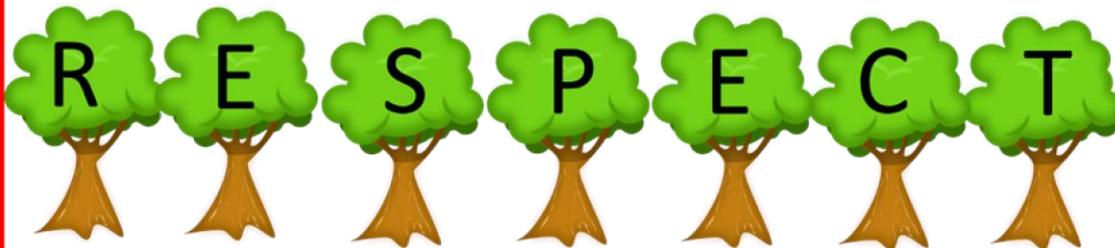


The Woodlands Community Primary School

Curriculum Guide for Parents: 2022-2023

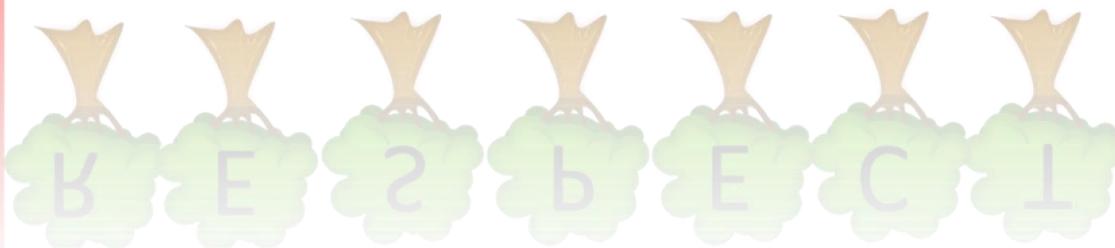


***At The Woodlands
We value:***



Resilience Empathy Self Awareness Passion Excellence Communication Teamwork

Resilience Empathy Self Awareness Passion Excellence Communication Teamwork



Our Curriculum

Welcome to the Curriculum booklet. This leaflet will explain what each child at The Woodlands Community Primary School learns in each term of the school year.

Here at The Woodlands we have mixed age classes year 1 and 2, year 3 and 4 etc. Because of this we have a 2-year rolling curriculum so that children have access to all that they need to learn but do not repeat anything when they are in the next year up. The information in this booklet shares one of the 2 'curriculum cycles'.

Our curriculum is split into two main parts:

Core: English, [reading, writing and Spag] Maths and Science

Foundation: Geography, History, Computing, RE, PSHE, Art, Music, PE, Design Technology, French

English - Reading, Writing, Spelling, Punctuation and Grammar (SPaG).

Teaching and learning in English follows the National Curriculum objectives for Reading, Writing and SPaG [Spelling Punctuation and Grammar].

Each half term, our writing in English is linked to a text from the foundation topic focus.

Guided Reading:

Reading is split into key skills or 'domains'. Each reading domain skill is modelled by the teacher, followed by independent activities following the scheme 'Bug Club', where the children apply these skills with a specific text from 'Bug Club'. The children read with an adult on a weekly basis within school; please support this by reading regularly at home. Children also have access to 'Bug Club' online, where books are allocated to each child to read with activities to access while they read.

Spelling: Spellings rules are taught, practised and applied in class and tested the following week. These weekly spellings can be found in the homework book sent home each half term.

Maths

Teaching and learning in Maths follows the National Curriculum objectives.

We have a strong focus on the core principles of fluency, problem-solving and reasoning and we ensure our learning in Maths is presented in a real-life context so the children understand how it would be used beyond the classroom.

Maths lessons follow the **STAR** framework - **See it, Try it, Apply it Reason it.** We have adapted our Maths to implement the White Rose Math scheme. This allows children to spend longer on objectives to embed their understanding and so children experience maths in a variety of ways - again to help embed their understanding.

Times-tables (and division facts) are tested weekly; a practice activity can be found for each week in the half-termly homework booklet. The children also have access to Times Tables Rock Stars in school and at home which takes a fun and interactive approach to learning their multiplication facts.

Science:

Our learning in Science is centred around National Curriculum expectations. Children are encouraged to think critically and work scientifically, making predictions, recording, observations and drawing conclusions.

Our Curriculum

Foundation Curriculum :

Our curriculum is broad - children learn a wide variety of subjects, making links in their learning across these subjects.

Our foundation curriculum brings together the teaching of the National Curriculum History and Geography knowledge and skills into a wider theme, which changes each half term.

Science, Art, DT, Music and PSHE are taught separately but are also explored through linked topics where relevant. PE, RE and MFL are taught in a weekly lesson.

Commando Joe 's:

At Woodlands we have incorporated Commando Joe's RESPECT curriculum into our whole school learning.

As part of this curriculum, children develop characteristics of effective learning and a sense of community and belonging, through learning:

Resilience,

Empathy,

Self-Awareness,

Passion,

Excellence,

Communication

Teamwork (**RESPECT**). Empathy Self Awareness Passion Excellence Communication Teamwork

Children learn about key characters throughout history who have shown these characteristics and take part in 'missions'. These are practical activities in which children have to work as a team and solve problems. These are linked to the wider curriculum and reinforce learning, and most importantly, allow the children to demonstrate these skills, communicate effectively and build their self-confidence.

Year 5 and 6

Topics

| | |
|-------------|--|
| Autumn 1 | <p><u>Beast Creator</u></p> <p>Take a journey across the globe and explore some of the world's mini-beasts; where can they be found? What are their physical features that help them to survive? Find out how something so tiny can be so deadly!</p> <p><u>Key knowledge and skills:</u> Use maps, atlases and globes to locate countries and describe features, describe life cycles of insects, research and develop design criteria, select and use appropriate tools, evaluate products.</p> |
| Autumn 2 | <p><u>Fallen Fields</u></p> <p>What were the key events in the Great War (WW1) and what started this global tragedy? How did the soldiers endure the terrible conditions in the trenches? Use a range of sources to learn about this significant turning point in history.</p> <p><u>Key knowledge and skills:</u> Locate the world's countries on a map, use a range of primary and secondary sources to understand key historical events, ask and answer questions about change, cause, similarity, difference and significance, note connections, contrasts and trends over time</p> |
| Spring 1 | <p><u>Hola Mexico!</u></p> <p>Off we go to Mexico! Explore its rich history and discover who built those amazing temples! Take in the breath-taking geography and dive into the festivals and culture!</p> <p><u>Key knowledge and skills:</u> Study an ancient civilization that contrasts with British history. Use maps, atlases globes and digital mapping to locate countries and describe features studied. Understand geographical similarities and differences through the study of human and physical geography within North America.</p> |
| Spring 2 | <p><u>Peasants, Princes and Pestilence</u></p> <p>Close your doors! The Great Plague has arrived and spreading across Europe! Travel back in time to the 14th Century, find out how this pestilence affected the lives of all humans, from peasants to princes!</p> <p><u>Key knowledge and skills:</u> Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics.</p> |
| Summer 1 | <p><u>Ancient Greece</u></p> <p>Gods and mortals collide as we journey back to Ancient Greece! Read the myths and discover your favourite mythical creature! Explore the Gods and their powers and have a taste of the rich culture that still influences the world today!</p> <p><u>Key knowledge and skills:</u> Know and understand significant aspects of the history of the wider world and the nature of ancient civilisations. Extend knowledge and understanding beyond the local area to include the United Kingdom and Europe.</p> |
| Summer 2 | <p><u>The Victorians</u></p> <p>What was it like in Britain during the reign of Queen Victoria? What was life like for a Victorian child? Learn about the extremes of Victorian society, from the palace to the workhouse...</p> <p><u>Key knowledge and skills:</u> Understand the methods of historical enquiry, including how evidence is used and how interpretations of the past have been constructed . Develop a secure knowledge and understanding of British history, within and across the periods they study.</p> |

Welcome to...

Year 5 and 6

Curriculum overview

| Subject | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------------------------------|---|--|---|--|---|---|
| Theme | Beast Creator | WW1 - Fallen Fields | Mexico | Peasants, Princes and Pestilence | Ancient Greeks | Victorians |
| English | Narrative-Suspense and mystery Newspapers Poetry Recount Non-chronological report | Narrative - extra chapter (point of view of the dad and son) Poetry Diary Entry | Formal invitations Postcards Myths and Legends Diary Entry Instructions | Newspaper Narrative Argument (Balanced) Explanation (of the development of the plague in the body) | Adverts Setting/character description Narrative Structured Monologues | Diary Entry Narrative Newspaper Poetry |
| Maths | Place Value Addition and subtraction Multiplication and division | Place Four Operations Fractions | Multiplication Fractions Decimals and percentages Converting Units Perimeter and area Statistics | Ratio (Yr6) Algebra (Yr6) Decimals Fractions, decimals and percentages Perimeter, area and volume Statistics | Shape Position and direction Decimals Converting units Volume | Shape Position and direction Perimeter, area and volume Statistics |
| Reading Bug Club (Texts) | Aspen: Reading Texts Under My Feet, King of the Car Park Chestnut: Reading Texts Incredible Quests Redwood: Reading Texts Tales of Hidden Heroes | Aspen: Reading Texts Below deck: A Titanic Story Chestnut: Reading Texts Incredible Quests Redwood: Reading Texts The Longest Night | Aspen: Reading Texts Tales of Hidden Heroes Chestnut: Reading Texts Under My Feet, King of the Car Park Redwood: Reading Texts Incredible Quests | Aspen: Reading Texts The Longest Night Chestnut: Reading Texts Below deck: A Titanic Story Redwood: Reading Texts Incredible Quests | Aspen: Reading Texts Incredible Quests Chestnut: Reading Texts Tales of Hidden Heroes Redwood: Reading Texts Under My Feet, King of the Car Park | Aspen: Reading Texts Incredible Quests Chestnut: Reading Texts The Longest Night Redwood: Reading Texts Below deck: A Titanic Story |
| History/Geog' | To investigate different environment and their climates, biomes and landscapes across the world, | To order significant events, to locate countries participating in WW1 on a map, to understand life in the trenches and for relatives back home and the future impact WW1 had on the World. | Locate countries on a map in relation to England, to investigate the environment of a country different to our own and understand the history and origins of a country locate from another continent. | To identify where significant event occurred throughout time, to order events in order to understand the impact and consequences caused, to discover the impact the plague had on our country and the world and what lasting impact and changes the plague caused. | To locate the country of Greece in relation to England, To understand the impact it had on future civilisations, to explore the myths this ancient civilisations created and to investigate the lasting impact and influence Ancient Greece had on the world. | To investigate this era's place in history, to discover how this age change the landscape of England, to investigate the Monarch Queen Victoria, to investigate and discover about all aspects of Victorian society especially for children in the workhouse. |
| Science | Classifying living things We will be investigating living | Circuits We will be creating series and parallel | Living things and their habitats | How clean are our Hands? We will be learning about | Forces (air and water resistance and gravity) | Animals including humans (growing old) |

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|----------------------|--|--|---|--|--|---|
| | things, recognising what characteristics make them unique and use these unique features to help classify them into groups or as an individual. | circuits, investigate how to correct mistakes made in circuits and how they could have been used effectively in WW1 | We will be learning about the living things and their environments in the country of Mexico. | hygiene and the micro-organisms in everyday life. | We will be learning about the different forces that act on an object and will look at the how these forces act on boats. | We will be learning about the changes the human body experiences throughout life and the different needs and requirements there are between different age groups. |
| Art/D.T. | Art To sketch, draw and ink in the style of Rosalina Monks D.T. Create a Bug Hotel (forest school activity) | Art Creating Poppies D.T. To create a model of a cross section of a trench from WW1 | Art/D.T. Sugar skulls Art | Art Drawing from a 1 point perspective of a city street during the great plague. | Art To sketch and use various techniques to create a Greek vases To use clay to sculpt a Greek mythical creature | D.T. To design, make and use pulleys, gears and levers to create rising and falling bridges |
| Computing | Movie Maker Filming wildlife documentaries | Audacity Recording audio and present it as a wireless news report | Publisher - leaflet on Mexico | Coding Espresso coding | Paint.net Super imposing | Coding Scratch coding |
| P.E. Indoors | Gymnastics | Dance | Gymnastics | Dance | Basketball | Handball |
| P.E. Outdoors | Netball | Football | Tag rugby | Athletics | OAA - Orienteering | Rounders |
| PSHE | Me and My Relationships We will be learning about feelings, emotions, conflict resolution and friendships | Valuing Difference We will be learning about British Values | Keeping Myself Safe We will be learning about aspects of safe internet use, drugs and relationships | Rights and Responsibilities We will be learning about money, living in the wider world, the environment and democracy | Being My Best We will be learning about mindset, goal setting and achievement | Growing and Changing We will be learning about RSE-related issues |
| R.W.V | How do Jewish/ Christians people commit to their faith? We will be learning about commitment and responsibilities of an adult through the religion of Judaism, their faith and Bar Mitzvah | What is resting for? We will learn about the day of Shabbat, discussing if school should be open on a Sunday and how one should rest on a Sunday or a day of rest. | What is temptation and commitment? We will be learning about temptation and resisting it, study Christ in the Wilderness, what is lent and preparing for Easter, finding out about fasting, Ash Wednesday and why to Christian's like to remember the story of Jesus' temptation. | Who killed Jesus? How did Jesus celebrate Passover? We will be learning about the term unfair, about Christian rescuing from sin and how Jesus is seen as the Saviour, understanding the last supper and knowing the religious celebration of Easter poetry. | What is peace? We will be learning about What is peace? Study the peace keepers such as NATO, learn about peace as a Christian value, explore Shalom in Judaism, study the memorials at the national arboretum and make paper cranes and draw images from the text on Sadako Sasaki. | How can faith give people hope? We will be learning about Judaism in WW2, Hanukkah, the life of Rabbi Hugo and understanding how we use Rabbi's inspiration as a message of Hope. |
| Music | | WW1 songs | | Fresh Prince of Bel Air | | Classroom Jazz |
| French | The Environment (Salut) | | Family (Salut) | | A WEEKEND WITH FRIENDS (SALUT) | |