



# Welcome to our School

At Greyfriars School we create a caring environment in which every child feels safe, happy and valued and is able to achieve personal success.

We enable our children to develop a love of learning, to experience enjoyment and challenge and to strive for excellence in their achievements.

We are an all-inclusive school and encourage care, courtesy and respect for all members of our school community and beyond. We encourage our children to take a pride in themselves, their school and the wider community and to make positive and responsible contributions.

Overall, we have high expectations of all our children and aim to equip them with the confidence, independence, social and academic skills that will enable them to make the most of their learning journey, whilst at our school and in the future.

We believe that a good home/school partnership really benefits our children's well-being and the progress that they make and we look forward to developing a positive partnership with you.

Aidan McGovern



Please take time to visit our website where you will find out more about Greyfriars, including our policies, achievements and other general information.



**READY**

**RESPECTFUL**

**SAFE**

**TREAT OTHERS  
HOW YOU WOULD  
LIKE TO BE  
TREATED**

**GREYFRIARS ACADEMY - We aim that every child will be a successful learner**



**GREYFRIARS ACADEMY - We aim that every child is a confident individual**



**GREYFRIARS ACADEMY - We aim that every child is a responsible citizen**



## SCHOOL STAFF

<b>TEACHING STAFF</b>	
Mr Aidan McGovern	Head Teacher
Mrs Janet Moyle	Assistant Head Teacher
Mrs Samantha Howlett	Sendco
Mrs A Wright	Class Teacher – Year 5/6 – Cromer
Ms M Nordloh	Class Teacher – Year 5/6 - Winterton
Miss L Manning	Class Teacher – Year 5/6 – Blakeney
Miss A Sayers	Class Teacher – Year 3/4 - Brancaster
Miss S Cook	Class Teacher – Year 3/4 - Holkham
Mrs L Thompson	Class Teacher – Year 3/4– Sheringham
Mrs J Shaw	Class Teacher – Year 1/2 - Hunstanton
Mrs J Stanley	Class Teacher – Year 1/2 - Thornham
Miss C Stares	Class Teacher – Year 1/2 - Heacham
Miss K Woodward	Class Teacher – Year R - Snettisham
Mr A Holmes	Swimming Instructor
<b>SUPPORT STAFF</b>	
Miss S Pedalino	PSA (Parent Support Advisor) & DSL (Designated Safeguarding Lead)
Ms A Reynolds	Office Manager
Ms I Belokurova	Learning Support Assistant
Mrs M Gray	Learning Support Assistant
Miss A Fayers	Learning Support Assistant
Mrs M Gabriel-Malheiro	Learning Support Assistant
Mrs I Jaruseviciute	Learning Support Assistant
Mrs I Yureiva	Learning Support Assistant
Mrs S Oxford	Learning Support Assistant
Mrs A Lewis	Learning Support Assistant
Mrs D Porter	Learning Support Assistant
Mrs I Tamulioniene	Learning Support Assistant
Mrs M Wiggs	Learning Support Assistant
Mrs T Ellis	Learning Support Assistant
Miss T Ellwood	Learning Support Assistant
Mrs K Garside-Ansell	Learning Support Assistant
Mrs R Smith	Learning Support Assistant
Miss E Payne	Learning Support Assistant
Mrs L Moulton	Before and After School Club Lead

Mr T Connor	Caretaker
Miss A Fayers	Cleaner
Mrs R Smith	Cleaner
Mrs M Gray	Cleaner
Mrs L Price	Cook in Charge
Mrs M Etherington	Assistant Cook
Mrs R Crick	Kitchen Assistant
Mrs A Burt	Kitchen Assistant
Miss L Murphy	Kitchen Assistant
Mrs I Belokurova	MSA
Mrs M Holmes	MSA
Mrs M Gabriel-Malheiro	MSA
Ms K Garside-Ansell	MSA
Mrs I Jaruseviciute	MSA
Mrs A Lewis	MSA
Mrs M Wiggs	MSA
Ms M Parker	MSA
Mrs D Porter	MSA
Mrs E Payne	MSA
Mrs T Ellis	MSA
Miss T Ellwood	MSA

### **Local Improvement Team**

Head Teacher	Mrs Aidan McGovern	Head Teacher
Chair	Glyn Hambling	CEO Unity Education Trust
	Joanne Thompson	CFO Unity Education Trust
	Andrew Mason	Director of Education – Unity Education Trust
	Priscilla Crane	Head of School Effectiveness
	Paul Rout	Director
Clerk to the Local Improvement Team:	Vicky Turner	



Our curriculum is underpinned by our school logo:  
*'Greyfriars is ACE – Achieving, Caring, Enjoying'*

## Intent

The Greyfriars curriculum is designed to ensure each and every child belongs to a **caring** community where they can **enjoy** their education and **achieve** their full potential!

We want every child to feel **safe, respected** and **ready** to learn... and to contribute to others being safe, respected and ready to learn!

Our curriculum is bespoke to the needs of the pupils at Greyfriars Academy - not only focusing on specific subject knowledge, skills and understanding but providing opportunities for the children to develop personally, to equip them with the skills needed to become good citizens and make positive contributions to our future society.

**Our curriculum focuses on:**

- **inclusion** – *developing a fully inclusive environment where diversity is respected, supported, and celebrated by all members of the school community*
- **well-being and personal development** - *enabling children to be mentally and physically well; to believe in themselves and develop their capacity both as learners and citizens of the future*
- **vocabulary and language** - *improving children's ability to articulate and express themselves confidently, and supporting their conceptual development; 'learning to talk and talking to learn'*
- **good achievement in Reading, Writing and Mathematics** - *so that children are ready for the next stage in their learning. We want our children to develop fluency, accuracy, and comprehension in reading, to foster a love of books, and to be able to communicate in writing effectively. We want them to become confident mathematicians, able to reason and problem solve.*
- **good acquisition of subject knowledge** – *to provide a precision planned spiral curriculum with clear expectations of acquisition of knowledge and progressive development of concepts and skills in readiness for the next stage in their learning.*
- **cultural capital opportunities** - *our children will have equality of access to opportunities and experiences to enable them to raise aspirations and be happy and successful in their learning and future lives.*

We plan our curriculum to **motivate** and **engage** our children and will encourage and expect them to:

- **Try new things** - appreciating the range of life opportunities.
- **Work hard** - understanding the importance of effort.
- **Concentrate** - understanding how to become focused.
- **Push oneself** - understanding how to overcome doubts and insecurities.

- **Imagine** - understanding how to apply knowledge inventively
- **Improve** - appreciation that small improvements make big differences.
- **Understand others** -an appreciation of others.
- **Not give up** - understanding the importance of persistence

## Implementation

### Behaviour and Personal Development

- The school fosters positive and caring relationships between pupils and adults across all aspects of the curriculum.
- Our Behaviour Policy is underpinned by these positive relationships and we provide a calm and consistent response, focused on being **safe, respectful** and **ready** to learn.
- Staff support children to develop **resilience, perseverance, and self- belief**, and to raise **aspirations**.
- Our PSHE scheme JIGSAW provides a progressive structure for the development of personal, social, health and emotional development, as well as SRE. Additional 1:1 and small group SEMH and sensory circuit sessions are provided for pupils where additional support, or a personalised programme is needed.
- Our school **Pledges** provide opportunities, experiences and personal challenges for our children, linked to **Achieving, Caring** and **Enjoying**.
- Our children improve their fitness and stamina through participation in the 'Golden Mile' and weekly swimming sessions.
- They illustrate values linked to **Achieving, Caring, Enjoying, Keeping Safe, Showing Respect and Being Ready**. At the end of the week, we hold a Celebration Assembly where pupils are nominated by their teachers for 'Going Over and Above in Learning' or demonstrating one of these values. This celebration is shared with parents by an email from school.

### Literacy and Mathematics

- We focus on developing **vocabulary** (generic and subject specific) and encourage dialogue and effective questioning to assess and move on pupils learning, enabling them to reflect, articulate and reason, and to make links with prior knowledge.
- Teachers promote **enjoyment of reading** through reading areas, with adults modelling reading and reading to children for pleasure. Books in EYFS & KS1 are matched to phonic stages and age-appropriate levels to develop fluency and enjoyment. (Similarly, for SEND pupils as needed). Children have access to a range of genre through quality literature.
- Phonics is taught in EYFS and KS1 linked to children's books to promote enjoyment of reading. We have adopted the RWI Phonics scheme for the whole class teaching of Phonics and this is supported by small intervention groups where needed. As children enter KS2, small group precision teaching of phonics and key words is provided where needed.
- Reading is taught across the school through a structured approach incorporating whole class echo and performance reading and the use of question stems in comprehension. Accuracy, fluency and comprehension in reading is assessed and taught.
- The school employs a structured and consistent approach to the **teaching of writing**: Talk 4 Writing is embedded in all year groups, enabling children to create their own texts through a progressive familiarisation of genre specific features and acquisition of tools for writing
- White Rose Maths scheme is adopted across the school.

### Science and Foundation Subjects

- Our curriculum for these subjects is planned to enable progression through a development of concepts and knowledge, with children working towards expected outcomes.

### Provision for pupils with Special Educational Needs and Disabilities

- Pupils' needs are identified by teachers and further assessment and appropriate advice provided by SENDCo and appropriate external agencies. Provision mapping meets pupil needs and Phase Teams organise best use of Teaching Assistants in supporting pupils and leading intervention. Pupils with SEND have a personal learning journey which details needs, targets, provision and ongoing assessment and provides a working document for staff, pupils and parents.

### Cultural Capital opportunities

- Teachers plan for the opportunities and experiences that will enhance and support our children's learning and understanding.
- We plan for a range of curriculum enrichment opportunities, which will enhance our children's learning within the curriculum as well as provide social, moral, spiritual and cultural experiences.

## Impact

Children will leave Greyfriars as well-rounded individuals whose positive personal development and progression in learning ensures that they **achieve** their best, are **caring** members of the community, **enjoy** learning and school life, and make the most of future experiences and opportunities. They will know how to keep themselves, and others, **safe**, feel valued and **respected** and show understanding and respect towards others and the diverse community in which they live. They will be **ready** for the next stage in their learning and education.

Some of the measures we will use to monitor impact:

- Evidence of pupils' engagement in learning and individual progress made.
- Ongoing classroom assessment
- PIXL Assessments
- Pupil Progress Meetings
- Pupil and parent surveys
- Outcomes in statutory assessments: EYFS attainment of 'Good Level of Development', Phonics test at Year 1, KS1 SATs, KS2 SATs.
- Outcomes of progress for SEND pupils.

# Our Curriculum Model

Greystriars Long Term Curriculum Map Year A (2022-2023, 2024-2025, 2026-2028)																								
	Autumn 1				Autumn 2				Spring 1				Spring 2				Summer 1				Summer 2			
	Year 3	Year 4	Year 5	Year 6	Year 3	Year 4	Year 5	Year 6	Year 3	Year 4	Year 5	Year 6	Year 3	Year 4	Year 5	Year 6	Year 3	Year 4	Year 5	Year 6	Year 3	Year 4	Year 5	Year 6
Art	Sculpture & 3D Abstract Shape & Space	Sculpture & 3D Abstract Shape & Space	Drawing Mike My Voice Heard	Drawing Make My Voice Heard					Painting & Mixed Media Light & Dark	Painting & Mixed Media Light & Dark	Sculpture & 3D Making Memories	Sculpture & 3D Making Memories					Drawing Power Prints	Drawing Power Prints	Painting & Mixed Media Artist Study	Painting & Mixed Media Artist Study				
Computing	Connecting computers Y3	Connecting computers Y3	Systems and searching (Y5)	Systems and searching (Y5)	The internet (Y4)	the internet (Y4)	Communication and Collaboration (Y6)	Communication and Collaboration (Y6)	Sequencing sounds (Y3)	Sequencing sounds (Y3)	Selection in Physical Computing (Y5)	Selection in Physical Computing (Y5)	Repetition in shapes Y4	Repetition in shapes Y4	Variables in games (Y6)	Variables in games (Y6)	Branching databases Y3	Branching databases Y3	Introduction to vector graphics (Y5)	Introduction to vector graphics (Y5)	Data logging Y4	Data logging Y4	3D modelling (Y6)	3D modelling (Y6)
DT					Digital World Wearable Technology	Digital World Wearable Technology	Textiles Stuffed Toys	Textiles Stuffed Toys					Cooking & Nutrition Eating Seasonally	Cooking & Nutrition Eating Seasonally	Electrical Systems Doodlers	Electrical Systems Doodlers					Structures Constructing a Castle	Structures Constructing a Castle	Digital World Navigating the World	Digital World Navigating the World
Geography	What countries do we know?	What countries do we know?	Population Density and the effect on the Environment	Population Density and the effect on the Environment					Mapping local areas	Mapping local areas	Mapping with six figures	Mapping with six figures					Why is King's Lynn so important?	Why is King's Lynn so important?						
History					Stone Age to Iron Age	Stone Age to Iron Age	World War 1	World War 1					King's Lynn History - A timeline.	King's Lynn History - A timeline.	The Mart	The Mart					Settlement and Invasion - Anglo-Saxons	Settlement and Invasion - Anglo-Saxons	The Greeks - Ancient and Modern	The Greeks - Ancient and Modern
Latin																								
Music	Writing Music Down	Writing Music Down	Melody and Harmony in Music	Melody and Harmony in Music	Playing in a Band	Playing in a Band	Sing and Play in different Styles	Sing and play in different Styles	Composing using your imagination	Composing using your imagination	Composing and Chords	Composing and Chords	More Musical Styles	More Musical Styles	Enjoying Musical Style	Enjoying Musical Style	Enjoying Improvisation	Enjoying Improvisation	Freedom to improvise	Freedom to improvise	Opening Night	Opening Night	Battle of the Bands	Battle of the Bands
PE	Hockey	Hockey	Hockey	Hockey	Gymnastics	Gymnastics	Gymnastics	Gymnastics	Fitness	Fitness	Fitness	Fitness	Football	Football	Basketball	Basketball	Cricket	Cricket	Cricket	Cricket	Athletics	Athletics	Athletics	Athletics
PSHE	Being Me	Being Me	Being Me	Being Me	Celebrating Difference	Celebrating Difference	Celebrating Difference	Celebrating Difference	Dreams and Goals	Dreams and Goals	Dreams and Goals	Dreams and Goals	Healthy Me	Healthy Me	Healthy Me	Healthy Me	Relationships	Relationships	Relationships	Relationships	Changing Me	Changing Me	Changing Me	Changing Me
RE	Where do religious Beliefs Come From? (Theology)	Where do religious Beliefs Come From? (Theology)	How and why does religion bring peace and conflict? (Human/ Social Sciences)	How and why does religion bring peace and conflict? (Human/ Social Sciences)	Continued: Where do religious Beliefs Come From? (Theology)	Continued: Where do religious Beliefs Come From? (Theology)	How do Buddhists explain the suffering in the world? (Theology)	How do Buddhists explain the suffering in the world? (Theology)	What do we mean by truth? Is seeing believing? (Philosophy)	What do we mean by truth? Is seeing believing? (Philosophy)	What does it mean to be human? Is being happy the greatest purpose in life? (Philosophy)	What does it mean to be human? Is being happy the greatest purpose in life? (Philosophy)	What does sacrifice mean? (Philosophy)	What does sacrifice mean? (Philosophy)	Creation or science? Conflicting or complementary? (Theology)	Creation or science? Conflicting or complementary? (Theology)	How do/ have religious groups contribute to society and culture? (Human and social sciences)	How do/ have religious groups contribute to society and culture? (Human and social sciences)	How do beliefs shape identity for Muslims? (Philosophy)	How do beliefs shape identity for Muslims? (Philosophy)	Why is there so much diversity of belief within Christianity? (Human and social sciences)	Why is there so much diversity of belief within Christianity? (Human and social sciences)	Continued: How do beliefs shape identity for Muslims? (Philosophy)	Continued: How do beliefs shape identity for Muslims? (Philosophy)
Science	Magnets	Magnets	Earth and Space	Earth and Space	sound	sound	light	light	food chains and teeth	food chains and teeth	circulatory System	circulatory System	Digestion and healthy diet	Digestion and healthy diet			Electricity	Electricity	Light	Light	Evolution and inheritance	Evolution and inheritance	Plants	Plants
Spanish	Culture and Greetings	Culture and Greetings	NA	NA	Colours and Numbers	Colours and Numbers	NA	NA	Days of the Week, Months of the Year	Days of the Week, Months of the Year	NA	NA	Animals	Animals	NA	NA	Food (The Hungry Caterpillar)	Food (The Hungry Caterpillar)	N/A	N/A	Family	Family	Sex and Relationship Education.	Sex and Relationship Education.

**Greyfriars Long Term Curriculum Map Year B (2023-2024, 2025-2026, 2027-2028)**

	Autumn 1				Autumn 2				Spring 1				Spring 2				Summer 1				Summer 2					
	Year 3	Year 4	Year 5	Year 6	Year 3	Year 4	Year 5	Year 6	Year 3	Year 4	Year 5	Year 6	Year 3	Year 4	Year 5	Year 6	Year 3	Year 4	Year 5	Year 6	Year 3	Year 4	Year 5	Year 6		
<b>Art</b>	Painting and Mixed Media Prehistoric painting	Painting and Mixed Media Prehistoric painting	Painting and Mixed Media - Portraits	Painting and Mixed Media - Portraits					Craft & Design Ancient Egyptian Scrolls	Craft & Design Ancient Egyptian Scrolls	Craft & Design Architecture	Craft & Design Architecture					Craft & Design Fabric of Nature	Craft & Design Fabric of Nature	Drawing - I Need Space	Drawing I Need Space						
<b>Computing</b>	Stop frame animation Y3	Stop frame animation Y3	Video production (Y5)	Video production (Y5)	Audio production Y4	Audio production Y4	Website creation (Y6)	Website creation (Y6)	Events and actions in Games Y3	Events and actions in games Y3	Flat file databases (Y5)	Flat file databases (Y5)	Repetition in Games Y4	repetition in games Y4	Introduction to spreadsheet (Y6)	Introduction to spreadsheet (Y6)	Desktop publishing Y3	Desktop publishing Y3	Selection in quizzes (Y5)	Selection in Quizzes (Y5)	Photo Editing Y4	Photo Editing Y4	Sensing movement (Y6)	Sensing movement (Y6)		
<b>DT</b>					Structures Pavilions	Structures Pavilions	Mechanical Systems - Pop-Up Book	Mechanical Systems - Pop-Up Books					Mechanical Systems - Making a Slingshot Car	Mechanical Systems - Making a Slingshot Car	Cooking and Nutrition - What could be Healthier?	Cooking and Nutrition - What could be Healthier?					Electrical Systems - Torches	Electrical Systems - Torches	Structure: Playgrounds	Structure: Playgrounds		
<b>Geography</b>	Mapping Wider Areas	Mapping Wider Areas	Biomes around the World	Biomes around the World					Comparing King's Lynn with N/S America	Comparing King's Lynn with N/S America	Rivers	Rivers					Comparing King's Lynn with a European Country.	Comparing King's Lynn with a European Country.					Electrical Systems - Torches	Electrical Systems - Torches	Structure: Playgrounds	Structure: Playgrounds
<b>History</b>					Defending our shores - the history of the RAF in our area	Defending our shores - the history of the RAF in our area	World War II	World War II					The first civilisations	The first civilisations	Vikings and Anglo-Saxons struggle for the Kingdom of England to Edward the Confessor	Vikings and Anglo-Saxons struggle for the Kingdom of England to Edward the Confessor					The Romans	The Romans	The Mayans	The Mayans		
<b>Latin</b>	Minimus Chapter 1: Using the verb to be	Minimus Chapter 1: Using the verb to be	Minimus Chapter 7: Introduction to imperative forms	Minimus Chapter 7: Introduction to imperative forms	Minimus Chapter 2: Masculine/feminine	Minimus Chapter 2: Masculine/feminine	Minimus Chapter 8: More complex verb endings and adverbs	Minimus Chapter 8: More complex verb endings and adverbs	Minimus Chapter 3: Introduction to regular verb endings (1st person)	Minimus Chapter 3: Introduction to regular verb endings (1st person)	Minimus Chapter 9: Translating sentences with a variety of prepositions.	Minimus Chapter 9: Translating sentences with a variety of prepositions.	Minimus Chapter 4: Verb endings (1st/2nd/3rd person).	Minimus Chapter 4: Verb endings (1st/2nd/3rd person).	Minimus Chapter 10: Translating sentences which include conjunctions	Minimus Chapter 10: Translating sentences which include conjunctions	Minimus Chapter 5: Using verb endings and adding adverbs.	Minimus Chapter 5: Using verb endings and adding adverbs.	Minimus Chapter 11: Introduction to the case system (nominative/accusative-subject/object)	Minimus Chapter 11: Introduction to the case system (nominative/accusative-subject/object)	Minimus Chapter 6: Introduction to forming plurals and consolidation of prior knowledge	Minimus Chapter 6: Introduction to forming plurals and consolidation of prior knowledge	Minimus Chapter 12: More complex examples of case system. Consolidation of prior learning.	Minimus Chapter 12: More complex examples of case system. Consolidation of prior learning.		
<b>Music</b>	Musical Structures	Musical Structures	Developing Ensemble Skills	Developing Ensemble Skills	Exploring Feelings when you Play	Exploring Feelings when you Play	Developing Ensemble Skills	Developing Ensemble Skills	Composing with your Friends	Composing with your Friends	Composing and Chords	Composing and Chords	Feelings Through Music	Feelings Through Music	Music End of Year Play	Music End of Year Play	Expressions and Improvisation	Expressions and Improvisation			The Show Must Go On	The Show Must Go On				
<b>PE</b>	Netball	Netball	Netball	Netball	Yoga	Yoga	Yoga	Yoga	Dance	Dance	Dance	Dance	Tag Rugby	Tag Rugby	Tag Rugby	Tag Rugby	Rounders	Rounders	Rounders	Rounders	Athletics	Athletics	Athletics	Athletics		
<b>PSHE</b>	Being Me	Being Me	Being Me	Being Me	Celebrating Difference	Celebrating Difference	Celebrating Difference	Celebrating Difference	Dreams and Goals	Dreams and Goals	Dreams and Goals	Dreams and Goals	Healthy Me	Healthy Me	Healthy Me	Healthy Me	Relationships	Relationships	Relationships	Relationships	Changing Me	Changing Me	Changing Me	Changing Me		
<b>RE</b>	How do people express commitment to a religion/world view in different ways? (Human/social sciences)	How do people express commitment to a religion/world view in different ways? (Human/social sciences)	What can we learn about the world/knowledge/meaning of life from the great philosophers?	What can we learn about the world/knowledge/meaning of life from the great philosophers?	What is the Trinity (Theology)	How do Hindus make sense of the world? (Theology/Human and Social Sciences)	How do Hindus make sense of the world? (Theology/Human and Social Sciences)	What is Philosophy? How do people make moral decisions? (Philosophy)	What is Philosophy? How do people make moral decisions? (Philosophy)	Is believing in God reasonable? (Philosophy)	Continued: What is Philosophy? How do people make moral decisions? (Philosophy)	What difference does the resurrection make to Christians? (Theology)	What difference does the resurrection make to Christians? (Theology)	What do Muslims believe as truth about God? (Philosophy)	How has belief in Islam impacted on Music and Art through history? (Human and social sciences)	What difference does being a Muslim make to daily life? (Philosophy)	Continued: How has belief in Islam impacted on Music and Art through history? (Human and social sciences)	What difference does being a Muslim make to daily life? (Philosophy)	Continued: How has belief in Islam impacted on Music and Art through history? (Human and social sciences)							
<b>Science</b>	Habitats	Habitats	Living things and their Habitats	Living things and their Habitats	Rocks and soils	Rocks and soils	Forces gravity, magnets etc	Forces gravity, magnets etc	Electricity	Electricity	Separating Materials	Separating Materials	Electricity/DT link	Electricity/DT link	Materials particles in physical and chemical changes		skeletons and muscles	skeletons and muscles	Sustainability Recycling, climate change, global warming.		states of matter, the water cycle	states of matter, the water cycle	sex and relationship education. The reproductive cycle	sex and relationship education. The reproductive cycle		

**Greyfriars Long Term Curriculum Map Year A (2022-2023, 2024-2025, 2026-2028)**

	Autumn 1			Autumn 2			Spring 1			Spring 2			Summer 1			Summer 2		
	EYFS	Year 1	Years 2	EYFS	Year 1	Years 2	EYFS	Year 1	Years 2	EYFS	Year 1	Years 2	EYFS	Year 1	Years 2	EYFS	Year 1	Years 2
<b>Art</b>	Drawing Marvelous Marks	Drawing Make Your Mark	Drawing Make Your Mark				Painting & Mixed Media Paint My World	Sculpture & 3D Paper Play	Sculpture & 3D Paper Play				Sculpture & 3D Creation Station	Sculpture & 3D Clay Houses	Sculpture & 3D Clay Houses	Hokusai - the great Wave		
<b>Computing</b>		Technology around us	Technology around us		Digital painting	Digital painting		Moving a robot	Moving a robot		Robot algorithms	Robot algorithms		Digital writing	Digital writing		Digital music	Digital music
<b>DT</b>				Cooking and Nutrition Soup	Mechanisms Making a Moving Monster	Mechanisms Making a Moving Monster				Structures Junk Modelling	Cooking and Nutrition Fruit and Vegetables	Cooking and Nutrition Fruit and Vegetables				Textiles Bookmasks	Textiles Puppets	Textiles Puppets
<b>Geography</b>		Environments around the world.	Environments around the world.					Our UK	Our UK					King's Lynn and Africa	King's Lynn and Africa			
<b>History</b>	Marvellous Me!			Come and Celebrate and remember	Famous people from the past	Famous people from the past	Time Travellers			Storytellers	King's Lynn History - Fishing in King's Lynn	King's Lynn History - Fishing in King's Lynn	Explorers			Awesome Adventurers	Childhood then and now.	Childhood then and now.
<b>Music</b>	Me!	My Musical Hearbeat	My Musical Hearbeat	My Stories	Dance, Sing and Play	Dance Sing and Play	Everyone	Exploring Sounds	Exploring Sounds	Our World	Learning to Listen	Learning to Listen	Big Bear Funk	Having Fun with Improvisation	Having Fun with Improvisation	Reflect, Rewind and Replay	Let's Perform Together	Let's Perform Together
<b>PE</b>	Introduction to PE Unit 2	Dance	Dance	Dance unit 2	Fundamentals	Fundamentals	Gymnastics Unit 2	Gymnastics	Gymnastics	Str	Fitness	Fitness	Fundamentals Unit 2	Net and wall games	Net and wall games	Athletics (ks1)	Athletics	Athletics
<b>PSHE</b>	Being Me	Being Me	Being Me	Celebrating Difference	Celebrating Difference	Celebrating Difference	Dreams and Goals	Dreams and Goals	Dreams and Goals	Healthy Me	Healthy Me	Healthy Me	Relationships	Relationships	Relationships	Changing Me	Changing Me	Changing Me
<b>RE</b>	What makes people special?	How does a celebration bring a community together? (Human/social sciences)	How does a celebration bring a community together? (Human/social sciences)	What is Christmas?	What does the nativity story teach Christians about Jesus (Theology)	What does the nativity story teach Christians about Jesus (Theology)	How do people celebrate?	How did the universe come to be? (Philosophy)	How did the universe come to be? (Philosophy)	What is Easter?	What does the cross mean to Christians? (Theology)	What does the cross mean to Christians? (Theology)	What can we learn from stories?	What do my senses tell me about the world of religion and belief? (Philosophy)	What do my senses tell me about the world of religion and belief? (Philosophy)	What makes places special?	Continued: What do my senses tell me about the world of religion and belief? (Philosophy)	Continued: What do my senses tell me about the world of religion and belief? (Philosophy)
<b>Science</b>	My body and me	Seasons - Autumn/Habitats	Seasons - Autumn/Habitats	Weather and the seasons	Electricity	Electricity	Exploring materials	Seasons - winter - how animals survive winter.	Seasons - winter - how animals survive winter.	Transport and moving	Materials year 2	Materials year 2	Living and growing	The Human Body	The Human Body.	The seaside and sun care	Plants identification and naming different parts.	Plants identification and naming different parts.

## Greystriars Long Term Curriculum Map Year B (2023-2024, 2025-2026, 2027-2028)

	Autumn 1			Autumn 2			Spring 1			Spring 2			Summer 1			Summer 2		
	EYFS	Year 1	Years 2	EYFS	Year 1	Years 2	EYFS	Year 1	Years 2	EYFS	Year 1	Years 2	EYFS	Year 1	Years 2	EYFS	Year 1	Years 2
<b>Art</b>	Drawing - Marvellous Marks	Painting and Mixed Media - Colour Splash	Painting and Mixed Media - Colour Spalsh	Seasonal Crafts Nature Wreaths Salt Dough Decorations Threaded Snowfalkes			Painting and Mixed Media - Paint my World	Painting & Mixed Media - Life in Colour	Painting & Mixed Media - Life in Colour	Seasonal Crafts Egg Threading Petal Mandala Suncatchers			Sculpture and 3D - Creation Station	Craft & Design Woven Wonders	Craft & Design Woven Wonders	Craft and Design - Let's get Crafty Salt Painting		
<b>Computing</b>	Bee bots	Information Technology around us	Information technology around us	online safety	Grouping Data	Grouping Data		Pictograms	Pictograms		Programmng animations	Programmng animations			Programming quizzes		Digital Photography	Digital photography
<b>DT</b>				Cooking and Nutrition - Soup	Structures - Baby Bear's Chair	Structures - Baby Bear's Chair	Threading - Flower threading			Structures Junk Modelling	Cooking and Nutrition A Balanced Diet	Cooking and Nutrition A Balanced Diet	Cooking and Nutrition - Soup			Textiles Bookmakrs	Mechanisms Fairground Wheel	Mechanisms Fairground Wheel
<b>Geography</b>	Kings Lynn and houses	Around the World with Max and Lemon (continents and seas)	Around the World with Max and Lemon (continents and seas)					Hot and Cold areas	Hot and Cold areas				The seaside	The seaside				
<b>History</b>	Marvellous Me!			Come and celebrate and remember	A long time ago	A long time ago	Time Travellers			Storytellers	The Great Fire of London	The Great Fire of London	Explorers			Awesome adventurers	The Royal Family Then and Now	The Royal Family, Then and Now
<b>Music</b>	Me!	Pulse Rhythm and Pitch	Pulse Rhythm and Pitch	My Stories	Playing in an Orchestra	Playing in an Orchestra	Everyone	Inventing a Musical Story	Inventing a Musical Story	Our World	Recognising Different Sounds	Recognising Different Sounds	Big Bear Funk	Exploring Improvisation	Exploring Improvisation	Reflect, Rewind & Replay	Our Big Concert	Our Big Concert
<b>PE</b>	Introduction to PE Unit 1	Fundamentals 1	Fundamentals 1	Dance Unit 1	Yoga	Yoga	Gymnastics Unit 1	Ball skills	Ball skills	Fundamentals Unit 2	Target Games	Target Games	Games Unit 1	Striking and fielding games	Striking and fielding games	Althletics (ks1)	Althletics	Althletics
<b>PSHE</b>	Being Me	Being Me	Being Me	Celebrating Difference	Celebrating Difference	Celebrating Difference	Dreams and Goals	Dreams and Goals	Dreams and Goals	Healthy Me	Healthy Me	Healthy Me	Relationships	Relationships	Relationships	Changing Me	Changing Me	Changing Me
<b>RE</b>	Marvellous Me!	How do Christians use celebration and festival as a means of belonging to their faith family? (Human and Social Sciences)		What is Christmas?	Why is light an important symbol for Christians, Jews and Hindus? (Theology)		How do people celebrate?	What do Jewish people remember on Shabbat? (Theology)		What is Easter?	How do people celebrate Passover (Pesach)? (Human and social sciences)		What can we learn from stories?	Why do people have different views about the idea of God? (Philosophy)			Continued: Why do people have different views about the idea of God? (Philosophy)	
<b>Science</b>	My body and me!	Animal classification	Animal classification	Weather and the seasons	Astronomy and space	Astronomy and space	Exploring materials	Materials and matter- solids, liquids and gases. Year 2.	Materials and matter- solids, liquids and gases. Year 2.	Transport and moving	plants and growing conditions for plants to grow/ seeds and bulbs year 2	plants and growing conditions for plants to grow/ seeds and bulbs year 2	Living and growing	living things and the environment	Living things and environment	The seaside and sun care	Living things and the environment B	Living things and the environment. B

### We believe that Learning is an exciting, interactive and ongoing process.

Learning involves developing understanding of concepts and acquiring skills. It is about making sense of our experiences, storing memories, practising skills and making links. Ultimately it is a process that enables us to gain and embed knowledge and skills that we can interrelate and use independently in different situations and contexts.

Our curriculum and school ethos is aimed at developing learners who are

- Motivated and Enquiring
- Independent and Collaborative
- Resilient and Persevering
- Adaptable and Risk taking
- Confident Communicators
- Critical and Creative thinkers
- Respectful and Open minded
- Reflective and Responsible

## **Early Years Foundation Stage**

Pupils in the reception classes follow the Early Years Foundation Stage areas of learning. There are **Prime areas** and **Specific areas**. The **Prime areas** are fundamental, work together, and move through to support development in all other areas:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

**Specific areas** include essential skills and knowledge for children to participate successfully in society.

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

This is a very important stage in your child's education and we focus on providing an environment that will stimulate and inspire curiosity and exploration, develop positive relationships and build on your child's unique needs and interests, so that they can meet the end of EYFS learning goals and, most importantly, lay the foundations for effective learning as they move into KS1. The children's progress and achievements are regularly observed and recorded on an electronic system called 'Tapestry.' Parents are also able to access and contribute to 'Tapestry' and are regularly updated on their child's achievements.

Please see our separate EYFS pack to find out more about this exciting stage in your child's education!

## **Homework**

We believe that homework encourages positive attitudes to independent learning and supports school work. It also provides opportunities for you to engage with your child's learning at home.

**Reading every day** ~ this is an expectation for all children in *all* year groups. Just 5 minutes of reading each day will help your child to make fantastic progress in both reading and writing.

**Spelling activities** may also be given and children are expected to practise **multiplication tables**.

All parents are requested to support the school by ensuring that homework set is completed regularly.

## **Children with Special Educational Needs and Disabilities**

Greyfriars is an inclusive school and we believe that every child is an individual with entitlement to his or her own educational needs, be they academic, physical, sensory or emotional. We acknowledge that many children have some specific need during their school life, even if it is of short duration. We endeavour to ensure that suitable provision is made for each child not only to meet the legal requirement, but also to ensure the best possible experiences for their development, well-being and future life opportunities. As we become aware of a child's difficulties, these are discussed with parents and appropriate provision put in place. The targets and progress for children with Special Educational Needs are regularly reviewed with parents. Where needed, further advice or support will be sought from other agencies.

The school is able to offer facilities for children with identified Special Educational Needs and Disabilities within the resources available.

## Support Services

The school is able to access services such as School Health, Educational Psychologist, Learning and Behaviour Support, Sensory Support and others. Parents are always consulted before any approach is made to these agencies. Various medical checks are carried out by the Health Service during the reception year and in year 6. Parents are always informed of such checks.

## Extra-Curricular Activities

Extra-Curricular Activities are held at lunchtime, or after school and are led by a member of staff, often assisted by other adults. Activities over the year include:

Choir, Swimming, Football, Table-Tennis, Art, Running, Drama and Netball.

‘Premier Education’ coaches also deliver lunchtime sports sessions to our children every day.

Various other sporting activities, such as Archery and Fencing, are run as extra-curricular activities depending upon the season.

## ‘Before and After School Club’

We provide a before school club which runs between 7.30am and 8.30am and includes a healthy breakfast. We also run an after school club between 3.00pm and 5.00pm, this includes a healthy tea time snack. The ‘Before and After School Club’ is supervised by experienced and caring school staff who are known to the children. They incorporate a range of enjoyable activities, including Gardening, Craft, Games and Cookery. The cost is £2.50 for the first session (3:00 – 4:00pm) session or £5.00 for both sessions (till 5:00pm) and can be booked via parent pay, in advance.

## School Dress

It is expected that all children wear school uniform. This consists of black trousers, skirt or pinafore dress, white or blue polo shirt and royal blue sweatshirts. Jeans are not allowed. In the summer children may also wear knee length school shorts and blue and white gingham dresses.

Footwear, including laces should be black. If boots are worn during times of bad weather children should change into school shoes on arrival at school. **High heels are not allowed under any circumstances for health and safety reasons.**





School uniform can be ordered from Stratford's of Kings Lynn at 17-19 Hamburg Way, North Lynn Industrial Estate, King's Lynn PE30 2ND. You can either telephone your order through on 01553 772043 or order in store. You are also able to purchase the correct colour sweatshirt / cardigan from local supermarkets. We would encourage you to have at least one embroidered sweatshirt or cardigan for school photos and school trips.

Whilst the wearing of earrings is discouraged, for safety reasons **only stud types** are acceptable. Children should wear **one** stud in each ear only. No other studs/rings should be worn on any other part of the body. We also ask that you avoid extreme hairstyles for your child during term time. **We encourage children to take a pride in themselves and in the school and we find that often, children who follow fashion icons, are embarrassed when they come into school and stand out as different. The purpose of school uniform is to encourage all children to have the opportunity to look the same and identify, with pride, with our school and each other.**

For PE children need blue shorts, blue T-shirts and plimsolls. These are available to order from Stratford's of Kings Lynn. Trainers may be worn for outside activities but are not allowed on indoor apparatus. Children should not wear clothing for P.E. that they have been wearing as part of their school uniform. Polo shirts and shorts are available to purchase from supermarkets.

For swimming girls should wear a one piece swimming costume and boys should wear swimming trunks or swimming shorts (not Bermuda shorts). Swimming hats should always be worn and can be purchased from Stratford's of Kings Lynn.

**NB: All clothing and games equipment should be clearly named and kept in a suitable named bag. Lost property is retained for one term only and is then disposed of.**

### **Pastoral Care**

All children are in the charge of a class teacher, who has responsibility for their well-being. We would appreciate it if you could inform us of any changes in the family circumstances, which may affect your child's attitudes in school. We require two emergency contact telephone numbers in case of accident or illness.

We have classroom assistants who have regular contact with the children and who are available during most of the school day. The classroom assistant takes charge of any inhalers, which are necessary in school.

Medicine is not given unless prescribed by the doctor. This should be brought to school in a named container by the parent and the medical form completed in the school office.

The school is committed to promoting the health and welfare of all pupils. We hope to work in partnership with you and our Parent Support Advisor is available to discuss any concerns and offer support where needed.

We have a duty of care towards the children within our school and have a legal obligation to follow the safeguarding procedures, as outlined in the school's 'Safeguarding Policy'

## **Safeguarding & Child Protection**

Greyfriars School is committed to keeping children safe. Our 'Safeguarding Policy' is available on our website. The school has DSLs (Designated Safeguarding Leads) whose responsibility it is to deal with any issues relating to Safeguarding and Child Protection. The DSLs have a statutory duty to ensure that all allegations of abuse (emotional, physical, sexual, neglect and extreme radicalisation) are dealt with following prescribed guidelines. The DSLs are responsible for referring cases of alleged abuse (or where children may be at risk) to Children's Services. The school also has a designated governor for Child Protection.

The DSLs in our school are Mr Aidan McGovern (Head teacher), Mrs J Moyle (Assistant Head teacher) and Mrs Pedalino (Parent Support Advisor) Mrs A Wright (Behaviour lead) Mrs S Howlett (SENDCO)

## **Looked After Children**

The school has a designated professional for children who are looked after. This professional liaises with carers and Children's Services to support the well-being and progress of the children in school. The designated professional ensures that PEP (Personal Education Plans) are in place and regularly reviewed.

The designated professional for children who are looked after is Mrs S Howlett (SENDCO).

## **Behaviour**

We strive to create a caring environment where excellent behaviour is at the heart of productive learning and in which every child feels safe, valued and happy. We want our children to form caring relationships and to make positive contributions to school life. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and to encourage others to do the same. Our Behaviour Policy guides staff to support children to develop self-discipline. It focuses on respectful behaviour, a restorative approach to managing poor conduct that supports staff and learners.

The four golden rules that underpin our Behaviour Policy are:

- Being **Ready** to learn.
- Being **Respectful**.
- Being **Safe**.
- **Treat others how you would like to be treated.**

## **Health and Safety Statement**

Staff & Pupils are expected:

- a) To exercise personal responsibility for the health and safety of themselves and others
- b) To observe standards of dress consistent with safety and/or hygiene
- c) To observe all health and safety rules of the school and in particular the instructions of staff in an emergency.
- d) To use and not wilfully misuse, neglect or interfere with things provided for his/her health and safety.

The School's 'Health and Safety Policy' is on the school's website.

### **Environmental Statement**

Greyfriars Academy supports, as far as possible, the use and promotion of ethically and environmentally appropriate practice in planning and managing the school assets and activities.

### **Complaints Procedure**

We value our relationship with parents and carers and believe that this partnership greatly supports our children's well-being and progress. We welcome you to come and talk to us if you have any concerns so that we can try to address these. However, we also recognise the need for a Complaints Procedure; this is available on the school's website and copies are available from the office.

### **Parent Partnership**

Parents are welcome at the school to see the head teacher or class teacher. Prior appointment is appreciated to ensure a mutually convenient time. However, if you need to see your child's class teacher urgently, or for a short talk, staff are usually available before 8.30am and immediately after school.

We arrange pre-school visits and activities for new entrants prior to admission.

At intervals during the year parents are invited to meet with staff to discuss their child's education. Open evenings are held each term and we welcome everyone to attend. Written 'Annual Pupil Progress' reports are presented to parents in the Summer Term.

Parents and friends of the school are invited to join us for various activities and events throughout the school year, both during the day as well as out of school time.

### **Equality Policy**

The school has adopted a 'Single Equality Policy' which integrates our statutory duties in relation to race, disability and gender and promoting community cohesion. This is available on the school's website.

### **Race Equality**

We have due regard to eliminate racial discrimination, promote equality of opportunity and promote good relations between people of different racial groups. Procedures for dealing with racial incidents are in place and the school has a duty to report any such incidents to Norfolk County Council.

### **Disability Equality**

We have due regard to promote equality of opportunity between disabled people and other people, eliminate discrimination and harassment, promote positive attitudes towards disabled people, encourage participation of disabled people and to take account of people's disabilities. We ensure that we plan to enable children with disabilities to access the curriculum and access the physical school environment.

### **Gender Equality**

We promote gender equality, eliminate discrimination and harassment and promote equality of opportunity for boys and girls

### **Community Cohesion**

The school is committed to developing community cohesion on a school, local, national and global level. We develop positive relationships across different cultures, ethnic, religious and non-religious and socio-economic groups. We aim to encourage our children to be good citizens who can make valuable contributions to the community.

### **Friends of Greyfriars School**

The Friends of Greyfriars School (FROGS) Committee is run by parents and staff. The aims of the group are to further the work of the school in developing social, home/school links and to raise funds for the provision of additional opportunities for our children.

All parents, staff and governors are automatically members of the FROGS and are invited to join in the various events which take place during the year.

**We would love you to join the FROGS Committee and support our fundraising activities- please let the office know if you are interested!**

### **Charging and Remissions Policy**

The Governors of this school have considered the policy for charges for school activities in accordance with the requirements of the Education Reform Act 1988 and adopted the following:

- 1) No charge will be made for trips undertaken within school hours 8.40 – 12.00/1.00 - 3.15pm. However voluntary contributions would be welcomed in order to make such trips viable. No pupil would be excluded from such a trip should his/her parents be unwilling to make a contribution. The number of school trips undertaken during the school year will be, to some extent, dependent on the contributions made to support them.
- 2) If residential trips are arranged with more than 50% of the time being outside school hours charges may be made. If, after a school visit, a sum of money remains equivalent to a minimum of £5 per pupil, then an appropriate refund will be offered.
- 3) The school charges for small group music lessons. This is invoiced half termly in advance and if not paid the lessons will be unable to go ahead.

### **Admissions**

All children have the opportunity to start school full-time from **September**.

We want your child to have a successful and positive introduction to school. For this reason our policy is that reception children (EYFS) are gradually phased in to school over the first few days of the Autumn term.

The law allows for parents to defer their child's entry into school until the term after their 5<sup>th</sup> birthday. If you wish to discuss this option further or would prefer your child to start part time this should be discussed with the Head Teacher.

If there are more applications for places than there are places available, the Norfolk Children's Services will give preference to children living nearest the school according to the following criteria in this order of priority:

1. Children with a statement of Special Educational Needs naming that school.
2. Children who live within the designated area and have a brother or sister attending the school at the time of their admission.
3. Children who live within the designated area and have a brother or sister attending the adjoining middle/junior school at the time of their admission.
4. Children who live within the designated area and have no brother or sister attending the school adjoining middle/junior school at the time of their admission.
5. Children who live outside designated area and have a brother or sister attending the school at the time of their admission.
6. Children who live outside the designated area and have a brother or sister attending the adjoining middle/junior school at the time of their admission.
7. Children living outside of the designated area and have no brother or sister attending the school or adjoining middle/junior school at the time of their admission.

If you have any queries about the admissions process please either contact the Head teacher at the school or contact Norfolk County Council Children's Services.

You will usually hear whether your child has a place at the school by early May.

Up to 15 children who attend Highgate Infant School are entitled to admission to the school in the Autumn Term following their 7<sup>th</sup> birthday into Year 3.

### **THE SCHOOL DAY \*\***

8.20am	Children may enter school playground (supervised by staff)
8.30am	Morning session begins
10.00am	Morning playtime KS1 & LKS2
10.30	Morning playtime UKS2
12.00pm – 12.45pm	Lunchtime KS1
12.15pm – 1.00pm	Lunchtime KS2
3.00pm	End of the school day

### **ABSENCE**

Regulations require that schools must distinguish between "Authorised" and "Unauthorised" absences. Absences must be published by every school and it is important that we keep accurate records of children's attendance and absence from school.

It would be most helpful if you would note the following details:

**Illness** - if your child is ill and will not be in school, please telephone the school as early as possible to let them know. If you do not contact us, you will receive a text or email message asking you why your child is not in.

**Holidays** - There are 13 weeks of school holiday available, and we request that holidays should be taken during these weeks. Holidays taken during term time can result in children missing a significant amount of learning. The head teacher is not able to authorise leave of absence unless there are exceptional circumstances. Absences for holidays (or other reasons unauthorised by the head teacher) must be referred to County and may result in a fixed penalty fine.

**Absence through any other circumstance** – if it is necessary for your child to be away from school for any other reason then please discuss this with the class teacher or Head teacher as soon as it is possible.

**Lateness** - If a child is late for school with no explanation this will be marked as an unauthorised absence. Please help us by telephoning school first thing in the morning to notify us if your child is going to be absent. Should we receive no notification as to why your child is absent from school a designated member of staff will telephone or email you.

### **Coming into school**

Please note that the whole school site is designated as a **No Smoking Area**.

### **School Meals**

Children may bring their own packed lunch or purchase a meal from school.

Families who are in receipt of income support, Job Seekers Allowance or Child Tax Credit (but not Working Tax Credit) may apply for free school meals via [www.norfolk.gov.uk/education-and-learning/schools/school-meals-and-milk](http://www.norfolk.gov.uk/education-and-learning/schools/school-meals-and-milk) or collect an application form from the school office.

**Children in KS1 (Year R, 1 and 2) will be entitled to a school hot dinner free of charge.**

**All meal bookings are to be made on parent pay.**

The meals and snacks that we provide are nutritionally balanced. Greyfriars is a health promoting school and we have the accreditation for the Healthy Schools award.

Children eat their sandwich lunch in the canteen; when the weather is good they may have the option of eating outside, picnic style! Please do not send packets of sweets, fizzy drinks or drinks in glass containers. Lunch should be in a clearly named lunchbox.

The children eat in a group situation and are expected to show courtesy to others and to eat with good manners adopting the accepted social graces. We hope that you will foster these good manners at home.

### **Procedure for purchasing school meals.**

**Key Stage 1** -ALL MEAL BOOKINGS TO BE MADE ON PARENT PAY

Children in KS1 (Year R, 1 and 2) will be entitled to a school hot dinner free of charge.

**Key Stage 2** -ALL MEALS BOOKINGS TO BE MADE ON PARENT PAY. Children can order either a hot dinner, school packed lunch, or a jacket potato.

Meals must be booked by midnight on the Sunday prior to the week required.

Any further information about the school is available from the school office or the website;