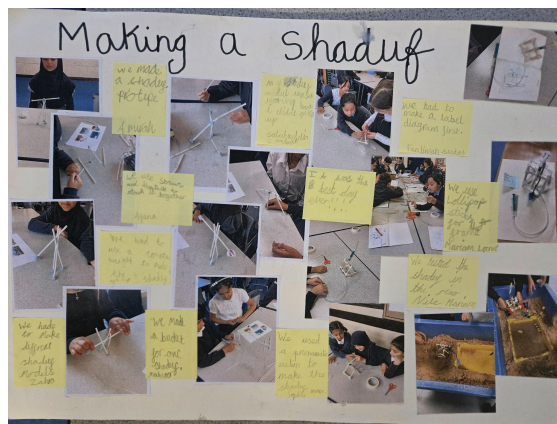




Design Technology

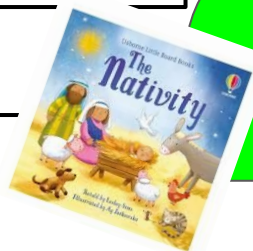
Progression Map

The DT Progression Map has been revised to include EYFS using Development Matters and research by the DT Association.

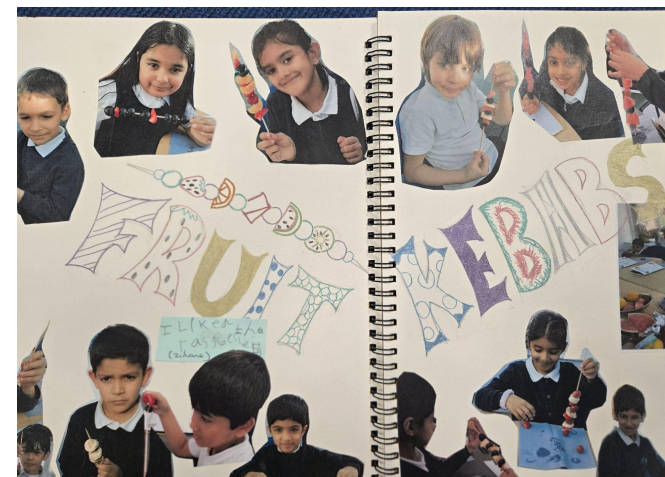
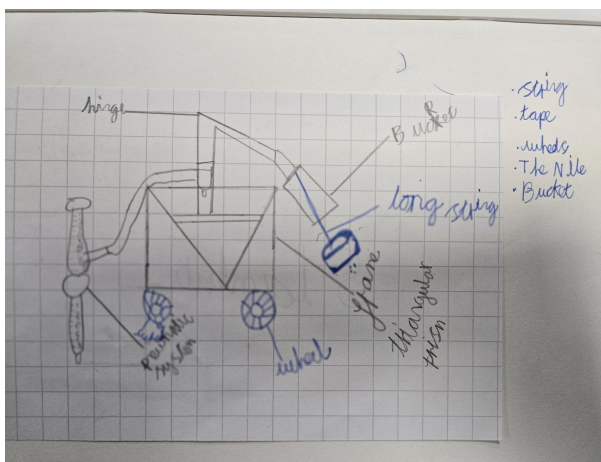


DT in Nursery

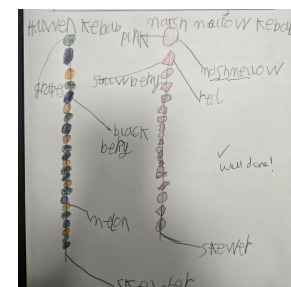
Observation of children planning, designing and building a stable after listening to the story of the Nativity. Children talked about how to get in, how to keep dry and how to ensure there was enough room for all.



From planning through talk in EYFS to annotated designs in KS1 and LKS2



KS1 Designing fruit kebabs - annotated drawings



Toget

Making Shadufs in LKS2





Design Technology

Subject Lead Spring Term Focus

Visit to Reception to see and DT in action.



Y5/6 designed and created motorised 4 wheel drive vehicles using skills and knowledge built up from EYFS through KS1 and KS2

Together We Learn





Physical Education

Events

Lots of our learners have had the opportunity to participate in different sports events through the School Sports Partnership:

- Y3/4 Athletics competition
- Y5/6 Athletics competition
- SEND PE session for learners in Reception and Years 1-6

Outdoor PE Equipment

Using the Opening Schools Fund, we have been able to buy new playtime equipment. Our children have particularly enjoyed playing tennis and basketball!

We have also observed more girls being active at playtimes.



Together We Learn





Physical Education

Sports Leaders

30 learners from Y5 and Y6 have been trained as sports leaders. We will be doing some further work with these learners on how they can apply their training to playtimes and lunchtimes.

Subject Lead Spring Term Focus

- Pupil voice on PE lessons
- Observation of PE in EYFS
- Organise events for learners to participate in
- Attend PE conference





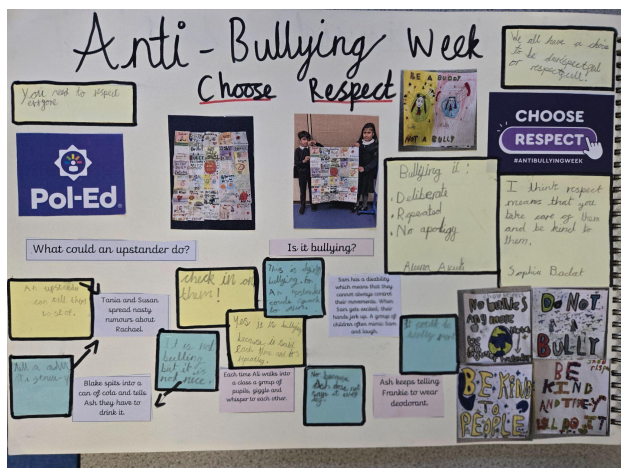
Personal Development

Anti Bullying Week

As part of anti bullying week, we had a poster competition which was on the theme of respect. Our learners also took part in the BBC Live Lesson which was about bullying.

Junior Travel Ambassadors

As part of Road Safety Week, our Junior Travel Ambassadors organised a 'Be Bright Be Seen' non-uniform day and also raised money by selling reflectors.



Road Safety Week

We had someone from Kirklees Road Safety deliver an assembly to KS1 and KS2 learners about the importance of being safe near roads. Our learners also took part in a 'be bright be seen' poster competition.





Personal Development

Subject Lead Spring Term Focus

Phrases that support resilience

'Please don't do that...'

'That makes me feel..'

Transition from MyHappyMind to
PSHE Association Curriculum



Wellbeing Wizards

Kirklees Keep in Mind (KKiM) have trained a group of Y5/6 learners on how to be wellbeing wizards. Some of the wellbeing wizards have also created a display to introduce themselves.

Democracy and SOUP

Field Lane has been awarded the Democracy Friendly Schools award!

Together We Learn

