

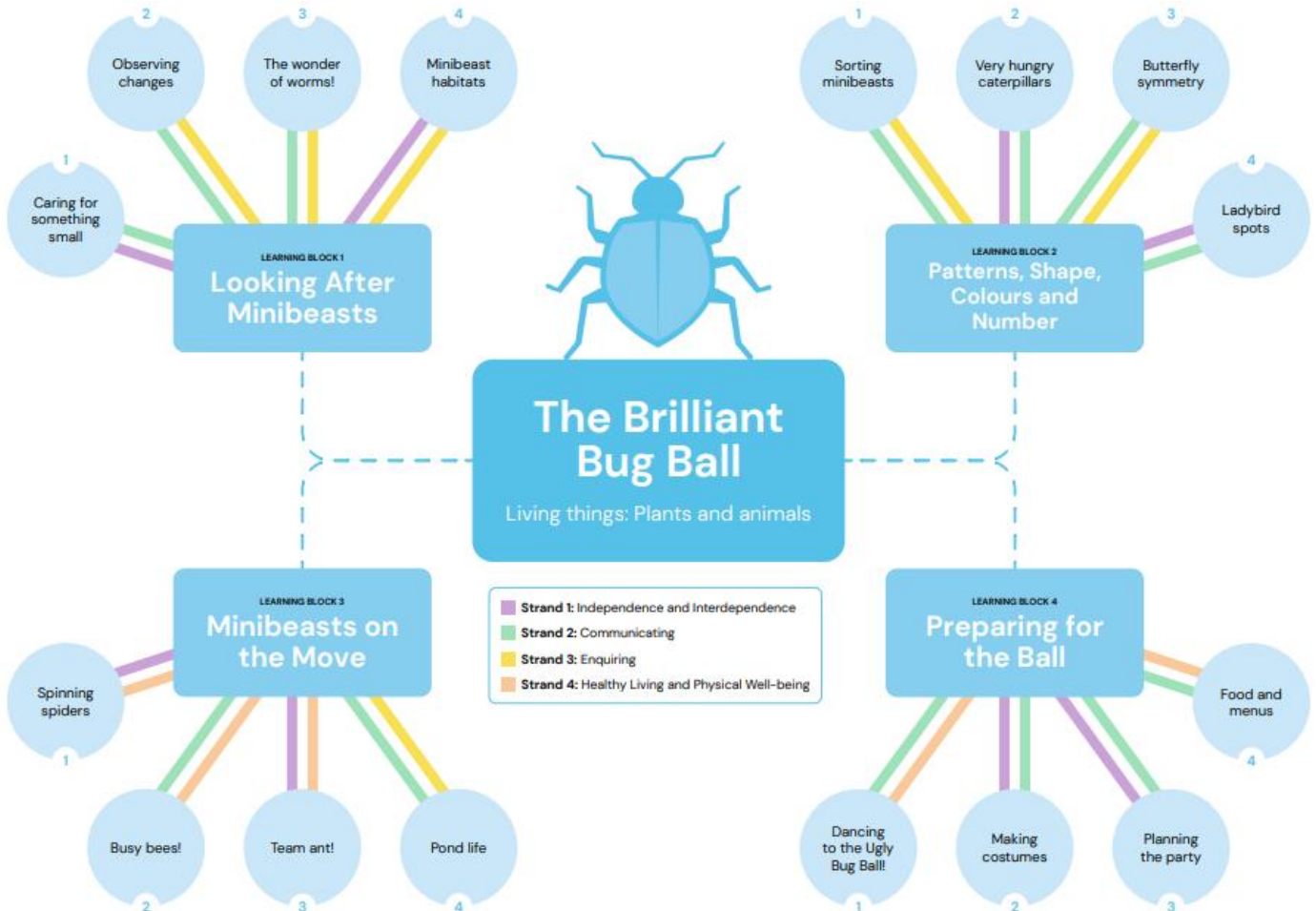


Curriculum News

Summer 2 2024-25

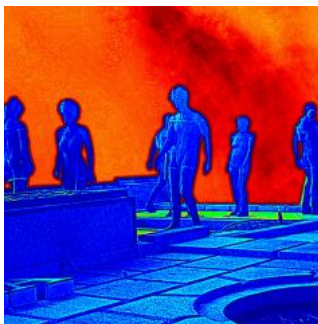
Reception (IEYC) – The Brilliant Bug Ball

We share our space with thousands and thousands of little visitors – minibeasts that live in the soil, under stones, amongst the plants and grass, in the trees and even in our homes. Minibeasts come in lots of different shapes and sizes, from tiny ants and long wiggly worms to beautiful butterflies with brightly-coloured wings. We are going to be exploring minibeasts in our local area and finding out more about what they look like, how they live and how they move about. And who knows – if the minibeasts like us, perhaps they'll invite us to a special party!



Year 1 & 2 (Milepost 1) – Creators & Communicators and Look & Listen

In 'Creators and Communicators', we will be learning about how creating and communicating using technology has evolved throughout history and how we can create and communicate using technology and digital media today. In order to develop our knowledge, skills and understanding of this topic, we will need to be creators, communicators, historians and artists. Do we think that technology always allows us to communicate and create better than without it?



In health and wellbeing, we'll be learning about some of the risks when using technology, how to use technology safely, how to be responsible digital citizens and how to use the Internet safely and who to talk to if we find something unsafe. In ICT & computing, we'll be learning about some different ways we can use technology to be creative and the different technology we can use to communicate with others. In music, we'll be learning about using music to communicate emotions and feelings and how instruments can make different sounds depending on how you use/hit/play them. In history we'll be learning about how digital media and technology have changed over time, the impact that the evolution of technology and digital media has had on people and different present-day ways of communicating using digital media and technology. In art, we'll be learning about what a portrait is and how to draw our own self-portraits, how to provide our own opinions in order to help others to improve their art and how we can use different visuals and technologies to communicate who we are. In International, we'll be learning about: How to

communicate with people in other parts of the world, how technology can help individuals with physical or learning challenges and the differences between places in the world and their use of technology.

Alongside this theme the children will be doing some additional science in 'Look and Listen': Have you ever wondered how you can hear and how you can see? You can hear me talking and you can see me smiling at you. You can hear a plane flying overhead and you can see it crossing the sky. What makes hearing and seeing these possible? We will need to be scientists to find out how sound and light travels.

In **Science**, we'll be learning about: Where sound and light come from; how we can make sounds with our body; what sounds we can make with objects; what happens when sounds enter our ears; how animals use their sense of sight and sound and how we can change sounds. In **Health and Wellbeing** we'll be learning about: Caring for our ears and eyes. In **Technology**, we'll be learning about: How to design and make a drum. In **Music**, we'll be learning about: How to play a drum rhythm. In **International**, we'll be learning about: Languages we hear in our community.

Year 3 & 4 (Milepost 2) – Time & Place, Earth & Space and Year 3 – Music: Notating Pitch

We will be learning about how the Sun that we see on a clear day in the sky is central not only to life on our planet but also in determining how we count time. We will also be looking at how the moon and the stars, which have fascinated man since the beginning of time, contribute to our understanding of time and place. What is the connection between the Sun, moon and stars and how we keep time here on Earth?



We will need to be scientists and geographers in order to find out how the movements of these heavenly bodies in Space determine the way we organise our time here on Earth and how they can help us define our location on the globe. Also, we will be historians, finding out about how man explained the apparent movement of the Sun and moon in the sky and kept track of time in the past.

In **Science**, we'll be learning about: Sources of light; how time relates to the movement of the Earth; investigating to see if light passes through material; how and why shadows change throughout the day; the Sun as a source of light and heat; what causes the seasons and why the moon appears to change shape.

In **Geography**, we'll be learning about: Weather and climate around the world; human activities that need particular climates and terrain; the different lines that divide up globes and maps; how latitude and longitude are used to locate places on a globe or map and time zones. In **History**, we'll be learning about: Myths to explain the Earth, Sun, day and night and how different cultures have developed and used different calendars over time. In **Design, Technology and Innovation**, we'll be learning about: Making and using shadow puppets to tell a story and designing and making perpetual calendars. In **ICT & Computing**, we'll be learning about: Editing templates for specific needs or people and using publishing software. In **International**, we'll be learning about: Festivals associated with the Sun, Moon or seasons of the year and origins of different festivals.

In addition, Year 3 will be doing some additional music in 'Notating Pitch': We will be learning more about the notes that can appear on a staff and how music is written through creating our own musical codes. We will be able to decipher and create our own cryptic messages to lead others to discover the secrets hidden in the musical staff. We will be readers and writers of music and messages using musical notes.

Year 5 & 6 (Milepost 3) – Champions for Change and Art in the Environment



We will be learning about politics and how through voting and the democratic process we can enact change in the world and make a difference to improve our lives and the lives of others. We will need to think with an international perspective as we become historians and designers. What will you do with your vote? Which party or leader would you choose? What issues would get your attention? How could you change things for the better? In **history**, we'll be learning about the birth of democracy in the Athenian system, the women's

suffrage movement throughout the world and what happened throughout history when people were unhappy with their leaders. In **design technology** and **innovation**, we'll be learning about creating and evaluating our own party logos and posters to share a clear message. In **ICT and computing**, we'll be learning about the permanence of information published on the internet and the consequences of irresponsible posting.

In 'Art in the Environment', Year 5 & 6 will be learning about the art you see every day. Art is constantly present around us. Street art is placed in public spaces for everyone to enjoy. We're all familiar with wall paintings, graffiti and sculptures, but we'll also be looking at less common art created out of natural materials that may pop up in public spaces for a short time. Art is created by artists, and we can go to galleries to see it, however street art is brought to you. Do you recognise all the art in your environment? What makes it art?

Sex & Relationships Education (SRE)

We will shortly be teaching the Relationships & Sex Education (RSE) aspect of our curriculum. 'Relationships Education' and 'Health Education' are compulsory for all primary pupils, while 'Sex Education' is non-statutory. Parents have the statutory right to withdraw their child from some or all the sex education aspects, except for those elements on human growth and reproduction which are part of the National Curriculum for Science. If you wish to do this, you should put it in writing and send the letter / e-mail to the school office. We recommend you first discuss any concerns you may have with your child's teacher or the Phase Leader. Many aspects of RSE are taught throughout the year in Science and PSHE lessons, and more generally, in assemblies. Next term we will teach 5 additional lessons from our JIGSAW PSHE scheme. The topics covered and materials used are age appropriate and in-line with government guidance. A letter has been sent home with further information and instructions on how to view the curriculum content and resources we use.

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](#).



Dare to DREAM
Determination – Responsibility – Everyone Together – Aspiration & Achievement – Mutual Respect

