



# Primary Curriculum Handbook

Woodstock CE Primary School



Nurture – Believe – Discover – Achieve



# Curriculum Intent, Implementation & Impact

## Woodstock CE Primary School

### Introduction

As a state-funded maintained primary school, we must follow the Department for Education's National Curriculum. The National Curriculum is a set of subjects and standards used by primary and secondary schools so children learn the same things. It covers the subjects that are taught and the standards children should reach in each subject. The 'basic' school curriculum includes the 'National Curriculum', as well as Religious Education, and Relationships & Sex Education (RSE) and Health Education.

Every state-funded school must offer a curriculum which is balanced and broadly based, and which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society.
- Prepares pupils for the opportunities, responsibilities and experiences of later life in modern Britain.
- Actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Schools are free to choose how they organise their curriculum, as long as the content of the National Curriculum programmes of study is taught to all pupils.

*(The National Curriculum in England, Sept 14)*

### Curriculum Intent

#### *Our Vision for the Curriculum at Woodstock CE Primary School*

Woodstock CE Primary School strives to be an inclusive community where children grow, learn and achieve together. We value each child as an individual with a unique potential for learning. Their natural curiosity is fostered through a creative and ambitious curriculum that excites and challenges; and enables all to be independent, resilient and successful learners. Our curriculum nurtures and prepares children educationally, socially, morally and physically for their continuing learning journey, where doors will be opened rather than closed to future success. Supported by a culture of equality and aspiration we aim to remove disadvantage so that every child believes in themselves and can thrive. Through the curriculum children develop an understanding of citizenship and are empowered to make valuable contributions locally and globally.

#### *How our curriculum is designed*

Curriculum design is viewed by Senior Leaders, Governors and Teachers as an exciting, continuous and fluid process which takes into consideration the needs, characteristics and interests of our children; their prior learning and experiences; and the statutory curriculum (EYFS Statutory Framework and the NC). It is constantly evolving to ensure local, national and global contexts are topical; that approaches to ever-changing technologies are embraced; and current educational research and best practice informs pedagogy. As such, our annual Raising Achievement Plan targets focus on innovative approaches, enhancing initiatives and maintaining high standards to ensure our curriculum is aspirational, dynamic and forward thinking.

Senior Leaders, Governors and teachers are involved in the design of the school's curriculum, and the views of pupils and parents are sought to inform policy and practice. To ensure our curriculum is

When designing the curriculum, the following factors influenced its development:

- Providing a coherent, structured and ambitious framework for teaching and learning, which is motivating, engaging and appropriate for all
- Delivering a progression of knowledge and skills from Nursery to Year 6 to ensure all pupils achieve as well as they can
- Ensuring new knowledge and skills build on what has been taught before and sets the foundation for future learning
- Encompassing a wide range of subjects and opportunities for academic, technical, creative and sporting excellence
- Supporting a culture of resilience and positive mental health and wellbeing, where every child is safe, healthy, achieving, nurtured, active, respected, responsible and included
- Promoting children's spiritual, moral, social and cultural development
- Strengthening children's capacity as a learner and developing their independence, initiative, determination, and love of learning
- Equipping children with the knowledge and cultural capital they need for future success

### *The aims of our curriculum*

We want children to develop a love for learning enabling them to become lifelong learners. At Woodstock CE Primary we take pride in celebrating that we are all learners; and that every child can achieve their full potential. Through a rich, broad and balanced curriculum, our aim is to make all aspects of teaching and learning exciting, engaging and motivating; ensuring all children have the best possible start to their school life.

### **Through careful and considered planning, we aim to provide:**

- A broad and balanced provision that promotes aspiration and ambition
- A structured and progressive framework for the acquisition of knowledge and understanding, and the development of skills which leads to maximum progress for all children and long-term learning
- Ensure all children are literate and numerate, recognising that a focus on reading, writing, speaking and listening and mathematics is fundamental
- High-quality learning experiences, which engage, excite and motivate children in the classroom and beyond
- Enrichment experiences where learning and teaching can take place beyond the classroom and involve the wider community
- Opportunities that promote pupils' personal development and encourages them to extend their interests beyond school, for example, through an extensive range of after-school clubs
- A wealth of relevant resources – in classrooms, outdoors, in the local community and the wider area, including visits and visitors
- Development of children's enterprise skills for them to grow into innovative, creative, strategic-thinking individuals who are equipped with skills that underpin employability
- A self-reflective learning environment which enables children to know and understand what they are learning and why, and allow time to engage, reflect and review – including peer and self-evaluation

**Effectively supported by qualified, highly skilled and enthusiastic teachers, the curriculum aims to foster:**

- An enjoyment of, and commitment to learning
- Essential Reading, Writing, Speaking & Listening, and Maths skills they need to access learning across the curriculum
- Attitudes, understanding and skills to become successful, resilient and independent learners
- Curiosity and creativity
- A culture of high aspiration of all pupils for future career options through a series of termly STEAM presentations
- Resilience and promote children's positive mental health and wellbeing
- Positive learning and social behaviours through the teaching, development and understanding of 'Core Christian Values,' British Values' and 'Learning Powers'
- Children's spiritual, moral, social and cultural development
- Appreciation and concern for the environment
- Effective, rigorous processes to monitor and assess progression in attainment and application of skills

## Curriculum Implementation: How do we achieve this?

### Organisation

Knowledge underpins and enables the application of skill. We strive for children to learn new skills alongside knowledge, ensuring that both are explicitly developed. Recognising that knowledge and skills are intertwined, we take a cross-curricular approach to maximise links across subjects and to ensure teaching and learning is relevant and meaningful.

Using the EYFS Statutory Framework and National Curriculum, age-appropriate progression in knowledge and skills for each core and foundation subject has been identified and mapped out across the primary phases. Priority is given to the development of English and Maths skills of all our pupils.

Our vibrant and rich curriculum is designed so that the subject specific skills are scaffolded within a cross-curricular theme or context each term. Themes are delivered on an annual basis in the Early Years and on a two-yearly rolling programme for KS1, Years 3 & 4 and Year 5 & 6. Topics are carefully designed to capture the interests and imaginations of our children, within a local context. In order to ensure that progression and balance is maintained, the programmes of study are developed into medium-term plans which clearly highlight the learning objectives, assessment opportunities, differentiated tasks as well as links to other subjects. Themes include Our European Explorers; Field to Fork; Rule Britannia; War & Peace; Fighting Fit; Earth Matters; Amazon Adventure; as well as many more exciting topics. Each theme is introduced through a Curriculum Launch Day which aims to ignite children's interest and motivation to learn; and finishes with a grand finale to celebrate all that has been achieved. We use every opportunity to capitalise on connections between subjects and develop and apply all important reading, writing, speaking and listening, and maths skills in a purposeful context. RE, PE, PSHE which includes RSE and Health education are often taught as discreet subjects to ensure coverage of the main objectives and age-appropriate knowledge and skill development.

### English

It is our intention when teaching the English curriculum that our pupils acquire the necessary knowledge, skills and understanding to become lifelong learners and linguists. We strive to ensure that all our pupils receive a well-rounded learning experience when reading, writing, speaking and listening which will equip them with the fundamental tools to achieve in school and beyond. It is our intention to immerse pupils in the wonders of quality texts to instil a love for reading, a passion for discovery and a confidence to explore their imagination through our text-led English curriculum. English is a core subject of the National Curriculum and a prerequisite for educational and social progress as it underpins the work undertaken in all areas of the curriculum. The acquisition of language and early reading skills are of the upmost importance to us here at Woodstock CE Primary School and therefore the teaching of all aspects English is given a high priority within school. Confidence in basic language skills enables children to communicate creatively and imaginatively, preparing them for their future journey through education and beyond.

#### ☆ Phonics Teaching

The school follows a rigorous and systematic approach to the teaching of synthetic phonics supported by Ruth Miskin's 'Read Write Inc' phonics scheme of work. Our school's approach to phonics establishes consistent practice, continuity and progression in the teaching and learning of phonics. In EYFS and KS1 all children receive a daily discrete phonics and spelling lessons. We use Read, Write Inc (RWI) materials to support the teaching of phonics, ensuring that we adapt our sessions to meet the needs of all children in class. In Years 1 & 2, spelling words are sent home to practise each week.

In KS2, children follow the National Curriculum expectations for spelling through daily spelling activities linked to the Read Write Inc Spelling Scheme. These include dictation exercises, investigations of spelling patterns, focused spelling activities within guided reading provision and weekly spelling lists sent home for important consolidation.

#### ☆ Reading

Reading is a key tool for life. Teaching children to become confident and fluent readers, by developing a love and passion for reading is a large and exciting part of what we do at Woodstock CE Primary School. We have lots of opportunities for reading exciting books and materials – supported by a rich, well-resourced library. Each week, parents and volunteers listen to children read in school and we ensure reading books are carefully matched to ability. We use Read Write Inc phonics daily across EYFS and KS1 and all pupils will normally have an hour and a half of English related teaching in the morning. This is a mixture of learning about reading, writing and speaking and listening, which includes a variety of text types and genres.

A wide range of stories and genres is read frequently in class to inspire a life-long enthusiasm for books and all that they offer children and adults alike. From Reception onwards, children enjoy regular guided reading sessions using high quality texts that engage the listener, develop a breadth of vocabulary and support ideas for writing. We ensure that children are continually being encouraged to read for pleasure through events such as visiting the local library, author visits, celebrating World Book Day and enjoying bedtime stories.

To develop children's reading skills in the Early Years and Key Stage 1 we use popular and well-established reading scheme books, which provide the children with reading material that is pitched at exactly the right level. 'Oxford Reading Tree' is used as the 'core resource', which is supplemented with books from other schemes, for example Tree Tops and Project X, in order to provide an extensive library of books at every stage, to ensure children have a broad and rich reading experience.

## ☆ Writing

Writing is an essential part of our curriculum offer and of high importance at Woodstock CE Primary School. In EYFS children learn how to hold a pencil correctly and begin to form letters, words and sentences. From Reception, children are introduced to a joined style of handwriting as soon as the child is able to correctly form letters, with the expectation that during Key Stage 1 most will be able to write neatly and fluently. During Key Stage 2 the children will be working towards earning their 'Pen License'.

The teaching of writing in our school adopts a range of known successful approaches, including text-led writing, Talk for Writing approach, employing the three stages of imitation, innovation and invention to range of non-fiction and fiction genres; and explicit teaching of spelling, grammar and punctuation. The children are continuously being encouraged to plan, draft and edit their work.

Writing is always taught in context and where appropriate links are made to our curriculum topics; finding real-life purposes for children's writing to enthuse and engage them. An example of this is Year 6 pupils writing speeches around the theme of Winston Churchill as part of the annual Blenheim Palace Public Speaking Competition. The children learn the 'skills' needed for the different genres and teachers engage the children through topic links, film, drama, Talk for Writing strategies and exciting 'Curriculum Theme' days.

## ☆ Speaking & Listening

We support our children in developing the skills necessary to read, write and speak fluently to communicate their ideas and emotions. Through our exciting and engaging curriculum, we actively encourage our children to communicate their thoughts and ideas. Children are given the opportunity to reflect on both their learning and feelings.

## Maths

The intention of the maths curriculum at Woodstock CE Primary School is that children are taught to become competent mathematicians; we strive to embed the skills and processes necessary to enable children to use and apply their Maths learning in a variety of contexts. We aim to develop children's enjoyment of maths and provide opportunities for children to build a conceptual understanding of maths before applying their knowledge to everyday problems and challenges. Our approach to the teaching of mathematics develops children's ability to work both independently and collaboratively as part of a team. Through mathematical talk, children will develop the ability to articulate and discuss their thinking. By the end of Key Stage Two, children will leave our school prepared for the next step in their mathematical education.

We recognise that for pupils to progress to deeper and more complex problems, children need to be confident and fluent across each yearly objective. To ensure consistent coverage across the school, we use a range of agreed materials and resources to provide age-appropriate tasks for our pupils: in turn, practising key skills and allowing children to become confident when working on key strategies, calculations or methods. To ensure our pupils acquire a deeper understanding in their mathematical learning journey, we supplement our resources by using the White Rose Maths Hub and NCETM Assessment materials to support the teaching of mathematics.

Within the Maths hub schemes of learning, each National Curriculum objective is broken down into fluency, reasoning and problem solving; our teachers use the learning challenges to teach for mastery - an approach to extend and deepen the understanding of pupils within each year group. Our teaching staff use this document in conjunction with a range of high-quality resources such as NRich and NCETM to support, stretch and challenge all learners within the classroom.

## Science

In our rapidly evolving world science is a vital part of our curriculum intention. Science stimulates and excites pupils' curiosity about phenomena and events in the world around them. It also satisfies their curiosity with knowledge; because science links direct practical experience with ideas, it can engage learners at many levels. Scientific method is about developing and evaluating explanations through experimental evidence and modelling. We strive to promote the love of learning science and for children to understand and be curious about the science within their everyday lives. We place value to the importance of an investigative approach through regular 'hands on' experiences wherever possible. It is our intention that by the end of each Key Stage, each child will understand a variety of scientific concepts and be able to confidently discuss them. We aim for all children to work scientifically during lessons and work collaboratively investigating different concepts and ideas.

To ensure children make the necessary progress and are challenged appropriately, teachers plan enjoyable, engaging and inspiring practical activities that mean the children are working hands-on; these lessons link science concepts to everyday life so the children can understand the world around them in a scientific way. Our lessons aim to develop a child's social skills by working in teams and encourage resilience, determination, perseverance, communication, collaboration, questioning and problem-solving.

Pupils learn to question and discuss science-based issues that may affect their own lives, the direction of society and the future of the world. We embrace the world of science at Woodstock CE Primary School through our wider links to, and development of a Science, Technology, Engineering, Arts and Mathematical (STEAM) curriculum. Lead experts in the STEAM workforce regularly visit the school to lead assemblies, workshops and aspiration talks. This has had a hugely positive impact on children's understanding of jobs available to them within the science world.

## Religious Education & Collective Worship

Religious Education (RE) is not part of the National Curriculum but must be taught in schools by law. We are a Church of England Controlled School and hold a strong commitment to teaching the principles of Christianity. Religion and beliefs inform our values and are reflected in what we say and how we behave. At Woodstock CE Primary School, RE is an integral part of the curriculum in developing an individual's knowledge and understanding of the religions and beliefs which form part of contemporary society. Our Religious Education curriculum provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong, and what it means to be human. It develops pupils' knowledge and understanding of Christianity, of other principal religions, other religious traditions and worldviews that offer answers to questions such as these. RE also contributes to our pupils' personal development and wellbeing, and to community cohesion by promoting mutual respect and tolerance in a diverse society.

Our framework for RE makes important contributions to other parts of the school curriculum such as PSHE, humanities, education for sustainable development and others. It offers opportunities for personal reflection and spiritual development, deepening the understanding of the significance of religion in the lives of others – individually, communally, and cross-culturally. RE is provided in accordance with the Oxfordshire Agreed Syllabus through the Diocese of Oxford Schemes of work and the Understanding Christianity resource. The approach to teaching about Christianity builds up pupils' encounters with biblical concepts through texts, placing them within the wider Bible story. Through RE we aim to enable children to understand the nature of religions and beliefs which have influenced the lives of millions of people and heavily influenced the development of different human cultures. We also aim to enable pupils to learn more about themselves and their place in the world from their increasingly academic and creative exploration of religions and beliefs. RE is taught through an enquiry-based approach and provides opportunities for all pupils to explore questions, experiences and concepts related to identity and what it means to be human, whilst at the same time developing a good knowledge and understanding of the principal faiths in Britain. The syllabus promotes an inclusive and educational approach to RE, which is of increasing importance to help people understand modern society and critical issues in the world, as well as promoting understanding and respect. It enables teachers to develop key skills, attitudes, and dispositions in their pupils, such as critical thinking, empathy and conceptual creativity, which will equip them better to be able to grapple with the questions that life throws at us.

Delivery of RE is not always taught as a weekly lesson. It can also be through RE Days (whole school, key stage, phase, class) or any organisational arrangement between. Children and staff have indicated that larger blocks of RE teaching can have a more positive impact on learning, so this approach is encouraged. There is also some cross-curricular coverage of RE including teaching through other subjects, whole school events, assemblies, and collective worship. Parents have the right to withdraw their child from RE and should talk to the Headteacher if this is their intention.

#### ☆ **Collective Worship**

A daily act of Collective Worship is held as a class, Key stage, or whole-school. It is an important part of our school day. A rounded programme of daily Collective Worship helps to promote pupils' spiritual, moral, social, and cultural development, and provide clear guidance on what is right and what is wrong.

Children across the school are encouraged to lead worship. Each term there is a class led Collective Worship. A representative from the local churches leads worship once a week. Collective Worship on Friday afternoon is special because we celebrate children's achievement both in and outside school. Parents are regularly invited to join us in Collective Worship. Each term children across the school visit a local Church to take part in a celebratory service. Parents have the right to withdraw their child from Collective Worship and should talk to the Headteacher if this is their intention.

## **Curriculum Implementation: Foundation Subjects**

The Foundation and other planned subjects are just as important as the core subjects. The National Curriculum states that foundation subjects are Art and Design, Computing, Design and Technology, Languages, Geography, History, Music and PE. They differ to the core subjects of English, Maths and Science, and to RE and PSHE, which includes Relationship & Sex Education and Health Education, which are explored in further detail. Even though foundation subjects are not explored as thoroughly as the core subjects, they are still an essential part of our school's curriculum offer because they introduce pupils to a wide variety of skills and knowledge.

### **History**

History fires pupils' curiosity about the past in Britain and the wider world. Pupils consider how the past influences the present, what past societies were like and what beliefs and cultures influenced people's actions. As they do this, pupils develop a chronological framework for their knowledge of significant events and people. In history, pupils find evidence, weigh it up and reach their own conclusions. To do this they are encouraged to research, sift through evidence, and engage in active discussion - skills that will prepare them for adult life. At Woodstock CE Primary School, we aim to bring history to life by immersing children in realistic experiences both in school and on exciting educational visits linked to our topic areas. Children have a real understanding of their place in history and concepts of when events happened in relation to each other are reinforced. Our History curriculum is designed to ignite children's curiosity about the past through a topic-based approach and hands on experience wherever possible.

We are determined that alongside historical knowledge there is a high-focus on the development of specific historical skills. The teaching of history is intended to equip pupils to ask pertinent questions about the past, analyse evidence, think critically, appreciate different perspectives and develop informed judgements. We believe our pupils should be taught to understand how Britain has influenced and been influenced by the wider world. In addition, our bespoke curriculum provides opportunities for children to explore their own identity, for example, through local history topics. History at Woodstock Primary covers the knowledge and skills outlined in the National Curriculum through broad, challenging and inspiring topics. A topic-based approach is used to deliver the content within a meaningful context and wherever possible cross curricular links are exploited, particularly links with geography, British values, Learning Powers and SMSC. History is taught within each phase following a two-year rolling programme. Medium term plans ensure coverage of both the required knowledge and the subject specific skills. Individual sessions are planned to inspire, engage and challenge pupils in response to their

needs. Children are given a wide variety of experiences both in the classroom and out – we actively encourage school visits and visitors into school to enable the children to gain first-hand experiences to support their learning. One element in the development of the pupils' communication skills is for opportunities for pupils to apply their writing skills within a context and linked to the theme being studied. Pupils are encouraged to think like historians and develop their skills including historical enquiry. There is a strong emphasis on developing children's other skills such as understanding of chronology, interpretations of evidence, changes within a time and across time periods and cause and consequence.

Our History curriculum is intended to help pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups. We deliberately foster strong links with our PHSE curriculum and British Values. For example, studying the topic Rule Britannia in Years 5 & 6 is an opportunity for children to develop an understanding of parliament and laws and justice – children visit the Houses of Parliament to bring their learning to life.

## Geography

Geography is rooted in exploring what is **real** and **contemporary** - high quality geography provision piques curiosity and inspires questions to be asked and answers sought across all areas of the curriculum. At Woodstock CE Primary School it is our intention that Geography is taught through themes, as part of a whole school topic-based approach to teaching and learning. This enables teachers to forge cross-curricular links giving a meaningful context for the learning. However, teachers make it explicit to children that they are learning geography skills and that they are being 'Geographers'. Geography is important in our school as it provides a means of exploring, appreciating and understanding the world in which we live and how it has evolved. We explore the relationship between Earth and its people. It stimulates curiosity and imagination. Wherever possible, we aim to build upon the child's 'Individual Geography' by developing geographical skills, understanding and knowledge through studying places and themes. Staff continually review and adapt work and learning to meet our children's needs.

Children are given opportunities to develop an awareness of their immediate surroundings, other places and how people have used their environment. Through this they are introduced to the techniques necessary to undertake fieldwork and geographical enquiries. Children are encouraged to broaden their knowledge of places and environments throughout the world; develop an understanding of maps, and a range of investigative and problem-solving skills both inside and outside the classroom. As pupils study geography they encounter different societies and cultures, which helps them realise how nations rely on each other. It can inspire them to think about their own place in the world, their values and their rights and responsibilities to other people and the environment. Environmental work is an important aspect of the geography curriculum and is further enhanced by our active Eco-School Committee.

Each week, throughout school, children discuss and reflect on naturally occurring events or topical issues that are happening around the world – 'Our World.' These opportunities broaden children's geographical knowledge and understanding and how the impact of such events can affect others. This further supports our global work and developing SMSC awareness and understanding; it also enhances our work as a Rights Respecting School and promotes courageous advocacy.

## Modern Foreign Languages – French

Children are taught to develop an interest in learning other languages in a way that is enjoyable and stimulating. We encourage children's confidence and creative skills; and strive to stimulate and encourage children's curiosity about language. We help them develop an awareness of cultural differences through the study of language and other countries. Skills of listening, speaking, reading and writing skills necessary to enable children to use and apply their French learning in a variety of contexts and lay the foundations for future language learning are embedded within a well-structured curriculum.

The teaching of French at Woodstock Primary provides excitement, enjoyment and challenge for children and teachers, helping to create enthusiastic learners and to develop positive attitudes to language learning through life. Our French curriculum is designed to progressively develop children's skills acquisition, and their ability to use and apply a growing bank of vocabulary organised around topics. Children are encouraged and supported to develop their speaking and listening skills through conversational work, singing activities and games. As confidence and skill grows, children record their work through pictures, captions and sentences. French is taught weekly in all Key Stage 2 classes, and in discrete planned sessions across EYFS and Key Stage 1. French and Spanish after-school clubs are also available for pupils.

Further language development and country appreciation is embraced through celebrating the International Day of Languages each year. This is an opportunity for children and the wider school community to further deepen their knowledge and understanding of the culture, traditions, geography, history of a chosen country or region.

## Art & Design

Art, craft and design embody some of the highest forms of human creativity. At Woodstock CE Primary School, our high-quality art and design curriculum engages, inspires and challenges pupils, equipping them with the knowledge and skills to experiment invent and create their own works of art, craft and design. As pupils progress, they think critically and develop a more rigorous understanding of art and design. They are taught how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. We encourage children to develop their creative and imaginative talents through learning skills and techniques and using a variety of materials and tools. Pupils have opportunities to work with professional artists and crafts people, and visit galleries and exhibitions. They learn to appreciate works of art and use artistic language to describe paintings, sculptures and other artefacts.

Throughout the school art is developed through discrete and topic related lessons. Pupils experience working from a range of starting points and explore the use of various media as they move through school. In Foundation Stage, they explore the use of paints, pencils, chalks, pastels, clay and collage materials. Within Key Stage One and Two, children develop their ideas through focussed lessons and by exploring art linked to other areas of the curriculum. Children work in 2D and 3D and have opportunities to work on individual and group activities, on both small and large scale. Within the curriculum for art and design, children think about pattern, colour, texture, shape and form using various media. They learn to evaluate their work and consider how they might change their work in future. Children investigate and evaluate a wide range of creative outcomes from the past and present to develop rigorous understanding of the many disciplines within art, craft and design and how they shape our history and future. This enables pupils to contribute as confident citizens and future professionals to the culture, creativity, economic success, leisure, material and emotional wellbeing of our society within both national and global contexts. Each year we hold a Culture and Creative Arts Week which focuses around an aspect of the Arts. The success of Woodstock CE Primary School's commitment to the teaching of the 'Arts' is recognised in the Arts Mark Accreditation that we hold.

## Design & Technology

Design and Technology gives children the skills and abilities to engage positively with the designed and made world, and to harness the benefits of technology. They learn how products and systems are designed and manufactured, how to be innovative and to make creative use of a variety of resources including digital technologies, to improve the world around them.

At Woodstock CE Primary School we encourage children to become independent, creative problem-solvers and thinkers as individuals and as part of a team - making positive changes to their quality of life. We enable them to identify needs and opportunities and to respond to them by developing a range of ideas and by making products and systems. Through the study of Design and Technology, children combine practical skills with an understanding of aesthetic, social and environmental issues, as well as functions and industrial practices. This allows them to reflect on and evaluate present and past Design and Technology, its uses and its impacts – it helps all children to become astute and informed future consumers and potential innovators.

Design and Technology is taught in all year groups through at least one project per term, including food technology. Projects are cross-curricular, linking to the overall termly theme to provide context and purpose. Children are helped to develop the skills that enable them to think creatively and imaginatively to design, make and evaluate products that solve real and relevant problems within a variety of contexts. Food technology is implemented across the curriculum with children developing an understanding of where food comes from, the importance of a varied and healthy diet and how to prepare this.

## Computing & Online Safety

Technology is an integral part of everyday life. At Woodstock CE Primary School, we prepare our children for a future in an environment which is shaped by technology. We aim to develop confident, independent learners who plan, design, create, program and evaluate information through the use of ICT. As well as the benefits of ICT we are also aware of the risks, therefore we prepare our children to stay safe online through a robust Online Safety Curriculum, as well as promoting online safety through the annual Safer Internet Day. At Woodstock Primary we acknowledge that computing and e-learning makes a massive contribution to all aspects of school life, for pupils, staff, governors, parents and the wider community, in this ever-changing technological world.

We recognise that children are living within an increasingly technological world and aim to develop confidence and knowledge in this area. Computing skills are taught and practised within discrete sessions so that they can be applied across the curriculum to enhance other subjects. Alongside the computing curriculum, aspects of Online Safety through the PSHE curriculum are taught. As children leave primary school, we aim for children to transfer this knowledge and have the confidence to implement these skills in everyday situations.

Every class has access to a range of IT equipment including Chromebooks and iPads. We encourage staff to incorporate technology throughout the wider curriculum and use these skills to research and present writing in a variety of ways. Each class has access to an Interactive Whiteboard, and teaching is delivered using this technology. Skills are covered through a two-year rolling programme to ensure that children are taught the appropriate skills to support their development. Pupils use a range of technology to find, explore, analyse, exchange and present information responsibly, creatively and with discrimination. They learn how to employ computing to enable rapid access to ideas, information and experiences from a range of sources, people, communities and cultures. Increased capability in the use of computing promotes initiative and independent learning, with pupils being able to make informed judgements about when and where to use computing to best effect, and to consider its implications for home and work both now and in the future.

## Music

Music has the potential to make a significant contribution to children's development, increasing confidence and self-esteem, developing leadership, promoting team working, concentration and problem-solving skills, and developing identity and improving social cohesion within the school and wider community. It is a universal language that embodies one of the highest forms of creativity. A high-quality music education engages and inspires pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Music is an integral and well-resourced part of life at Woodstock Primary. Music lessons are fun and inspiring, engaging the children with songs, lyrics and movement. We want children to feel able and reflective and expressive, developing their own appreciation of music with the opportunities we provide as a school. All children are actively encouraged and given the opportunity to learn to play a musical instrument whether it be within music lessons, or within the weekly Years 3 & 4 music and clarinet lessons delivered by a visiting music specialist. Musical opportunities in school include weekly class music lessons, composer of the term, weekly singing Collective Worship, After-

school club choir and taking part in Young Voices. Further children have opportunity to take part in a variety of performances both within and beyond school including singing at community events and national events such as Young Voices.

We use the Music Express schemes of work which offers a topic-based approach to support children's learning in music. The scheme offers a practical, structured resource bank for teaching music and contains lessons, songs, warmups and a range of other musical activities that support every aspect of musical learning in the primary school. A steady progression overview which links where possible to curriculum themes has been devised to ensure consistent musical development across each phase. By using Music Express and the specialist music teaching within Years 3 & 4 as the basis of our music curriculum, we can ensure that they are fulfilling the aims for musical learning stated in the National Curriculum.

## Physical Education & Sport

The PE and Sport curriculum at Woodstock CE Primary School develops the enjoyment of physical activity and strives to improve the importance of health and wellbeing. Our intention is to give children the opportunities to develop their skills, knowledge and understanding and apply these in competitive situations, with the vision this provides them with lifelong learning skills. Children are helped to acquire the skills needed to participate with confidence and enjoyment in a range of individual team activities at school and in the wider community, and to appreciate the place of regular exercise as a way of keeping fit. We ensure that all our pupils receive a well-rounded learning experience when participating in different sporting activities, engaging them in a range of sports to develop a passion for being active, healthy and the confident, and to try new things and build resilience and determination with all they do. At Woodstock Primary we are using our PE & Sport Premium to part-fund a qualified sports coach. Craig McKay who is already known to many pupils across the school, provides high quality instruction during PE lessons; he also runs sporting activities at lunchtimes; and promotes increased pupil participation in PE & Sport beyond the school day.

Our PE curriculum covers the knowledge and skills outlined in the National Curriculum and ensures all children are given opportunities to be challenged to progress their learning further. Through our teaching of PE, we aim to deliver the lessons in a meaningful context, giving purpose and wherever possible curricular links are exploited, particularly links with Maths, British Values, Learning Powers, mental health & wellbeing and SMSC. All children take part in a minimum of two hours of high-quality PE and sporting activities each week provided by a specialist Sports Teacher who is a member of the school's teaching staff. Children in Years 3 & 4 benefit from a whole term of swimming lessons. Where appropriate, children in the year groups beyond these may partake in top-up sessions to achieve their 25m before leaving in Year 6.

A well-balanced programme of sporting activities is provided for the children that includes opportunities for expressive and creative movement through dance, as well as gymnastics, swimming, athletics, games, and outdoor and adventurous pursuits. Learning through co-operative and competitive activities helps to promote an understanding of inter-personal relationships. Children take part in sporting activities within the school, and with other schools, including local and county tournaments and competitions. Physical Education is enriched through a wide range of well-attended after-school clubs and activities including football, athletics, archery and sailing. Such opportunities enable pupils to develop personal and social skills as well as preparing them for leisure activities in adult life (cultural capital).

All pupils in Year 6 take part in a week's residential visit at an Activity Centre. A range of outdoor and adventurous pursuits are offered including abseiling, climbing, kayaking, orienteering, cycling and archery. We value these opportunities for our pupils to participate in physically challenging land and water-based activities, believing they can make an important contribution to children's personal and social development.

Each year our Sport Teacher organises and leads a Sport & Health Week that enables children to take part in sporting and physical activities they may not have experienced before. Activities such as rock climbing, bootcamp, military drills and gymnastics delivered by a specialist coach are just a few of the experiences we have offered. We also currently hold the Platinum Schools' Sport Kite Mark and the Youth Sports Trust Gold Award.

## PSHE including RSE & Health Education

Personal, Social and Health Education (PSHE) enables our children to become healthy, independent and responsible members of a society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. We strive to provide our children with learning opportunities across and beyond the curriculum, in specific lessons, circle time, special school projects and other activities that enrich pupils' experiences. It allows pupils to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. At Woodstock CE Primary School we embrace in which PSHE supports many of the principles of safeguarding and its close links to the school's Safeguarding, SMSC and British Values Policies.

Personal, Social, Health Education is central to our curriculum; it helps children grow and develop as individuals and as members of families and communities. Through PSHE pupils will have the knowledge, understanding, skills and attitudes they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

The personal and social development of pupils underpins our curriculum. Through a carefully planned programme, supported by all who work in or with the school, we want children to leave Woodstock CE Primary School ready for the transition into secondary school and adult life. Our framework for PSHE embeds the three strands — health and wellbeing, relationships and living in the wider world, as well as the statutory aspects of the Relationships and Sex Education, and Health Education guidance.

Effective Relationships & Sex Education (RSE), and Health Education is crucial to developing and maintaining emotional and physical health. RSE is provided through the Personal, Social and Health Education Framework and is planned to ensure pupils receive their sex education in the wider context of relationships, and are prepared for the opportunities, responsibilities and experience of adult life. We believe that the teaching of sex education should be complementary and supportive to the role of parents and should have regard to parents' views on its content and presentation.

Our RSE programme is designed following consultation with parents, to meet the statutory requirements of DfE guidance (September 2019). For pupils in Year 5 and Year 6 Sex Education is provided by class teachers with the support of health professionals in a way that encourages them to consider moral aspects and the value of family life. As a school we have a legal duty to ensure that children are protected from teaching and materials which are inappropriate, having regard to the age, religion and cultural background of our pupils. Parents are informed in writing prior to the teaching of Sex Education and are given the opportunity to see teaching materials to be used and receive explanations of the way in which it is proposed to use them in the classroom. Teachers are trained and appropriately supported, to be able to teach RSE with confidence.

Parents have the right to withdraw their children from all or part of any Sex Education provided, but not from teaching of the biological aspects of human growth and reproduction, a statutory part of the National Curriculum for Science. If a parent wishes to withdraw their child, they should put their request in writing to the Headteacher - a reason for this decision is not necessary.

## Curriculum Implementation: Enrichment Opportunities & Cultural Capital

Our curriculum extends beyond the National Curriculum and includes a wide range of enriching experiences and opportunities both within and beyond the school day. This includes an extensive programme of after-school clubs, that support the core curriculum offer, as well as those which develop specialist skills, such as Spanish and French, sailing and archery, whilst also extending the range of children's experiences (Cultural Capital). A primary focus of our curriculum is to raise aspirations, engender a sense of personal pride in achievement, and provide a purpose and relevance for learning.

The school takes pride in providing a highly inclusive environment, where learners demonstrate high levels of enjoyment in their education and make very good progress across the curriculum. Children at all levels are helped to achieve their potential. Those who are most able are challenged and supported through being offered tasks which provide opportunities for greater depth and those who can struggle are encouraged and given targeted support to embed skills, to develop at their own pace or simply to learn in a style that best suits their individual needs.

In addition to our exciting and stimulating cross-curricular themes, we also provide further enrichment opportunities to enhance children's learning wherever possible. These include:

### ☆ **Learning Powers: Active Thinkers - Active Learners: A Future Smart Approach**

At Woodstock Primary School we develop children as active thinkers and active learners by adopting 12 key character traits which we refer to as 'Learning Powers'. This was an initiative introduced following the attendance of an inspirational Learning Conference that highlighted the importance of developing our children so that they have the skills and attributes they need to be 'future smart.' These 'Learning Powers' are taught termly as a whole-school approach through the curriculum. It is based on the idea that we are all capable of becoming better learners and have the capacity to grow and improve if we work hard. Developing children's 'Learning Powers' applies this idea directly to the work of teachers in the classroom, to provide a practical framework for fostering lifelong learning in our pupils. At Woodstock CE Primary, our school philosophy is to achieve the best we can, recognising that we all have different strengths and interests. This approach enables us to nurture this philosophy and build our pupils' learning powers through a variety of strategies and techniques.

- **Aims of Developing Learning Powers**

Our key aims are to develop our pupils into lifelong learners, equipped for the challenges of living in a rapidly changing society. We firmly believe in educating the 'whole' pupil, not just for being successful in assessments but for lifelong learning. Therefore, we place great importance in developing learning skills for life through an approach which develops their character traits, 'Learning Powers'. The key learning powers that we adopted were agreed in consultation with pupils, staff and governors.

- **How we will embed Learning Powers into our Curriculum**

A 'Learning Power' per short term is introduced across the whole-school and teachers are responsible for developing this character trait through their phase curriculum. At the start of each term the Learning Power is launched through a whole-school assembly. Teachers then guide pupils through a range of activities over the term with an explicit focus on the Learning Power. We believe that pupils who are more confident of their own learning ability learn faster and learn better. They concentrate more, think harder and find learning more enjoyable.

## ☆ Promoting Positive Mental Health & Wellbeing

At Woodstock CE Primary School, we aim to promote positive mental health and wellbeing of every member of our school community and recognise how important mental health and wellbeing is to our lives, as is physical health. We recognise that children's mental health and overall wellbeing can affect their learning and achievement.

A key aspect of our role in school is to ensure that children can manage times of change and stress, and that they are supported to reach their potential or access help when they need it. We also have a role to ensure that children learn about what they can do to maintain positive mental health, what affects their mental health, how they can help reduce the stigma surrounding mental health issues, and where they can go if they need help and support.

Positive wellbeing is promoted through the wider curriculum and all school activities. Through a carefully planned approach to PSHE, RSE and Citizenship our pupils are helped to acquire the knowledge and develop the skills and understanding they need to lead confident, healthy, independent lives, and to become resilient, informed and responsible citizens.

In addition, whole school approaches such as collective worship and circle time sessions are used to further develop the pupils' knowledge of strategies. For example, peaceful problem solving is taught in circle time sessions to help pupils learn to control and manage feelings when there are disputes on the playground. Whole school events are held including Time to Talk Day in February, Mental Health Awareness Week in May, World Mental Health Day in October, and Anti-bullying Week in November. During these events, the focus is on mindfulness and resilience; teaching strategies for dealing with anxiety; and coping with change and transition.

### What do we do at Woodstock Primary School to support children's emotional well-being and mental health?

Woodstock Primary School is committed to creating a happy, caring and supportive environment. As well as a learning environment, the school ensures there is a **positive, supportive and inclusive ethos** where children can thrive and achieve their personal best. **Personal, Social and Health Education (PSHE)** is a central to the curriculum across the whole school.

- **PSHE & RSE** assists pupils to cope with the changes at puberty, introduces them to a wider world, manage transitions and enables them to make an active contribution to their communities. The concepts covered in PSHE include identity, managing feelings and emotions, relationships, change, resilience and being healthy, which includes physical, emotional and social well-being.
- **Nurture Provision.** Children who experience domestic violence, bereavement, anxiety and any other life experiences that may affect their emotional well-being are identified and supported by a fully trained ELSA (Emotional Literacy Support Assistant) teacher who will offer regular 1:1 or small group nurture support. The school supports the child in their specific needs, meaning the pupil is at the heart of the school focus and their learning is understood developmentally.
- **Physical Education** at least two hours weekly. The majority of pupils attend at least one sport-related after-school club, and many take part in inter-school sporting competitions.
- **Extensive range of After-School Clubs** support children's social and emotional development, and their well-being all with a view to increasing the range of experiences that children have, enabling them to make informed choices for adult life. Activities are designed to be fun and cater for a wide variety of interests.
- **Healthy eating** is promoted throughout the school. We have children's garden areas with green house, potting shed and raised growing beds. One area is used by children in the Early Years and the other as part of the curriculum in KS1. Parent volunteers support children working in the garden. The children grow a variety of fruit, vegetables and herbs and when harvested use these in cooking activities.
- **Disadvantaged and vulnerable children** are closely monitored through a 'Championing' approach. The Inclusion Manager and members of the SLT meet with children, their parents and teachers regularly.

- **World Mental Health Day and Mental Health Awareness Week** is celebrated across the school and ongoing events and activities are planned for the whole school community.
- **National Wellbeing Award Accreditation** demonstrates our commitment to gaining a fuller understanding of mental health and supporting the needs of identified children.
- **Staff are trained** in supporting children's wellbeing through 'Developing Practices around Mental Health and Wellbeing', including **accessing outside help and support** when required.

#### ☆ **Nurture Support**

Our school offers **Nurture Provision**. Children who experience domestic violence, bereavement, anxiety and any other life experiences that may affect their emotional well-being are identified and supported by a fully trained ELSA (Emotional Literacy Support Assistant) teacher who will offer regular 1:1 or small group nurture support. The school supports the child in their specific needs, meaning the pupil is at the heart of the school focus and their learning is understood developmentally.

#### ☆ **Whole School Theme Days/Weeks**

Throughout the year, themed days/weeks are woven into the curriculum to extend the breadth and balance of opportunities we offer our pupils. These include, Anti-bullying Week and Safety Day, Creative Arts Week, World Book Day, Black History Day, Sport & Health Week, Mini-enterprise Week, Fair Trade Fortnight, Science Day, Cultural Day, Community Day, European Day of Languages, National Museum Day, RE Days and others.

#### ☆ **Big Question Fortnight**

On an annual basis, children across the school engage in a whole-school enquiry-based learning experience which is driven by a process of discovery and enquiry. This provides an exciting opportunity for children to explore, develop and acquire new skills in a direction in which they are interested. Research shows that children from the whole spectrum of abilities find learning in this way to be fun and motivating, and outcomes are positive for every child. This is our experience at Woodstock Primary; pupils tell us they value the opportunity to lead their own learning.

Children are introduced to the Big Question in an assembly and then classes brainstorm and discuss their ideas; Big Questions are developed within classes and with their teacher children agree a common theme to lead their Big Question Enquiry Project. Children then decide independently or as a group, ways in which they can research their questions and present their findings.

#### ☆ **Forest School & Outdoor Learning**

Forest Schools is a Scandinavian initiative designed to encourage and inspire individuals of any age through an innovative, long term, educational approach to outdoor play and learning in a woodland environment. As a school we are very fortunate in having our own woodland area and a teacher trained to deliver the Forest Schools programme.

Forest Schools is offered to our Foundation Stage and Year 1 children and also as an after-school club for Y2-Y6 pupils. Sessions are designed around the needs of the group to ensure that they are learner-led. Sessions are designed around a theme, themes are sometimes subtle such as evolving or exploring the site or more obvious such as butterflies, spies, fairies or nature investigators. Many areas of the National Curriculum are intrinsically covered, in the Forest Schools experience without the

programmes needing to be curriculum led. Teamwork skills are developed through games and activities. Individual skills and self-esteem are heightened throughout activities such as hide and seek, shelter building, tool skills, lighting fires or environmental art, the list is endless. Each activity develops intra and inter-personal skills as well as practical and intellectual skills.

We are an Eco school and value the benefits of outdoor learning. Children are stimulated by the outdoors where they can undertake a range of practical activities to support and enhance learning across the curriculum. Our Foundation Stage and Key Stage One pupils also benefit from tending their own growing beds to produce fruit and vegetables to use in cooking activities.

Further up the school, opportunities are built into the curriculum for children to continue learning beyond the classroom including undertaking fieldwork and enquiry-based work in the local area.

#### ☆ Educational Visits and Residential

School trips and visits are an integral part of the education of children at Woodstock Primary. We value the opportunities such visits offer our pupils and the commitment of staff and adults undertaking them. Trips include class visits aimed at bringing learning alive and providing first-hand experience and bringing learning alive; extra-curricular outings such as activities with the school choir or sporting events; and attending or taking part in performances or competitions. Blenheim Palace is on our doorstep and provides a rich and inspirational learning resource.

Children in Years 2, 3, 4 and 6 take part in residential visits. These are planned to provide new and exciting experiences. Children in Year 2 make an annual overnight visit to the Ridgeway Centre in the Vale of the Whitehorse; pupils in Years 3 & 4 gain first hand-experience of Roman Britain when visiting Cirencester and Chedworth Roman villa; and our Year 6 young people take part in a challenge week at The Frontier Centre in Northamptonshire where they experience orienteering, climbing, abseiling, raft building, archery and lots more.

#### ☆ Visitors into School & Workshops

Visitors have a valuable role to play and can contribute to many aspects of the life and work of the school. They deliver talks, workshops and full day activities across a wide range of subjects, giving pupils access to outside experiences and expertise. Visitors provide a link with the wider community – children have the opportunity to work alongside artists, musicians, authors, health professions and others.

Half-termly **STEAM presentations** introduce children to the world of work, develop career-related learning and breakdown gender stereotypes. Presentations introduce children to different career options and aim to increase aspirations while also raising self-esteem and breaking down barriers. Talks are wide ranging reflecting different employment sectors and delivered by both men and women, for example a recent talk by a drone designer was delivered by a female engineer with a degree in physics – she spoke about her contribution society in a male dominated job; other speakers have included surgeons, an architect, a photographer, a volcanologist and an animator – he told an enraptured hall full of staff and children about his struggle in school with dyslexia to going on to receive his first (of four) Baftas!

### ☆ **After-school Clubs**

At the heart of our ambition for Woodstock Primary School is our commitment to providing the very best for all children to enjoy and achieve. This includes having the widest possible range of opportunities both within and beyond the curriculum. We offer extra-curricular opportunities through various types of provision delivered by school staff, external providers and independent clubs – all with a view to increasing the range of experiences that children have, enabling them to make informed choices for adult life. Activities are designed to be fun and cater for a wide variety of interests.

We want to offer the scope for each child to find a passion, develop a talent, spark an interest or simply find pleasure in doing an activity with others. After-school clubs are a fantastic way of achieving this and we are excited to offer a wide range of clubs. Just a few of the many clubs we have available are singing and drama, French and Spanish, Change4Life and Forest Schools.

### ☆ **Music, Art & Drama**

Woodstock Primary School provides opportunities for children to take part in a wide range of musical activities and performances where they are encouraged to sing, compose and work creatively with sound. Through active listening, pupils' awareness, understanding and appreciation of a wide variety of music are developed. A range of opportunities are provided within and beyond the curriculum for children to showcase their musical skills and talents, for example every two years our older pupils take part in Young Voices where school choirs across the Midlands region come together to performance at the Indoor Arena in Birmingham. Visits to the theatre further enriches pupils' cultural development.

As a school we appreciate and understand the importance of drama within our curriculum. Research reveals that drama had a positive impact on children's physical, emotional, social and cognitive development. Drama is developed across the whole school in a variety of ways including storytelling, and annually across Year 5 through the input of actors from Oxfordshire Playhouse - children write play scripts and have opportunity to develop these through rehearsal and performance. The actors choose a script and go on to perform it at the Playhouse!

One of our external after-school club providers 'Spotlight Academy' provide opportunities for children to learn a show in a term which is then performed to parents – the shows are very professional looking, and the children thoroughly enjoy their performances.

### ☆ **Homework**

Homework can make an important contribution to a child's progress at school. As well as reinforcing learning in the classroom, homework helps children to develop the skills and attitudes they will need for successful independent lifelong learning.

Homework is set in-line with the school's policy, with tasks planned to appropriately challenge all pupils. Weekly activities focus on English and Maths to reinforce and consolidate skills taught. Often whole-school homework is set which provides an opportunity for children to think creatively and produce their own form of response. A comprehensive Homework Policy outlines further our approaches to homework.

### ☆ **Pupil Voice & Volunteering**

Volunteering is an activity that everyone can get involved in and benefit from. At Woodstock Primary we promote and encourage pupils' active citizenship and positive contribution to the school and wider community. We offer lots of opportunities for pupils to take on new responsibilities and be involved in successfully supporting

the life and work of the school. These include elected representatives on our Children's Council, Eco Committee, Rights Respecting, International and PE & Sport Committee. Older pupils can also apply and be interviewed for positions such as Playground Leaders and Librarians, and within classes children can volunteer to take on various responsibilities ranging from lunch duties, to collecting and distributing registers, to helping with the organisation of equipment in Collective Worship.

Involving children as volunteers is very empowering:

- It helps them to develop self-confidence.
- It promotes self-esteem.
- It develops their skills as leaders.
- It involves them in making their own decisions.
- It gives them a voice in the life and work of the school.
- It offers them opportunity to take responsibility
- It enables them to make a positive contribution to the work of the school and wider community.
- It helps to prepares them for the challenges and opportunities of adult and working life.

Pupils tell us that they enjoy the opportunity to volunteer to help make their school an even better place to be and rising to the challenge that additional responsibility brings.

#### ☆ **Eco-Committee**

The Eco-Committee is led by Miss Alden who meets with the committee termly to discuss Eco matters. The pupil members are drawn from Year 1 to Year 6. Each representative chosen by his or her class via a nomination/election process.

Eco-Schools is a scheme, which supports schools to raise pupils' awareness of environmental issues through curriculum work and specific environmental projects. Click here to visit the Eco-Schools website. The eco-schools programme links to most if not all curriculum areas. Many cross-curricular issues such as citizenship, enterprise and personal, social and health education can be tackled through involvement in Eco-Schools.

It is an accredited award scheme. Schools who achieve eco-school status receive a Green Flag to display in their school. If a school achieves four Green Flags, then they can be awarded permanent eco-school status. Woodstock Primary School is very proud to say that in April 2019 we were awarded our fourth Green Flag Accreditation.

#### ☆ **Rights Respecting**

Our school uses the work of Unicef to create a safe and inspiring place to learn, where children are respected, their talents are nurtured, and they can thrive. Whilst working towards achieving the first stage of this award we have ensured the Rights Respecting philosophy is embedded within the values of our school life and gives the children the best chance to lead happy, healthy lives and to be responsible, active citizens.

We use the UN Convention on the Rights of the Child (UNCRC) as a guide to further enhancing our curriculum. We have already successfully achieved the Rights Respecting Award which recognises our school's achievement in putting the United Nations Convention on the Rights of the Child into practice within the school and beyond.

### ☆ **Global & International Citizenship**

Through the inclusion of an international focus within our curriculum offer at Woodstock CE Primary School, children engage in a range of experiences that enhance their learning and raise awareness of their national and international identity. Whether it through termly themes or when celebrating International Day of Languages. As a school we have a commitment to both gender and racial equality. This global dimension is reflected in the attitudes and values of our school community, the ethos and the curriculum of our school. We recognise that global issues are an important part of children's lives today. We are living in a world where economies are increasingly interdependent and global communication is a daily reality. Children have access to the Internet, increased opportunities to travel and to watch news stories from around the world, as they develop. A global dimension helps children to understand their role in creating a fair and sustainable world in the future and enables learners to explore links between their own lives and people, places and issues throughout the world. This work is further extended through the 'Our World' initiative that runs weekly across the whole school.

### ☆ **Our World**

Each week, throughout school, children discuss and reflect on naturally occurring events or topical issues that are happening around the world. The aims of this we hope will broaden the children's geographical knowledge and understanding and the impact of such events can affect others. Weekly PowerPoints to support each theme are produced and shared with teachers who adapt to ensure they are age appropriate. These are also shared on our school website so that families can further discuss the weekly theme at home.

### ☆ **Year 6 Weekly Booster Sessions**

Children in Year 6 are invited to attend a weekly after-school booster session for both Maths and English. These are run by class teachers and children benefit from bespoke teaching in small groups. These sessions are a great opportunity for the children across the phase to work together in different groups whilst further supporting their learning. They are very much a social time where children can further enjoy a range of approaches to learning including problem solving and reasoning. Speaking and listening is very much promoted as a result, children hugely value these times with almost all pupils attending.

### ☆ **Charity & International Aid Support**

Children at Woodstock Primary School are actively involved in charity work and fundraising for various local, national and international charities. We hold annual events such as the School's Partnership Charity Enterprise fundraising where we work with schools within our partnership to raise funds for nominated charities; Children in Need; Comic Relief and Sport Relief. Often children will approach teachers with ideas to further raise money for different causes; in particular responding to an international issue. Recent fundraising events have included a book sale for the Rural Australian Fire Service following the devastating bushfires; a bake sale for a local children's bereavement charity; and a fun run inspired by one of our pupils to raise money for Cystic Fibrosis.

### ☆ **Enterprise & Financial Management**

Children take part in our annual Mini-Enterprise which links with our summer fundraising PTA BBQ. Within classes, children set up their own business following a theme. They are taught essential business skills from devising a business to developing a business plan which is used to launch their own company. Children are encouraged to work within a budget with the overall aim being to generate profit from sales. Prizes are awarded for most profitable, best customer service and most innovative idea. To launch the week, members of the business community give presentations to inspire the children and then award prizes following the event.

## Curriculum Impact: What difference does the curriculum make to our children?

At Woodstock CE Primary School we strive for all pupils to achieve their absolute potential, by having high expectations across the board. Children make rapid progress from Foundation Stage and, by the end of Key Stage Two, do extremely well when compared with national and local results across all subjects at both the expected standard and at greater depth. Our stimulating curriculum prioritises core skills in English, Maths and PSHE whilst actively encompassing the acquisition of knowledge and skills across all area of the National Curriculum. The innovative practice across the school provides a strong foundation and opportunities for children to collaborate and develop social skills both indoors and out. This curriculum design ensures that the needs of individual and small groups of children can be met within the environment of high quality-first teaching, supported by targeted, proven interventions where appropriate. In this way it can be seen to impact in a very positive way on children's outcomes. The impact and measure of our curriculum is to ensure children not only acquire the appropriate age-related knowledge linked to the curriculum but also skills which equip them to progress from their starting points. In shaping our curriculum this way, progress is measured and evidenced for all children, regardless of their starting points or specific needs. Enjoyment of the curriculum promotes achievement, confidence and excellent behaviour.

When our children leave us, as well as being ready for a KS3 curriculum, they have a wealth of transferrable skills which have been developed throughout their time at primary school in an inclusive and nurturing environment. Our children enjoy lessons and we believe this early love of learning stimulates children to become life-long learners. Our work on promoting social skills and character traits through our PSHE and 'Learning Powers' curriculum, which include resilience, responsibility, risk-taking, collaboration, curiosity and empathy, enables children to become excellent role models and aspire to be the very best they can be. Developing their independence, motivation and attitudes as learners, and their sense of responsibility as future citizens is at the heart of all our teaching and learning.

We ensure quality-first teaching enables our children to develop their long-term memories and define their progress as knowing and remembering more. Teachers and staff work hard to plan a broad, balanced and ambitious curriculum which is expertly delivered to ensure a child's entire school experience enables them to develop a deep body of knowledge which will see them through to further study, work and a successful adult life in whatever pathway they choose.

We are proud that once the children from Woodstock Primary have moved on to secondary school, they have been supported through their transition; have been exposed to rich vocabulary and have high aspirations and self-belief all through the teaching of this broad and balanced curriculum.

### Monitoring & Reviewing Impact of the curriculum:

Our children are assessed within every lesson which helps the teacher plan the next steps to be taught. At the end of each term assessment data is gathered and progress is monitored by the Senior Leadership Team. Children are expected to make good or better progress in all subjects and this individual progress is tracked and reported to parents at Parents' Evenings and within End-of-term Reports.

Class Teachers are responsible for the day-to-day organisation of the curriculum. Phases monitor the weekly lesson plans, ensuring that all classes are taught the full requirements of the agreed schemes of work, and that all lessons have appropriate learning objectives.

### Subject Leadership

Subject leaders play an important part in the success of the curriculum by leading a regular programme of monitoring, evaluation and review and the celebration of good practice contributes to the ongoing commitment to evolve and improve further. All subject leaders are given access to training and CPD opportunities to keep developing their own subject knowledge, skills and understanding, so they can support curriculum development and the professional practice of colleagues.

The role of the Subject Leader and/or team is to:

- Provide a strategic lead and direction for the subject.
- Support and advise colleagues on issues related to the subject.
- Monitor pupils' progress in that subject area.
- Provide efficient resource management for the subject.
- Keep up-to-date with developments in their key area of learning at both national and local levels.
- Monitor how their subjects are taught through monitoring the medium- and short-term planning ensuring that appropriate teaching strategies are used.
- Reviewing curriculum plans for their key areas ensuring there is full coverage of the National Curriculum and that progression is planned for.
- Review the way the subjects are taught in the school and plan for improvement linking to whole school priorities.
- Lead sustainable improvement through supporting colleagues and others.
- Judge standards within their subjects so they indicate the achievements of children at each key stage and indicate expectations of attainment.
- Evaluate teaching and learning, and assessment within their subjects.
- Have a secure awareness of the schemes of work for EYFS, KS1 and KS2.
- Report to the Headteacher on the strengths and areas for development of the subject and the strategies for improvement.

It is the role of each Subject Leader and/or team to keep up-to-date with developments in their subject, at both national and local level. They review the way the subject is taught in the school, and plan for improvement - development planning links to whole-school objectives and priorities through the school's Raising Achievement Plan and linked to individual appraisal targets for Leadership & Management. Each Subject Leader reviews the curriculum plans for the subject and sees that knowledge, progression and acquisition of skills is planned into schemes of work.



# Woodstock CE Primary School Framework of Curriculum Themes Overview Visits & Workshops

		Autumn		Spring		Summer	
EYFS	NURSERY	THIS IS ME!		I LIVE HERE		THE GREAT OUTDOORS!	
	RECEPTION	OUR COMMUNITY	FOLLOW THE STAR	ONCE UPON A RHYME	SPLISH SPLASH SPLOSH	AT THE BOTTOM OF THE GARDEN	WHEELS, WINGS AND OTHER THINGS
	VISITS	Visit to fire station & library Visitors to school: vet, doctor, dental nurse & vicar	Christmas Nativity Pantomime Chipping Norton	Walk through Woodstock	Blenheim Grounds	Blenheim Kitchen Gardens School Garden Teddy Bears Picnic	Bus Museum: Long Hanborough
PHASE 1	YEARS 1&2	A	INTO THE WOODS		PASSPORT TO BRITAIN		MEMORY BOX
		VISIT/ VISITORS	Combe Sawmill & Forest Trail Visit church to interview Clergy – Jewish visitor (Yom Kippur)		Link with schools in four UK countries Visit local churches to identify key features		Woodstock & Local Village – contrasting town & village St John’s Museum, Warwick Churches in locality visited
		B	AROUND OUR WORLD		CASTLES & DRAGONS		FIGHTING FIT
		VISIT/ VISITORS	Cotswold Wildlife Park Guest speaker: exploration Vicar and Rabbi		Warwick Castle Visit church to look at crosses		Sport Workshops/Sports Stadium Pitt Rivers 1 <sup>st</sup> Visit – I-Spy museum orientation tour Visit from Clergy to tell Bible stories
PHASE 2	YEARS 3&4	A	FIELD TO FORK		TOMB RAIDERS		EUROPE EXPLORED
		VISIT/ VISITORS	Dairy & Organic Farm, Blenheim Kitchen Garden Tour Health Professionals (dietician, dentist) Visit church (Clergy to talk about faith & prayer)		Oxfordshire Museum Outreach Workshop & Box Loan British Museum Visit church (Easter and other stories in stained glass windows)		Country Celebration Day Religious Building Visit – Synagogue/Church
		B	EARTH MATTERS		CITY OF SPIRES		INVADERS & RAIDERS
		VISIT/ VISITORS	Volcanoes & Earthquakes Workshop Three R’s Workshops from Ardley in school Oxfordshire Museum Autumn Exhibition Hindu Temple & Catholic Church		Oxford City Visit: Christchurch College, Alice in Wonderland, Walking Tour, Story Museum Investigating similarities/differences in Woodstock Churches (Anglican, Methodist Catholic, & Baptist)		White-Horse Hill Fort Roman Residential to Cirencester & Chedworth Roman Villa Visit from Clergy: Worship & Prayer/ Miracles of Jesus
PHASE 3	YEARS 5&6	A	MEET THE GREEKS		AMAZON ADVENTURE		WAR & PEACE
		VISIT/ VISITORS	Ashmolean Museum Greek Workshop Public Speaking at Blenheim Palace/Junior Citizen (Y6 only) Talk by Christian Aid rep (KS2)		Mayan Workshop, Pitt Rivers River Study in the locality Young Voices Music Concert Public Speaking at Blenheim Palace (Y6 group only) Easter Story told in church		Blenheim Palace & Woodstock Trail Winston Churchill Workshop at Blenheim IMPS Citizen (Y6 only) Visit to Mosque
		B	RULE BRITANNIA		IN THE BEGINNING		GOING GLOBAL
		VISIT/ VISITORS	Parliament & Theatre Performance Blenheim Palace Monarchy Workshop Public Speaking at Blenheim Palace/Junior Citizen (Y6 only) Clergy Visit		Science Oxford in school with inflatable planetarium OUM Natural History - Evolve, Adapt, Survive: Evolution Workshop Public Speaking at Blenheim Palace (Year 6 Group only) Easter Story told in church		Westmill Windfarm Solar Farm. Kidlington Ardley Energy Recovery Facility IMPS Citizen (Y6 only)



# Woodstock CE Primary School Curriculum Framework Summary of Themes

## Early Years: Nursery & Reception

		Autumn		Spring		Summer	
EYFS	NURSERY	<b>THIS IS ME!</b> During the topic 'This is Me!' we focus on a different theme each week or fortnight. These themes aim, not only to help us get to know the children, but for them to learn to talk freely about their home and community and gain a sense of personal identity. Themes may include; My Name, My Age, My Birthday, My Family & Pets, My Home, My Day, My Face & Body, How I Feel, What I Like, My Friends and My Christmas! In the Nursery the children's learning needs and interests will help determine which themes we cover and for how long.  We acknowledge 'special days' and 'special people,' as celebrated events from a variety of faiths and cultures occur throughout the term.  In the second term our activities start to link with Reception's learning about the Christmas story. We work on a Nativity performance with Reception.		<b>I LIVE HERE!</b> As children join Nursery each term, we continue to ensure that all those new to nursery learn routines and feel safe and secure in their setting. We encourage independence in selecting and carrying out activities and enjoying the challenge of learning to do things for ourselves. There is a constant focus on developing relationships and reflecting on our experiences to help develop communication and language.  The Nursery topic for the Spring is I Live Here! We focus on our own homes, and safety at home. We learn about different types of homes; materials homes are made from and how you build houses. Our emphasis depends on the children's interests and enjoyment of activities. The children are encouraged to talk to the group about their houses or bedrooms and perhaps new toys they may have. We will also enjoy fairy tales that feature homes such as The Three Little Pigs and Goldilocks.		<b>THE GREAT OUTDOORS</b> Through a focus on 'The Great Outdoors' activities cover all areas of the Early Years Curriculum. There is an emphasis on finding out about the world around us and on caring for plants and creatures, observing the environment and giving opinions. We share wonderful books and stories linked to our topic such as Jack & the Beanstalk, Jasper's Beanstalk, Oliver's Vegetables, Oliver's Fruit Salad, Handa's Surprise, Percy the Park keeper, The Hungry Caterpillar and Billy's Beetle to name just a few!  There is also a focus on growth and the change that comes with it, for people as well as plants. Over the summer we will start to think about how we have grown and developed, and for those starting school begin to work towards transition.	
	RECEPTION	<b>OUR COMMUNITY</b> During this theme the children will learn about the people who live and work in their local community. Many people from the community will visit the children in school to talk about their job, show the children their uniforms and answer questions that the children may have. Visitors include a doctor, a vet, the vicar and the headteacher.  We get to know our school community by taking a walk round the school and finding our way around as well as meeting the different people who help us at school.	<b>FOLLOW THE STAR</b> This topic explores light and dark both through art and science. The children will learn about light sources as well as how to stay safe in the darker evenings. The children will explore different materials to see how well they show up in the dark. We will also consider fire safety and visit the fire station, linking with Bonfire night. We will enjoy stories about night and day.  Later in the term we learn about the star in the Nativity story as we explore together the story of Jesus' birth. The children of Reception and Nursery perform a nativity play at the end of this term.	<b>ONCE UPON A RHYME</b> This theme explores rhyme through poetry, nursery rhymes and stories. The children will learn a number of traditional nursery rhymes and use this work to strengthen their understanding of the use of rhyme.  During this topic we will also explore traditional tales, comparing openings, characters and storylines. The children will learn to retell stories, adapt traditional tales and record their own stories using maps and recording devices. We also explore what tradition means and discuss family traditions such as birthdays, religious celebrations and other special days.	<b>SPLISH SPLASH SPLOSH</b> During this theme we explore water and all its uses. We experiment with ice and water and look at the changing states. The children look at rainbows and learn to colour mix to create all the colours of the rainbow. The children learn about floating and sinking and explore materials to see what they do.  We discuss countries and communities who have too much or too little water and how this can affect their lives. The children learn how water can keep us fit and healthy and how it keeps us and our clothing clean. We explore watery art using inks, bubbles and watercolours paints.	<b>AT THE BOTTOM OF THE GARDEN</b> This theme is all about plants and minibeasts that live in our gardens. The children learn about all the creatures that can live in our garden, where they live, what they eat and how they grow. The children are able to build bug hotels, ant farms and go on minibeast hunts. The theme launches with a gardening day where the children all plant beans to watch them grow as well as visit the nature trail and do some digging in the vegetable garden. The children look after and grow a variety of flowers and vegetables around the environment and can observe them closely as they grow to gain an understanding of what they need to thrive.	<b>WHEELS, WINGS AND OTHER THINGS</b> We will be looking at different modes of transport and reading stories about different vehicles. We will embark on a 'Talk for Writing' project focusing on the story of 'Naughty Bus'. We will make our own story maps and try writing our own versions of the story, changing some of the details.  To inspire us we will visit the Long Hanborough Bus Museum. Linking with Science, we will explore forces and movement by sending vehicles down ramps and measuring how far they travel. We will also be creative with track prints and still life drawings of different things that move.



# Woodstock CE Primary School Curriculum Framework Summary of Themes

Key Stage 1: Years 1 & 2

	Autumn	Spring	Summer
YEAR A	<p><b>INTO THE WOOD</b></p> <p>Children will use the local environment and grounds of Blenheim Palace to investigate different habitats and environments; they will explore, identify and answer questions about common and wild plants, including evergreen and deciduous trees; and animals and mini-beasts who live in the woods. Through Blenheim’s Forest School session, children will enjoy a range of activities including minibeast safaris, tree climbing, forest craft, den building, and pond dipping. On a visit into the woods following the Combe Mill Forest Trail, they will admire nature’s shapes, forms and design as they gather natural materials to use to create their own natural sculptures inspired by the work of the artist Andy Goldsworthy.</p> <p>Traditional tales with adventures into the woods, and their alternative versions will be used to develop children’s oral story-telling and literacy skills.</p>	<p><b>PASSPORT TO BRITAIN</b></p> <p>This theme will begin by thinking about the town, country and continent they live in. Using fiction and non-fiction books, children will develop their geographical skills, and knowledge of the United Kingdom – where its countries are located on a world map, their capital cities – exploring each one in detail; the national flags, patron saints; and traditional food, art and music.</p> <p>They will also identify the key physical and human geography or key historical places/events of each country including mountains, landscapes and settlements such as The Giants Causeway; Scottish Islands; and Snowdon.</p> <p>In science, children will focus on the development of working scientifically by; planning and carrying out investigations and practical activities; beginning to suggest ways to answer scientific questions; and gathering and recording information.</p>	<p><b>MEMORY BOX</b></p> <p>Children’s curiosity about the past and changes over time will be developed through practical, hands-on experiences that support the understanding of chronology. They will investigate the differences between their own lives and that of their parents and grandparents when they were children; including sharing memories of childhood and creating a family tree. Children will design, make and decorate their own memory box to fill with special memories and treasures.</p> <p>Children will travel further back in time beyond living memory to find out what it was like for children in the past, including; home, school, toys, technology, transport and food. They will explore first-hand what it was like to attend school and work in a washroom – life for children was hard! Children will also find out about seaside holidays – where people visited; how they got there; and how they spent their time. They will send postcards home and stage their own ‘seaside’ puppet show.</p>
	<p><b>AROUND OUR WORLD</b></p> <p>Children will develop their locational knowledge by finding out where the seven continents of the world are and how their proximity to the equator or the poles affects their climate. They will take a flight to different countries exploring their climate and land features; focusing on a cold region (Antarctica) and a hot region (Africa).</p> <p>They will identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles; navigating their way around a world map. Children will explore the Animal Kingdom and how we classify animals; connections to places that they are native to will be investigated.</p> <p>Exploration of the world, with a focus on Columbus, Cook, Scott and Amundsen, will help children to understand that geographical knowledge of the world has increased over time.</p>	<p><b>CASTLES &amp; DRAGONS</b></p> <p>This is a literacy-led theme around the mythical legends of castles, including Merlin and the Knights of the Round Table. The use of fiction, non-fiction texts and images, will inspire children’s independent writing and curiosity of the past. Children will develop their awareness of the past and chronological understanding through the exploration key periods in history. They will learn about types of castles (motte and bailey castles, stone castles etc); what they are made from; why they were built; and who lived in them. Children will visit Warwick Castle to gain first-hand experience of life in a castle, the various features and why they were built. They will compare the lives of the rich and poor during Medieval times and how they were treated differently.</p> <p>In technology, children will design a working drawbridge, and culminate as ‘Knights, Lords and Ladies’ at a medieval style banquet with freshly made broth and bread.</p>	<p><b>FIGHTING FIT</b></p> <p>Children will investigate what makes them healthy and look at the basic parts of the body and know how these relate to the senses. They will find out about basic needs for survival including the importance of exercise, eating the right amounts of different food types, and hygiene. Children will find out about Florence Nightingale and Mary Seacole and how their work changed nursing and hygiene in the Crimean War; they will interview present day health professionals and look at changes over time. Children will look at how exercise affects the body and how some exercises affect different parts of the body. During our Health and Sports Week children will have the opportunity to engage in a wide range of different sporting activities, as well as making healthy snacks.</p> <p>To further work on healthy eating, children will explore how to live a healthy lifestyle, including activities to support positive mental health and wellbeing.</p>
YEAR B			



# Woodstock CE Primary School Curriculum Framework Summary of Themes

Key Stage 2: Years 3 & 4

	AUTUMN	SPRING	SUMMER
YEAR A	<p><b>FIELD TO FORK</b></p> <p>Following visits to a dairy farm, organic produce grower and Blenheim Kitchen Garden children will gain an understanding of seasonality, and how a variety of produce is grown, reared, caught and processed. Children will develop their geographical skills to identify from where in the world different foods are grown and imported from. This will link to work on food miles and how we can work towards reducing our carbon footprint.</p> <p>Children will learn about the importance of having a balanced diet, research different food groups and how they keep us healthy; they will design meals based on what they find out.</p> <p>In science, children will work scientifically to develop their knowledge and conceptual understanding of the digestive system and its associated body parts, including teeth. They will also explore the requirements of plants for life and growth, and how they vary from plant to plant.</p>	<p><b>TOMB RAIDERS</b></p> <p>Children will journey back to the land of the Pharaohs and discover the fascinating world of Ancient Egyptian history. They will explore the Egypt of today and yesterday and discover when the Ancient Egyptian civilisation began and ended. Through visits and workshops carried out by the British Museum and local Museum, children will investigate daily life, such as clothing, childhood, and environment – they will even mummify their classmates! Children will reflect on how objects are a source of evidence which help us to understand life in the past and the secrets of this civilisation.</p> <p>In technology, children will design and make a working Shaduf; using research to develop design criteria and create proto-types to test them for improvement. The topic will culminate with an Egyptian Feast making flat bread; and sampling fruits and vegetables traditional to the country during ancient and modern times.</p>	<p><b>EUROPE EXPLORED</b></p> <p>This theme will begin with children taking a virtual trip across the English Channel to discover the continent of Europe. Not only will they find out the names, locations and features of European countries and capitals, but they will also discover some fascinating facts about Europe including the work of famous artists and composers, and traditions and culinary dishes of different countries.</p> <p>Children will carry out independent enquiry-led research about a country of their choice, considering significant human and physical features and what attracts tourists there, to create a travel brochure.</p> <p>Children will explore and identify the way sound is made in a range of different musical instruments from around the world, and in the context of traditional music within Europe. Working scientifically, children will investigate materials that provide the best insulation against sound.</p>
	<p><b>EARTH MATTERS</b></p> <p>The Iron Man by Ted Hughes will be used as a stimulus for children to become Planet Protectors by recycling and spreading the green message. Through the three Rs (reduce, reuse, recycle) children will be encouraged to make environmental awareness a way of life for them.</p> <p>This will lead into a science and geography focus where children will develop their world locational knowledge through investigating patterns of where volcanoes and earthquakes are found. A visiting Volcanologist will help children to understand scientific knowledge of rock types, including igneous rocks which are produced as a result of volcanoes. They will research volcanoes and earthquakes and the impact they have on humans and the physical environment.</p>	<p><b>CITY OF SPIRES</b></p> <p>This is a literacy-led theme where children will step into the world of fantasy stories inspired by the work of Lewis Carol and CS Lewis. Children will delve into magical worlds of adventure and mystery and use their imaginations to discover what lies beyond. Don't forget to pack your imagination!</p> <p>Alongside this literary-led theme, children will explore the city of Oxford by; following the Alice in Wonderland Trail; identifying key geographical features of the city focusing on human and physical characteristics, and how these might have changed over time. Children will carry out research into what attracts over nine-million tourists to Oxford each year. They will also research significant people in history who have had links to Oxford and well-known historical buildings.</p>	<p><b>INVADERS &amp; RAIDERS</b></p> <p>Children will develop a chronologically secure understanding of the Stone Age to Iron Age time period; the different sources of evidence and vocabulary used by archaeologists; and how to carry out a dig. They will take part in fieldwork at a local hill fort.</p> <p>Through a residential visit to Corinium and Chedworth Roman Villa, children will further develop their chronological understanding by learning about Celtic Tribes and how life in Britain changed with the arrival of the Roman Armies. They will learn about the Roman legacy – exploring those things that the Romans brought which affected our subsequent history. Children will study the cities, the rule of law, Roman numerals and the calendar we use today, and come to understand how many aspects of modern life can, in effect, be traced back in some way to the Romans.</p>
YEAR B			



# Woodstock CE Primary School Curriculum Framework Summary of Themes

Key Stage 2: Years 5 & 6

	AUTUMN	SPRING	SUMMER
YEAR A	<p><b>MEET THE GREEKS</b></p> <p>Children will take a trip back to one of the most fascinating civilisations in history as they discover Ancient Greece and all it has to offer. Children will be taken on a voyage of discovery to explore how much of this fascinating civilisation is still evident in our society today. They will discover the people, the inventions, the art, the technology, the mythology and so much more.</p> <p>Children will need to use their research skills to investigate what life was like daily for the Ancient Greeks. They will research areas such as food, clothing, education and family life and present the information in a variety of ways.</p> <p>In technology, children will investigate time keeping in Ancient Greece and make either a sundial or water clock; using research to develop design criteria and create proto types to test them for improvement. In art children will investigate clay work and pattern traditionally found during this period to recreate their own pottery designs.</p>	<p><b>AMAZON ADVENTURE</b></p> <p>Children will create a classroom map, naming continents and discussing the physical differences between North and South America; including time zones around the world. They will identify countries and major features such as rivers, lakes and mountain ranges, and learn about lifestyles, languages and some traditions. Children will take a trek into the depths of the jungle as they explore the fascinating world of the rainforest. They will discover where the rainforests are; what they are like; and who lives there. Children will look at the water cycle and work of rivers undertaking local fieldwork on the River Glyme and looking in detail at the Amazon Basin.</p> <p>Children will uncover the mysteries of the Mayan Civilisation as they explore Mayan ruins and from there embark on a journey that will help them to uncover the life, society and civilisation of both ancient and modern Mayans.</p>	<p><b>WAR &amp; PEACE</b></p> <p>The children will learn about the history leading up to the outbreak of war. They will investigate the countries that formed the two major alliances; the axis and the allies; and use geographical skills to locate these countries on world maps. A focus on main leaders, such as Adolf Hitler and Winston Churchill will lead the topic into the significance of Churchill in our locality; including a historical and geographical locality study and changes to the town over time, fieldwork skills and OS Map skills.</p> <p>The children will learn about the Blitz and the cities most affected, locating these on maps of the United Kingdom. They will investigate what life was like for different groups of people e.g. those who fought, those who stayed behind and children. The children will go onto to consider how conflict impacts of the lives of different people. They will look at more recent conflicts and the impact these have had on individuals, particularly refugees.</p> <p>A visit to Blenheim Palace will inspire children's curiosity to know more about history on their doorstep.</p>
YEAR B	<p><b>RULE BRITANNIA</b></p> <p>Children will take a fascinating journey of discovery as they find out about the Viking and Anglo-Saxon struggle for the kingdom of England. They will explore where the Anglo-Saxons and Vikings came from, how they fought for territory and power, and how their fighting ultimately led to the kingdom of England we know today.</p> <p>Children will find out about law and order across the ages and have opportunity to think about the kinds of crimes we have today, what punishments criminals are given, and how both are informed by history. They will visit Westminster and learn about the work of Parliament today. Children will reflect on their rights and responsibilities as citizens and understand the importance of the fundamental British values of democracy, rule of law, individual liberty, and the need for mutual respect and tolerance of those with different faiths and beliefs.</p>	<p><b>IN THE BEGINNING...</b></p> <p>To bring learning alive, children will visit the Natural History Museum, Oxford to carry out an Evolution workshop where through close observation and handling of specimens, children explore how animals have evolved to survive in their habitats. They will investigate the work of Charles Darwin and Alfred Russel Wallace on natural selection and examine important fossil evidence of the history of life. They will investigate the creation of the world – both scientific and Biblical.</p> <p>Children will blast off to the far-flung corners of the galaxy to find out more about the planets that make up our solar system. They will find fascinating facts about the Sun, Moon and Earth and develop an understanding of day and night, the seasons and the Moon's phases. The Sun and the planets making up our Solar System are investigated, along with the other stars in their constellation.</p>	<p><b>GOING GLOBAL</b></p> <p>Children will learn how transport and communication can connect the world in more ways than ever before; they will gain an appreciation of what we buy and what we consume can have a profound impact on the lives and societies of people around the world. Linked to this, children will look at the distribution of natural resources including energy, food, minerals and water. They will focus on oil and how it is essential to our daily lives, and what might happen when it runs out.</p> <p>Children will become global 'caretakers' by developing an appreciation of the impact of and increased pressure population growth has on our valuable resources. They will learn about the importance of safeguarding our planet for future generations, by carrying out research to find out about alternative energy sources and sustainable projects around the world and visiting a local alternative energy plant and wind farm.</p>



# Woodstock CE Primary School Curriculum Calendar 2020 - 2021

	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T						
Sept 20	1	2	3	4	5	6	7	Baselines					13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30						
Oct 20				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31		
Nov 20							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Dec 20		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Assessment Week					26	27	28	29	30	31				
Jan 21					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
Feb 21	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31					
Mar 21	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31					
Apr 21				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30			
May 21						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
June 21		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30					
July 21				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30			

26 September	International Day	12 March	Science Day (STEAM)	8 June	Y1 Phonics Screening Week	<div style="background-color: red; width: 15px; height: 15px; display: inline-block;"></div> <b>THEME DAYS</b> <div style="background-color: green; width: 15px; height: 15px; display: inline-block;"></div> <b>THEME WEEKS</b> <div style="background-color: yellow; width: 15px; height: 15px; display: inline-block;"></div> <b>SATS WEEK</b> <div style="background-color: blue; width: 15px; height: 15px; display: inline-block;"></div> <b>INSET DAYS</b> <div style="background-color: orange; width: 15px; height: 15px; display: inline-block;"></div> <b>SCHOOL HOLIDAYS</b>
1 October	Black History Month begins	22 April	Earth Day	21 June	Y4 Multiplication (3 week)	
21 October	RE Day	11 May	KS2 SATs Week	25 June	Mini Enterprise Week	
16 November	Anti-Bullying Week	17 May	Creative Arts Week	28 June	Sport & Health Week	
20 November	Safety Day			2 July	Sports Day	
9 February	Safer Internet Day			8-12 June	Year 2/6 Residential	