



Curriculum News

Summer 1 2024-25

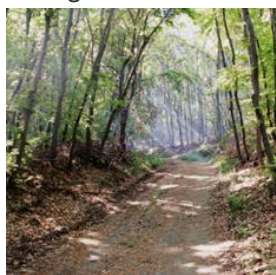
Reception (IEYC) – Going Places

A journey can start at any time and take you to exciting places. We go on journeys every day, sometimes by car, sometimes by walking – perhaps we might go on a train, or an aeroplane, or a boat setting sail across the sea. There are many ways we can travel and many adventures we can have. Where would you like to go today?



Year 1 & 2 (Milepost 1) – The Earth Our Home

All living things – plants, animals and people – have a home or somewhere to live that we call a ‘habitat’. A habitat can be huge like the ocean or small like a leaf. To survive, living things need to live in places that meet their needs. What do living things need to survive? How do different habitats provide for their needs? We will need to be scientists and geographers in order to answer these questions.



In **Science**, we’ll be learning about what living things need to survive, animal classification, habitats and living things we can find in our local area, different habitats around the world, how living things are suited to the habitat in which they live, how plants and animals depend on each other, what a micro-habitat is and the living things we can find in them and the nutrient cycle. In **geography**, we’ll be learning about, how we know places and habitats are changing and how humans are changing the landscape. In **design, technology and innovation**, we’ll be learning how to make a nesting box for bees. In **art**, we’ll be learning about colours and patterns animals use to camouflage themselves, artists who have painted particular landscapes and habitats and how to use art to promote awareness of global issues. In **International** we will be learning about threats to the world’s habitats and how we can help conserve and protect habitats.

Year 3 & 4 (Milepost 2) – All Aboard

Today, in a world where we take travel for granted and are able to cover vast distances with relative ease and speed, it is easy to forget how railways changed the way ordinary people experienced the world. Railways opened up horizons and connected the world in a way that had never been seen before. Can you imagine a life before roads, cars and flying made travelling long distances very easy? We will be historians and discover the impact the development of the railways had locally and globally.



In **History** we'll be learning about: The early innovations that led to the creation of the railways; different perspectives on the development of the railways; how the railways were built; local rail stations and networks; reports of early safety issues on the rail network; how the railways changed people's lives and technological developments in train design. In **International** we'll be learning about: 'Railway Children' and the charities that support them. In **Geography** we'll be learning about: Famous long distance rail journeys and environmental challenges to developing or extending railways. In **Art** we'll be learning about: Creating shared artwork and watercolour landscapes. In **Design Technology and Innovation**, we'll be learning about: Making different bridge designs and 19th Century food packaging. In **ICT** we'll be learning about: How trains need to be controlled for safety and

controlling our own (robot) trains. In **Music** we'll be learning about: Music and songs inspired by the railways and composing music inspired by the sounds of trains.

Year 5 & 6 (Milepost 3) – Roots, Shoots and Fruits (+ Bake It for Year 5)

We will be learning about the life cycle of a plant following its journey from a seed to pollination, to fertilisation, to germination, to the growth and then back to seed again. We will become scientists as we investigate what plants need to grow well and the role that bees and butterflies play in plant life. As designers we will create our own devices to aid in sowing seeds in a way to support healthy growth. We will investigate questions such as: What would happen if there were no insects in the world? What are the most important factors affecting seed germination and why do seeds need to be dispersed in different ways?



In **science**, we'll be learning about, the parts of a plant and what they do, what plants need in order to grow, how flowers attract insects, how plants reproduce, conditions for seeds to germinate and how seeds are spread. In **design, technology and innovation**, we'll be designing and making a seed disperser.



Year 5 Only: We will be learning about how different materials can be changed, combined and separated through the baking of bread. We will need to be scientists as we examine the ingredients and processes used to create bread, working on our investigative skills to ensure our analysis is reliable. Are you ready to find out how much everyday science goes on in our kitchens?

In **Science**, we'll be learning about: How we know yeast is alive; solids, liquids and gases; carbon dioxide; testing solubility; factors that influence solubility and reversible or irreversible changes. In **Design, Technology and Innovation**, we'll be learning about: How to bake bread and creating recipes and instructions. In **International**, we'll be learning about: The role of bread in different cuisines around the world and the causes and consequences of famine.

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 here: <https://www.crownwoodschool.com/page/?title=Year+Group+Pages&pid=42>.

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.”



Dare to DREAM

Determination – Responsibility – Everyone Together – Aspiration & Achievement – Mutual Respect

