



Our Curriculum at Woburn Lower School

Our Vision Statement

Our school vision statement is 'Aspire to inspire'

We aim to inspire the children at Woburn Lower School to be happy, confident and proud of themselves, showing respect, tolerance and empathy towards others. Through inspiring teaching and providing an exciting, broad and balanced curriculum that meets the requirements of the National Curriculum and a stimulating environment. We strive to develop positive attitudes to learning; encouraging children to embrace challenge and work towards the next steps in their learning. We have high expectations of pupil achievement, helping each child to reach their potential wherever their interests and talents lead them. We aim to build resilient learners who think logically and systematically. With wellbeing always at the centre of what we do, we provide a safe and nurturing environment.

The topics focus on familiar subjects such as 'Space' and the 'Romans', but also innovative projects. 'Shakespeare for Kids' was a joint project with a local upper school. We take part in 'The Young Curator's Project' where the children work with the curator at Woburn Abbey. They learn to become curators and show families around this magnificent stately home. The children have set up companies for their 'Dragon's Den' and 'Young Apprentice' projects and called upon financial advice from banks and local businesses. Great effort is made to support pupils growing depth of understanding and to stimulate their interest. Learning takes place both inside and outside and visits and visitors are used to further stimulate interest and learning.

Full details of the National Curriculum can be found under Gov.uk – National Curriculum.

The key features we take into account when planning and assessing our curriculum are:

- The curriculum should be a mastery of a body of subject-specific knowledge • Skills are the by-product of the knowledge, not its purpose
- The 'invaluable knowledge' that we want our pupils to know as the content of the curriculum
- Learning is defined as an alteration in long-term memory. If nothing has altered in long-term memory, nothing has been learned
- Progress means knowing more and remembering more
- Knowledge is generative or 'sticky'

- Vocabulary size is related to academic success, and schooling is crucial for increasing the breadth of pupils' vocabulary.

Sticky knowledge is defined as knowledge that will stay with us forever. In other words, an alteration has happened to our long-term memory. We can divide sticky knowledge into two main parts. Firstly, interesting facts that will remain with us forever and secondly, knowledge that individuals need to learn as part of the national curriculum.

We aim for our children to be inspired and to enjoy their learning - developing enquiring minds alongside the personal qualities that they need to become positive citizens of the world, with a sense of their own identity alongside their community and respect for the cultures of others.

We are an inclusive school and we comply fully with our duties in the Equality Act 2021 and the Special Educational Needs and Disability Regulations 2014. Further details can be found under the inclusion and SEND sections of our website.

Core Subjects Mathematics

KS1 and KS2 Maths

Objectives are taken from the Mathematics Programmes of Study laid out in the National Curriculum 2014 and mathematics is taught for an hour a day. The emphasis is on children demonstrating conceptual understanding and fluency. Regular problem solving and reasoning mathematically lessons are timetabled. Metacognitive approaches such as scaffolding, modelling and teachers verbalising their thinking is used throughout the school in order to give all children the ability to apply their learning. Mathematics is frequently linked to real life situations and cross-curricular links are made.

We set work that is challenging, motivating and engaging. The main scheme used across the school is 'White Rose' with a 'Primary Stars' adaptation for KS1 as this ensures progression and continuity. A Parent Maths Calculation Information Evening is held yearly in order to enable parents to support their child's mathematical learning and homework.

We ensure that all children are challenged appropriately. Children will work in a number of different ways including whole class, group and independently.

Marking of pupil work is in line with the 'Marking and Feedback Policy'. It is developmental and used to move children's learning on at all times. Work is marked daily in order that misconceptions are picked up quickly. Time is given for children to respond to marking and to consider their own learning, achievements and next steps.

Children are formally assessed in mathematics half termly using single level assessments (which will assess against the 2014 National Curriculum End of Year Expectations) to inform teacher assessments. Teacher assessments are given to the

headteacher and maths co-ordinator. Any issues are flagged up at whole school pupil progress meetings with notes about their barriers to learning along with plans to address these.

Provision for children with special needs is made through differentiation, adult support and individual targets.

EYFS

Mathematics is one of the areas of learning and development in the EYFS. In our Owls class we follow the guidance material "Development Matters" to support implementing the statutory requirements. We aim to stimulate mathematical understanding and enjoyment through 'hands-on' activities that may be adult or child led. We use 'White Rose' scheme of work.

Number

Children have a deep understanding of number to 10, including the composition of each number. They subitise (recognise quantities without counting) up to 5. Children can automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns

Children verbally count beyond 20, recognising the pattern of the counting system. They compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Children explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Full details of the Early Years Curriculum can be found under Gov.uk – Early Years

English

EYFS

Talk4Writing approaches begin in EYFS. The children hear the text, say it for themselves and enjoy it before seeing it written down. Once they have internalised the language of the text, they are in a position to read the text and start to think about the key ingredients that help to make it work

KS1 and KS2 English

The programmes of study for English are set out year-by-year for Key Stage 1 and two-yearly for Key Stage 2. The single year blocks at Key Stage 1 reflect the rapid pace of development in word reading during these two years with six types of writing covered per year. As with maths, the children are assessed half termly to ensure that progress is made and that any issues are addressed quickly.

Reading

EYFS

Word Reading

Children say a sound for each letter in the alphabet and at least 10 digraphs. They read words consistent with their phonic knowledge by sound-blending. Children read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. In EYFS 'Story Sacks', reading books and library books are sent home. The children are also able to take home books to keep from 'The Wandering Book Basket'.

Key Stage 1 and 2

The programmes of study for reading at Key Stages 1 and 2 consist of two dimensions, word reading and comprehension (both listening and reading). All our reading scheme books are banded and consist of a range of phonics decodable readers, fiction and non-fiction home reader books. Guided Reading is taught throughout the school including EYFS. The school endeavours to offer all children a rich variety of quality fiction and non-fiction texts. Regular independent comprehension exercises further develop the children's comprehension and inferential skills. The children have the opportunity to take home library books each week and books from the 'Wandering Book Basket' to keep.

The children are encouraged to participate in a range of reading competitions and challenges over the year. Examples of these can be seen on our website.

Writing

EYFS

Literacy

In Early Years children are given the opportunity to write either as part of child-initiated learning or an adult led activity every day. Talk4Writing approaches start in Reception where children learn to retell simple stories

Children write recognisable letters, most of which are correctly formed. They spell words by identifying sounds in them and representing the sounds with a letter or letters. Children write simple phrases and sentences that can be read by others.

Key Stage 1 and 2

The programmes of study for writing at Key Stages 1 and 2 consist of transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing). We have developed our own 'Talk4Writing'. It is based on the principles of how children learn. Talk4Writing is powerful because it enables children to imitate the language they need for a particular genre/topic orally before reading and analysing it and then writing their own version

The children write every day and we provide stimulating purposes for writing ensuring that there are many opportunities for writing across the curriculum. We ensure that high standards of writing are maintained across all subjects.

We offer a range of exciting writing competitions and challenges over the year for children to participate in. These can be viewed on our website.

Spellings, Grammar and Punctuation

EYFS

Comprehension

Children demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. They anticipate (where appropriate) key events in stories. Children use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.

Key Stage 1 and 2

We use 'No Nonsense Spelling' across Key Stages 1 and 2. The focus of the programme is on the teaching of spelling, which embraces knowledge of spelling conventions – patterns and rules; but integral to the teaching is the opportunity to promote the learning of spellings, including statutory words, common exceptions and personal spellings.

Grammar and punctuation is taught as part of the Talk4Writing lessons.

Phonics

Phonics is taught each day in EYFS, KS1 and for those children who still need phonics teaching in KS2. We use the accredited 'TWINKL' phonics scheme.

The teaching of phonics is essential in helping children develop their reading skills. When children have completed the phonics phase teaching they learn the statutory spellings as set out in the Year 2 Programme of Study. Lessons also include dictation and grammar activities.

Handwriting

We use the 'TWINKL' handwriting scheme which is taught alongside 'TWINKL' phonics. Handwriting is taught two/three times a week. In Key Stage 2, children receive a certificate for penmanship and are given a pen.

Science

The National Curriculum for Science aims to ensure that all children:

1. Develop **scientific knowledge and conceptual understanding** – through the specific disciplines of biology, physics and chemistry
2. Develop understanding of the **nature, processes and methods of science** through different types of science enquiry which help children to answer scientific questions about the world around them
3. Are equipped with the scientific knowledge required to understand the **uses and implications** of science, today and for the future

At Woburn Lower School science teaching is vibrant and exciting. The TWINKL Science Scheme of work is used to support learning.

EYFS

Science in EYFS is taught through 'Understanding the World'. This involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, community and the natural world. Children enjoy 'hands on' science and learn through both adult and child led activities.

KS1 and KS2 Science

KS1 and KS2 Science is taught using the TWINKL Scheme. This provides teachers with a flexible planning tool and resources to support every lesson, such as videos, animations and slideshows.

The Teaching Framework is organised into a series of modules, based on the topics in the Programme of Study. Each module of the Kent Science Scheme is made up of a series of lessons which will engage children in the different types of scientific enquiry identified in the National Curriculum. Greater depth activities are included in order to challenge the children. This is also true for the other foundation subjects.

The removal of level descriptors means that the relationship between the science that children are taught and the science that is assessed will be much stronger. Each

lesson has a clear science learning Intention which all children are expected to achieve or exceed, with criteria to exemplify what success will look like. Formative assessment evidence from each lesson, including children's work, the feedback that is given and responded to any additional observation notes that the teacher makes, is used to track progress and to enable teachers to make confident summative judgements of attainment when required.

Foundation Subjects

At Woburn Lower School the foundation subjects are given equal status; we endeavour to create a 'broad and balanced' curriculum which offers a diverse range of experiences, whilst at the same time ensuring all children develop academically.

EYFS

Children are born ready, able and eager to learn. They actively reach out to interact with other people in the world around them. Development is not an automatic process as it depends on each unique child having opportunities to interact in positive relationships and enabling environments.

Subjects are taught through specific areas that include essential skills and knowledge for children to participate successfully in society.

Understanding the World

People, Culture and Communities

Children talk about past and present events in their own lives and in the lives of family members. They know that other children do not always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

The Natural World

Children explore the natural world around them, making observations and drawing pictures of animals and plants. They know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Children understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Past and Present

Children describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. They know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Children explain some similarities and differences between life in this country and life in other

countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

Expressive Arts and Design

Creating With Materials

Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. They share their creations, explaining the process they have used. Children make use of props and materials when role playing characters in narratives and stories.

Being Imaginative

Children invent, adapt and recount narratives and stories with peers and their teacher. They sing a range of well-known nursery rhymes and songs. Children perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music

RE

At Woburn Lower School we use the RE Agreed Syllabus 2024-2029. The principle aim of RE is to explore what people believe and what difference this makes to how they live, so that children 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.

RE contributes dynamically to children's education by provoking challenging questions about purpose in life, beliefs about God, issues of right and wrong and what it means to be human.

In RE, children learn about religions and beliefs in local, national and global contexts.

Children learn to weigh up the value of wisdom from different sources, to develop and express their insights in response and to agree or disagree respectfully.

RE teaching therefore should equip children with systematic knowledge and understanding of a range of religion and beliefs, enabling them to develop their ideas, values and identities.

It should develop in pupils an aptitude for dialogue so that they can participate positively in our society, with its diverse religions and beliefs.

(The RE Agreed Syllabus, 2014-2029)

History

At Woburn Lower School, the delivery of a creative History curriculum encourages children to understand their place in the world and how past events have influenced our lives today. The curriculum aims to provide children with a chronologically secure knowledge and understanding of British and world history. In addition, children will learn about significant historical events in their local area and compare these to the wider world.

Children are encouraged to ask perceptive questions and to develop skills of enquiry, analysis, interpretation and problem-solving. The past comes to life through the delivery of a broad and balanced curriculum which is creative, engaging and, where possible, cross-curricular. We use the Kapow scheme of work across all Key Stages.

Geography

Through their work in Geography, children learn about their local area and compare this with other regions of the United Kingdom and the rest of the world.

There is a focus on locational and place knowledge as well as developing geographical skills such as using maps, atlases and globes. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in other cultures. In addition, children will study a variety of physical features using subject specific vocabulary.

Children will collect and analyse data from a range of sources and communicate this in a variety of ways, including maps, numbers and writing. Where possible, the study of this subject is cross-curricular and children are provided with an understanding of what it means to be a global citizen. This will encourage a respect for other cultures and the environment. We use the Kapow scheme of work across all key stages.

KS2 are taught History, Geography and R.E as discreet subjects with cross curricular links.

Music

At Woburn Lower School, children gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres. We are committed to developing a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music, and an unbiased respect for the role that music may wish to be expressed in any person's life. We are committed to ensuring children understand the value and importance of music in the wider community and are able to use their musical skills, knowledge, and experiences to

involve themselves in music, in a variety of different contexts. We use 'Sing-Up' scheme of work across all key stages.

Key Stage 1 and 2 have the opportunity to learn a musical instrument in class sessions. These lessons are led by music teachers from Central Bedfordshire Inspiring Music.

PSHE

At Woburn Lower School we use the Jigsaw mindful approach to PSHE. It is an integrated scheme of learning with particular emphasis on emotional literacy, mental health, SMSC and spiritual development. PSHE is interlinked with all subjects. We are a values school and we have recently developed a pastoral area for children requiring extra support.

Design Technology

Design Technology is a subject that encourages children to think creatively and solve practical problems. Through a process of research, planning, making and evaluating, children apply their learning to solving a meaningful real-world task. Practical skills such as creating structures and mechanisms, choosing and using appropriate tools and materials, adding electronic components to models, and safe and healthy cooking techniques, are all linked to class topics or situations the children experience. Design Technology provides many opportunities for using skills learned in maths and literacy lessons, as children need to be able to communicate their ideas and plans effectively and be accurate when preparing materials and ingredients for their projects. We use the Kapow scheme of work across all key stages.

Modern Foreign Language

At Woburn Lower School we believe the earlier a child learns a Modern Foreign Language the better, so we have a native speaking French teacher who teaches from Reception to Year 4. We believe strongly that teaching French is a specialism. Teaching is done through a variety of activities. Learning a foreign language provides an opening to other cultures. Our high-quality language education fosters the pupils' curiosity and deepens their understanding of the world. The teaching enables children to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing.

Art and Design

At Woburn Lower School our principal aim is to develop the children's knowledge, skills and understanding of Art and Design. We ensure that children have the opportunity to investigate, explore and develop ideas as well as evaluate, revisit and improve their work. We teach according to topics and the children's interests, therefore the artists studied may vary. We use the Kapow scheme of work across all key stages.

Computing

As a school, we have chosen the Purple Mash Computing Scheme of Work from Reception to Year 4. The scheme of work supports our teachers in delivering fun and engaging lessons which help to raise standards and allow all pupils to achieve their full potential. We are confident that the scheme of work more than adequately meets the national vision for Computing. It provides immense flexibility, strong cross curricular links and integrates perfectly with the 2Simple Computing Assessment Tool. Furthermore, it gives excellent supporting material for less confident teachers.

At Woburn Lower School we believe that every child should have the right to a curriculum that champions excellence; supporting pupils in achieving to the very best of their abilities. We understand the immense value technology plays not only in supporting the Computing and whole school curriculum but overall in the day-to-day life of our school. We also believe that technology can provide: enhanced collaborative learning opportunities; better engagement of pupils; easier access to rich content; support conceptual understanding of new concepts and can support the needs of all our pupils.

Forest School

We offer our children the opportunity to participate in Forest School. This has a significant part to play in supporting children's mental health and general wellbeing.

Forest School promotes the holistic development of all children, fostering resilient, confident, independent and creative learners. It offers our children the opportunity to take supported risks appropriate to our environment and to themselves. The activities also link to learning in the classroom where appropriate.

Children learn to assess, appreciate and take risks, making sensible, informed decisions about how to tackle the activities and experiences they encounter. They learn to be self-sufficient and take care of themselves, which boosts their confidence and self-esteem.

School trips and visitors enhance our curriculum provision. Curriculum information is sent to parents at the beginning of each term and topic webs are put on class pages.

Elkan Champion School

Woburn Lower School is an 'Elkan Champion School'. We have two members of staff who are Elkan trained. The Elkan training provides a thorough and comprehensive overview of speech and language needs and strategies to support children in communication and language. As a whole school we use Elkan strategies such as verbal games, auditory memory games, visual timetables, task plans and colour coded mind maps in our everyday teaching.

British Values

The Government emphasises that schools are required to ensure that key 'British Values' are taught in all UK schools to prepare children and young people positively for life in modern Britain.

The government set out its definition of British values of:

Democracy:

Democracy is embedded within the school. Pupils have the opportunity to have their voices heard through our School Council, Eco Council and pupil questionnaires. The elections of school councillors are based solely on pupil votes.

The Rule of Law:

The importance of Laws are consistently reinforced throughout regular school days. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police, Fire Service etc. are regular parts of our calendar and help reinforce this message.

Individual Liberty:

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely, through the provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advise how to exercise these safely, for example through our online safety and PSHE lessons.

Mutual Respect:

Part of our school ethos and behaviour policy has revolved around Core Values such as 'Respect', and pupils have been part of discussions and assemblies related to what this means and how it is shown. Posters around the school promote respect for others and this is reiterated through our classroom and learning rules, as well as our behaviour policy.

Tolerance of those of Different Faiths and Beliefs:

This is achieved through enhancing pupils' understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. Assemblies and discussions involving prejudices and prejudice-based bullying have been followed and supported by learning in RE and PSHE. Members of different faiths or religions are encouraged to visit our school and share their knowledge to enhance learning within classes and the school. Our pupils visit different places of worship as part of our RE curriculum.

Equality Act 2021

With reference to the Equality Act 2021 and SEND Regulations 2014, children with SEND are supported in class with additional support/equipment as required. Their work is differentiated to enable them to work at their own level of ability in order to help them to flourish. Progress will be monitored carefully to measure the impact of the support or intervention programme used. Where progress continues to be a concern, the SENDCO is consulted to plan further support.

More Able

Differentiation will enable more able learners to be challenged within the context of a lesson to ensure their full potential is reached. High quality learning materials will be used and reading that exceeds expectations will be modelled throughout the school.

Impact of the Curriculum

Our main purpose is to provide children with an education that will prepare them well for the future. We ensure that whatever their starting point and whatever the barriers to learning, we enable our children to achieve the best possible outcomes by considering Age Related Expectations and the children's individual potential. The impact is demonstrated by children's attitudes to each other, to adults in school, to their conduct on school visits and trips and also by the way in which they approach their learning. Our children are often complimented on their behaviour in the wider community and we pride ourselves on this.

Through our nurture and pastoral support, we provide advice and practical help that impacts positively on the wellbeing of the family and the child.

