



The Curriculum at Woburn Lower School

At Woburn Lower School we offer a broad and balanced curriculum that meets the requirements of the National Curriculum and encourages a love of learning. Through 'learning in the moment' we capitalise upon the experience and backgrounds of all pupils. We believe that all children should experience the feeling of accomplishment in a wide range of areas. Our curriculum therefore gives children an excellent mix of academic and personal development. Spiritual, moral, social and cultural development underpins all our work.

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. For 'The Young Curator's Project', the children are working with the curator at Woburn Abbey, where they are learning to become curators and will 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.

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 and 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 2010 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

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 'Abacus' and 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 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.

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

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. As with maths, the children are assessed half termly to ensure that progress is made and that any issues are addressed quickly.

Reading

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 fiction and non-fiction 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. In EYFS word boxes are sent home along with Story Sacks and reading books.

The children have the opportunity to take home library books each week.

Writing

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. We ensure that high standards of writing are maintained across the curriculum.

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 use their developing phonic knowledge to write words in ways which match their spoken sounds. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Spellings, grammar and punctuation

We use 'No Nonsense Spelling' across the school. 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 and KS1. We use 'Letters and Sounds', 'Jolly Phonics' and 'Bug Club'.

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 teach Nelson Handwriting. Handwriting is taught two/three times a week. In Key Stage 2, children receive a certificate for penmanship and are given a pen.

English development in Early Years

In Early Years, English development involves encouraging children to read and write, both through listening to others reading, and being encouraged to begin to read and write themselves. Children are given access to a wide range of reading materials – for example books, poems, and other materials to ignite their interest.

In reading, children are taught to read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate an understanding when talking with others about what they have read. In writing children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words.

Talk4Writing approaches begin in EYS. 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.

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, and
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 Kent 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, technology and the environment. 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 Kent 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, and in the world around them. Development is not an automatic process, however. 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 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 world

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Technology

Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Expressive arts and design

Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories

RE

At Woburn Lower School we use the RE Agreed Syllabus 2018-2023. 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, 2018-2023)

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.

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.

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.

All classes 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. Furthermore Key Stage 2 have the opportunity, through Central Bedfordshire Inspiring Music 'Sing Up', to perform a concert at the Grove Theatre in the summer term. Peripatetic music tuition is also available.

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.

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 a variety of teaching and learning styles in art and design lessons, with our principal aim being to develop the children's knowledge, skills and understanding. 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.

Each term the teachers publish the topic curriculum on their class page.