

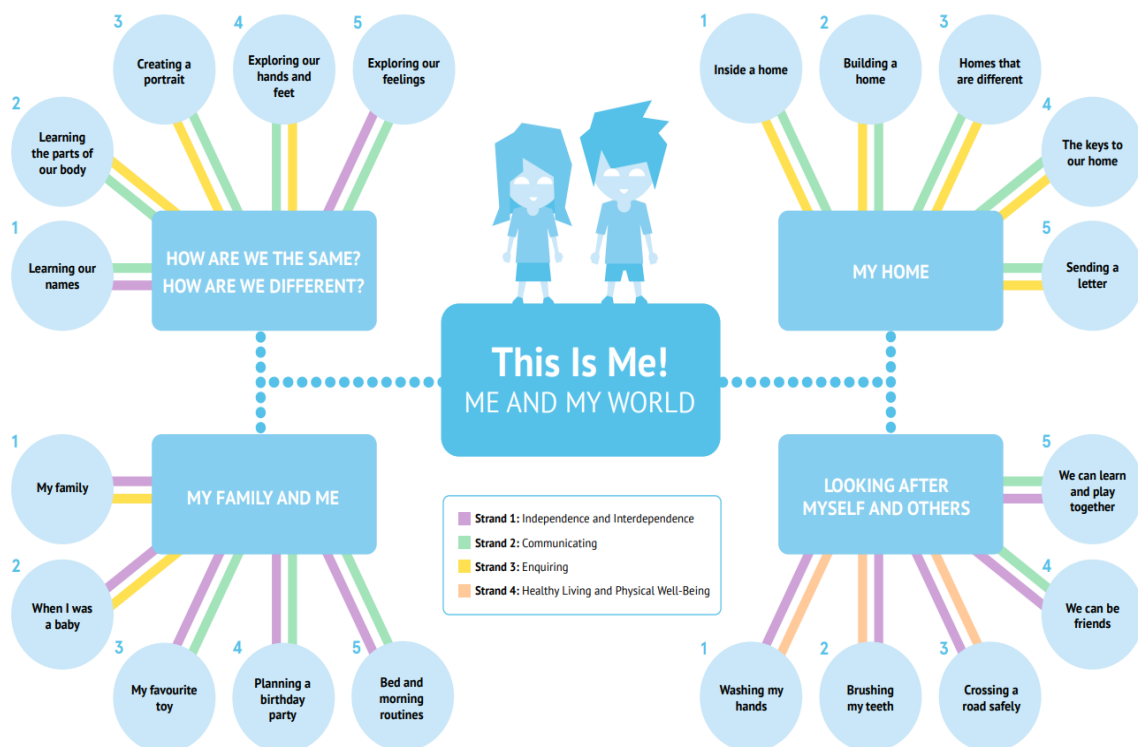


Curriculum News

Autumn 1 2025-26

Reception (IEYC) – This is Me

We learn and play together, supporting one another as we explore and experience new things every day. We have lots in common, but there are also lots of things about ourselves that make us special. Together, we are going to be learning about ourselves and each other and celebrating what we have learned with our families.



Years 1-6 (Mileposts 1-3) - Brainwave



We start every academic year with a 'Brainwave' theme which looks at the art and science of learning. The children will be learning about our brain and how we can use it to learn lots of new and different things every day, enabling us to gain the knowledge, skills and understanding that we will need to become successful now and in the future.

In **Year 1 & 2 (Milepost 1)**, the children will be learning about: The brain; metacognition and how it helps us learn; thinking deeply when we read; using prior knowledge; philosophical thinking; different types of questions; how emotions impact on learning; how different people learn and how being active can help thinking.

In **Year 3 & 4 (Milepost 2)**, the children will learning about: The different types of learning (Knowledge, Skills and Understanding); the importance of practice when learning a skill; the brain and its connection to learning; how we can deepen our learning by making connections across different subjects; what it means to have a growth mindset and how it improves learning; strategies to help us remember new knowledge; how to regulate our emotions and how to use a communication strategy to solve conflict.

In **Year 5 & 6 (Milepost 2)**, the children will learning about: How the brain and nervous system works; how making connections impacts on the brain and learning; strategies that can help us remember things; what it means to have a growth or fixed mindset; how a growth mindset impacts on learning; how our emotions and stress impact on learning; using mindfulness to manage emotions and support learning; how different types of learning are assessed; identifying my own strengths and weaknesses; the power of 'yet'; goal setting; using questions to plan, monitor and reflect on learning; reflexivity and becoming aware of biases that influence our thinking and the 5 whys strategy for examining thinking.

Year 1 & 2 (Milepost 1) – A Day in the Life

We will be learning about many exciting jobs from different places and time periods in order to create our own imaginary community. We will need to be historians, geographers, musicians, designers and citizens of the world! What job would you like to do when you grow up?

In **International**, we'll be learning about: The jobs people do in our school; the jobs that our parents and family do; what family life is like in other countries; using our imagination to invent characters and the process for creating a TV show. In **Geography**, we'll be learning about: The services and buildings in the local area; creating our own street map and using a map to find out information. In **History**, we'll be learning about: The history of television; comparing the past to the present; the original purpose of the soap opera and the reasons why jobs and technology change over time. In **Music**, we'll be learning about: To improvise and create a soundscape for one of our characters; using our voices expressively and creatively in saying chants and rhymes and composing an accompaniment to open our soap opera. In **ICT**, we'll be learning about: Using editing software to create a video clip of the opening sequence to our soap opera. In **Health and Wellbeing**, we'll be learning about: People in our community that help us; the ways in which people stay safe in their jobs and the jobs we might like to do in the future. In **Technology**, we'll be learning about: Using a range of materials to make vehicles for our street map; the importance of uniform in a profession and designing our own and creating an ID card for our future selves in 20 years' time. In **Art**, we'll be learning about: The key features of a portrait and creating a self-portrait using a range of materials.



Year 3 & 4 (Milepost 2) – They Made a Difference

Some people have made such a big difference in the world that their impact on our lives can still be felt today. In this unit we will be learning about people from various walks of life that their ideas or achievements have singled them out from others. Some of them are more famous and recognised than others, but do you think you need to be famous to have an impact on and change the world? What could we do to make a difference? Let's find out!



In **History** we'll be learning about: Rulers or leaders that have made a difference; making a timeline to organise events chronologically; primary and secondary historical sources; personal bias in the account of historical events; scientists who have made a difference and people who are making history. In **International**, we'll be learning about: The difference between "famous people" and "people who are making a difference"; human rights activists; people who inspire us and how we can make a difference through kindness. In **Art**, we'll be learning about: Artists who have contributed to art and society; the art of architecture and how to create a model building inspired by a building that we appreciate. In **Music**, we'll be learning about: Songs that aim to make a difference and performing a song together.

Year 5 & 6 (Milepost 3) - Mission to Mars

What is the next step in human evolution? Could humans, if they needed to, find a new home in our solar system? Mars could be the answer. We need scientists to come on a mission to see if you can help solve the challenges of surviving and thriving on Mars.

In **International**, we'll be learning about: Why humans might one day need to live on another planet; the Outer Space Treaty and new rules for space travel and visiting Mars. In **Geography**, we'll be learning about: The geographical features of Mars. In **Science**, we'll be learning about: The sizes of planets in our solar system; the different lengths of orbits and rotations; the gravitational pull of celestial bodies; options for crewed space missions – Venus or Mars; forces on Mars; conditions for seeds to germinate; plants that could grow on Mars; testing soil acidity and how to test for the presence of life. In **Design, Technology and Innovation**, we'll be learning about: The technology that has been used to explore Mars



Designing and making a robot rover to explore Mars and designing shelters for humans to live on Mars. In **Health and Wellbeing**, we'll be learning about: The challenges of doing everyday tasks in space and coping with mental and emotional challenges on space missions.

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

