

Teaching and Learning at Hayfield School



Structure of the Classrooms

At Hayfield we have 16 classes, structured as follows:

Explorers 1:

Acorns - F2/Yr1
Elm - F2/Yr1
Bay - Yr1/Yr2
Fir - Yr1/Yr2/Yr3

Explorers 2:

Oak - Yr2/Yr3
Beech - Yr2/Yr3
Olive - Yr2/Yr3

These Classes follow an
Early Years Curriculum

Pathfinders:

Hazel - Yr3/Yr4
Willow - Yr3/Yr4
Birch - Yr3/Yr4/Yr5
Cherry - Yr4/Yr5
Maple - Yr4/Yr5
Chestnut - Yr5/Yr6

These Classes follow
Year 1 and Year 2 of the
National Curriculum

Adventurers:

Rowan - Yr3/Yr5/Yr6
Ash - Yr5/Yr6
Holly - Yr5/Yr6

These Classes follow
Year 3 and Year 4 of the
National Curriculum



Style of Learning

The 3 groups are split into different learning styles:

Pre-Formal Learning:

Acorns - F2/Yr1
Elm - F2/Yr1
Bay - Yr1/Yr2
Fir - Yr1/Yr2/Yr3

These Classes follow a continuous provision style of learning with plenty of opportunities to learn through play and exploration

Semi-Formal Learning:

Oak - Yr2/Yr3
Beech - Yr2/Yr3
Olive - Yr2/Yr3
Chestnut - Yr5/Yr6
Birch - Yr3/Yr4/Yr5
Rowan - Yr3/Yr5/Yr6

Learning in these classes is becoming more formal. There are still opportunities for continuous provision

Formal Learning:

Hazel - Yr3/Yr4
Willow - Yr3/Yr4
Cherry - Yr4/Yr5
Maple - Yr4/Yr5
Ash - Yr5/Yr6
Holly - Yr5/Yr6

Learning in these classes is as you would expect in a typical mainstream classroom.



Teaching and Learning



Communication

Pre-Communicative(social):

where a child is using fewer than 3 words or phrases (which may be spoken, signed, involves pictures, written words or other symbolic system) referentially, regularly and with communicative intent.

Language:

where a child uses more than 3 words or phrases (which may be spoken, signed, pictures, written words etc.) meaningfully, regularly and with communicative intent.

Conversational:

where a child uses at least 100 words or phrases (which may be spoken, signed, involves pictures, written words etc.) meaningfully, regularly and with communicative intent and can use at least 20 different word combinations that are creative.




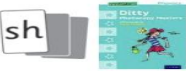






English Curriculum Sequence and Progression

Subject	Stage 1-4 Explorers	Stage 5-6 Explorers	Stage 7 Pathfinders	Stage 8 Pathfinders	Stage 9 Adventurers	Stage 10 Adventurers	Stage 11	Stage 12
Phonics and Reading	RWI – Nursery	RWI – Sounds/ Guided Reading	RWI – Sounds/ Guided Reading	RWI → moving onto VIPERS and Steps to Read	VIPERS/Steps to Read	VIPERS/Steps to Read	VIPERS/Steps to Read	VIPERS/Steps to Read
Reading record questions:	Blanks level questions	Blanks level questions	1:1 VIPERS - KS1	1:1 VIPERS - KS1	1:1 VIPERS - KS2	1:1 VIPERS - KS2	1:1 VIPERS - KS2	1:1 VIPERS - KS2



Read, Write Inc

Group		In Speed Sounds lessons teach children to:	Through the day:	To progress into the next group children should be able to:
Set 1 Sounds Group A		Read first 16 Set 1 sounds Learn to blend: Word Time 1.1 to 1.3 Spell using Fred Fingers	Fred Games Pinny Time Speed Minutes	Read first 16+ Set 1 sounds
Set 1 Sounds Group B		Read 26 Set 1 sounds Blend orally Learn to blend: Word Time 1.1 to 1.4 Spell using Fred Fingers	Fred Games Pinny Time Speed Minutes	Read 26+ sounds Blend sounds into words orally
Set 1 Sounds Group C		Read 26 Set 1 single-letter sounds speedily Blend independently using Phonics Green Word cards: Word Time 1.1 to 1.4 Spell using Fred Fingers	Fred Games Pinny Time Speed Minutes	Read all Set 1 single-letter sounds speedily Read Word Time 1.1 to 1.4 words with Fred Talk
Ditties PCM		Set 1 Special Friends Read words with Special Friends: Word Time 1.5 and 1.6 Read Word Times 1.1 to 1.4 Read 3-sound nonsense words Spell using Fred Fingers	Fred Games Pinny Time	Read all Set 1 Sounds speedily including Special Friends Read Word Time 1.5 to 1.6 words (words with Special Friends with Fred Talk) Read 3 sound nonsense words with Fred Talk
Red Ditty Books		Review Set 1 Sounds (reading only) Read 4/5 sound words: Word Time 1.6 and 1.7 Read Word Time 1.1 to 1.5 Read 3/4 sound nonsense words Spell using Fred Fingers	Fred Games Pinny Time	Read Word Time 1.6 and 1.7 (4/ 5 sounds) Phonics Green Words with Fred Talk Read 3 and 4 sound nonsense words with Fred Talk
Green		Read Set 2 Sounds and Phonics Green Words Read Set 1 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers	Afternoon Speed Sounds lesson Pinny Time	Read Word Time 1.6 and 1.7 Phonics Green Words speedily
Purple		Read Set 2 Sounds and Phonics Green Words Read Set 1 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers	Afternoon Speed Sounds lesson Pinny Time	Read the first six Set 2 Sounds (ay, ee, igh, ow, oo, oo) speedily Read these sounds in Phonics Green and nonsense words with Fred Talk Read Word Time 1.6 and 1.7 (words with 4/5 sounds) speedily
Pink		Read Set 2 Sounds and matching Phonics Green Words Read Set 3 Sounds and matched Phonics Green Words (once reading Set 2 sounds and words confidently) Read Set 1 and 2 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers: focus on Set 2 words	Afternoon Speed Sounds lesson Pinny Time	Read all Set 2 Sounds speedily Read these sounds in Phonics Green and nonsense words with Fred Talk Read Word Time 1.6, 1.7 and first six Set 2 Sounds in Phonics Green Words speedily

Blank's levels of questions

Always use real objects or pictures to support understanding at level 1.



Level 1 - Naming

What is it?

Show me a pen.

Find another one like this.

Pictures will support understanding at level 2.



Level 2 - Describing

What is happening in the picture?

Who? Where?

What can you stick with?

Tell me another colour.

What goes with scissors?

What does glue feel like?

Pictures may help at level 3.



Level 3 - Think about it

Get a pen and lined paper and write the date.

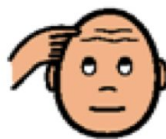
What could he say?

What might happen next?

Find the scissors that are not sharp.

Tell me another thing you can write with.

Pictures are not always needed at level 4.



Level 4 - Reasoning

What could you do if your pen stopped working?

What made the man fall off his bike?

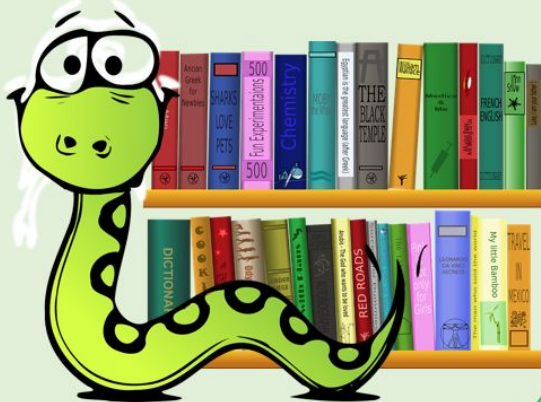
Why can't we go outside to play?

How are a pen and a pencil the same?

How do you know the ice will melt?

Reading Vipers

Vocabulary
Infer
Predict
Explain
Retrieve
Sequence or Summarise



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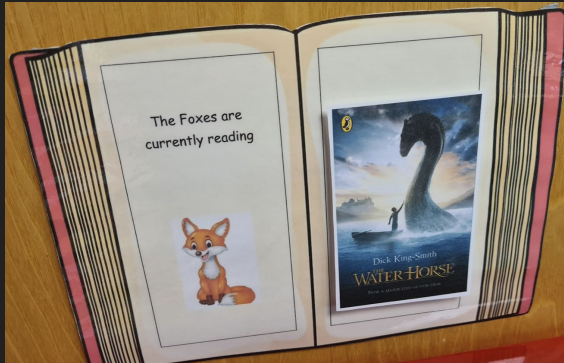
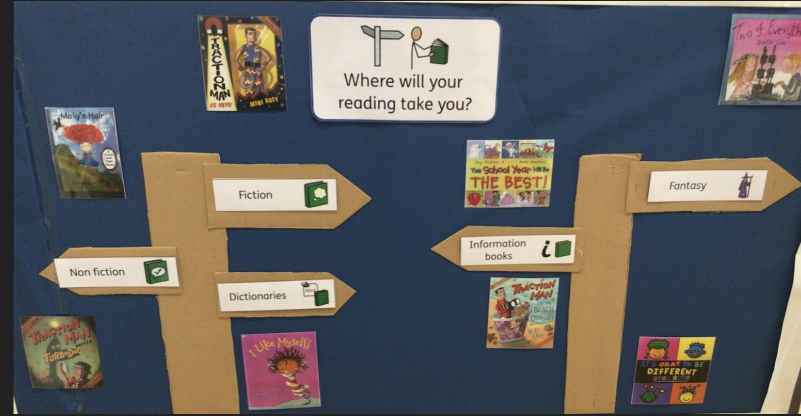
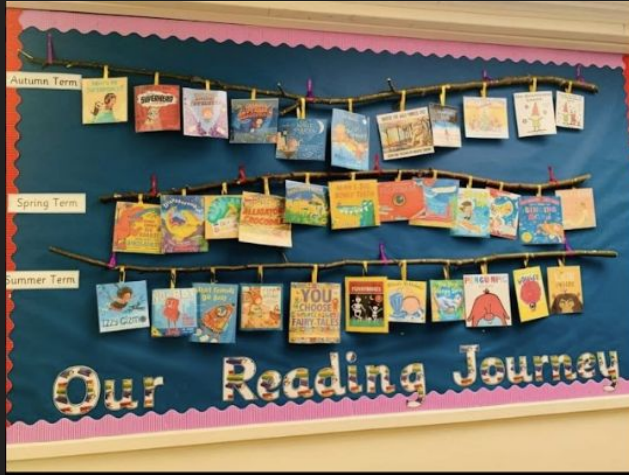
VIPERS is an acronym to aid the recall of the 6 reading domains as part of the UK's reading curriculum.

They are the key areas which we feel children need to know and understand in order to improve their comprehension of texts. VIPERS stands for:

- Vocabulary
- Inference
- Prediction
- Explanation
- Retrieval
- Sequence or Summarise

The 6 domains focus on the comprehension aspect of reading and not the mechanics: decoding, fluency, prosody etc. As such, VIPERS is not a reading scheme but rather a method of ensuring that teachers ask a range of questions. They allow the teacher to track the type of questions asked and the children's responses to these, which allows for targeted questioning afterwards.

Promoting a love of reading:



Each class is required to have a reading journey display and a book on their classroom door.

English Curriculum Sequence and Progression

Subject	Stage 1-4 Explorers	Stage 5-6 Explorers	Stage 7 Pathfinders	Stage 8 Pathfinders	Stage 9 Adventurers	Stage 10 Adventurers	Stage 11	Stage 12
Writing	Dimensions Explorers 1	Literacy Counts Foundations	Literacy Counts Year 1	Literacy Counts Year 2	Literacy Counts Year 3	Literacy Counts Year 4	Literacy Counts Year 5	Literacy Counts Year 6



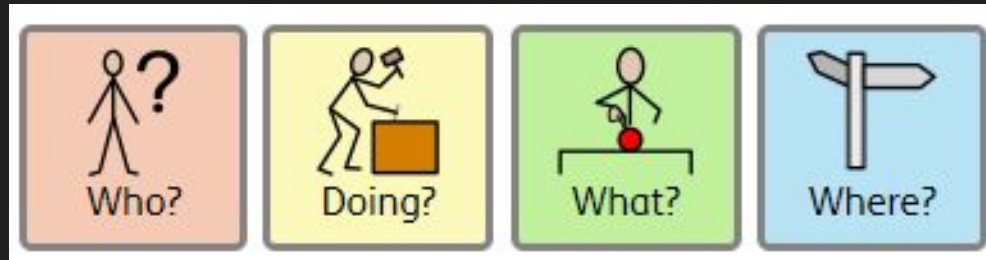
What is Colorful Semantics?



A system to support spoken and written language learning across the curriculum, which can be used for:

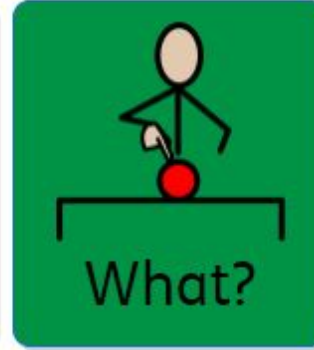
Uses colour coded cue cards to show the structure of sentences.

Each card represents a different word or part of the sentence.



Let's see if we can make a sentence

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The boy is eating a pizza.







Year 1

A	B	C	D	E	F
Paper Planes	Rapunzel	Hermelin	The Last Wolf	The Secret of Black Rock	Where the Wild Things Are
					

Year 2

A	B	C	D	E	F
The Night Gardener	A River	The Bog Baby	Grandad's Island	Jack and the Baked Beanstalk	Rosie Revere Engineer
					

Year 3

A	B	C	D	E	F
The Iron Man	Fox	Jemmy Button	Return	Into the Forest	Seen and Not Heard
					

Example of Foundation work

Harvey 17.05.22

I can orally rehearse a sentence and phonetically write

abc Phonetically write

One day Nut put on the red cloak

one day nut put on the red cloak

of verbal support to be neatly use finger spaces to remember full stop.

finger spaces hand over words full stop read it out

Juniper Jupiter Look 5

I can write a sentence to describe a picture using a word store for support.

Joop is awesome

Nut Joop sidekick amazing perfect superhero dog

found best friend dynamic duo fabulous awesome right under her nose

Once upon a time there was a boy who went treasure hunting

found best friend dynamic duo fabulous awesome right under her nose

He found a treasure map but he could not find the treasure

found best friend dynamic duo fabulous awesome right under her nose

Storyboard 27.01.22

I can draw a picture for each part of the story

A boy finds a star and sets out to find its owner.

The boy asks people if they own the star, but they all say no. The boy keeps the star.

The boy puts the star in a jar. Little Star is sad and stops sparkling.

The boy tries lots of ways to send the star home. Then stars take it back to the night sky.

07.02.22

I am learning to use different ways to start a sentence

Michael

Choose one of the sentence starters and use it to write a sentence

Once upon a time One day So First Next Finally Suddenly Unfortunately

boy found Nintendo switch

Check your writing

finger spaces capital letters neat letters sound out words full stops read it out

Michael's own idea - well done!

Once upon a time a boy found a star and set out to find its owner.

He asked everyone if they owned the star but they all said no.

So he kept the star and put it in a jar.

The star was sad and stopped sparkling.

So the boy tried lots of ways to send the star home.

Finally the stars took it back to the night sky.

Suddenly a star came to take the star home.

found best friend dynamic duo fabulous awesome right under her nose

Example of Year 3 work

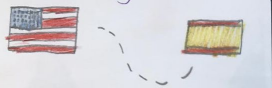
Title: Santa's Christmas Journey

Setting 1



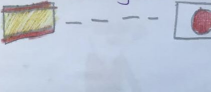
Once, there was a old man called Santa who lives on the North Pole. One night he was up. He had to deliver the presents all around the world. The presents were as small as a pin. It was his last year on the job. So he got on his sleigh and he flew and left and he flew all the way to America.

Setting 2



Soon he arrived at America. He saw the people in the town walking around. He dropped the presents but the people caught them with their hands. They were so small as a pin. So Santa travelled and he immediately and he travelled to Spain.

Setting 3



Then he arrived at Spain. The people were having a party. So Santa asked "May I join the party please?" He said yes. So Santa delivered the presents and the people were so small as a pin. So he flew and he flew and he flew all the way to Japan.

Setting 4



After he arrived at Japan. The city was filled with people and lights. He walked in on the city to be surprised. The mountains were like snow. So he flew and he flew and he flew all the way back to the North Pole. Then he saw the people all the way and he flew and he flew and he flew all the way back to the North Pole.

Setting 5



Out of breath, Santa was back at the North Pole and he was feeling tired. It was a very long journey and he was very tired. So he went to bed and he went to sleep.

Opening

Like morning, the girls were in class. *noise over*

Ending

Finally, she is back home in her lovely city.

Setting 3

Suddenly, she was in a colossal enormous storm.

Setting 1

Yes, they went to the theater on a rainy day.

Setting 2

Next, she went to the sunny, rocky farm.

Penny's Playhouse - by David Collins

Rhanna the rebellious hijabi teenager found her ancestors parcel. She wanted to hold it so she decided to do so. So she grabbed the parcel and held it gratefully in her hands. Her mother Zayla was looking at Rhanna in complete awe. Put that parcel back! She screamed. That belongs to our ancestor Oshai! She said each word in a bit of anger. Rhanna was too focused on the detail and she replied in a definitive way. What? Zayla was really angry her blood was boiling hot. Listen the words just needed to come out. "I NEVER YEARNED FOR YOU TO IGNORE YOUR MOTHER! I AM ASHAMED OF YOUR SILLY BEHAVIOUR! GO TO YOUR ROOM AND APOLOGISE RIGHT NOW YOUNG LADY!" As Rhanna stormed off she chattered nasty stuff about Zayla. "You a stupid brat, I hate you so much!" She then started crying and screaming like a 4 year old when they didn't get sweets from the shop. When her nightmare began she started at Penny's Playhouse. She then took her first step in and she didn't know what was coming her way. She saw Penny in pure rust and her eyes were pitch black. She then woke up and screamed louder and louder. "MUM I COMPLETELY HATE YOU! YOU ARE MORE WORTHLESS THAN A WHITE PENCIL ON WHITE PAPER!" She then went back into the dream and saw Axel Acedot with no arms and no legs. He looked like he was in agony. He sped up chasing Rhanna. Rhanna was to slow and she got pulled by the leg and she got a big jumpscare. She was still alive and then she went upstairs as Axel can't go upstairs. Visa the Vulture was flying and swooping around Rhanna. Her chest cavity was broken and had deadly spikes. However her way of jumpscaring is picking Rhanna with her chipped beak. Rhanna once again ran for her life around and about obstacles in her way. One obstacle she couldn't get through. Visa picked Rhanna up and put her in her deadly chest cavity. Rhanna then got a solid game over.

She respawned by the stage Penny was on. She went backstage and she saw Pingu Penguin. Pingu was getting repaired at backstage in the automatic repairing tube. She was confused on why he needed repairing. Was it because soon there would be a re-opening? Will it happen to the others too? All those questions jumbled around her head. However there was this one question that really puzzled her. Was this place not abandoned, just a bit scary? No matter how hard she tried she couldn't get anything out of her head. Pingu in a echoesy whispering voice said "Penny is making me do this. I never was like this, she had a failure in her running 17 years after release, she then ripped us bit to bit until we look withered." Rhanna in the simplest answer said "Really sorry Pingu in the same old echoesy whisperer said "Yes so, We never forgive Penny now after this. We call this the Petrifying Penny Age." Pingu then said "She has already shut down, so you must think outside the box." Rhanna secretly did not trust Pingu whatsoever. She felt like screaming but she managed to hold it in until she got jumpscared by Visa again. She didn't get game over so then she alerted everyone there. Mostly Rhanna the Peacock.

Opening	Dear diary, Guess what, I did last weekend!
Before: Who? Where? When? How?	I stayed at home, I put on my pajamas, went downstairs to the living room and I sat on the couch with Sophie.
During: Saw? Hear? Smell? Touch? Do? Taste?	Me and Sophie watched Ralph Breaks The Internet on Disney+ and I ate some popcorn and sweets.
After: How did you feel? Would you do it again?	After the movie, I felt happy because the movie was finished. I wish I can watch a movie again.
Ending	Good Night!

Independent Work

Structure

- How did you get there?
- Where are you?
- What is the first thing you noticed?
- Describe

5. Mysterious object - DUN, DUN, DUN!!!

Checklist:

- Capital letters ✓
- Full stop/question marks/commas ✓
- Adjectives - describe everything ✓
- Precoposition phrase - **emerging out of the dull body** ✓

Used dictionary to check spelling after. - Self corrected

through
dark
scary
a forest
a path
a bridge
a hole
I sat
a table
so odd as a table
a rinky dink
the was a girl
I saw a girl
it looks like
emerging out of the dull body
of worker
he not it is getting closer
new get what is that noise

Maths Curriculum Sequence and Progression

How is the curriculum taught?

Due to the nature of the children and the diversity between classes there is a range of lesson structures. There are 3 discreet maths lessons each week.

Explorers 1

Acorn - F2/Y1
Pre-formal
Continuous Provision
ISP

Elm - F2/Y1
Pre-formal
Continuous Provision
ISP

Fir Y1/Y2
Semi-formal
Whole group input
ISP - individual

Bay - Y1/Y2
Pre-formal
Bucket/Continuous
provision/ISP

Explorers 2

Beech - Y2/3 - formal
Split into 2 or 3 groups
Starter (in groups)
Input/Practical/Written Task or
photos

Oak - Y2/Y3
Pre-communicative
Semi-formal
Groups - practical
ISPs

Olive - Y2/3
Formal
Whole input
Groups
ISP

Pathfinders

Hazel - Y3/Y4/Y5
Formal
Input, practical, two groups independent
task 1:1

Willow - Y3/Y4
Formal
Group whole class input pitched lower,
questioned higher - modelling, practical
and then books if ready - very concrete
reliant.

Birch - Y4/Y5
Semi-formal
In groups - AET focus
Input/model/practical

Maple - Y4/Y5
Formal
Input - practical - whole group

Cherry Y4/Y5
Explorative task, input, practical task

Adventurers

Rowan - Y3/Y5/Y6
Semi-formal
Starter/Whole class
input/Practical/Independent task

Chestnut - Y5/Y6
Semi-formal
Two groups - different teaching

Holly - Y5/Y6
Starter/Whole class
input/Practical/Independent task

Ash - Y5/Y6
Starter/Whole class
input/Practical/Independent task

Year 1 Stage	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
Autumn Term	Weeks Commencing: 5.9.22 - 12.9.22		Week Commencing: 19.9.22 - 3.10.22			Week Commencing: 10.10.22 - 17.10.22			Week Commencing: 7.11.22 - 21.11.22			Week Commencing: 28.11.22	Week Commencing: 5.12.22 - 12.12.22		Week Commencing 19.12.22
	Settling in Period (off timetable)		Place Value Early number knowledge needed for all other areas.			Time Taught here so children can then use time everyday throughout the year			Addition First operation covered - split up from subtraction to provide more time and make it less complicated for children.			Money (finding totals) - applying the skills learnt	Mass and Capacity Lots of practical opportunities for learning mass and capacity at this time of year.		Curriculum Gap Week
Spring Term	Week Commencing: 2.1.23 - 16.1.23			Week Commencing: 23.1.23	Week Commencing: 30.1.23	Week Commencing: 6.2.23 - 13.2.23		Week Commencing 27.2.23 - 13.3.23			Week Commencing 20.3.23 - 27.3.23				
	Subtraction Second operation - building on inverse operation from what chn learnt in addition.			Money (change) - applying the skills learnt	Time	Shape Taught before fractions so children understand shape before looking at ½ of as shape etc.		Fractions Building on from shape and number skills.			Position and Direction Lots of practical opportunities for learning at this time of year.				
Summer Term	Weeks Commencing: 17.4.23 - 1.5.23			Week Commencing 8.5.23 - 22.5.23			Week Commencing 5.6.23	Week Commencing 12.6.23	Week Commencing 19.6.23 - 26.6.23		Week Commencing 3.7.23	Week Commencing 10.7.23 - 17.7.23			
	Multiplication Third operation - building on addition of 3 + 3 + 3 = 9 3 x 3 = 9			Division Fourth operation - building on the inverse of multiplication			Money applying the skills learnt	Time Consolidate what has been learnt	Length and Height		Statistics	Curriculum Gap Week			

The 'Learning Means the World' Curriculum is taught through highly relevant and engaging thematic units. It is built on the foundations of current world issues (Conservation, Conflict, Communication, Culture) and encourages pupils to be outward-facing in applying their learning into everyday life.

It is broken down into the following phases, known as Learning Pathways:-

- Explorers (3-5 year olds)
- Pathfinders (5-7 year olds)
- Adventurers (7-9 year olds)
- Navigators (9-11 year olds)

Each Learning Pathway is characterised by learning traits, which are developed through the themes. These will help equip pupils to be agents for positive change, both within their local context and further afield.