

## **Curriculum report October 2022**

### **Curriculum leader report – Physical Education – Mr D.Parton**

All classes have completed PE this half term by having two lessons a week. This half term, we have moved back to children changing in school and this has been met with success. This is especially important for children in EYFS/KS1 to learn the life skill of changing themselves and take responsibility for their belongings.

Children in EYFS have been exploring PE for the first time at school. During the autumn term this involves the children learning to change themselves, find and move around a space and use manipulative objects in a variety of ways. The children have settled well into these lessons and staff are supporting children in developing social and physical skills that are needed in these lessons.

Children in KS1 have been developing their co-ordination and agility skills in their 'Hit, Catch and Run' topic. During this topic, the children have been learning to move a ball in a variety of ways as well as send and receive objects in a variety of ways, such as, batting, pushing and rolling.

Years 3 and 4 have also started their swimming lessons which is one of the children's two PE lessons in a week. This year we took the decision to have both our year 3 and 4 children swimming at Handsworth leisure centre. This is proving to be beneficial to the children in these year groups as we feel swimming instruction is of high quality as well as having the convenience of using our local centre. The children speak positively about their swimming lessons. These lessons provide the children with vital lifesaving skills which may not be accessible to all children outside of school.

In addition to swimming, children in years 3 and 4 have been studying basketball. This develops sending and receiving skills learned in KS1 and the children start to learn how to invade a space and evade a target. Children are enjoying these lessons and are using their skills on the playground during lunchtimes and playtimes.

Years 5 and 6 have been studying hockey this half term. Again, developing sending and receiving skills but by using additional manipulatives such as a hockey stick. Children in years 5 and 6 have been exposed to the rules of the game and have been able to self-umpire their games of hockey. Children are now developing their holistic understanding of sport and are able to give technical advice to each other based upon their knowledge of the skills.

All children at Grove are showing that they enjoy their PE lessons and their understanding of sport is improving. All children at Grove are shown real life examples of sport during their lessons. This is helping to inspire children to have a passion for sport and will hopefully lead to healthy lifestyles.

Learning walks of PE in KS1 and EYFS have shown that our curriculum is progressive through the year groups and provides the children with building blocks to success in KS2. Children speak positively about PE at Grove school and this is evident throughout all year groups.

### **After-school clubs**

Sports after school clubs have started this year with dance in years 3-6. To date we have had 80 children engaging in the after-school clubs with a good mixture of boys and girls. At the end of the half term the children will be showcasing their learning with a dance performance for their parents.

### **Curriculum leader report - Music – Ms C.Hollyhead**

Children in Year 1 - 6 have all completed music topics this term.

In year 1, the children have been focusing on pulse and rhythm linking to the theme, 'all about me'. Through listening to a range of different music and playing games, children are learning to identify the difference between the pulse and rhythm of a song and consolidate their understanding of these concepts through listening and performing activities.

In year 2, the children have been looking at West African call and response songs. Throughout the topic, the children are using instruments to represent animals, copying rhythms, learning a traditional Ghanaian call and response song and recognising simple notation, progressing to creating their own call and response rhythms.

In Autumn 1 the children in year 3 have been learning about what ballads are, how to identify their features and how to convey different emotions when performing them. Using an animation as inspiration, children carefully select vocabulary to describe the story, before turning them into lyrics by incorporating rhyming words and following the structure of a traditional ballad. In year 3 the children have also begun ukulele lessons taught by a teacher from Music Services for Education

The children in year 4 this term have been looking at body and tuned percussion linking to the theme of rainforests. Throughout the topic children will explore the rainforest through music and be introduced to new musical terms. They will also use a mixture of body percussion and tuned percussion instruments as the children create their own rhythms of the rainforest, layer by layer. Following on from the previous year, the children in year 4 are continuing their learning of the recorder. This lesson is taught by the class teacher.

In year 5, the children have been looking at composition notation linking to the theme of Ancient Egypt. Throughout the topic children will learn to identify the pitch and rhythm of written notes and then experiment with notating their compositions in different ways to help develop their understanding of staff notation. The children in year 5 have begun their sessions with the Welsh National Opera developing their voices and their understanding of opera. The aim of Welsh National Opera session is for the children to create their own opera performance.

In Autumn 1, year 6 have been exploring rhythmic patterns in order to build a sense of pulse and using this understanding to create a composition. Throughout this topic, the children will be learning to repeat and notate rhythms accurately, feel the pulse while participating in activities, e.g. singing or chanting, clap the rhythm at the same time as chanting the words and perform compositions demonstrating a good sense of pulse.

Also this term, clubs for music have started with a KS1 choir club taught by staff from Welsh National Opera and year 3 and 4 tabla club taught by Music Services for Education staff.

### **Curriculum leader report - Spanish – Ms A.Bennett**

The Spanish curriculum is delivered in years 3, 4, 5 and 6.

Staff are implementing the development points from their training session held in July 2022 and incorporating the language givens into their own practices. Feedback from the training

and surveys found that staff needed further guidance and support with the pronunciation of some of the Spanish phonemes and graphemes. I directed staff to some excellent resources to help them with this. It is encouraging to see that the staff are now using some of the resources with the children and how the children are referring to these in their speaking and listening lessons.

The year 3's are starting Spanish for the first time and during learning walks it is encouraging to see all the children engaged irrespective of learning ability and taking an active part in the lessons. The year 3 curriculum this half term is called 'Meet and Greet' and is a foundational module for speaking in Spanish. Children have been learning how to greet each other, exchange names, ask how someone is, count to ten and say how old they are. Teachers in year 3 are using the working walls as a teaching aid, children are also using them to help support their pronunciation of new vocabulary.

The children in years 4, 5 and 6 as part of the rolling induction programme to Spanish at Grove are now on the year 4 curriculum. The children are using what they learned in year 3 to build on existing vocabulary and are learning how to undertake a more wide-ranging conversation in Spanish. The year 4 curriculum this half term is called, 'My Town', children are learning how to develop their intercultural understanding by being introduced to the sights of some typical Spanish-speaking cities. They are also learning how to describe places in a town, count to 100 and give their address in Spanish. The working walls in year 4 contain all the givens displayed, including the map and flag of Spain. The working walls also display the vocabulary that the children will be learning that week. The children in Year 5 have a central display that the teachers add to weekly with examples of good ARE work, each class then has an individual vocabulary wall that is specific to what the children need to help support their speaking. The working walls in year 6 have the title of the unit in English and Spanish with the vocabulary displayed that the children will be using that week.

All teachers have the ten-minute recap time tabled in and this is taught weekly, this helps to consolidate the teaching from that week and teachers can use this to assess what the children need extra support in.

### **Curriculum leaders report - Science – Mrs H.Hunt-Stewart**

Reception have embraced their new Science curriculum. They have been exploring the season through exciting Autumn walks, where pupils have enjoyed collecting signs of Autumn in their 'treasure boxes'. These are then used to create artwork (based on Autumn leaves), to explore further with magnifying glasses and to support with their counting. The children have also enjoyed taking part in some exciting experiments to find out about their senses: their favourite was using their sense of smell to predict different flavours of crisps. It was wonderful to hear that the children were already beginning to say 'why' in their predictions. The children are excited to be planting bulbs with the school gardener next week, which they will revisit in the Spring term.

Year 2 have been learning about habitats this term. Their favourite lesson was based around identifying minibeasts that live inside our school pond: the children loved hunting through the pond water samples and studying the water boatmen with their magnifying glasses. The children have also enjoyed using some of their favourite stories to create food chains. The Year Group Leader's class

have produced some excellent predictions this term and we look forward to him continuing to work across the year group next term to continue to develop this skill.

Year 3 have been learning about rocks this term. They have particularly enjoyed using the microscopes to look closely at different types of soil and setting up 'fair test' experiments to find out how waterproof different rocks are. The children's ability to identify different types of rocks using a key is very impressive.

Year 4 have been finding out about the digestive system and their teeth. The 'Hands on Science' workshop was a definite highlight for this year group: they loved learning about the function of all of their teeth and making a model of them to take home. They also thoroughly enjoyed replicating the process of digestion by sending a mixture of crackers and orange juice through tights. A messy but thoroughly enjoyable experience for the children, and one which we know they still talk about years later!

Year 5 pupils have been completing a Marvellous Mixture topic, looking at separating, dissolving and evaporating. The children have thoroughly enjoyed setting up their own experiments to solve a problem posed by the teacher. They are currently very excited to see the results of their 'observation over time' experiment- seeing if they can use the process of evaporation to separate salt and water. Next term, the children will be developing further their conclusion skills to show how they are using their results to develop their understanding of a concept.

### **Curriculum leader report - Art – Mrs C.Willoughby**

This September has seen the introduction of a new art curriculum for Early Years. This curriculum is focused on drawing, painting, printing, sculpture and materials and will provide the children with the skill set to support their learning in later key stages. The children have begun by exploring the resources around them and how to use them to best effect. Reception children have considered the work of artist Paul Williams to develop their ability to paint family portraits, developing their ability to select and mix appropriate colours. The study of sculpture has enabled the children to explore art in the outdoor environment. Here they were able to use mud to create 'bog art' sculptures of themselves and their family. Printing has enabled the children to use Autumnal objects collected on Autumn treasure hunts to explore how to transfer paint from one surface to another and achieve a shape. In this way art has linked to geography and science.

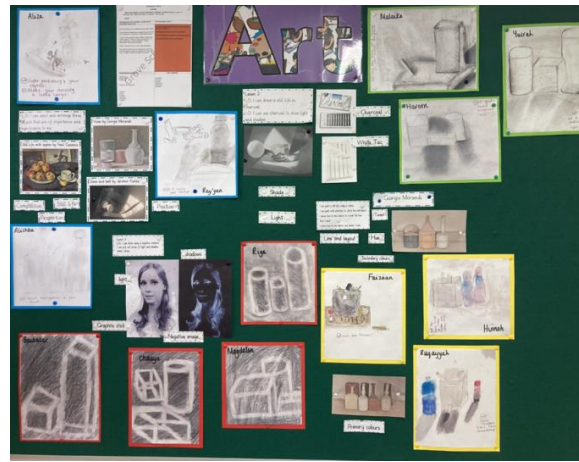
#### **Year 4**

Year 4 have focused on developing their understanding of proportion and shape through the study of the illustrations of Quentin Blake. They have studied figures closely and used short, long and continuous lines to define proportion with increasing accuracy. The study of how an illustrator uses line to convey characteristics and emotion is the learning challenge over the final weeks of the half term.

#### **Year 6**

Year 6 have also begun this academic year with an focus on drawing. The children have displayed great enthusiasm for the still life drawings of artists Paul Cezanne, Ibrer Camarogo and Jaromir Funke. The children have developed their analytical skills when considering the

use of line and light. They have then interpreted this to create their own amazing compositions.

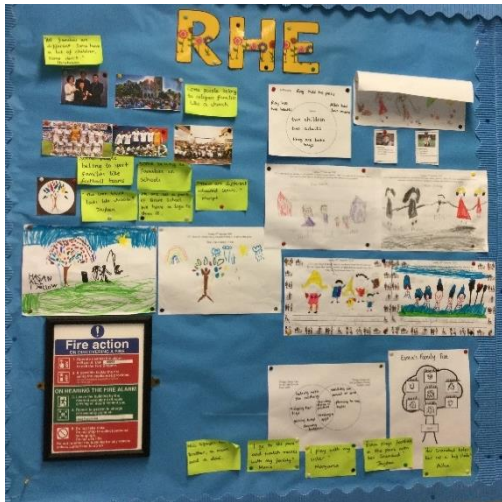


### **Curriculum leaders report – RHE – Ms J.Wilkinson**

RHE underpins the whole curriculum and starts right at the beginning in early years classrooms. Here children learn to share attention with adults and share equipment with others. At Grove School high importance is placed on the books and poetry shared with children about starting school and making friends in the first few weeks of coming into school.

The children are introduced to the Grove Expectations and these are celebrated by all when they are seen in action. Now that the children are becoming more and more settled the Grove Expectations are becoming more evident. Some of the children are pointing to where the Grove Expectations are displayed and telling their friends if they are following them. If they are not following them, the children are reminding each other about what they should be doing. A recent example of this in nursery was when a group of children were playing with the wild animals and a child took an animal from another child. The disappointed child went to the area where the Grove Expectations are displayed and pointed to them saying, "Share and be kind".

This is built upon further in year 1 where the children think about being part of a family and a team. They explore what makes a family and discover some similarities and differences in families. The children are given tasks where they share their ideas in pairs and then compare with a small group. Examples of different families, along with children's questions and responses are added to the working wall. The working wall is crucial reminder for the children to be able to talk confidently about their learning in RHE.

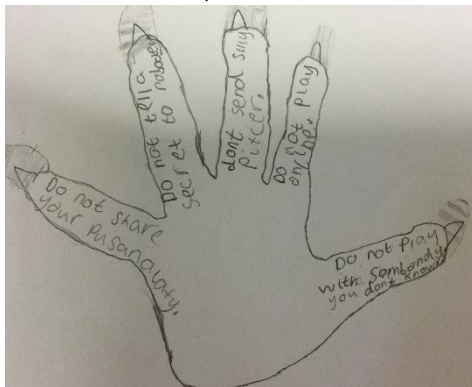


Year 2 expand their learning about friendship and learn about what makes a good friend. This is woven into a literacy and poetry lesson where the children use imperative verbs to write their own 'recipe for friendship' poem.

In addition to this, the children begin to recognise and name emotions they feel. When learning about the emotion of feeling lonely, the children were asked to discuss what they thought this meant with a partner, using facial expressions as a prompt. The children have the opportunity to watch a video of characters demonstrating loneliness before sharing ideas about how they could help each other if they are feeling lonely,

giving their learning a solid purpose.

As technology is such a vital part of children's lives, being a good friend can be taken to the online platforms. The children in year 2 explore the dos and don'ts of being online and what they can or should not share, as well as how friendliness and unfriendliness online can affect their lives. Links



with the music curriculum will be made at the end of the unit when the children will put all they have learned into a rap.

Discussions about how the children are responding to RHE lessons with year 2 staff have highlighted how much awareness the children already have about how to keep themselves protected online, which is really positive to hear.

Year 3 delve deeper into learning about emotions, following on from what was learned in year 2. Greater links are made with the wider curriculum where the children use the class novel, reading explorers and fables to recognise and understand emotions. The children learn what it means to be more responsible face to face and online when interacting together and are exposed to powerful videos from CEOP to bring this to life.

Respect is a key word. This was emphasised greatly in webinars the RHE curriculum leader attended last academic year and in year 4 they focus significantly on what respect looks like, as well as how to give and receive respect as individuals.

Right from early years and then throughout school, the children are taught to value each other and to accept that everyone is unique. This shines through in lessons year 4 have about discrimination, especially when links are made to quality texts which highlight the challenges faced by real people. Giving the children a grounded awareness of what respect and discrimination looks and feels like.

Year 5 probe further still into relationships and emotions online and face to face. They learn how people can react differently when part of a group or community and how to spot the signs and risks of association with people in these contexts. The lessons the children learn in class in RHE give them a firm foundation of knowledge when they participate in drama workshops Recr8 and Just Three Clicks later in the year.

Year 6 focus in greater detail with emotions, particularly as they are growing and changing rapidly at this stage in their lives. They learn not only how their body changes but also how their emotions change and how this can affect their mental health and at times affect how they interact and react with other people. The children learn about how to cope and manage feelings of stress and where they can source help. Again, the children are exposed to quality resources that they can relate to when hearing how celebrities have spoken out about the challenges of stress and how they cope with it. The children have the opportunity to put themselves into other people's shoes when looking at dilemmas and deciding how to resolve feelings and situations for themselves and others. Thus, bringing learning from all years together when the children are rounded individuals who have had quality resources and lessons to aid their development.

### **Curriculum leaders report - Design and technology – Ms E.Rice**

Year 1, 2, 3 and 5 have all currently working on design & technology projects this term.

In Year 1 pupils have learned to design, make and evaluate a moving storyboard. The year 1 team allowed pupils to take ownership of their learning and choose their new class novel to design a storyboard for. They have built on their knowledge of different types of movement and materials from reception. Pupils have learned to make a simple slider with side to side movement and a simple lever with movement around a pivot. New joining techniques have been explored through the use of masking tape and paper fasteners. They have developed their use of technical vocabulary such as pivot, slot and guide.

Year 2 have learned to design, make and evaluate a small wheeled trolley that can carry tools. Building on the foundation of Year 1, pupils understand the movement of simple mechanisms and know different ways to make axle holders. Pupils can distinguish between fixed and free moving axles and have further developed their skills of how to make a structure stronger or stiffer. Opportunities have been provided for pupils to talk about their products with technical language such as axle, chassis and dowel.

In Year 3 the children returned to a textiles project designing, making and evaluating a purse or bag for a fossil. Pupils explored a variety of existing bags made from different materials with different fastenings. Building on their knowledge of a running stitch, children learned how to use an over-sew stitch and understand the need for a seam allowance. Pupils selected the most appropriate joining and fastening techniques for their product and will use a variety of finishing materials to make it appealing to the user.

In Year 5, pupils are strengthening their prior knowledge of freestanding structures and making a small-scale bird hide. Pupils have the opportunity to build frame structures by joining straws together in a variety of ways. They will join thin-sectioned pieces of wood to make a frame structure and will reinforce their structure by using triangulation for rigidity. Pupils will develop an understanding of ornithology and the purpose of a bird hide.

## Curriculum leader report - History – Mr J.Bentley

EYFS

In nursery this term the children have been encouraged to bring in photographs of themselves as a means to introducing photographs as evidence of change. They explored what they looked like and used mirrors and magnifying glasses to develop that skill of looking for details. They introduced the concept of change by examining how they have changed since they were babies using not just photographs but clothes that babies wore then and compared to what they wear now. Nursery also encouraged the children to create a timeline using pictures for the story to show change over time.

Key texts have been selected in nursery and reception from a range of story books to enhance and consolidate the historical learning skills through a different medium,

In reception we built upon their earlier use of photographs in nursery by looking at pictures of family members to identify who they were and to encourage the children to talk about them. The children added the family photographs to their history timeline. Reception also introduced key questions like: Who is part your family? What are they called? Who is the oldest? Who is the youngest? What do you look like? What do they look like? What are the similarities between the way you look? What are the differences between the way you look?

The children were encouraged to explore with the children the concept of change within their family: -

- a) Change in appearance
- b) Change of role (parents to grandparents)
- c) Change of residence (home or country)

And the children were encouraged to ask questions and think about:

What their parents looked like when they were a baby/ young child? What did their grandparents look like? How do they look now? What has changed? What can they do now that they could not do before? Where did they live when they were children? Do they still live here?

In Year 1, building on the work they did in reception the children began to learn more about the past by exploring different toys and games that they play with to those of a Victorian child (Rosie & Bertie). The children used artefacts and replicas of toys from the past. The children were able to describe how the toys they played with are different to the one Rosie and Bertie played with. Building on their prior knowledge of timelines in reception the children developed their sense of time and placed their toys on a timeline as well as the likes of Rosie and Bertie (Victorians) on a timeline. The children were introduced to the life of Queen Victoria – something which will be picked up again in Year 5. A key historical skill is the ability to develop their thinking as to why things are different and why things have changed. The children have begun to ask those questions and come up with their explanations.

In **Year 5** the children have developed their understanding of the Victorian era and linked this to the local heritage of Birmingham and the Black Country's change during the Industrial revolution. Introducing a range of sources both primary and secondary like photographs, pictures, portraits,



plaques, artefacts, images of paintings, first-hand accounts, biographies, buildings and field work the children have really explored life in Victorian Britain. Their trip to the Black Country Living Museum really enhanced their understanding of what life was like for a Victorian child, experiencing a Victorian school lesson, a mining workshop and houses and shops that would have been normal for a Victorian child. This really helped the children to understand that the type and speed of change in the past may change how people live. It also gave the children a really powerful lesson in the concept of legacy as they could see how the Victorians shaped much of what we see today both negatively and positively.

The photographs they used of Victorian Birmingham and their visit to the Black Country Living Museum enabled the children to draw conclusions about what it must have been like to have lived in Birmingham at that time.

Using their class novel 'Street Child' the children were also introduced to the life and work of Dr Barnardo and they were able to explain his significance and the impact he made on Victorian life.

In **Year 6** the children began their World War II topic and used a range of sources such as: photographs, pictures, statues, monuments, plaques, artefacts, diaries, fiction, first-hand accounts, biographies, maps, and virtual tours to find out about the past.

Building on the work they did in Year 5 the children explored why some historical sources may be biased and why this is so – like the newsreels (pathe) used during the war.

They were able to place important people like Chamberlain, Hitler and Churchill on a timeline and plot the causes and events from to WWII on a timeline.

The children developed their understanding of primary and secondary sources using original radio recordings from people who lived during WW2 to find out about what happened and the impact it had on people. They used literature written after WW2 to find out about the impact of WW2 on people. Newspaper articles from WW2 were also considered as to whether reporting was biased and why this may be the case. The children handled replicas and looked at artefacts as well as replicas of advertising posters and government information materials to understand propaganda. The children looked at the impact of the WWII on the lives and roles of children, women and men.

The children's experience was enhanced with a new school educational experience to the Cannock chase museum where the children explored what life was like for an evacuee and the role of the home guard and the impact the war had on people living in in the UK. The children created their own gas mask and they recreated an air-raid drill. This helped the children improve and develop their historical empathy.

### **Curriculum leader report - Geography – Ms K.Nguyen**

Nursery, Reception, Year 1 and Year 3 have completed geography topics this half term. To develop children's understanding of 'place' in Nursery, the children began to name the important places within the classroom. The children then zoomed out to explore different

spaces within the school, and looked at where their classroom was in relation to these new areas. To begin early understanding of 'scale', Nursery have been looking at where things belong in the classroom and within their homes. The children were introduced to comparative language (big and little) and prepositional language (in, on, under, up and down) to answer key questions about different locations.

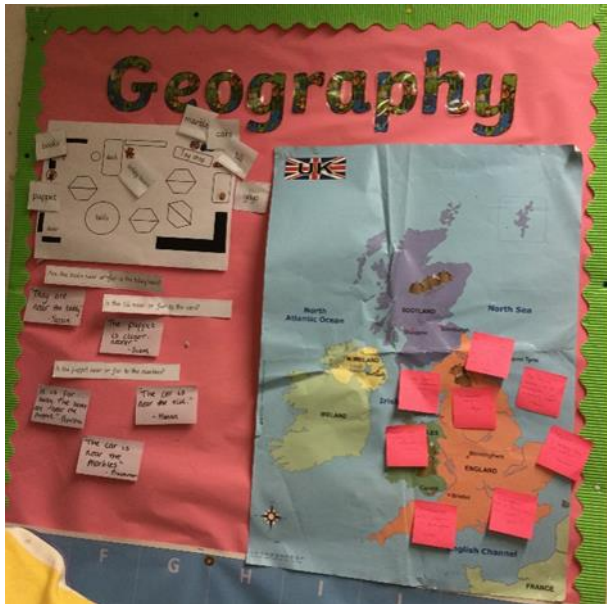
In Reception to build on the locational work of their previous classroom, the children have looked at the key places within their new classroom. Teachers have been asking geographical questions to engage children's emotional responses, such as how they feel about these different spaces. The children have considered the new spaces they use around the school, using comparative language (same and different) to discuss these. The children have learnt to zoom in to different areas of their classroom, homes and class story books to develop the concept of scale, allowing the children to use directional language (besides, between, in front of, next to, behind and in front of).

Across EYFS the children have been making daily weather observations and recording these on a weather chart. They have also photographed an area in the outdoors which has a tree and a bush in it, to compare how the same area changes over time.

In Year 1 the children's geography topic has had a direct link with their history topic this half term, 'Does Rosie play with the same toys as me?'. To develop their fieldwork skills, the children began to: use photographs to record the location of the Victorian toys around their classroom; record data using a tally chart; use comparative language to compare their toys (bigger, smaller, like and dislike); use directional language to get to their toys (near, far, up, down, left, right, forwards and backwards). The children have been developing map skills by labelling the location of Victorian toys on a map of their classroom, drawing a plan of the toys in a room in their house, and using these maps and plans to answer geographical questions. Using the book 'Zoom', available in every classroom in the school, the children have been learning to zoom out from Handsworth, to Birmingham, and out again to England. To further aid their understanding of 'scale', the children have used DigiMaps to look at maps, and used photographs of familiar places in Handsworth and Birmingham City Centre. The children have used comparative language to compare their town and city.

In Year 3 the children have built on their knowledge of Europe from Key Stage 1 through naming countries in the continent of Europe. The children revisited naming the world continents and oceans, from Year 1 and also hot and cold places of the world from Year 2. The children learnt about the different climate zones across the world, comparing deserts and rainforests using atlases and a 'Biomes of the World' map on DigiMaps. The children made a prediction about what rainforests and deserts would be like, and which plants would grow there using their knowledge of hot and cold places. Using photographs to support their answers, the children began considering how photographs can provide useful evidence. The children compared and sorted images of plants according to their adaptations for the different climate zones. Year 3 used J2data to record and create weather charts for Handsworth in the summer and autumn, using the data from their summer holiday project and compared their results.

At the end of summer term, the curriculum lead led geography training to ensure staff felt confident with their upcoming Autumn term topics and were clear on the resources provided. Staff also revisited the geography games which are to be played with the children when identified on the planning, to grow their confidence with geographical skills, and were introduced to the updated Knowledge Organisers. In the previous academic year, we found working walls of a good quality helped children to remember new concepts and vocabulary, and talk about their topic with confidence. Therefore, the lead has completed a learning walk this half term to observe working walls and remind staff to update them weekly following the planning.



### **Curriculum leaders report - RE – Ms A.Malvernkar**

Year 2, 3, 4 and 6 have all completed RE topics this half term.

Year 2 have studied Islam in RE this half term. The children have explored the life of Prophet Muhammad and were able to put key events of his life in order. They then explored how Muslims pray; Muslim children were given the opportunity to become the 'experts' and share the steps that they undertake before and during prayer. These experiences are a clear strength- children of this age being confident enough to talk about something so important to them and the other children to be completely engaged in this is great evidence of how 'Learning from experience' can be achieved in the classroom. This learning will be further developed when the children visit a Mosque. [See below for Year 2 images]

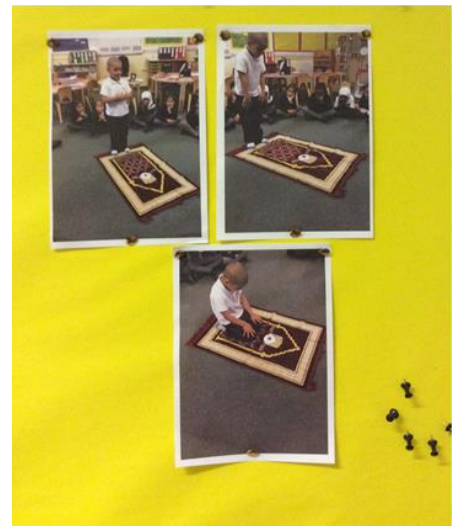
In Year 3, Children have started their 'Initiation Rights' topic. They started by considered their responsibility towards others in school and creating a collective sense of belonging to our school community. In the coming lessons, children will begin to think deeply about what it means to others to be a part of other communities, in this case religious communities. They will build their understanding of Islamic naming ceremonies (adding to their existing understanding of Islam from Year 1 and 2) and the Christian baptism ceremony (building on

their understanding of Christianity for their in-depth study in Year 4). They will also explore rites of passage ceremonies from the Sikh and Jewish faiths- both of which are studied later in their school lives.

Year 4's RE topic this half term has yielded deep discussion and thought about the past and having a vision for the future. Children were able to speak confidently and respectfully about how they remember their past using artefacts that are significant to them. They have also built up a thorough understanding of a key religious figure- Noah- through the story of Noah's Ark. They reflected on the qualities of Noah and how he showed hope for the future. Children will now think about how they can be hopeful, like Noah, for a better life in the future. This will be further developed in Year 5.

In Year 6, children have been exploring Judaism. They have made strong links to their History topic (WW2) and how religious persecution against Jews has occurred many times through history. They have reflected on the qualities of Moses and what made him a good leader- comparing him to Oscar Schindler and Sir Nicholas Winton. They were able to explain how all three individuals showed moral courage for the sake of the betterment of Jews. They have also looked at the importance of the Seder meal and the symbolism involved in using food to reflect on the past suffering that Jews have endured. They will continue their study of Judaism over the next two weeks of Autumn 1, focusing on rules and rituals. Children will be able to compare their own dietary requirements (halal, vegetarianism, veganism) to those that are adopted by Jews. They will end the topic by exploring the festival of Bar and Bat Mitzvah.

**Year 2 Year Group Lead pictures on Working Wall.**  
Use of real religious artefacts and children's personal experiences here are powerful tools used by the Year 2 team.



## **Curriculum leader report - EYFS – Mrs C.Willoughby**

Grove Early Year Foundation Stage began the year with a successful induction of children to both nursery and reception. As identified in 2021-2022 the induction process required a review and with support from the Early Years team Grove was able to provide children with the opportunity to attend a 'stay and play' session with their parents. This enabled the children to meet their future teacher, see their classroom and take part in a variety of activities focused on the traditional tale, 'The Three Bears'. The response from parents was very positive and the children entered the Early Years calmly and with confidence. This enabled staff to quickly establish routines and expectations.

Little Wandle phonics programme was established in the second week in Reception with Nursery establishing the use of Foundation for Phonics sessions. Staff revisited previous training to ensure that phonics is delivered at the same high standard as achieved at the end of last academic year. Catch Up to Keep Up sessions were put in place from week three for those children who required additional phonic support.

Reading workshops have been held for the parents of Reception children. A third of all parents attended. Parents were able to watch Little Wandle parental videos and gain understanding of how reading is taught at Grove. Parents were provided with links to the Little Wandle website and shown how to support their children. Those parents who were unable to attend were provided with an information sheet. Children in reception are taking reading books matched to their phonic stage every Monday and Tuesday.

Early Years have implemented a daily four-part mathematics lesson to address 2022 EYFS results. The four parts include counting objects, action or sounds, subitising, number bonds and a main focus. Direct teaching takes place in these four parts and the children have responded positively, engaging with the 'Maths Magic Box' to deliver the main focus. The application of the maths skill takes place each day across both indoor and outdoor environments. Learning walks have identified effective practise.

This year Early Years Foundation Stage have implemented a new curriculum to reflect Grove children and our local community. This curriculum is underpinned by the EYFS Development and is intended to enable the children to develop the skills and knowledge to access the curriculum in later key stages. The children have greeted the curriculum with great enthusiasm; planting bulbs and making autumn collections in Science, monitoring the weather in History and creating sculptures of their families in art.

Over the past five weeks, reception children have undertaken the statutory Reception Baseline Assessment. This assesses the children's baseline understanding of literacy, communication and language and of mathematics. The assessment will enable progression to be identified at the end of key stage 2. The children have all been eager to play the 'games', particularly when rewarded with stickers. Once all the Baseline Assessment are completed, the deadline being the end of week six, the reports will be analysed to enable staff to identify next step learning for each child.

## Curriculum leaders report – Computing – Ms H.Binns

### EYFS

Children in EYFS have been undertaking problem-solving tasks and staff have been using computational language to describe them, such as tinkering, collaboration and pattern. Children in reception have started to use iPads as part of their learning to introduce them to the idea of technology being an educational tool as well as a form of entertainment.

### Year 1

Children in year 1 have been using an online paint program to create ebooks all about them. They have been learning how to change the paint tools, add text and save their work. This is building on the work they did in EYFS where they learned that technology can be used in a range of contexts and for a range of purposes.

### Year 2

Year 2 have been using j2code to write, predict and run simple programs to make a sprite follow a desired path. They have built on work they did in year 1 and are now able to write a list of instructions for the sprite rather than writing one line at a time.

### Year 3

Year 3 have been using j2e5 to make bookmarks featuring their favourite book with QR codes that, when scanned, play a recording of the child reviewing the book. So far, they have discussed what a QR code is, where they are used and by whom.

#### 2 Green's Online working wall

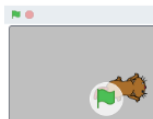
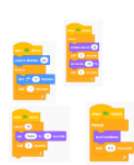


Lesson 1 - We looked at moving a character across the screen. The character is called a sprite. We used an algorithm to move the sprite. An algorithm is an instruction for a computer.

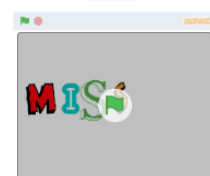


Lesson 2 and 3 - We looked at algorithms and began to test them out. First we used prediction to work out the outcome of our algorithms.

#### 4 Red Scratch: From Algorithm to Code Autumn 1 <https://www.scratch.mit.edu>



Lesson 1 example using controlled loop to change costumes  
"First, we learned how to change the costumes. Then, we learned how to duplicate and animate the sprite."



Lesson 2 example animating letters

### Year 4

Year 4 have been using Scratch to program sprites to move, change appearance and make sounds. They have been using continuous and controlled loops and debugging to solve problems in their code. Their final project is to create a "Loopy Choir" where several sprites will make different sounds with a given input.

## Year 5

Year 5 have been learning about infographics; what they are, where they are used and what they are used for. The children have investigated a range of infographics and can identify the different types. They will be making their own infographics linked to their history topic, 'Children of the Revolution'.

## Year 6

Year 6 have been working with Sharon Cufflin this half term. They have been looking at the internet and the world wide web. They are able to describe what the internet is, what the world wide web is, and the difference between the two is. They have simulated how information travels to the user.

