

Curriculum Overview 2020-21

Our school aim is 'to provide an enriched and secure learning environment in which every child can achieve their full potential across all areas of school life: academic, creative, sporting and social.'

At Woodside Primary School, we offer the full Primary National Curriculum, embracing every opportunity to provide additional fun and challenging activities for all children to enjoy. We value school life being about developing the 'whole' child and working closely with families. We offer enrichment activities such as themed weeks, after school clubs and online resources to help with children's learning at home. We promote British Values and uphold our School Values of *determination, respect, friendship, tolerance, self-belief and courage*. We live and work in a beautiful part of England with a rich history and this is reflected in our curriculum. We share good practice with Steam Mills Primary School and other primary schools within the West Gloucestershire Schools Partnership (WGSP) and we appreciate the activities our feeder secondary schools offer to our children.

All pupils will secure firm foundations in English and Mathematics and this underpins a growing excellence in other subjects. Our vocabulary-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. 'Vocabulary-led' means a focus on enriching and expanding children's knowledge and use of words and language so that they can communicate well and have the skills to enquire about our world and participate as considerate citizens as they grow.

Our high expectation of children begins in the Early Years Foundation Stage (EYFS). Children can join from two years old in our pre-school setting for a flying start. In pre-school and Reception, children have a child-led curriculum are regularly assessed using Development Matters, with the aim of meeting the Early Learning Goals by the end of the Reception year. We welcome involvement with parents via Tapestry and use this to share lovely photos and key learning throughout their time in Early Years. Assessments are used to identify key subject areas to inform planning and focus children who need to be targeted for specific activities. Pupils begin phonics lessons in Reception, and these continue through into Key Stage 1 (KS1) and sometimes KS2. There is a focus on exploratory play in Reception based around topics and core texts, which children access both in the morning and afternoon sessions. Children take part in Early Maths, Phonics, and Literacy group-based sessions.

In KS1, children continue their learning journey, taking part in maths, reading and writing lessons every morning. In Year 1 (Yr1), children continue to have daily phonics lessons whilst in Yr2, children access daily Spelling, Punctuation and Grammar (SPAG) lessons, which are linked to their learning in writing, to allow them to apply and deepen their basic skills. In the afternoon, children access the wider curriculum through carefully planned topics, ensuring that children make good progress in the wider subjects of Science, Religious Education (RE), Computing, Personal, Social and Health Education (PSHE), Physical Education (PE, Art and Design, Design and Technology and Music.

In KS2, children again continue their daily curriculum of maths, reading, writing and spelling lessons every morning. In Yr5 and Yr6, focus gradually shifts to the end of Key Stage assessments as children are prepared for these tests and the transition into Yr7.

In the afternoon, children access the wider curriculum through carefully planned topics. The full range of Primary National Curriculum subjects are taught: Science, Geography, History, French, RE, Computing, PSHE, PE, Art and Design, Design and Technology and Music. Cross-curricular links are made where suitable.

Subject leaders co-ordinate curriculum areas and monitor children's progress carefully. WGSP organise subject leader sessions and cluster meetings with advisers/experts, so we can share good practice and learn continually from others too.

AREAS OF THE CURRICULUM

Reading

Teaching a child to read is vital. We use a range of strategies in addition to phonics, such as decoding methods; teaching high frequency words through sight recognition; discussion through picture books and modelling.

Our school has a good track record of results in reading and we are lucky to have volunteers who regularly come to school to hear children read out loud.

From Reception to Yr6, reading is taught through a mixture of group guided reading; whole class reading and comprehension activities. One to one reading occurs in the younger classes. Vulnerable readers are identified in each class throughout school for individual reading, to ensure progress and promote a love of reading.

During the reading sessions, there is an emphasis on vocabulary, the retrieval of facts and inference. Novels are used to teach reading as well as a range of non-fiction texts. These 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. Teachers read a variety of high-quality texts to the children on a regular basis.

Children have a school reading book (a scheme book or banded free reader when ready from Y2 upwards) to take home and share with parents/carers. Books are initially matched to the phonics teaching sequence for early readers, then a range of different reading schemes is used to expand vocabulary, general knowledge and interests of each child.

We have accessed our English Hub at Mangotsfield Primary School in Bristol for phonics advice and training.

Writing

Our school is committed to using work with external Integra advisers and experts who have proven records in developing pupils' learning in writing. 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. In addition, in Key Stage 1, picture books and topic work are used as a stimulus for writing. In Key Stage 2, children are taught to write through text-based units of work. Units of work are designed around the children's needs and inspired by resources from The Literacy Shed, Pobble 365, class book sets and non-fiction texts (linked to the class' wider curriculum where appropriate). Challenging texts are chosen to ensure that children have an excellent model for their own writing.

The principles of slow writing and big writing underpin our writing, with an emphasis on drafting, editing and improving sentence work.

During their time at Woodside, 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.

Phonics

At Woodside Primary we follow the *Letters and Sounds* scheme of phonics teaching. Each child in Reception and Yr1 has a daily, minimum 20-minute phonics lesson, following the teaching sequence of revisit/ review – teach – practise - apply. In Yr2, children access a balance of both phonic and spelling punctuation and grammar (SPAG) lessons based on their individual needs and attainment. Reception and KS1 children are either taught as a whole class or sometimes put into small groups, based on regular assessments so that children's learning needs are accurately matched to the correct provision. 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 does not complete the phonics programme will continue learning phonics throughout Year 3/4 during interventions.

Maths

At Woodside, we believe that mathematics should be fun and rewarding for all children. As such we endeavour to make our work in mathematics engaging for all learners.

Rainbow Maths/fluency activities are carried out daily (with the exception of Reception). This helps children to focus on 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 a positive impact on our Maths success, along with Times Tables Rockstars in KS2, My Maths and resources on Emile.

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. Due to our mixed class structure, the teacher teaches one year group for half of the session whilst the other year group is consolidating their learning or completing independent problem solving activities under the supervision of a teaching assistant. The groups then swap so all children have high quality extended teaching in each session.

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. Our extensive field, nature garden and pond are invaluable resources. We use resources from the Collins Snap Science scheme of work and Twinkl to ensure excellent coverage and progression throughout the school. We use e-Bug resources to promote good hygiene.

Computing and Information and Communications Technology (ICT)

Our ICT 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 iPads are utilised to teach skills such as animation, music creation and e-books. Office software are embedded in the curriculum.

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

At Woodside, we use resources from Gloucestershire Healthy Living and Learning (GHLL); SEAL and the Pink Curriculum and Gloucestershire's Relationships and Sex scheme of work. Topics covered include the following topics:

- careers, financial capability and economic well-being;
- physical health and well-being;
- keeping safe and managing risk;
- identity, society and equality;
- drug, alcohol and tobacco education;
- mental health and emotional well-being;
- sex and relationship education.

We also cover safeguarding themes through:

- anti-bullying week which takes place in the Autumn Term;
- E Safety week and a constant reminder through weekly assemblies the importance of staying safe on line.

The teaching of British Values and School Values are at the core of our school and curriculum.

Religious Education (RE)

We follow the Gloucestershire agreed syllabus scheme throughout the school. This provides a broad and balanced programme of RE. The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

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

Our curriculum leader for History and Geography co-ordinates our curriculum design and monitors outcomes, checking on progress throughout the school.

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.

Curriculum organisation

We teach a vocabulary-led knowledge rich curriculum that is ambitious and designed to give all learners the skills needed to succeed in life. Individual lessons have clear subject-led objectives, organised into termly topics which tend to be history, geography or science led in KS1 and KS2 (including through Literacy sessions where links can be made). If a subject does not link to a topic it is taught as standalone. Subject specific information:

PE: Our curriculum is enhanced by Prostars coaches, who teach our KS2 children weekly. Children have two blocks of swimming teaching as they progress through the school-one in Year 2 and one in Year 6. Year 5 children have cycling proficiency lessons. We usually participate in inter-school events such as a Pentathlon, a gymnastic competition, country dancing festival and events at feeder secondary schools. Residential trips for outdoor adventurous activities take place every other year so children have the opportunity to participate in either Y5 or Y6. After school clubs include ballroom dance, gymnastics and multi- sports. Our annual Aspirations Week traditionally includes a variety of new activities for the children to experience (eg Mini-Marines obstacle and team building activities; Paralympic sports.)

MFL: French is taught in KS2 in weekly sessions or blocks.

Art and DT: as well as being taught through topics, skills and outcomes are also celebrated through specific Art/DT weeks.

Music, drama, trips and celebrations: Pupils learn to play the ukulele in Reception and violin in Y3/4 through Gloucestershire Music specialists. Children develop their rhythm, body percussion and vocal control in singing assemblies led by our music subject leader. Children perform to parents and families at key events throughout the year (e.g. Harvest Festival, Christmas plays). The Christmas plays include dedicated curriculum time for drama skills, speaking and listening skills, performance etc. Hands on learning and experiences are key to children being able to write with meaning. We are proud that trips are always well received and subsidised through PTFA fundraising. Children experience at least two different Places of Worship to study faiths practically.

Cultural Celebrations Living in a small rural setting, we expand children's experiences deliberately eg a Pantomime visit every Christmas, a whole school trip to a beach, Black County Museum trip. We also recognise the need for children to appreciate their local heritage and surroundings, so trips include visits to our local heritage museum. Our Aspirations Week is when we invite in a range of visitors to help children appreciate the range of opportunities open to them in the future and the importance of working hard at their learning in order to succeed.

Our partnership with Gloucestershire University increases the number of teachers that children have access to as they go through the school.