



# Wood Ley Community Primary School

## Our Vision

*Inspire, Encourage, Believe*

## Curriculum Overview – September 2019

*Our curriculum ensures learning is effective, engaging and above all, relevant to the needs of our children.*

**All pupils will secure firm foundations in English and Mathematics and this underpins a growing excellence in other subjects. Our child-led and knowledge-based curriculum offers a broad range of subjects from Early Years through to Key Stage 2 (KS2). We believe in bringing learning to life, both indoors and out, with an emphasis on engaging and purposeful learning.**

Wood Ley Primary School aims to provide a curriculum that is engaging, balanced and relevant. While emphasis is placed on children learning core skills of English and Maths, we place great value on developing the 'whole child' and foster a love for learning. We provide an engaging programme of study in all curriculum areas, which is underpinned by our core school values.

Our high expectation of children begins in the Early Years Foundation Stage (EYFS). From the moment our children begin Wood Ley School in Reception they are valued as individuals and start their learning journey with us. Regular and purposeful assessment takes place throughout the year using Development Matters, with the aim of meeting the Early Learning Goals by the end of the Reception year. These assessments are used to identify key subject areas to inform planning and focus children who need to be targeted for specific activities or interventions. Pupils begin phonics lessons in Reception, and these continue through into Key Stage 1 (KS1) and where necessary into KS2. There is a focus on exploratory play in Reception based around topics and core texts; activities are centred around the interests of the children, which is reflected in the planning of activities and experiences. A love for books and reading is inspired through the first introduction to our school reading spine. This provides a diet of essential reads, which have been selected to be read to children, enjoyed, discussed and to work with. We strongly believe that **great books build the imagination**.

In KS1, children continue their learning journey, taking part in Early Bird Maths, Maths Mastery, reading and writing lessons daily. The children continue to have daily phonics lessons which are taught in key phases depending on the needs of the children. Maths mastery lessons are taught in 3 sets: a set for year 1, a set for year 2 and a mixed set to support the needs of the children. The children experience Spelling, Punctuation and Grammar (SPAG) lessons as part of their mixed year 1 and 2 class. These are linked to their learning in writing, to allow them to apply and deepen their basic skills. In KS1 the children access the wider curriculum through carefully planned topics. These form part of the two-year rolling programme which is outlined in detail in the school topic webs. Religious Education (RE), Personal, Social and Health Education (PSHE), Physical Education (PE) and

Forest Schools (outdoor learning) are delivered as timetabled discrete lessons. When deemed necessary Science, Music and Computing are also taught in discrete lessons.

In KS2, children again continue their daily diet of rigorous teaching, taking part in Early Bird Maths, Maths Mastery, and reading and writing lessons. These lessons are taught in sets to support learning and target the needs of the children.

Children access the wider curriculum through carefully planned topics, as in KS1, this is part of the two-year rolling programme which is outlined in detail in the school topic webs. Religious Education (RE), Personal, Social and Health Education (PSHE), Physical Education (PE), French and Forest Schools (outdoor learning) are delivered as timetabled discrete lessons. When deemed necessary Science, Music and Computing are also taught in discrete lessons.

## **AREAS OF THE CURRICULUM**

### **Reading**

Learning to read is vital, it opens the door for future success both in school and in the wider world. We use a range of strategies, in addition to phonics, such as a variety of decoding methods, teaching high frequency words through sight recognition, modelling reading and demonstrating reading skills, whole class reading, guided reading, as well as discussion through picture books. We currently use Oxford Reading Tree reading scheme, supported by Wellington Square and stage banded books, to meet the interests and individual need of each and every child.

From Reception to Yr6, reading is taught through carefully planned lessons and activities. In reception and KS1, there is a focus on children reading individually to a teacher or teaching assistant and reading elder, as well as whole class shared reading, reading comprehension and group guided reading. The school reading spine outlines the range of carefully selected texts which are used as a stimulus for exploring language and writing.

In KS2, reading is taught mainly through whole class reading. In addition, children have focussed guided reading sessions and written comprehension tasks. One to one reading occurs with identified vulnerable readers in each class to ensure reading progression and a love of reading. During the reading sessions, there is an emphasis on vocabulary, the retrieval of facts and inference, and how meaning is extracted from the written word. Texts are carefully chosen to ensure that there is progression and challenge across the school. We aim to develop a love of reading, so children are encouraged to read for pleasure at home and school. The 100 book challenge is launched every year, in which children are introduced to 100 books covering a range of genres and challenges to read as many as they can across the year. They record their reading experiences in their reading journal which is celebrated regularly and their achievements are recognised in award assemblies.

Across the school, teachers read a variety of high-quality texts to the children daily as part of our 10 minute reading pledge. During this daily reading experience, teachers will demonstrate how meaning is extracted from a written sentence. We are working with families to encourage their commitment to their child's reading development in matching our daily reading pledge. Children are encouraged to take books home from our bedtime reading library to encourage additional reading to support the reading around the world challenge. We have recruited a band of enthusiastic Reading Elders, made up from parents and grandparents who come into school weekly to listen to and read to children. Each class has its own reading elder and the reading sessions are carefully timetabled.

Reading Buddies are used to support reading development in reception and KS1. Children from year 5 are trained as reading buddies and then they are paired up with children from reception and KS1. The older children act as demonstration readers, supporting the reading development of their buddy. In addition student from the local high school visit weekly to read to the children in KS1.

## Writing

Our school is committed to using work with external advisers and experts who have proven records in developing pupils' learning in writing, such as Pie Corbett, Chris Quigley and Jane Considine. We use this valuable resource to finely tune our provision, share good practice and offer whole school staff continuing professional development (CPD).

In Early Years and Key Stage 1, we incorporate the Talk for Writing model into the teaching of writing. Children are taught writing skills through studying a range of both fiction and non-fiction texts including teacher produced models. Children are encouraged and supported to learn texts by heart, before trying to innovate them and gradually apply more independent changes to the model until they can write freely with confidence. The books selected as models for writing are identified in the Wood Ley Reading Spine. In Key Stage 2, talk for writing is further developed and linked closely with the selected reading spine text. Challenging texts are chosen to ensure that children have an excellent model for their own writing.

The principles of the 'Big Write,' underpin our writing across the school. Children's writing development is supported by the use of writing plans and frames and embracing a culture of rich vocabulary, including Tier 1 – Everyday language, Tier 2 – Academic (ambitious words), and Tier 3 – Technical (subject specific), teaching children to use and understand **high utility words**. The children enjoy extended writing opportunities (Big Write) which form part of their writing portfolios. The portfolios demonstrate each child's writing journey as they move out the school.

During their time at school, children are exposed to a range of classic and contemporary poetry. They have the opportunity to use these poems as a model for their own writing.

Teachers consistently look for and share current inspirational resources such as resources from The Literacy Shed +, Pobble 365, The Spelling Shed, and MC Grammar, classroom secrets and Once Upon a Picture to enhance writing.

## Phonics

At Wood Ley Primary School we follow the *Letters and Sounds* and *Jolly Phonics* schemes of phonics teaching. Each child in Reception and KS1 has a daily, minimum 20-minute phonics lesson, following the teaching sequence of revisit/ review – teach – practise – apply. These are taught in phase sets, to enable children to access the experiences they need. In addition, in KS1 children access a balance of both phonic and spelling punctuation and grammar (SPAG) lessons based on their individual needs and attainment. Small phonic sessions or interventions are delivered by teaching assistants and overseen by the class teacher, to provide complimentary teaching.

Sessions are lively, fast-paced and fun. In a session, children are taught either phonemes/ digraphs/ trigraphs, high frequency and/or tricky words and these are consolidated through reading and writing. There are lots of opportunities to speak and listen, as well as to read and write the sounds.

At the end of Year 1 children have to take the national *Phonics Test* which tests children's phonic knowledge. Here, they are required to read real and nonsense words, applying the skills they have learnt. Ideally children will have completed and consolidated Phase 5 during Year 1 and Phase 6 during Year 2, so that they can focus more on higher-level comprehension using increasingly challenging texts. Any child that requires additional phonics support in year 3 and 4 will continue learning phonics through focused lessons and interventions.

## **Maths**

We believe that mathematics should be fun, rewarding and set in real life contexts for all children. As such we endeavour to make our work in mathematics engaging for all learners.

We start every day with Early Bird maths (with the exception of Reception). For twenty minutes we focus on number and arithmetic questions to reinforce and consolidate the arithmetic skills that have been previously taught. We believe that this plays an important role in the children becoming fluent in the fundamentals of mathematics and develops the children's ability to recall and apply knowledge rapidly and accurately. This has had the biggest impact on our Maths success. 20 minutes a day, for 5 days a week, 39 weeks a year equates to 65 hours extra maths done outside the Maths sessions.

Our curriculum is mapped by the White Rose Maths Hub scheme of work. We focus on a progression from concrete resources, to pictorial representations and finally into the numerical abstract to aid our children's conceptual understanding. As a result, we are seeing a growth in confidence in all our learners, especially in areas of problem solving and reasoning.

We use whole class marking and feedback and teaching assistant prescription method as immediate intervention following a maths lesson, this enables pupils to "keep up" not "catch up". Every lesson begins with feedback on learning from the previous lesson - the teacher modelling the learning using an 'I do, you do' approach. Pupils who have achieved well and given a challenge and time to answer questions independently, whilst the adult supports any children with identified needs. The aim is to give extra support to the children who require it, ensuring all children reach a certain level of understanding by the end of the lesson. This prevents an achievement gap from forming. Whilst the teacher addresses misconceptions with the intervention group. Across the school teaching assistants work 1:1 with identified children.

TT Rockstars (Times Tables) and Daily 10 are used from Y2 to Y6 with children taking part and competing in KS2 Rock Off Assemblies. The children are encouraged to engage in TT Rockstars as a way of improving their times tables. A TT Rockstars lunch time club is run by year 6 children twice weekly.

## **Science**

We follow the National Curriculum for science ensuring all pupils develop their scientific knowledge and conceptual understanding through specific disciplines of biology, chemistry and physics. Science is hands on where possible; pupils are given the opportunities to experience science in the real world. Having a pond and Forest Area on site is an invaluable resource available to all Year groups, ensuring they have a real world setting in which to base their investigations. We have secured links with the local high school science department, where we have taken children to experience science labs, teaching expertise and resources to enhance teaching and learning for our pupils in science. We are always looking for opportunities to extend learning beyond the classroom, recently we have been lucky enough to work with a science company, Steam Co.org, where the children in UKS2 learnt about steam space inventions before designing and making their own black powder rocket. Parents and children from across the school enjoyed watching the rockets being launched.

## **Computing (Information and Communications Technology)**

Our computing curriculum comprises a number of different strands: digital literacy, coding, data handling and using technology in the wider world. Each year group builds on the skills taught during the previous year, to ensure that by year 6 students are confident using technology, including a range of different programs, apps and websites.

Apps on the laptops, tablets and ipads are utilised to teach skills such as animation, music creation and e-books. Office software is embedded in the curriculum. Currently, we are fortunate enough to be working closely with the

director of Digital Resilience UK to prepare our students for digital lives. Children from KS1 To KS2 have enjoyed working with him to develop their knowledge and understanding of how technology can be used to enhance learning. We are looking forward to developing this partnership further as we explore the next stage of our computing curriculum.

We have an active team of digital leaders which are led by the computing leader. They are enthusiastic about promoting digital safety across the school as well as demonstrating an aptitude for supporting digital learning. The digital leaders will be training children across KS2 as additional support assistants in their classes.

### **Personal, Social Health and Citizenship Education (PSHCE) and Sex and Relationship Education (SRE)**

PSHE is taught in discrete weekly lessons across the school, supported by school and phase assemblies. Following careful research and investigation we have purchased the Jigsaw scheme. Jigsaw brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. This enables each Puzzle to start with an introductory assembly, generating a whole school focus for adults and children alike.

There are six Puzzles in Jigsaw that are designed to progress in sequence:

Year B Autumn : Being Me in My World

Year B Spring: Celebrating Difference (including anti-bullying)

Year B Summer : Dreams and Goals

Year A Autumn : Healthy Me

Year A Spring : Relationships

Year A Summer : Changing Me (including Sex Education)

Each Puzzle has six Pieces (lessons) for each year group, which work towards an 'end product', for example, The School Learning Charter or The Garden of Dreams and Goals. Each Piece has two Learning Intentions: one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education but enhanced to address children's needs today), and one is based on emotional literacy and social skills (covering the SEAL learning intentions but also enhanced). The enhancements mean that Jigsaw is relevant to children living in today's world as it helps them understand and be equipped to cope with issues like body image, cyber and homophobic bullying, and internet safety.

SMSC (Spiritual, Moral, Social, Cultural) development Every Piece (lesson) contributes to at least one of these aspects of children's development. This is mapped on each Piece and balanced across each year group. This is easy to see on the Puzzle Map (overview) at the beginning of each Puzzle.

Sex and Relationship Education The specific SRE content is taught through the Changing Me Puzzle of learning and provides new resources - picture cards, resource sheets and animations that are used to enhance teaching and learning. The animations of the female reproductive system and the male reproductive system provide a visual resource to enable children to understand how the body changes and develops in puberty. Whilst the core SRE content is delivered through the Changing Me Puzzle, essential work is done in previous Puzzles to build children's self-esteem, to enhance their own sense of self in regard to their body image, how to develop caring and healthy relationships and how to develop assertiveness skills in keeping themselves valued, safe and respected. This work underpins the explicit SRE content and is part of the holistic approach to SRE teaching and learning.

We have enjoyed working with parents in the annual healthy eating workshops and drug awareness workshops as well as the very popular online safety workshops.

### **Religious Education (RE)**

We follow the Suffolk agreed syllabus scheme throughout the school. This is delivered through the Emmanuel Project This provides a broad and balanced programme of RE which reflects three key areas. It will,

- include a study of the key beliefs and practices of religions and other world views,
- provide opportunities to explore key religious concepts and common human questions of meaning, purpose and value, often called 'ultimate' questions.
- enable pupils to investigate how beliefs affect moral decisions and identity, exploring both diversity and shared human values. These three areas together will nurture pupils' religious literacy and may be called phenomenology, philosophy and ethics.

The Local Agreed Syllabus for RE requires all pupils to investigate,

- the beliefs and practices of religions and other world views, including:
  - Beliefs and authority: core beliefs and concepts; sources of authority including written traditions and leaders
  - Worship and spirituality: how individuals and communities express belief, commitment and emotion.
- how religions and other world views address questions of meaning, purpose and value, including:
  - The nature of religion and belief and its key concepts
  - Ultimate questions of belonging, meaning, purpose and truth.
- how religions and other world views influence morality, identity and diversity, including:
  - Moral decisions: teachings of religions and other world views on moral and ethical questions, evaluation, reflection and critical responses
  - Identity and diversity: diversity among and within religions and other world views; individual and community responses to difference and shared human values.

### **History and Geography**

History and Geography form an important part of our curriculum. We follow the National curriculum and embrace a broad-spectrum of stimulating topics. As a school we aim to wholly develop each child's geographical and historical skills, understanding and knowledge. Consequently, our lessons are well planned, highly engaging and challenge all abilities. Other curriculum areas are incorporated into learning to ensure high levels of motivation and interest from the children.

We teach a knowledge rich curriculum that is ambitious and designed to give all learners the skills needed to succeed in life. We teach through Topics (Literacy links are made if appropriate as evident in the Reading Spine) as opposed to themes. If a subject does not link it is taught as a standalone.

A detailed outline of the topics covered can be seen in each key stage's topic webs alongside planned enrichment activities. As we have mixed age classes, the topics form part of a 2-year rolling programme to ensure learning is always new and interesting. Across the two years the topics form a broad and balanced curriculum with an emphasis on developing important vocabulary, knowledge and skills. Further details of this can be seen in topic knowledge organisers which are sent home to families at the start of the half term. Each topic builds upon prior knowledge, skills and experiences and this is encapsulated in our learning pathways. At the start of each new topic, the children are encouraged to reflect on prior learning and supported to make the links between learning experiences as part of their learning pathways.

## **MFL**

From year 3, the children learn the modern foreign language of French. This is introduced using through Rigolo and expanded upon to include real life opportunities such as communicating with penpals from our twinned town in France ( Verneuil-Sue-Avre. ) This offers teaching Primary French through a combination of teaching resources to provide everything you need to deliver French lessons in-line with the National Languages Strategy. This interactive resource engages and motivates the children to learn to listen to and speak French, sing songs and take part in role-play! It offers a blend of multimedia resources to engage all your pupils and make French accessible and fun for all.

## **Art and DT**

Art and DT form part of the two-year rolling programme of topics as outlined earlier, further details of the planned development of skills and knowledge can be seen in the topic webs for each key stage. Subject leaders have worked hard to develop a clear progression of skills in art and DT which recently have been displayed for everyone to celebrate as part of our first annual exhibition.

Over the years the children across the school have enjoyed taking part in local art and design technology projects such as the Gipping Valley Projects and Combs Church exhibition. The children in UKS2 recently worked in partnership with the Eastern Region Training Centre to experience a series of workshops in basic plumbing, laminate floor laying and general building construction. This inspired the children to want to learn about and develop their DT skills further.

## **P.E**

Each class has 2x 1hour PE lessons weekly and the children in year 5 experience weekly swimming lessons throughout the autumn and spring terms. National curriculum units of work are covered, supplemented by core tasks from Suffolk Learning and Teaching resources.

Regular physical activity is crucial for a healthy lifestyle and wellbeing, we always look for ways celebrating and promoting this. We work closely with the Gipping Valley and Thurston School Sports Partnership to offer our children an exciting range of additional clubs and sporting activities. These have included, Zumba, dance, parkour, tag rugby, football, multi sports, boxercise and cricket. In addition, we run enthusiastic school football and netball teams who have enjoyed taking part in cross school competitions, such as swimming, rounders and multi skills events.

Our school values are promoted effectively during class PE lessons as well as through regional competitions and activities. We are extremely proud of our many sporting achievements and positive attitudes demonstrated during sporting events. There is an impressive display of cups and trophies won by the children in the school atrium but nothing compares to the positive feedback received following events on sporting behaviour, resilience, cooperation and outstanding teamwork.

## **Music**

The children develop their musical skills across the key stages using Music Express and Charanga Music School, an interactive scheme which supports the teaching of the national curriculum for music. There is a wealth of songs, topics, instrument courses and creative apps available to support musical development.

The music leader has worked hard to develop a progression of skills for music across the school. This shows the progression pathway the children experience as they move throughout the school:

**Performing:** Singing songs with control and using the voice expressively

**Performing:** Controlling pulse and rhythm

**Performing:** Control of instruments (LKS2 recorder / UKS2 Ukulele / glockenspiels. )

**Performing:** Performance skills

**Composition:** General

**Composition:** Exploring sounds, melody and accompaniment.

**Composition:** Reading and writing notation

### **Listening and appraising**

We have a school choir who meet regularly after school. They perform annually at the Christmas Church Festival as well as the Bury Cathedral Production. In addition, we offer weekly music lessons from a specialist teacher, the instruments offered include clarinet, flute, piano and saxophone. The children share their achievements in a termly music celebration concert.

### **Forest Schools**

We are fully committed to the well-being and development of the “whole child,” and this sits at the core of our forest schools programme. Children are able to experience forest schools as part of a planned block of afternoons, to promote resilience, self-confidence and stress management through an effective outdoor learning curriculum and forest school philosophy. Successful working relationships are developed and opportunities are providing for children to develop their own ambitions and encourage British values. Children working co-operatively, valuing team work and collaboration, developing powerful communication skills, resilience and problem solving. They foster a relationship with nature through regular personal experiences in order to develop long-term, environmentally sustainable attitudes and practices in staff, learners and the wider community.

A learner-centered pedagogical approach is employed by Forest School that is responsive to the needs and interests of learners, where appropriate, the physical, social, cognitive, linguistic, emotional, social and spiritual aspects of the learner opportunities are designed to build on an individual's innate motivation, positive attitudes and/or interests. Reflective practice is a key feature of each planned Forest School session to ensure learners can understand their achievements, develop emotional intelligence and plan for the future.

### **Enrichment Experiences**

#### **Residentials**

We are proud to be able to offer residential to all the children in Y5 (Camping Experience), Y6 (Thorpe Woodlands). These compliment the termly experiences that all children experience at Wood Ley Primary School. Hands on learning and experiences are key to children being able to foster a love for learning. We offer a comprehensive range of trips and visits as well as hosting travelling theatre companies and mobile zoo's to enhance the learning experiences. Details of enrichment activities are outlined on the School Topic Webs and displayed in the front entrance of the school.

#### **Cultural Celebrations**

We have developed links with our local theatre and cinema companies where planned visits have been made for children across the school. Reception children visit the Wolsey Theatre in Ipswich to experience a seasonal pantomime. The whole school enjoys the annual travelling theatre Christmas pantomime, which we are lucky enough to fund ourselves.



We have very strong links with the Suffolk Brass Band, who use the school premises for rehearsals, we have been able to sign post this successful band for our own pupils to join.

We adapt our curriculum to respond to important current affairs and build sessions into our lessons.

Our Business In The Community links have been developing successfully, we have seen volunteers from PPG, Tesco and the Town Council work in school on painting, building and forest school projects. The children have been able to experience finance training and banking workshops provided in school from a local branch.

We have a very active school council who initiate fund raising termly for charities such as Save the Children, East Anglia Air Rescue, Cancer Research, Dog Rescue Centre, St Elizabeth's Hospice and Great Ormond Street. This involves Bake Sales, Toy Sales, Cycle Challenge, Dress Up Days, Enterprise Scheme and Recycling. Over £1000 a year is raised by the children.

Sports students from Stowmarket High School come into school regularly to work with pupils and run lunchtime physical activity clubs. This is invaluable for our pupils as they build relationships with peers and have role models to aspire to.

We enrich our pupils school experiences with a wide range of before school, lunchtime and after school clubs. These clubs celebrate a variety of sports and fitness, and the arts – singing, dancing, drama, speaking and listening. Gardening, Eco Club and computing clubs including TT Rockstars. We also run a successful construction club and an after-school table tennis club. There are opportunities for all children.

For a full analysis of our curriculum and a breakdown of each year group's topic webs, knowledge organisers and subject specific progression of skills, please read our Curriculum Offer 2019-2020.