



# Grove School

Curriculum Report from Leaders at Grove school

Spring 2019

**Nursery- E.Gallagher, Assistant head teacher**

Our nursery topic during the first half of the spring term was 'Once upon a time...' Children have shared a range of traditional stories, enjoyed dressing up as the characters and acting out the stories. Developing children's language skills has been our key drive and it has been positive to hear children using new vocabulary linked to the stories.

A group of boys have been particularly interested in the construction area; staff have observed and followed their interests to plan future learning. Children used a range of materials to make models of the Three Little Pigs houses then role-played the story. In the outdoor area we constructional and re-enacted the story on a larger scale.



Children in EYFS have enjoyed daily story time, each day selecting a Pie Corbett 'Book to read in EYFS' to share. Staff have noted the children have some favourite books, Dear Zoo by Rod Campbell is selected frequently and children are confident in telling the story independently using descriptive language to describe the animals.

During National Story telling week the teachers brought along their favourite books from childhood to share in assembly, this encouraged the children to share their favourite stories from home at story time.



In EYFS we have promoted good attendance by talking about something exciting that will happen in school the following day to motivate good attendance. In weekly assembly children who attend every week have their name added to a prize draw and select a prize from our special prize box. Each half term children are awarded with a certificate and prize for excellent attendance.

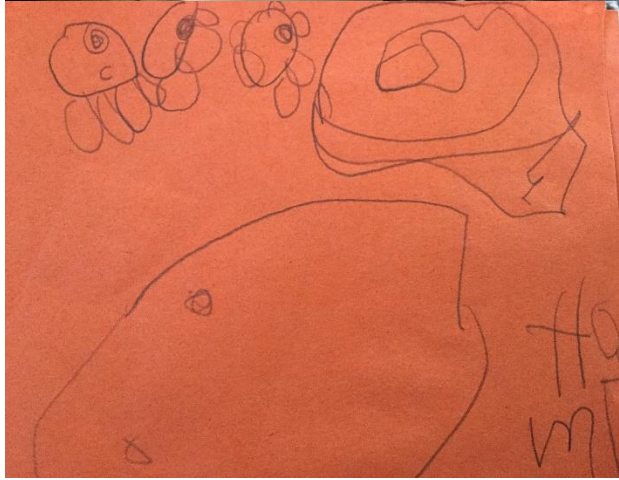


In the spring term, nursery have participated in daily phonics sessions in small groups with Robbie the robot. The children have enjoyed taking part in lots of multi-sensory activities including singing jolly jingles, forming letters in water and glitter and are beginning to hear and say initial letter sounds. The phoneme of the week has been sent home each week encouraging children to look for objects with a particular sound. By encouraging children to share their phonics work at home they have shown a lot of enthusiasm and are keen to find out which phoneme they will be learning about next.



The children read *The Little Red Hen* and had an exciting visit from the Living Eggs Project. Children observed the eggs hatching and were able to see the chicks grow over time. They learnt about the life cycle of the chicken and were able to confidently articulate how to take care of living things. Children were keen to use their experiences to mark make, ascribing meanings to their makes children created observational pictures of chicks and goodbye cards.





We are looking forward to visiting the chicks at the farm in the summer term.

### **Reception- E.Gallagher, Assistant head teacher**

Our reception topic during the first half of the spring term was 'Once upon a time...' Children returned to school keen to share the puppets they created as part of their holiday projects and talked about their favourite stories from home. This helped the staff elicit the children's ideas and build on their interests.

We began our first day back with an explosion into topic where the children watched the staff perform a pantomime of Little Red Riding Hood. This sparked the children's imaginations and back in class the children were keen to use language modelled from the story, work with their peers to role-play, sequence events and write about the story.

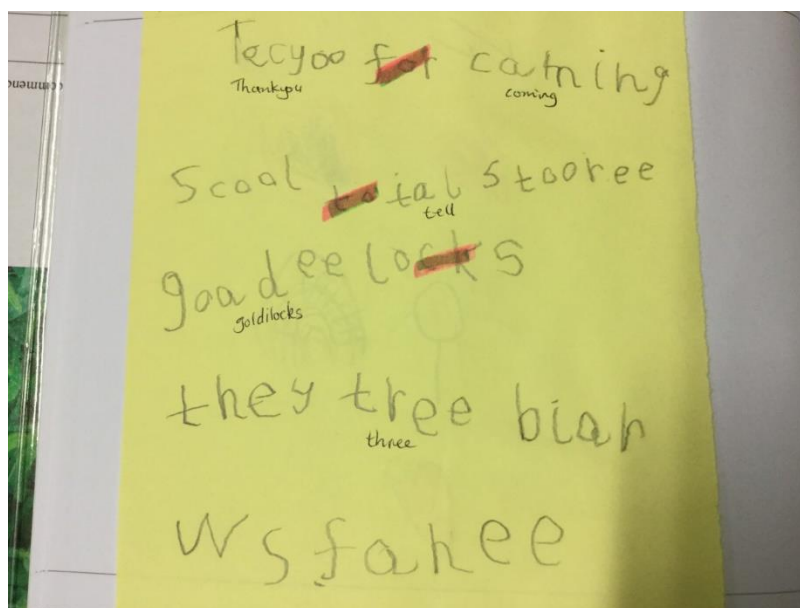
Throughout the term the children have developed their questioning skills by hot seating different fairy tale characters, this supported the children personal, social and emotional skills allowing them to think about how we treat others with respect.



The Hob Goblin Theatre Company visited the children in EYFS to perform Goldilocks and the Three Bears and carry out a drama workshop. Having had the opportunity to develop their self-confidence retelling stories in class and having read the story before the performance children were fully able to understand the alternative version of the story and answer questions about it in more detail.



Following the performance, the children participated in independent writing thanking the company for their visit



*"Thank you for coming (to) school to tell (the) story (of) Goldilocks (and) the three bears (it) was funny."*

Reading and phonics continues to be a key driver this term with daily guided reading and phonic sessions. Staff have identified a target group of PPG or tiger group children to participate in daily precision teaching, supporting children to develop their reading of sight words.

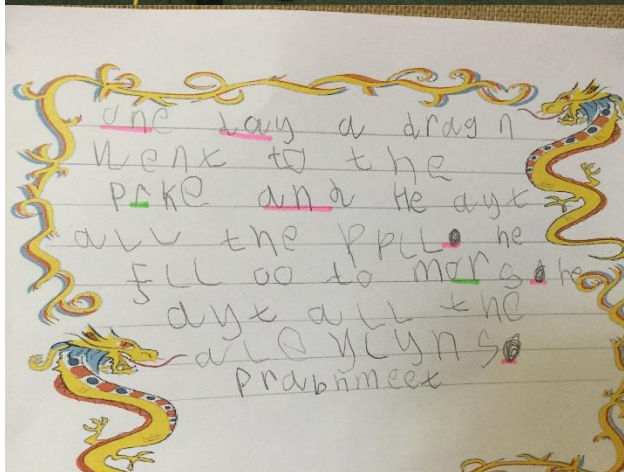
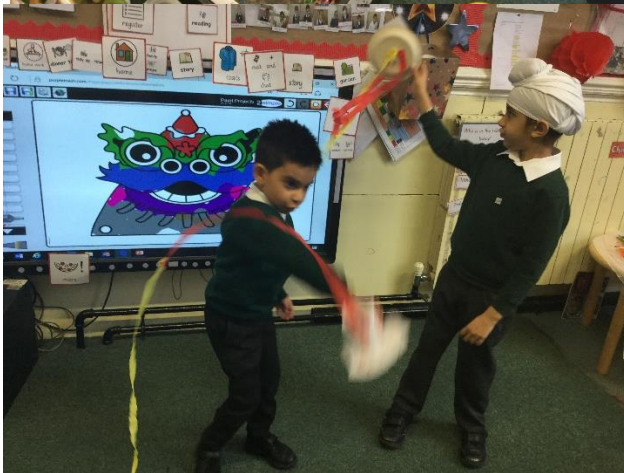
The reception team have supported children and parents in weekly literacy clubs where staff model pronunciation of phonemes and digraphs, and use the jolly phonic scheme to model early reading and writing skills. Parents are encouraged to watch the member of staff then have a go at working with their child. We have had a positive response from parents with 30 families participating this term, a number of bilingual parents have reported they have found it particularly useful.



*Certificates awarded for participation in spring term club.*



In February, the children celebrated Chinese New Year and participated in a range of real life problem solving challenges including ordering the numbered animals from the story, designing and making a Chinese dragon and cooking noodles. The children measured the water and timed how long the noodles would take to cook. They used their fine motor skills to use chopsticks to eat the noodles then experimented playing a number game getting messy with the noodles. The children made up their own dragon stories and enjoyed sharing them in assembly.



At the end of our tradition tales topic the parents were invited into class to take part in a reading and phonics workshop. The children all took home a free Book Trust story and tips for parents to encourage them to share books everyday and develop their child's interest in reading.



Reception have dressed for the cold weather in waterproofs and wellies and enjoyed participating for Forest School with their key worker and Sally Calley, Forest School Leader.

The children demonstrated characteristics of effective learning while playing and exploring. They demonstrated curiosity and a 'can do' attitude while searching for insects and bugs. The children showed high levels of focus paying attention to details while making bog art using clay, twigs and leaves. The children were keen to seek new challenges, take safe risks using the hammers to knock stakes in to the ground.



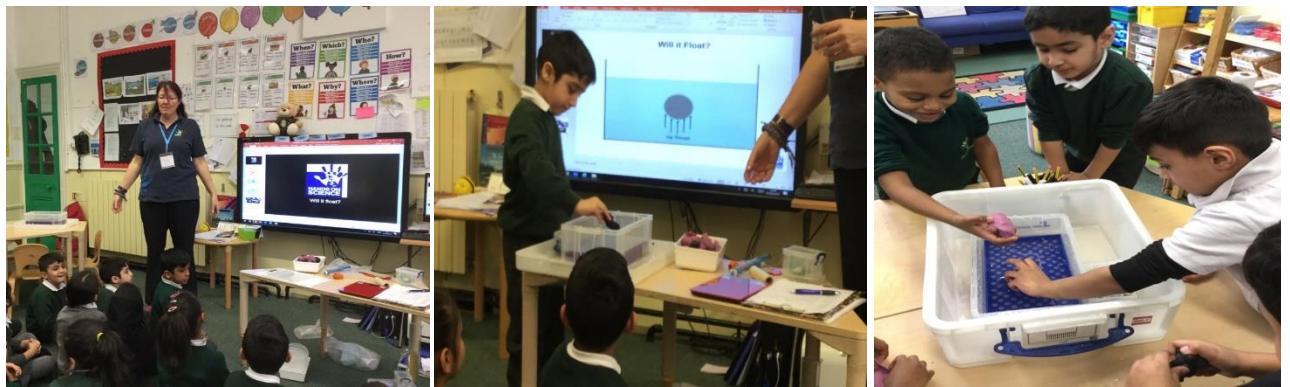
**Year One – Mrs J Wilkinson, Year Group Leader**

Following a successful Autumn term, the children came back from the Christmas holidays full of energy and enthusiasm! We started the new term with an explosion into topic where we studied the artist Terry Frost. His representation of 'Sun and Boats' was the focus of the art curriculum on this occasion. Having the opportunity to explore a variety of media and learn about combining them resulted in some stunning art work being produced.



Another of the curriculum opportunities on offer on the explosion day was Design and Technology. The children were asked to design a boat and write about the materials they would use to create the boat. The children needed to think about the suitability of the materials, not only in terms of malleableness to physically make the boat, but also its suitability when reacting with water and the ability to float. Prior to this, the children had had the opportunity to make a model of their choosing to enable them to explore materials and to investigate how to join different materials together. Once again the children rose to the challenge and created some sophisticated masterpieces.

As the term progressed we learned extensively about materials in our science lessons. The children enhanced their knowledge of properties of materials and explored a variety of vocabulary relating to the materials. To heighten our knowledge and understanding of both materials and the ability to float or sink, we were visited by 'Hands on Science' and the children participated in the



workshop 'Will it Float?'

The impact of this workshop on the children's knowledge and enthusiasm for learning was phenomenal! When the time arrived for the children to make their own boats they used what they had learned during the term and from the workshop to analyse the materials available and solve the problem of ensuring the materials were waterproof. The children were elated when they discovered that their boats floated!



In Literacy the children have learned about some well-known authors. While discovering facts about Jill Murphy and Julia Donaldson, the children were able to link it to previous learning about Mick Inkpen and they began to make their own comparisons about each author and the characters they included in their stories. We were also extremely excited to partake in an assembly when a real life author came to visit. The children were in awe when Juliet Clare Bell was telling them about the books that she had written. They even got to hear Clare read one of her books. A love of reading was further enhanced through the opportunities during National Storytelling week. Since then the children have proudly brought in cherished reading books from home to be read as our class story at home time.

In maths the children have deepened their understanding of number and have learned how to multiply and divide by 2, 5, 10. Several of the children now have their 11 club and 22 club maths badges, with some children on their way to being awarded the 33 club badge. Recently the focus has been on fractions. The children used their knowledge of halving and division to find half of a shape, object and quantity and some children were ready to learn about how to find a quarter of a shape, object and quantity.

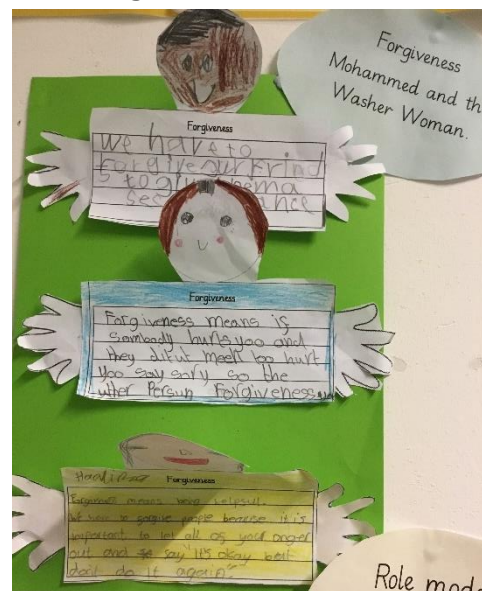
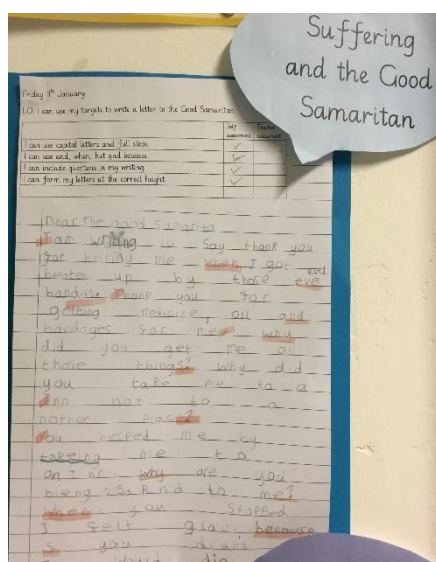
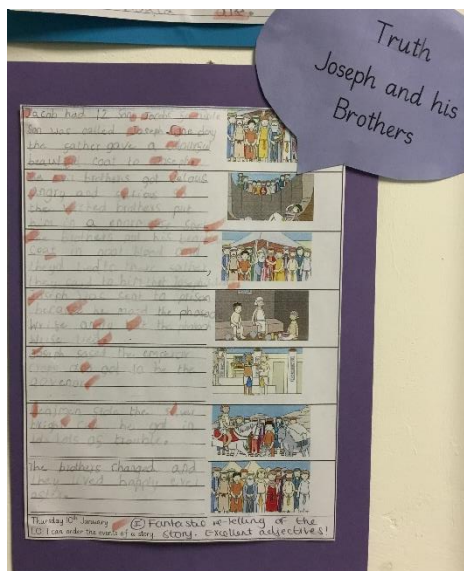
After school curriculum clubs continue to be well attended and the impact of what has been learned in club has been positively noticed in classroom work. The children enjoy attending and some children and parents have asked to be considered for future clubs.

Next half term we are thrilled to welcome Hobgoblin Theatre Company who will perform 'The Greatest Fairy Tale Ever Told'. Exciting lessons have been planned to inspire the children to extend their vocabulary and writing skills. We will also be developing drama skills through a workshop provided by the theatre company, which will also impact on speaking and listening skills throughout the curriculum.

On the first day back at school we are looking forward to exploding into topic which will involve the children becoming princes and princesses as they design and create a crown to wear and making sandwiches to eat while we are captivated by the story of Cinderella in our cinema style setting in school.

**Year Two – Miss E Knight, Year Group Leader**

Year 2 started off their spring term by learning about Religious Education. We looked at the stories of Jesus and Mohammed which included The Good Samaritan, Joseph and his Brothers and Muhammed and the Washerwoman. The children were able to discuss the meaning of courage, truth, fairness, forgiveness and suffering which they linked back to their own experiences through lots of

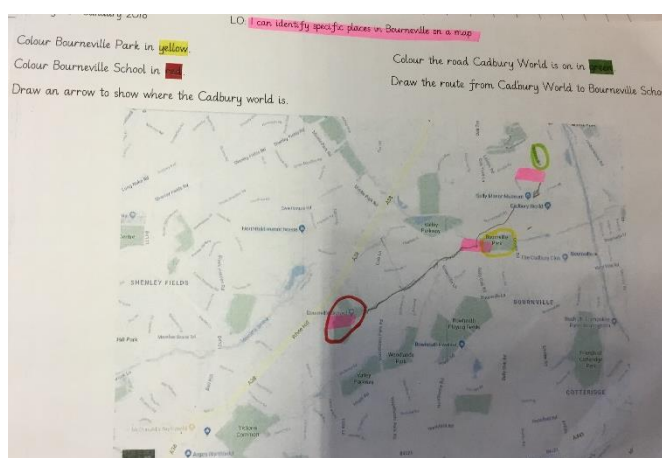
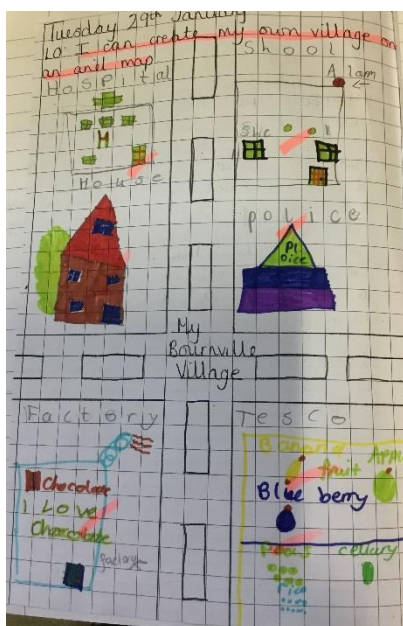


stimulated discussion.

Our topic for this Spring 1 was The Cadbury Brothers and Birmingham. We started the topic by exploring how chocolate is made and the history of chocolate. The children were fascinated to see that chocolate was from cocoa beans. The children were given the opportunity to taste Mayan's hot chocolate. They described how it tasted and compared it to the hot chocolate we drink today. The children have researched the Cadbury Brothers on the laptops in ICT lessons and have created fact files about the Cadbury Brothers. An author, Clare Bell, came to Year 2 to talk about one of her books 'Two Brothers and a Chocolate Factory'. She told the children about what it was like in Birmingham during that time. The children were so inspired and amazed that we decided to write her a letter to persuade her to write a book about our local area, Handsworth.



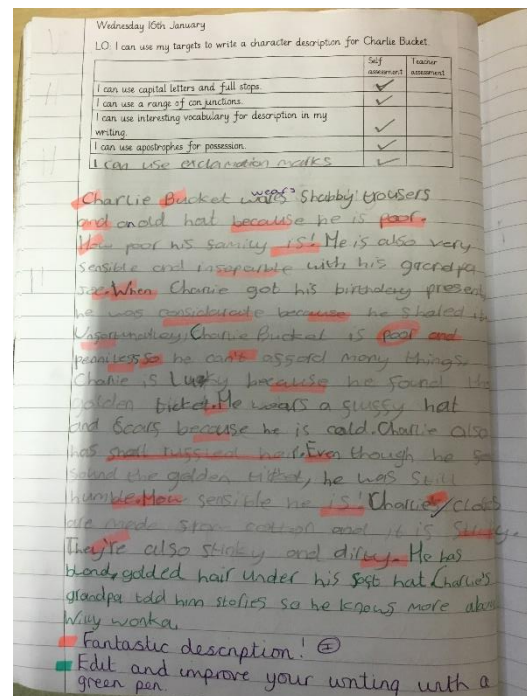
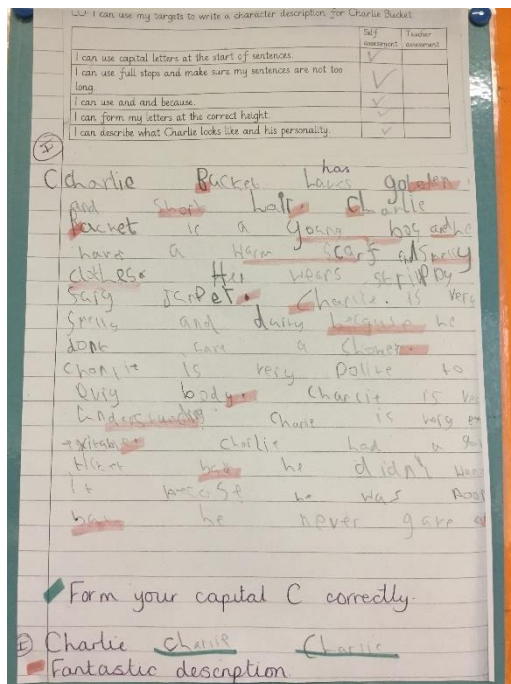
The children really enjoyed map work where they located different places in Bournville and compared the similarities and differences between Bournville and Handsworth. The children then created an Aerial map of their own village and discussed why they had chosen to include specific places in their village.



The children thoroughly enjoyed our new educational visit to Cadbury World where they watched various videos about the history of chocolate, they experienced Bull Street where John Cadbury opened the first shop selling chocolate, tempered chocolate and even tasted lots of chocolate. The children then experienced first-hand what Bournville looked like as we discussed the shops, Bournville School and the park. The children followed the route they found on their maps to find the different places in Bournville. The children are taking part in an exciting bang out of topic day on the last day of term where they will be taking part in different activities in three special rooms; the chocolate room, the inventing room and the squirrel room. Children will be given the opportunity to design their own golden ticket, act and perform parts of the story, learn songs from Charlie and the Chocolate Factory the musical and complete function machine challenges which will extend the children's vocabulary further.



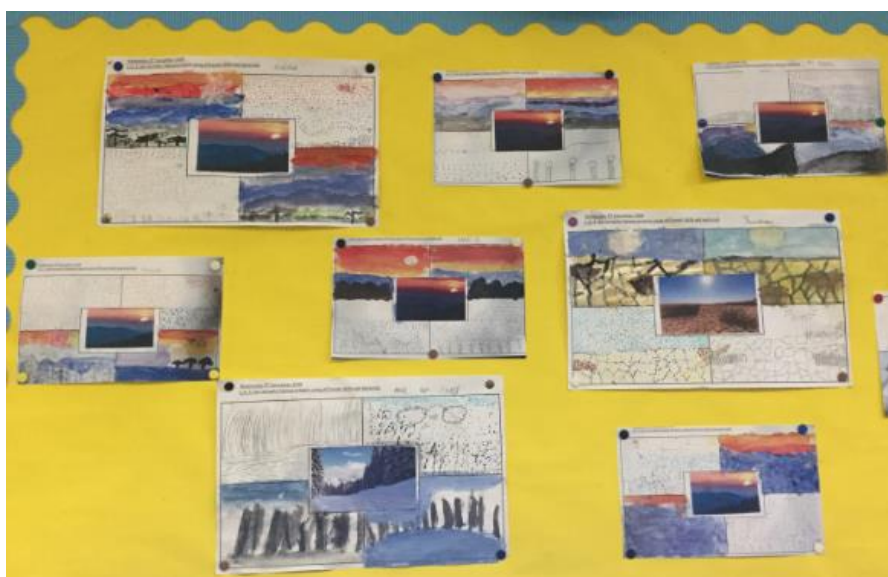
The class novel, Charlie and the Chocolate Factory, has been thoroughly enjoyed by staff and children alike. With weekly activities and homework the pupils have shown a fantastic understanding of the text and developing their comprehension skills as well as reading for pleasure. The children have written character descriptions about Charlie Bucket and Willy Wonka and they have written their own trip advisor review on Cadbury World which has had a huge impact on the children's writing.



### **Year 3 – Mrs A Bennett and Mr A Hartwright**

Autumn 2 started off with a bang! The children had the chance to explore different types of weather through researching, role playing, interviewing and exploring the outdoors. We loved reconceptualising different extreme weathers and adapting them to how they might have affected our local area of Handsworth. Who knew we could have floods, tsunamis and tornadoes in Handsworth?

Using our artistic flare and understanding of different skills, the children began to create artwork using paints, charcoal, pastels and pointillism to resemble different weather types in the style of Van Gogh, William Turner and Signac.

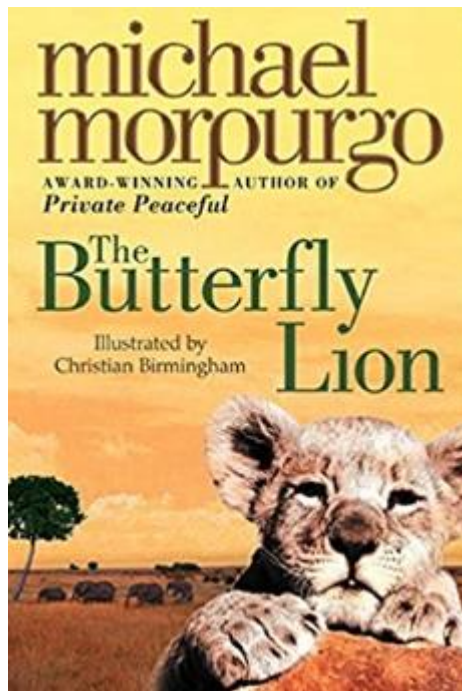


After that, the children put on their gloves and became archaeologists. What fun we had! Whilst exploring Wren's Nest, the children discussed the different types of rocks that can be found

around the world and how weathering has effected them. We also had the chance to become architects and explore for fossils.



The children were able to take their own fossil home for them to study further. The children loved this as it gave them first-hand experience of being fossil hunters and really deepened their understanding of rocks and fossils. As part of the visit, we looked at how the surrounding area in Birmingham had changed. This has informed their learning for their fossils unit that continued afterwards and topics further on in the year when we will be looking at different rural and urban areas in Birmingham. As an explosion out of our science unit for Autumn 2, the children made their own fossils based on different fossils that they found at Wren's Nest. Mathematical and scientific skills were built into this session as they were working with statistics, measurements and excavating their fossils.



Our class novel was a bit of a tear jerker this time around. The emotions were flooding out of the children during their reading and dramatisation of the Butterfly Lion by Michael Morpurgo. The children developed their vocabulary further with words like empathy and sympathy. This linked nicely into our guided reading sessions and our writing as the children passionately spoke about the book. The children have shown their ability to retell and really understand the text through their speaking and listening, writing and guided reading, whilst also

building the settings of the Butterfly Lion into our climate zones topic.

As an explosion out of our climate zones and extreme weather topic, the children explored and compared the climates zones around the world, building in their knowledge of the seven continents and the 5 oceans from Key Stage 1. The children built their own globes out of papier-mache and then loved building up their world using their knowledge. We linked in our dispositions to the lesson as we spoke about how we can care for the world and respect the world that we live in. This drew upon R.E. that the children have previously learnt in Year 2 and 3.



In Spring 1, the children got physical and historic as we took part in our very own Athenian Olympics, exploring how culture in the westernised world has been influenced by ancient civilisations such as the Greeks. The children really showed their competitive sides but also showing how well they work with teams.



The children have also made their own Greek pots based on the styles produced by people in Ancient Greece. During a trip to the Birmingham Museum and Art Gallery, the children were able to study and work with authentic Ancient Greek vases and other pottery. This really helped the children when it came to them designing and constructing their own versions.



***"I like doing art because when I'm older I want to be an artist. I liked making the pots out of clay."***



The children became geographers, exploring Greece's place in the world in the past and today. They used this understanding to compare Alexander the Great's leadership, democracy in Greece and around the world and also look at how its

place on the map has changed throughout history. The children used their understanding of Greece to reconceptualise and draw conclusions around the importance of Ancient Greece and its impact of today's world.

***"I like using the laptops and going on BGFL because I'm becoming more confident with logging in and using different websites to do work."***

In Science, the children explored how light works and impacts our daily lives. The hands-on approach to teaching and learning around Light made the children enthusiastic and keen to learn more. The children investigated how shadows are created, how they are effected by distance and how light travels and bounces depending on the surface it comes into contact. Each of these have been explored through their own investigation/experiment that the children developed themselves through setting their own questions that they wanted to answer.



As well as this, the children had a fantastic visit from the puppeteer Clive Chandler who brought together our light and Ancient Greece topic by retelling Greek Myths through the use of shadow puppets. The children thrived in telling their own stories using shadow puppets that they created back in their classrooms, using inspiration from the Twits and Greek Myths that they have studied. The use of dark tents in the classrooms have led to the sessions really impacting the understanding that the children developed.





Swimming has continued to be a huge success with many badges being achieved, including our

first 100 metre badge! The children definitely see swimming as a highlight and we teachers are very pleased with how successful it has been from the start.

***"I have liked swimming because it's fun and we get lots of exercise. It keeps us healthy too."***

In maths, we have continued to develop our problem solving and reasoning skills through continuously revisiting and consolidating areas of the curriculum. Additionally, we have been building maths into the wider curriculum through weighing out ingredients for our day of Greek cookery, measuring the length of shadows that we are creating, developing understanding of statistics through our fossil topic and reading and comparing temperatures around the world. This has given the children first-hand knowledge of applying these skills to real life contexts.

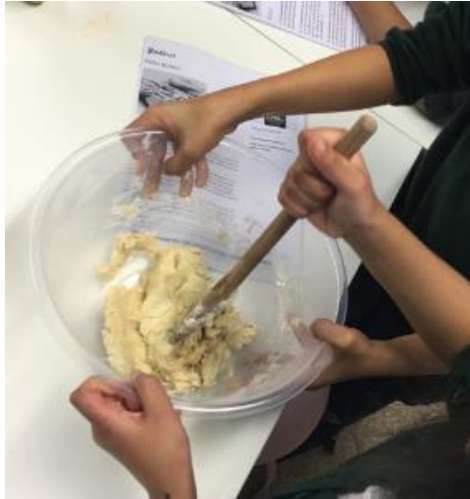


***"I like all the lessons that we have. I am really happy with my times tables and my favourite big write was doing the weather report."***

Our book of the half term has had us roaring with laughter and feeling shocked and disgusted as we stepped into the rather revolting lives of The Twits. The children have loved exploring the rather unconventional relationship between Mr and Mrs Twit by creating their own example of their questionable bird pie, acting out scenarios that the Twits could have used to trick each other and discussing morals that the Twits should have considered following. This has linked nicely into our Grove Expectations and R.E. dispositions. The children are finishing off the Twits by retelling parts of the story using shadow puppets, linking in their light topic too. We concluded Spring 1 with a Greek Mezze day. The children were able to create lovely, soft Pittas in the kitchen, making their own dough by weighing out the ingredients and kneading the mixture. The children loved becoming chefs and getting themselves (and the teachers) very messy! The children also made their own Tzatziki and Hummus using fresh ingredients, leaving a very lemony and minty aroma around Year 3. The children then had feasts within their classroom tasting the flavour sensations that they had created.

***“My favourite thing this year has been going to the kitchen. It was good because we got to make something ourselves which I’ve not done before at school.”***





### **What's to come in Year 3?**

In the coming term, the children will get the chance to learn about Sikhism through visiting our local Gurdwara and comparing their beliefs and cultures to those of Sikhs. The children will be looking deeper into this by constructing their own model of the Golden Temple using blueprints and will be taking part in their own research that they will lead themselves.

In science, the children will be exploring forces and magnets by creating their own magnetic egg cars which we will then put to the test to evaluate and identify which is the most useful, well-constructed and durable.

We are also looking forward to the children having the opportunity to work with people from West Bromwich Albion Football Club to inspire and motivate them in potential future careers and ambitions.

### **Year 4 - Mrs I Hines, Year Group Leader and Assistant Head teacher**

This half term in Year 4, we started our topic on the Golden age of Islam with an extremely enjoyable and informative visit to The Birchfield Mosque. The children of Year 4 found this project extremely engaging and were able to discuss the importance of Baghdad and the House of Wisdom during the Golden age of Islam. As

a year group, the focus of Islam has been at the heart of our work. In computing lessons children learnt to create code that allowed them to draw patterns using rotational symmetry and written poems and produced fact files. In art the children studied Islamic art and created geometric patterns that were then transferred onto polystyrene tiles and used to print onto fabric. These hangings turned out really well. The class novel, the Spiderwick Chronicles, was enjoyed by all the children and provided an inspiration for the children's own fantasy stories. This half term, Grace Nichols has been our poet. Children have enjoyed reciting her poems and finding out about her life. Some children in the year group have been inspired to write poetry in her style.

Children have enjoyed writing and this half-term some of Year 4 are entering the BBC 500 word story writing completion.

In music, children have learnt about Mozart and listened to his Horn Concerto. The focus of maths this half term has been: fractions, decimals, percentages, mass and properties of quadrilaterals and triangles.

It has been a fun packed half term and the children continue to demonstrate the bests of Year 4.

**Year 5 - Mr J Bentley , Year Group Leader**

**Year 5 – Curriculum journey- Mr J Bentley , Year Group Leader.**

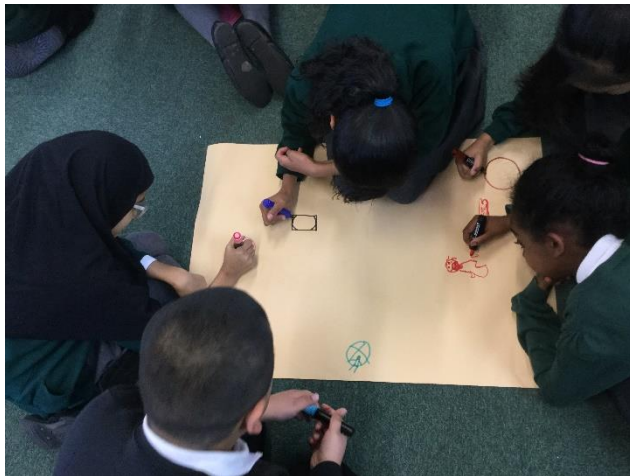
If there is one word that sums up the journey year 5 have taken through the curriculum it is the word 'emotional.'

**Just-3-Clicks** hit the ground running in week 1 and took the children on a journey using: group-work, freeze-framing, drama, discussion and a wealth of interactive activities to unpack what extremism is and how extremists use our connection to the online world to identify vulnerable people and groom them as tools to further violence and hate.

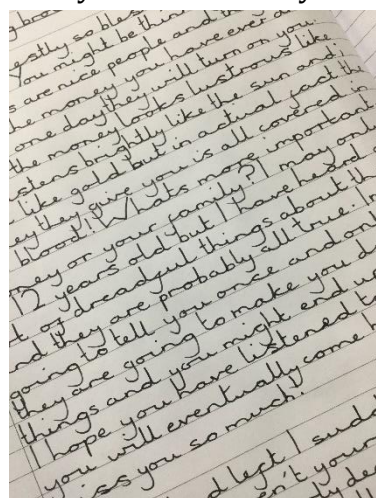
Each week the children explored, through the use of drama the conditions that create vulnerabilities in people and the impact of extremism on their immediate

family and the wider community.

Here the children set about creating symbols and signs for the sinister group – the Elders. The Elders use online games to identify vulnerable young people and begin the grooming process.



The children loved being able to explore the wide range of feelings as the ripples of extremism touched different members of the family and community.



One of the bonuses of having the 6 weeks to explore a story in such depth was the impact that it had on the children's writing. Emotive language, persuasive arguments and deep conviction has really come through into their big writes.



Characteristics of effective learning at Grove School

<p><b>I AM UNIQUE</b></p> <ul style="list-style-type: none"> <li>The starting point being the needs, interests and developmental stages of each child.</li> <li>Finding out what interests, engages and motivates each child.</li> </ul> <p><b>ALL ABOUT ME, MY INTERESTS, MY NEEDS</b></p>	<p><b>PLAYING AND EXPLORING</b></p> <ul style="list-style-type: none"> <li>Investigate and experience things,</li> <li>'Have a go'</li> <li>They make links between ideas</li> </ul> <p><b>PLAY, EXPLORE, INVESTIGATE, FIND OUT, COMPARE, NOTICE, TALK ABOUT</b></p>
<p><b>CREATIVE AND CRITICAL THINKING</b></p> <ul style="list-style-type: none"> <li>Creative and thinking critically</li> <li>Children have and develop their own ideas,</li> <li>They make links and connections and develop strategies for doing things</li> </ul> <p><b>CHOOSE, PREDICT, JUDGE, SELECT, DECIDE, TALK ABOUT, ASSESS, PRIORITISE, CONJECTURE</b></p>	<p><b>ACTIVE LEARNING</b></p> <ul style="list-style-type: none"> <li>Children concentrate, keep trying if they encounter difficulties, enjoy achievements,</li> <li>They explore, what would happen if...?</li> <li>They look for connections, they compare and contrast.</li> </ul> <p><b>EXPLAIN, INVESTIGATE, CATEGORISE, COMPARE, CONTRAST, EXAMINE, ANALYSE</b></p>

Weaving around our Just-3-click programme was our **RE topic** exploring **peace**: how to be regardful for those who have suffered; and the role of religion as an instigator for conflict and agent for peace-making. We took the opportunity to re-shape this unit using the Grove Thinking curriculum so that we could really begin to see the children move through the four

quadrants.

Starting with John Lennon's *Imagine* and using it as a baseline we began to identify causes of conflict. We opened up the question about religions involvement and explored what each major religion had to say about conflict, violence and anger.

In the middle of this RE topic was a visit to the National Memorial Arboretum where we were able to spend time examining different ways that we could be regardful of other people's suffering and to remember those who had suffered for others. This involved taking part in our own act of remembrance and undergoing a workshop all about the poppy.



We also explored the lives of significant world leaders who stood up against violence and oppression and who overcame it using peaceful means. Our class novel (written by Beverley Naidoo) ***Journey to Jo'burg*** is set at the height of South African apartheid system. This gave us the opportunity to further deepen and enhance our learning of how Nobel peace Prize winner Nelson Mandela successfully overcame hate to create a 'rainbow nation' and bring peace to a divided community.

**In science** we have explored the life-cycle of plants and various animal species. Using the children's growing skill with BGFL J2e5 we have generated key questions that the children wanted to explore: How does a flower create more flowers?

What are the stages of life?

Do all animals have these stages?

What differences are there between a frog's and an elephants life-cycle?

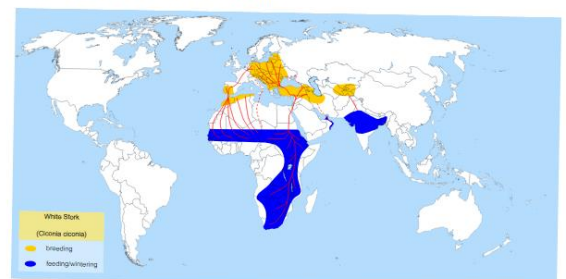
Why do some animals migrate? What journey's do they go on?

Here's an example of a web page one of the children created:

Spring 2: We are looking forward to building upon our singing and performing skills under the amazing tuition of the Welsh national Opera. We start our crime and punishment teaching ending with a bang-out-of-topic with the visit of CSI – who will bring us up to modern day crime and detection. In science we're moving onto what makes a healthy body – nutrition, fitness and food.

### Migration page 3

A Salamander was spotted on the March of 13 and the road was blocked at Scotland. Salamander is crossing. A Salamander likes hot countries so it stays at hot countries because of it's migration. I hope you enjoyed my report about migration Mr Bentley and I'll see you at Monday.



## Year 6

The Autumn ended with a fabulous topic finale to the class novel Lemony Snicket Bad Beginnings. The pupils were treated to a 'secret cinema' experience. They arrive at school to find the year 6 area covered in images of eyes and blackout fabric was draped around and a train track running down the middle. The pupils had three activities: a drama activity relating to part of the story, a craft activity, making origami snakes and a reptile activity with a visit from the animal and a range of snakes and reptiles. The pupils then watched the Lemony Snicket A Series of Unfortunate Events film. This was thoroughly enjoyed by the staff and the pupils and many have gone on to read other books in the Lemony Snicket series.



The spring term started with a day of music linked to the 'Hurray for Handsworth' topic. The pupils listened to some reggae music and found out about the history of reggae and the links to Rastafarianism. They used their knowledge to redesign a CD cover for a Bob Marley track – Exodus – which they annotated explaining why they had chosen images and colours. The pupils then used Music Maker Jam to compose their own reggae backing to Benjamin Zephaniah's poem, The British.

Also, as part of the "Hurray for Handsworth" topic the pupils found out about James Watt and Matthew Boulton and their links to Handsworth. We had a very successful visit to Soho House. The pupils created their own activity sheets about what they wanted to know as a result of the visit. The questions were based around the four areas of the thinking curriculum. The feedback from the pupils was that they got more out of the visit because they were finding out

about what they wanted to know. Some pupils said they read more than they normally do at a museum because they really wanted to answer their questions.



During National Storytelling week the pupils found out about the life of Benjamin Zephania and studied his poem, The British. They had the opportunity to write in the style of Benjamin Zephania by writing a poem about Grove. There are some of these on the curriculum journey for year 6 on the website. Some pupils also wrote what surprised them about Benjamin Zephania's life. Many pupils were surprised by the fact that as a child he had difficulty reading and writing.

Electricity has been the area of science we have studied this half term. It has been very hands on and practical with the pupils making circuits and investigating how to make the bulb brighter as well as making series and parallel circuits and investigating insulators and conductors by carrying out a fair test.

The class novel, The Lion the Witch and the Wardrobe has been enjoyed by the pupils and has been a focus for class work and a weekly homework linked to the skills we have been learning and practising in guided reading. The pupils have enjoyed considering the different characters in the story and the impression we get of them at different points in the story.

Next half term we are looking forward to investigating light in science. We are linking this to the RE topic of creation by creating a shadow puppet retelling of the creation stories from lesser known faiths which the pupils will have researched for their holiday projects. The class novel is Holes by Louis Sachar. This is a book that is one of the Pie Corbett recommend books for year 6 to read. Each class has a selection of Pie Corbett books in their classroom for the pupils to enjoy in school and which the teachers share during daily story time.

## **The Creative Arts – Miss N Baines**

In year 6, the pupils experienced a 'secret cinema' day around their class novel *A Series of Unfortunate Events*. Children took part in drama and craft workshops and were visited by a reptile specialist where they were given the opportunity to hold a wide range of reptiles and learn about their needs. This was an excellent experience for the children, allowing them to become fully immersed in the novel. As a result, teachers from Year 2 are planning a similar event as an end to their *Charlie and the Chocolate Factory* novel.

Year 5 have begun their work with *Just 3 Clicks*, using drama to explore some of the issues with radicalisation as part of the Prevent Strategy. Again, this is proving to be an extremely positive experience for the children, encouraging a great deal of discussion.

Year 3 have had a visit from Clive Chandler, the puppeteer, as part of their project on the Ancient Greeks. They were able to watch the puppet show being performed and act out their own Greek myths.

Early Years experienced the Hobgoblin theatre company. This was a hugely positive and popular experience for the children. Pupils then used this to create their own re-telling of the Three Bears fairytale.

In addition, our arts councilors have created a competition that combines classic art with creative writing. They have researched the pieces of art themselves and will be launching this after half term.

## **After School Clubs at Grove – Mrs F Mc Arevey**

Objectives of spending Pupil Premium Sports Grant:

- Teach children to cycle safely
- Broaden the sporting opportunities and experiences available to pupils
- To develop a love of sport and physical activity

In the autumn term 2018, the following after school sports clubs have been available to pupils.

Name of Club	Day	Time	Year Group
Football	Tuesday	3.15-4.30	5 and 6
Bikeability Level 1	Wednesday	3.15-4.30	5
Dance	Wednesday	3.15-4.30	5 and 6
Alternative sports	Thursday	3.15-4.30	5 and 6

**95 pupils in years 5 and 6 have attended an after school sports club in the autumn term 2018.**

**18 pupils in year 5 have achieved their Level 1 bikeability certificate.**

The installation of two new table tennis tables in the upper school playground have provided further opportunities for pupils to develop a range of sporting skills.

*We really like playing table tennis. Me and my classmates have organised a tournament. It gets you really active at playtimes. **H year 6***

*I like the new table tennis tables. The ball can move very fast. I have learnt to hit it properly. **A year 5.***

Pupils enjoy the range of after school sports clubs on offer. They are involved in the planning of clubs and school ensures that the suggestions of the pupils are considered when planning after school sports provision. Football, alternative sports and cricket are particular favourites of pupils at Grove. Sports clubs are well attended.

*Before bike club I knew nothing about how to ride a bike. Now I do and in only 2 weeks I learned how to ride it with no training wheels. **A Year 5***

*Alternative sports club has helped me to learn how to throw and my aim is better. **R Year 6***

*I loved bike club. I didn't know how to ride a bike until sir helped me with the balancing. I believe that I now have the courage to ride the bike with NO HELP! **A year 5***

*I enjoy football club. It makes me healthier. It is also fun as I get to play a proper game with other children. **H year 6***

*I really enjoyed alternative sports club. It was fun because we learnt how to play football while standing on a scooter. I am now fitter and I think I can run faster. **J year 5***

## After School Clubs

We have extra curricular provision at Grove School Monday to Fridays from 3.15pm - 4.30pm. There are clubs to suit all interests; they are planned and run by Grove staff and Aspire sports coaches. Children who attend clubs are meeting the Grove Expectations. It is really important that children are collected on time at the end of a club and that parents sign their children out.







## After school clubs spring term 2019

### Year 1

#### **Tuesday**

Maths Club 3.15pm - 4.30pm

Phonics Club 3.15pm - 4.30pm

Reading Club 3.15pm - 4.30pm

Writing Club 3.15pm - 4.30pm

### Year 2

#### **Wednesday**

Maths club 3.15pm - 4.30pm

Phonics club 3.15pm - 4.30pm

Reading club 3.15pm - 4.30pm

Writing club 3.15pm - 4.30pm

### **Year 3**

#### **Tuesday**

Gospel Choir 12.30pm - 1.30pm - Music service

Ukelele 3.15pm - 4.30pm - Music service

Maths club 3.15pm - 4.30pm

Dance 3.15pm - 4.30pm

#### **Wednesday**

Reading 3.15pm - 4.30pm

Football 3.15pm - 4.30pm

#### **Thursday**

Cricket 3.15pm - 4.30pm

### **Year 4**

#### **Tuesday**

Gospel Choir 12.30pm - 1.30pm - Music service

Reading club 3.15pm - 4.30pm

Ukelele 3.15pm - 4.30pm - Music service

Dance 3.15pm - 4.30pm

#### **Wednesday**

Maths club 3.15pm - 4.30pm

Football 3.15pm - 4.30pm

#### **Thursday**

Cricket 3.15pm - 4.30pm

### **Year 5**

#### **Monday**

Keyboard 3.15pm - 4.30pm - Music Service

#### **Tuesday**

Reading club 3.15pm - 4.30pm

Football 3.15pm - 4.30pm - Aspire

### **Wednesday**

Badminton club 3.15pm - 4.30pm - Aspire

Brass instruments 3.15pm - 4.30pm - Music service

Djembe club 3.15pm - 4.30pm - Music service

Dohl club 3.15pm - 4.30pm - Music service

Maths club 3.15pm - 4.30pm

### **Thursday**

Alternative sports club 3.15pm - 4.30pm - Aspire

## **Year 6**

### **Monday**

Keyboard 3.15pm - 4.30pm - Music Service

GCSE Maths 3.15pm - 4.30pm

### **Tuesday**

Reading club 3.15pm - 4.30pm

GCSE maths 3.15pm - 4.30pm

Football 3.15pm - 4.30pm - Aspire

### **Wednesday**

Asian Instruments - 3.15pm - 4.30pm - Music Service

Badminton club 3.15pm - 4.30pm - Aspire

Brass instruments 3.15pm - 4.30pm - Music service

Djembe club 3.15pm - 4.30pm - Music service

Dohl club 3.15pm - 4.30pm - Music service

### **Thursday**

Alternative sports club 3.15pm - 4.30pm - Aspire

Each term we send out letters inviting children to clubs. We confirm whether your child has been selected for a club in writing and request parents provide us with contact details for the person who collects their child at the end of the club.

Children really enjoy taking part in after school clubs.

### **KS2 Maths**

Following analysis of the 2018 SAT completed by Grove school children some areas were identified as areas for improvement for this year. These include measures, shape and algebra. Continuation of the use of five stage investigations and function machines is continuing to support the children's understanding of algebra. Year groups have been implementing their own ideas of how to incorporate measure and shape into everyday maths, this has been in the form of a daily question, shape based plenaries and various displays and activities based on individual class's needs. This has shown to improve children's use of vocabulary and understanding of conversions between units of measure. We are looking forward to a training session for all staff in the first week after half term to look into more ways to extending understanding of the above areas, and to look more in depth at how children can make connections between different areas of maths.

Maths club has continued to be a success across key stage two and, following conversations with pupils, children enjoy going to club.

