



Curriculum News

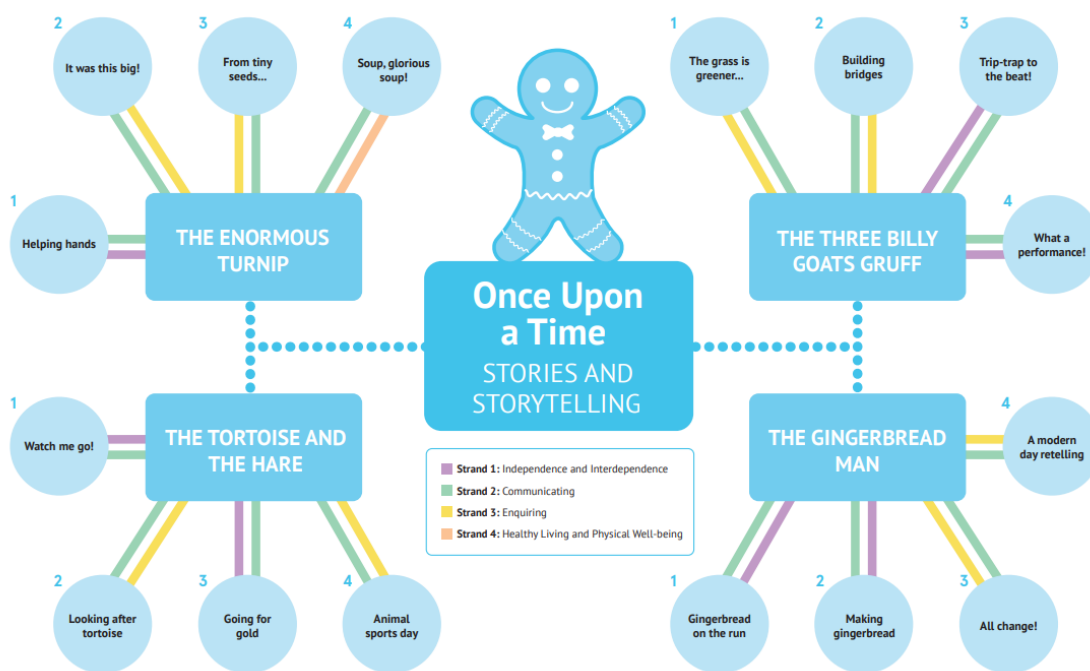
Spring 1 2024-25

Reception (IEYC) – Once Upon a Time

When we hear the words ‘Once upon a time’, we know we are about to be taken on an exciting adventure.

Everyone, no matter what their age, has a favourite story that they like to hear, and often we like to enjoy them over and over again. Now, we’re going to discover some new stories! By exploring these

stories, we will be learning how to become better storytellers, and will create our own amazing worlds of make believe. Shall we begin? ‘Once upon a time...’



Year 1 & 2 (Milepost 1) – People of the Past

In People of the Past, we will be learning about a variety of significant people who left a lasting impact on humanity through their hard work, resilience and creativity. As historians, we will investigate the lives of several influential figures to find out about the personal qualities that enabled them to shape the world as we know it. As musicians and artists, we will be producing pieces inspired by the lives and works of famous composers and painters, thereby exploring the elements that made their creations so ground-breaking. Throughout the unit, learners should be encouraged to reflect: How are our lives different thanks to the work of these significant people?

In **History**, we’ll be learning about: Using a living graph to explore how a person from history might have been feeling; the life of a famous explorer using maps and role play; comparing the lives of two different explorers; the difficult decisions that rulers had to make in the past; the achievements of important scientists and inventors; spoken and written communication technologies that have developed over time and what life was like at different times in the past. In **Music**, we’ll be learning about: The life and music of a famous composer and how to use music to tell a story. In **Art**, we’ll be learning about: What someone’s portrait can tell us about them; how to create a portrait of a friend; how to create a Cubist-style artwork; comparing and contrasting the work of famous artists and how to paint a scene in the style of a famous artist. In **International**, we’ll be learning about: The idea of ‘fairness’ and what it means and the qualities and skills needed to be an effective leader.



Year 3 & 4 (Milepost 2) – Feel the Force and Let’s Plant It

In Year 3 and 4 will be doing two shorter science themes this half term. We will be learning about forces and how they push and pull us along. We will need to be scientists to investigate different kinds of forces and learn how to measure them. Without forces nothing on Earth or in the wider Universe would start moving or once started they wouldn’t stop! How do we know forces are always in action? What can we see and feel that shows us forces are at work?

In **Science**, we’ll be learning about: What friction is and what the world would be like without it; how we use friction How we can increase or reduce friction; the direction of forces; the strength of forces and how we can measure or compare them and investigating gravity, air resistance and buoyancy. In **Design Technology and Innovation**, we’ll be learning about: Designing and making a marble run with a variety of elements. In **International**, we’ll be learning about: The push and pull factors that cause people to migrate.



In our next unit we will need to be ‘botanists’, a special kind of scientist who studies plants. We will be learning all about plants and how they grow. Plants live all over the world and without plants humans and animals would not be able to live.

In **Science**, we’ll be learning about: Plants that grow near where we live; growing healthy plants; the plant life cycle and seed dispersal; different types of soil; the different parts of plants and their functions and interdependence between plants and other living things. In **Design, Technology and Innovation**, we’ll be learning about: Making containers for plants to grow in and decorating plant pots to be useful and attractive. In **Geography**, we’ll be learning about: Where our plant-based food grows and how plants become the food we eat. In **Health and Wellbeing**, we’ll be learning about: What a ‘superfood’ is and how including them in our diet can help makes us healthier. In **International**, we’ll be learning about: Local and imported crops, fair Trade and how this supports farmers around the world.

Year 5 & 6 (Milepost 3) – Being Human

We will be learning about the human body and how it works with a focus on taking care of one’s physical and mental health. We will need to be scientists as we research into the inner workings of the human body. We will also learn



to be responsible for our health and wellbeing by knowing how to take care of ourselves at different stages in our lives. How does knowing your body and its inner workings help you to understand the connections between human behaviour, the choices we make and our health?

In **Science**, we’ll be learning about: The function of bones and the muscles in the body; the human heart and how it works; what the respiratory system does; the connection between the respiratory and circulatory systems; the characteristics that offspring can inherit from their parents; the nature versus nurture debate and the nutrients our body systems need and how they get them. In **Health and Wellbeing**, we’ll be learning about: The various stages in the human life cycle; the physical and social, emotional changes during puberty; strategies for managing stress during puberty; the ageing process in humans; threats to our health and the different nutrients in a healthy diet. In **Art**, we’ll be learning about: How to draw a person using correct proportions and creating body-in-motion artwork. In **International**, we’ll be learning about: Obesity and acute hunger and sports that particular countries dominate.

Our Curriculum Aims

Our curriculum gives children the opportunity to acquire knowledge and to develop and apply skills across a wide range of subjects, while the way we teach and the children learn, develops their values and attitudes. Our curriculum and approach to teaching and learning aims to:

- Develop children’s knowledge, skills and understanding in English, Mathematics and the other subjects in the National Curriculum so they are ready for the next stage in their education.
- Develop a ‘growth mindset’ and support children to become self-regulated learners.
- Develop ‘international mindedness’; a respect for their own and other communities and cultures.
- Enable children to become confident; resilient; creative; resourceful and enquiring learners.
- Equip children to work both independently and collaboratively.
- Fosters children’s self-esteem and help them build positive relationships with others.
- Encourage children to respect the ideas, attitudes, values and feelings of others.
- Teach children to have an awareness of their own spiritual development, and to understand right from wrong.
- Promote equality and diversity.
- Help children grow into reliable, independent positive citizens who have a positive impact on their community.

Developing Self-Regulated Learners



We want the children to become self-regulated learners. Our curriculum has a series of Personal Learning Goals (PLG) which are linked to our school values. The way we teach – by modelling our thinking aloud, asking challenging questions; guiding pupils with oral feedback; prompting dialogue and scaffolding productive ‘exploratory’ talk – supports the development of metacognition. Lesson tasks and activities are also designed to do so by, for example, including challenge and desirable difficulty.

Our aim is for every child to leave Crown Wood: “**Proactive in their efforts to learn** because they are **aware of their strengths and limitations** and because they are **guided by personally set goals and task related strategies** [...]. They **monitor their behaviour in terms of their goals and self-reflect on their increasing effectiveness**. This enhances their self-satisfaction and motivation to continue to improve their methods of learning.” Zimmerman (2010).

Developing International Mindedness

One of the aims of our curriculum is to help the children begin the move towards an increasingly sophisticated national, international and intercultural perspective.

“An internationally minded person is globally aware. They are curious about the world beyond their own locality. They are knowledgeable about different countries, respecting and celebrating their diversity, history and culture. They recognise how the world is interconnected and the actions of one or more countries can affect others. They value other countries’ perspectives and know we can learn from them. They understand their place in the world and see themselves as global citizens with a responsibility to support and care for each other.”

Annual Plans & Class Timetables

You will be able to see your child’s class timetable and the annual plan showing the themes and topics covered for all areas of the curriculum on the school website here: <https://www.crownwoodschool.com/page/?title=Year+Group+Pages&pid=42>.



Dare to DREAM

Determination – **R**esponsibility – **E**veryone Together – **A**spiration &
Achievement – **M**utual Respect

