



Woodlea Primary School
Teaching & Learning, Curriculum and Assessment Policy

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Teaching and Learning, Curriculum and Assessment Policy – Woodlea Primary School

Aims: This document contains details of the key principles for each subject we teach at Woodlea. The document is intended to be an aide memoir and reference point for teaching staff. It outlines our approaches to teaching and learning, assessment and key curriculum information. There are three main sections to this policy: 1) Principles for Teaching and Learning 2) Assessment 3) Curriculum

Our core Values – Respect, Caring, Resilience and Curiosity – run through everything we do at Woodlea to ensure our children are **Ready for Life**.

More subject details and specifics can **be found in each subject's individual policy**.

1) Principles for Teaching and Learning in all subjects:

- Be interested in the learning yourself and **show this interest and curiosity**.
- **Model being a good learner**
- Every individual lesson should be part of **a sequence of coherent lessons** which have been planned based **on prior learning next steps and curriculum expectations**.
- **SEND and individual needs** should be planned for so these children can access the learning.
- Learning opportunities should be **engaging and interactive**.
- Children are **involved in the learning journey** for their learning in each subject they are taught.
- During the lesson, **links** should be made to other subjects and **previous learning and real life**.
- Each lesson should have a **clear purpose which is communicated** with the children so they understand and can **explain why they are doing what they are doing**.
- If a subject is part of cross-curriculum / integrated theme then it should still be made clear to the children the subject focus of an individual lesson – e.g. *We are Learning about Transport as our topic, but we are being Historians today because... we are going to develop/ apply/ rehearse our ... skills.*
- Each lesson **starts with a recap on previous learning** and reminder of why the lesson is taking place
- **Key vocabulary** should be made explicit in each lesson.
- **Skills and knowledge focus** for each lesson.
- The children should have the **opportunity to evaluate their learning** during the lesson.
- **A clear end to the lesson** should take place which reminds / recaps what they have learnt and what the next steps will be.
- **Use open questioning to challenge and deepen learning and understanding.** (*How do you know? What makes you think that? Can you show me in a different way?*)
- **Feedback – verbal most effective.** All work should be checked by the teacher and given at least a tick response. Follow the school's agreed marking code when marking English and Maths books.
- **Classroom environment** – meet the children's needs. Working walls, child height, child interactive, child involvement, welcoming, uncluttered, resources labelled, children can locate things easily, low stress background (hessian)
- **Classroom organisation** – principles of seating should be clear and based on research based rational to best meet the needs of learners. Kagan principles applied to groupings and talk partner opportunities,
- **Trips and Experiences** should be planned as part of the unit of work to ensure memorability and broadening the understand and experiences of our children.
- **AFL opportunities** should be built into the sequence of learning, it might be you are following the teach, practice, apply approach over a series of lessons and the apply stage would be where assessment takes place, but also AFL should be used to build into the next lesson planning. **Plan for AFL within lessons.**
- **Summative assessment** reporting should be provided at the end of each unit of a foundation subject to the subject leader and put into class assessment folder.

2) Assessment

- We carry out on-going assessment (Formative assessment) and more formal assessment at key points (Summative assessment).
- Formative assessment, or Assessment For Learning (AFL) opportunities, are built into the sequence of learning. AFL is used within a lesson in the form of responsive teaching and used to adapt future teaching. Teachers should plan for AFL opportunities within lessons so they are able to assess knowledge and understanding in key areas.
- Summative assessment is carried out termly at agreed points for core subjects and recorded on our assessment system. Standardised assessments are used termly to inform this assessment so national comparisons can be made.
- For the foundation subjects, assessment is carried out at the end of each unit and recorded on the appropriate assessment forms which are passed to the subject leader and put into class assessment folder.
- Teachers have clear assessment criteria to assess against for each subject.
- Teachers moderate with each other within school and across schools as well as use standardised assessments to ensure accurate and robust assessment.
- National Checks, Tests and Assessments are carried out following the timetables and procedures set out by the DFE in their guidance documents.
- Pupil progress meetings take place termly with the assessment lead to discuss the progress and next steps for each child in the core subjects.
- Parents are informed about the child's progress at least three times a year through parents evening and annual reports. However, informal meetings may take place at other times during the year where a parent or class teacher wishes to discuss a child's learning and progress.
- For further detail refer to the policy

3) [Curriculum](#)

In the following pages, the Intent and key approaches to the teaching of each subject are outlined. More detail will be found in the Policy for each subject. This provides a core guide.

The Curriculum at Woodlea, has been mapped to ensure there are clear sequences of learning which build upon each other. Skills and knowledge are taught alongside each other.

Art

Intent

To enable children to experiment with techniques and inspiration from artists to create their own unique artwork.
To enable children to express themselves through their artwork and for this expression of themselves to be celebrated.

Pedagogy

Our curriculum is designed so that children get development of drawing, painting and sculpture as they progress through the school. Children will spend the first part of a unit researching an artist, the next part practising techniques and the final part creating their own pieces of art reflecting the medium that has been taught. This incorporates learning about specific artists from history.

- Research – 2 lessons.
- Practice – 2 lessons.
- Do – 2 lessons.

Resources

- Resourcing for the subject is supported by PlanBee can be found in the [curriculum](#) folder.
- Art supplies can be found in the basement and additional resources can be found in classroom cupboards.

[Computing](#)

Intent

To enable all children to be responsible **digital citizens** who are confident in **computer science, digital literacy** and **information technology**.

Pedagogy

The work of the NCCE is underpinned by our [12 principles of Computing Pedagogy](#): Lead with concepts; Work together; Get hands-on; Unplug, unpack, repack; Model everything; Foster program comprehension; Create projects; Add variety; Challenge misconceptions; Make concrete; Structure lessons; Read and explore code first.

Resources

- We use teachcomputing.org for planning, resourcing, assessment and mapping of the Computing curriculum.
- We also cover online safety as part of the Computing curriculum but this content is predominantly covered via the PSHE curriculum we provide alongside whole school projects around e-safety.

Design and Technology

Intent

To understand the importance of the research, design, make and evaluate processes

To be inspired by engineers, designers, chefs and architects to enable them to create a range of structures, mechanisms, textiles, electrical systems and food products with a real-life purpose and understanding of the 'audience'.

Pedagogy

Use a clear design process for all units which is followed with clear progression in skills:

- Lesson 1: Design/research
- Lesson 2: Design
- Lesson 3: Make
- Lesson 4: Make
- Lesson 5: Make
- Lesson 6: Evaluate

Resources

- Reference to PlanBee resources in [curriculum folder](#) for planning, activity and resourcing ideas.
- Use the progression of skills document within the curriculum folder to assess children.
- Resources can be found in the basement.

English

Reading

Intent

We **learn to read** so we can **read to learn**

To foster a **love of reading** which empowers all children to **read fluently**, to **comprehend confidently**, and to engage in **independent thought** and study in all subject areas

Pedagogy

We begin '**learning to read**' through the systematic synthetic phonics programme, Phonics Bug Club, whereby children are supported through reading-age appropriate phonically decodable books. Comprehension is introduced from Reception through our 'Storytime' sessions to enable '**reading to learn**', which includes the skills of *predicting, clarifying, questioning, and summarising* within reading-age matched, or thematically-challenging texts.

Reading structures at Woodlea:

We use a range of reading lessons or occasions to enable "learning to read" & "reading to learn" opportunities.

1) Whole-class Reading sessions

- These happen daily in all year groups
- EYFS & Year 1, in our Learn to Read approach, Phonics is taught to all children in this daily session. Children who fall behind are offered keep-up and catch-up intervention. Texts are challenging and engaging; we aim to develop decoding fluency and prosody, as well as comprehension skills such as inference and prediction, throughout the whole-class teaching of reading.

- In our Read to Learn approach, lessons are discussion-based with written responses offered multiple times a week in Reading Journals. Books in these sessions are called the Whole Class Reading Books.
- Whole class reading books can be found in individual classrooms.

2) Guided Reading Sessions

- Groups sessions take place daily
- Use high quality texts – Guided Reading Books
- In EYFS and KSI they read the book 3 times in school and then take the book home at the end of the week..
- In KS2, the Guided Reading Books are taken home daily These books are called Guided Reading Books in both of our reading approaches.
- In our Learn to Read approach, these texts offer fidelity to the Bug Club Phonics. Children are regularly assessed using Phonics Tracker and are provided with a book that matches their reading/phonics attainment.
- In our Read to Learn approach, children read in a group and then take home a small group text matched to their reading band, which is assessed based on children's accuracy, fluency, and comprehension. These books are banded using a combination of Lexile Scoring and ATOS scores. Across the school, we ensure that an adult reads with each child at least once a week in small group. Children are also given comprehension questions for homework which is completed in their Reading Records.

3) Wider Reading

- In addition to the Guided Reading Book, children are encouraged to choose a text that interested and excites them which can be read independently or with help from an adult from our class or school libraries. All children have timetabled access to the school library each week.

4) Storytime

- Every day in Key Stage 1, the teacher uses a Storytime text to model fluency, enjoyment and interest in a range of different styles of writing and types of text the end of the school day to develop their vocabulary and to expose them to high quality and challenging texts. These texts are often above the level that children can read independently.
- In EYFS, books are selected from a special story time book basket and, in Key Stage 1 & 2, key texts are selected to complement the topic learning or our school values.

Resources

- Guided Reading books are found in the library or in the adjacent cupboard.
- The banding and list of books can be found [here](#) in the curriculum folder.
- Books for pleasure are available in the classrooms and in the Library.

Implement - Learn to Read -

- **Phonics Lessons**
 - Follow a specific four-part lesson structure and teaching sequence (review, teach, practise, apply) which promotes independence, resilience and success in all our learners.
 - Ensure that all phonics teaching is delivered with pace and passion.
 - Include an active element to all lessons that ensures participation for all learners.
 - Teach Phonics in small groups for our lowest 20%
- **Reading Groups**
 - Intelligent practice – teaching, not just listening to readers.
 - Children use the same book for all three sessions
 - Book then sent home for the weekend.

- **Reading Diet**
 - 100% decodable books in phonics lessons so that children can directly apply their new knowledge and phonic skills at an appropriate level. (We use books from Bug Club Phonics).
 - Challenging texts for whole-class reading to be tackled through collaborative learning.
 - Storytime texts based on school values
 - Poems to learn by heart

Implement - Reading to Learn:-

- **Reciprocal Reading Pedagogy**
 - **Triggering Prior Knowledge**
 - Summarising prior learning/concepts
 - **Predict**
 - Enabling the reader to anticipate what will come next in the text, based on:
 - Prior knowledge
 - Structure of the text
 - Content of the text
 - What has been read previously
 - **Read**
 - Children read independently at their own pace.
 - Silently or to themselves
 - Teachers **can** hear an individual read-aloud
 - Reading **can** be done as a whole class
 - **Clarify**
 - Clarifying enables the learner to deal with difficulties of:
 - Unfamiliar vocabulary – words/phrases
 - New or challenging concepts
 - Where meaning is lost
 - Best clarification comes from the children – some words seem obvious to teachers but that is irrelevant for a child to whom it is not obvious!
 - **Question**
 - Asks questions about the text that they have just read
 - Leader should invite different ideas and suggestions to questions
 - **Summarise**
 - Summary identifies main or most important point in the section read
 - Gives indication of reader's understanding
 - Encourages the reader to sift main ideas in own words
 - Sets up prediction for next section
 - **Comprehension questions**
 - This is where the learning objective comes from after a number of reading cycles. These questions are based on a range of reading skills. These questions should use the APE approach.
- **Accurate assessment**
 - Reading with teacher
 - Rising Stars (Comprehension)
 - Reading Ages (Word Reading)
 - PM Benchmark (Fluency & Accuracy)
- **Reading Diet**
 - Reading-attainment matched texts (Individual Reading)
 - Whole class reading texts (Broad and Balanced)
 - Storytime texts (School Values/Topics)
 - Wider-reading texts (Enjoyment)

See Reading Policy for further detailed guidance on the Reading structures and reading lesson guidance.

Writing

Intent

To enable all children to develop a repertoire of knowledge and toolkits of skills in order to write both creatively and academically for a range of audiences and purposes through a variety of text types and genres.

Pedagogy

- We use the principles of Talk for Writing to deliver writing at Woodlea.
- The Talk for Writing approach enables children to read and write independently for a variety of audiences and purposes within different subjects. A key feature is that children internalise the language structures needed to write through 'talking the text', as well as close reading. The approach moves from dependence towards independence, with the teacher using shared and guided teaching to develop the ability in children to write creatively and powerfully.
- We underpin our English work by establishing a core reading spine of quality fiction, poetry and non-fiction that all children experience and draw upon. Imaginative units of work have been developed to create a whole-school plan that is reviewed over the years, is well-resourced and documented to release teachers from planning and preparation so that they can focus on adapting their teaching for children's learning.
- The structure for TFW: Cold task, Imitation phase, Innovation phase and Independent application.

Our Woodlea structure for a Fiction Unit of work is below:

Woodlea Fiction Planning Overview					
	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 <i>Imitation</i>	Cold Write	Short Burst Poetry	Short Burst Writing (Drama)	Hook	Text Map
Week 2 <i>Imitation</i>	Short Burst Writing (Grammar/Punctuation)	Short Burst Writing (Grammar/Punctuation)	Read as a reader	Read as a writer	Boxing Up
Week 3 <i>Innovation</i>	Shared Write	Shared Write	Shared Write	Shared Write	Shared Write
Week 4 <i>Independent</i>	Independent Writing - Planning	Independent Writing	Independent Writing	Independent Writing	Independent Writing

Our Woodlea structure for a Non - Fiction Unit of work is below:

Woodlea Non-Fiction Planning Overview					
	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Cold Write	Text Toolkit/Read as a Writer	Shared Write/SBW	Shared Write/SBW	Shared Write/SBW

Week 2	Box up/Plan	Independent	Independent	Independent	Independent
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Resources

- Planning and genre mapping can be found on our [curriculum folder](#).
- TfW books explaining fiction and non-fiction process are available within school.

To support **Spelling and Grammar & Punctuation teaching**, teachers have access to No Nonsense Spelling and Grammar. These resources can be found [here](#) in the curriculum folder.

- NNS Grammar and Punctuation can be used within the short burst writing part of the TfW unit of work.
- Spelling should be taught discretely and practised throughout the week. Children have an opportunity to practise as part of their cycle in Guided Reading.

Handwriting will be taught discretely in KS1 using the agreed cursive writing template which you can find [here](#). Interventions will be set up in KS2 if continued work is needed.

French

Intent

Through our PlanIt French scheme, we intend to inspire pupils to develop a love of languages and to expand their horizons to other countries, cultures and people. We aim to help children grow into curious, confident and reflective language learners and to provide them with a foundation that will equip them for further language studies

Pedagogy

French has been designed with non-specialists in mind: it will help to scaffold your languages curriculum and make teaching and learning French an easy, fun experience for pupils and teachers alike.

- A linear approach. The units are written to be taught in a linear fashion, beginning in Year 3 and following through to Year 6.
- Building on prior learning. Language points already taught are referenced, reinforced and recapped while you build new knowledge and skills.
- A clear progression. The National Curriculum languages aims are covered in progressive difficulty, gradually leading to more demanding expectations from Year 3 to Year 6.

In Lower KS2, children acquire basic skills and understanding of French with a strong emphasis placed on developing their Speaking and Listening skills. These will be embedded and further developed in Upper KS2, alongside Reading and Writing, gradually progressing onto more complex language concepts and greater learner autonomy.

Resources

- Resources which are supplied by Twinkl are available in the [curriculum folder](#).

Geography

Intent

To enable all children to develop secure geographical knowledge and understanding of place, location and the human and physical geography of the world. Children will develop an understanding of the impact of human processes on the environment and the need to respect the world that they live in. They will gain a sense of their place in the world and an understanding of how the earth's features are interconnected and change over time.

Pedagogy

- A question-based approach where geography is taught termly, focusing on the skills and knowledge stated in the National Curriculum programmes of study.
- Carefully planned topics will ensure sequential progression and coverage of the skills and knowledge needed with teachers planning engaging and inspiring lessons.
- Questions will be used as lesson drivers to help children make observations, connections and comparisons about what they see, learn and understand.
- Children will carry out field work where appropriate

Resources

- Reference to PlanBee resources in [curriculum folder](#) for planning, activity and resourcing ideas.
- Use the progression of skills document within the curriculum folder to assess children.
- Maps/globes are present in every classroom.

History

Intent

To enable all children to use a range of historical enquiry to develop their knowledge and understanding of both people and events in the past, in Britain and abroad. They will understand the chronology of British history alongside that of the wider world by investigating the cause and effect of historical events. This will inspire a lifelong curiosity in children about the past.

Pedagogy

- A question- based approach where history is taught termly, focusing on both the knowledge and skills stated in the National Curriculum Programmes of study.
- Carefully planned topics and will ensure progression and coverage of the skills and knowledge needed with teachers planning engaging lessons to inspire curiosity.
- Questions will be used as lesson drivers and allow the children to weigh evidence, scrutinise arguments, make connections and develop their critical thinking, which will in turn enable them to form their own judgements.
- Educational visits and visitors will be incorporated into the learning to enhance and widen children's learning experiences and opportunities.

Resources

- A range of historical resources and artefacts will be used to gather evidence, make comparisons and build knowledge of the past.
- Artefact boxes/resources are available in the loft.
- Reference to PlanBee resources in [curriculum folder](#) for planning, activity and resourcing ideas.
- Use the progression of skills document within the curriculum folder to assess children.
- A progressive timeline will be in every child's book to support chronological concept and remind children of previous learning.

Maths

Intent

Children leave Woodlea with a secure knowledge of mathematical concepts and confidence to approach problem solving situations. We prepare them for secondary school with the mathematical foundation they need to be successful, and we prepare them for life through problem solving – a multi-faceted area which goes far beyond just the core mathematics, but logical reasoning and observing different perspectives of situations.

Pedagogy

We use the Mastery approach to Mathematics at Woodlea. This means that:

- The whole class moves through content at the same pace.
- It gives pupils time to think deeply about maths.
- Builds self-confidence in learners.
- Differentiates through depth rather than acceleration.
- Use of concrete, pictorial and abstract representations of problems.
- Same-day Intervention.

Resources

- We use resources from the White Rose website (login required) to facilitate our Mastery curriculum. If downloaded, all resources can be found in the [curriculum](#) folder. Concrete resources are found in every classroom and some can be found in the attic.
- To facilitate times tables development, we use [TTRockstars](#). Teachers follow a termly guide to follow to ensure coverage of times tables learning. This can be found [here](#).
- There are also daily sessions of 'Mastering Number' in Reception – Y2, a 10-minute session of number work.

Music

Intent

At Woodlea, we aim to make music enjoyable for everyone and nurture children's talent and enthusiasm. Through lessons, assemblies and performances, pupils will be able to express themselves, deepen their levels of creativity and increase their self-confidence.

Pedagogy

Music Express is a complete and holistic music scheme for primary class teachers. It offers a broad, deep, meaningful and practical experience for musically rich teaching and learning, in line with the statutory National Curriculum for KS1 and KS2. The scheme also mirrors and covers the intentions of the new, non-statutory Model Music Curriculum (MMC).

The scheme is carefully planned around a framework of spiral learning, and ambitious yet appropriate progression ensures that potential is continually developed, enriched and reinforced. Everything needed to deliver engaging lessons is provided: planning and assessment materials, recordings, videos, displays, step by-step teaching notes, technology advice are all part of the resource and suggested adaptations for children with SEND are available in the teaching notes.

Resources

- Teachers will need a login to access Music Express. Speak to the Trust IT department who can set you up an account.
- Instruments can be found in the music room located on the top floor in the main building.

Outdoor Curriculum

Intent

To ensure high-quality regular provision through our Outdoor Learning curriculum. To provide young people with experiences that promote personal development and well-being. To equip our pupils with practical life skills.

Pedagogy

There are 5 domains which the children will be covering as part of the curriculum, but these domains are just the vehicle to deliver our Outdoor learning. What they will gain from doing our outdoor curriculum, are not only practical skills, but life skills such as resilience, teamwork, independence, problem solving and risk assessing. It is these life skills that the children will be reflecting upon and will then transfer and use in other areas of the curriculum and their lives.

Different schemes for each Key Stage; In KS1, this will be known as our Acorn Curriculum. In KS2, this will be known as our Oak Curriculum.

Children will not necessary be limited to one curriculum or the other, it will be down to their own level of skill and competency, assessed by a member of staff, if they can do an activity from a different curriculum.

There are 5 domains to our curriculum. They are:

- Creative – artistic and craft skills being using natural materials.
- Environmental – looking after and learning about our school and wider environment
- Outdoor + - Pure outdoor skills such as fire building, cutting with saws and putting up tents
- Pioneering - using knowledge of knots and construction to build gadgets and structures.
- Orienteering and Communication- using different ways to communicate and navigate (without digital technology).

The lessons follow the following structure:

Plan	Dress in appropriate clothing and gather equipment needed. Risk assess activity that they have chosen to do.
Do	Go and do the activity!
Review	Reflect upon the skills they have used. Tidy and clear up the area and themselves.

Resources

- The outdoor curriculum can be found in the [curriculum folder](#) for planning, activity and resourcing ideas.
- An Outdoor curriculum shed is situated near the outdoor classroom. This will contain resources such as the lesson cards, dangerous equipment and other tools. This must remain locked. Other resources are available in black containers.
- With outdoor learning, **there is always going to be a level of risk. This does not mean we rule out any activities, but we risk assess to reduce the amount of risk as much as possible.**
- Teachers must risk assess the activities before completing them. Children will be taught to risk assess as well as part of the learning.
- Children will be assessed by the teacher as to whether they have completed the activity fully. Children will not be awarded a pass for attempting and trying hard, they must use perseverance to fully complete an activity before it is signed off by the teacher. This will be recorded in an individual logbook.

P.E

Intent

To ensure children become life-long active people through inclusive P.E. Children will develop key learning behaviours essential for physical health and sport. Children will develop fundamental movements which allow them to access sports and fitness opportunities.

Pedagogy

- We use REAL P.E to facilitate our curriculum and allow them to develop as Physical learners.
- There are two key strands to this curriculum which develop the children:
- Skills – Personal, Social, Applying Physical, Cognitive, Creative and Health & Fitness.
- Fundamental Movements – Agility, Balance, Coordination
- Each skill is covered over the course of a half term.
- The fundamental movements are covered in a progressing manner throughout the year groups.
- A lesson is broken up into 4 sections: Warm Up, Skill Development, Application of skill, Review.

Resources

- Access to the REAL P.E curriculum is available on their [website](#). Logins are obtainable from the subject co-ordinator/SLT.
- Cards to support the lesson are available in pink folders found in classrooms.
- When children get into Year 6, they move from the REAL P.E curriculum to doing sports which match up with the skills and fundamental movements of the REAL P.E curriculum.
- P.E resources are available in the cupboard in the hall or in the shed located behind the rear of the hall near the playground.

PSHE & RSE

Intent

To be able to:

- Give pupils the knowledge and develop the self-esteem, confidence, and self-awareness to make informed choices and decisions.
- Encourage and support the development of social skills and social awareness.
- Enable pupils to make sense of their own personal and social experiences.
- Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle.
- Enable effective interpersonal relationships and develop a caring attitude towards others.
- Encourage a caring attitude towards and responsibility for the environment.
- Help our pupils understand and manage their feelings, build resilience and be independent, curious problem solvers.
- Understand how society works and the laws, rights and responsibilities involved.

Pedagogy

At Woodlea Primary School we use SCARF, a comprehensive scheme of work for PSHE and Wellbeing education.

- One lesson a week for 30-40 minutes.
- Recording of class's learning is put into a class book with their comments, conversations and insights.

The SCARF programme divides the year into 6 themed units:

- Me and My Relationships: includes content on feelings, emotions, conflict resolution and friendships;
- Valuing Difference: a focus on respectful relationships and British values;
- Keeping Myself Safe: looking at keeping ourselves healthy and safe
- Rights and Responsibilities: learning about money, living the wider world and the environment;
- Being My Best: developing skills in keeping healthy, developing a growth mindset (resilience), goal-setting and achievement;
- Growing and Changing: finding out about the human body, the changes that take place from birth to old age and being safe.

Only non-statutory lesson is in Year 6 on 'Making babies'. Parents will be notified about that lesson in advance. This is the only lesson a pupil may be withdrawn from at the parent's request.

Any highlighted green lessons on the mapping are lessons teachers will want to notify parents in advance due to the content as a courtesy.

Resources

We use SCARF to provide our curriculum for PSHE and RSE, which has been specifically tailored for Woodlea. Mapping can be found on their [website](#) under Woodlea PSHE or in the [curriculum folder](#). Resources are all on the website.

R.E

Intent

To enable pupils to:

- demonstrate an appreciation of the nature of religion and belief and the important contribution of religious and spiritual insights and values to the individual's search for meaning in life, whilst acknowledging that this may also come from a non-religious perspective
- develop knowledge and understanding of Christianity, and of the other principal religions and beliefs represented in Great Britain, both through their history and their contemporary diverse expressions
- develop interest in and enthusiasm for the study of religion & beliefs and enhance their own spiritual, moral, social and cultural development
- develop the ability to make reasoned, informed and creative responses to religious and moral issues
- recognise the influence of beliefs, values and traditions on the individual, on culture and on communities throughout the world

Pedagogy

- Follow the SACRE but tailored lessons to Woodlea.
- Lessons are weekly 40 minute lessons. General structure of a lesson is 10 minutes of enquiry, 10 minutes teacher-led input, 20 minutes discussion/questions/research/reflection.
- Thoughts, ideas and comments recorded in class books which are to be passed on to next class at the end of the year.

Resources

- Curriculum resources and mapping can be found on the [curriculum folder](#) and on the [SACRE](#) website.

Science

Intent:

- To provide the foundations for understanding the world through the specific disciplines of biology, chemistry and physics
- To build up a body of key foundational knowledge, concepts and vocabulary alongside strong enquiry skills
- To value the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena

Pedagogy

- Focus on providing an excellent balance of subject knowledge and understanding, whilst also developing science enquiry skills which enables children to 'Work Scientifically'. Frequently provide pupils with opportunities to engage in practical enquiry and learn through out of classroom contexts
- Link classroom science to the real world context
- Enquiry and knowledge and understanding are explicitly referenced in lessons. The use of 8 types of enquiry and enquiry skills are taught to ensure children understand all that is involved in the scientific process.

Scientific Enquiry Type

- Identifying, grouping and classifying things (noticing similarities and differences)
- Observing changes over time
- Observing closely
- Noticing patterns (can be simple tests in KSI)
- Researching (finding things out using secondary sources of information)
- Modelling
- Comparative testing (can be simple tests in KSI)
- Fair testing

Enquiry Skills

- Ask questions
- Make predictions
- Decide how to carry out an enquiry
- Collect information - measure, observe, research
- Record
- Analyse - compare, classify, make conclusions, evaluate
- Communicate scientifically

Understand the science community – now and in the past

Resources

- Supporting resources from PlanBee for the science curriculum are found in the [curriculum folder](#), along with recommended experiments.
- Resources can be found in the attic for experiments and practical demos.