



- Our Vision: Collectively, we provide a centre of learning excellence based on positive relationships which ignite a curiosity about the world and a passion to succeed.
- Our Values: Ethical leadership; Inclusion; Excellent Communication; Endless Ambition; Strong Relationships; Belief in Success
- Our Motto: Igniting curiosity | Shaping futures

Each school is unique, each serving a community with a unique set of characteristics. As a result, it is only right that schools should tailor their curriculums accordingly, in order to meet the needs of their children. At Woodhall, we have reflected upon what should drive our curriculum, drawing upon what our children need most in order to become educated citizens.

Our curriculum aims to support children who attend our school by:

- Widening their **KNOWLEDGE of the WORLD** because we believe children should have a wonderment and interest locally, nationally and internationally
- Increasing their subject **VOCABULARY** because words convey meaning; this increases their knowledge and understanding
- Developing their **CURIOSITY and ASPIRATIONS** because these are essential components that engage and connect children with the curriculum
- Enhancing **CRITICAL** thinking skills because successful learners compare, analyse, sift, sort and ask perceptive questions
- Encouraging **ORACY** skills and abilities because as we know words empower children to make sense of the world around them, put their emotions into words, socialise with people, imagine and wonder.

At its heart, our curriculum has been designed to enable children to respond proactively and positively to the challenges they may face.

NEW to 2020

This Year our Curriculum has been designed a little bit differently. Below are the fundamental principles that underpin our Curriculum and the way we teach our children.

Retrieval practice



REMEMBERING

Spaced practice



RETURNING

Elaboration



CONNECTING
AND ADDING

Interleaving



SWAPPING
BETWEEN CONCEPTS

Strategic long-term plans have been created so that subject coverage is planned sequentially and with a clear rationale for making connections with prior learning, therefore learning is blended and refined.

Blended means combining learning from different year groups under the same concept. For example, Plants in Year 1 and Year 2 is the concept, but elements from each year group may be combined. Our aim is to build upon children’s foundational knowledge and strengthen their cognitive connections within the long-term memory.

Refined means reduced content, focusing on the essential knowledge therefore not overloading the working memory.

SCIENCE National Curriculum Expectations Year 3	Autumn	Spring	Summer
Plants <ul style="list-style-type: none"> Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers explain the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant Investigate the way in which seeds in the environment survive, germinate and grow explain the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal 			introduce
Animals, including humans <ul style="list-style-type: none"> Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat Identify that humans and some other animals have skeletons and muscles for support, protection and movement 	introduce		
Soils <ul style="list-style-type: none"> compare and group together different kinds of soils on the basis of their appearance and simple physical properties Describe in simple terms how soils are formed (e.g. things that have lived and tapered with) rock recognise that soil is made from rocks and organic matter 	introduce		
Light <ul style="list-style-type: none"> recognise that they need light in order to see things and that dark is the absence of light notice that light is reflected from surfaces recognise that light from the sun can be dangerous and that there are ways to protect their eyes recognise that shadows are formed when the light from a light source is blocked by an opaque object find patterns in a way that the size of shadows change 		introduce	
Force and magnets <ul style="list-style-type: none"> compare how things move on different surfaces notice that some forces need contact between two objects, but magnets (force) can act at a distance observe how magnets attract or repel each other and attract some materials and not others compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and classify some magnetic materials describe magnets as having two poles 			introduce

We now **interleave subjects**. This means that relevant subjects are positioned to support and enhance learning so that pupils **retrieve and transfer knowledge**. For example **Stone Age learning is enhanced through the contextual study of prehistoric art**.

28/9	Languages <ul style="list-style-type: none"> Introductions in French – Puppets Kapow Y3
5/10	Science <ul style="list-style-type: none"> Builds on animals, including humans and living things Introduce Animals, including humans
12/10	History <ul style="list-style-type: none"> Introduce Stone Age Unity Y3
19/10	Art <ul style="list-style-type: none"> Introduce Prehistoric art Kapow Y3
26/10	Half Term

Curriculum maps can be found on your year group page.

Subjects positioned individually

BIG QUESTIONS???

At the start of each lesson our children are presented with a big question. E.g. *how did the fire of London start?* We then explore that question in depth. Look out on Class Dojo for a list of big questions that we will be asking your child/children throughout the unit.

Vocabulary

During each unit we support children to decode, define, apply, link and analyse unfamiliar words to help develop their language acquisition (the learning or developing of a skill). The quality of parent-child interactions therefore is one of the biggest factors influencing vocabulary, so keep those rich discussions going at home.

In January your class teacher will send home a list of key vocabulary (an example is below) for you to discuss and revise at home.

Year 2: The Great Fire of London

Academic and elaborative vocabulary (Tier 2)

extinguished	to put out	destroyed	break something up
raged	out of control	possessions	something you own
fled	run away	flammable	easy to burn
doused	pour liquid over	busting	busy
engulfed	surround something	ineffective	not doing what you want it to

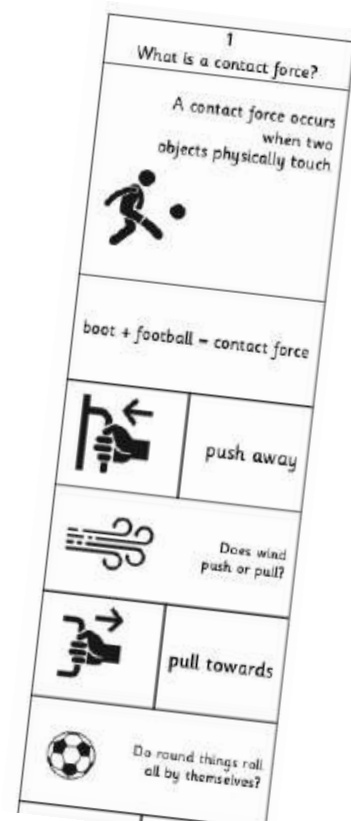
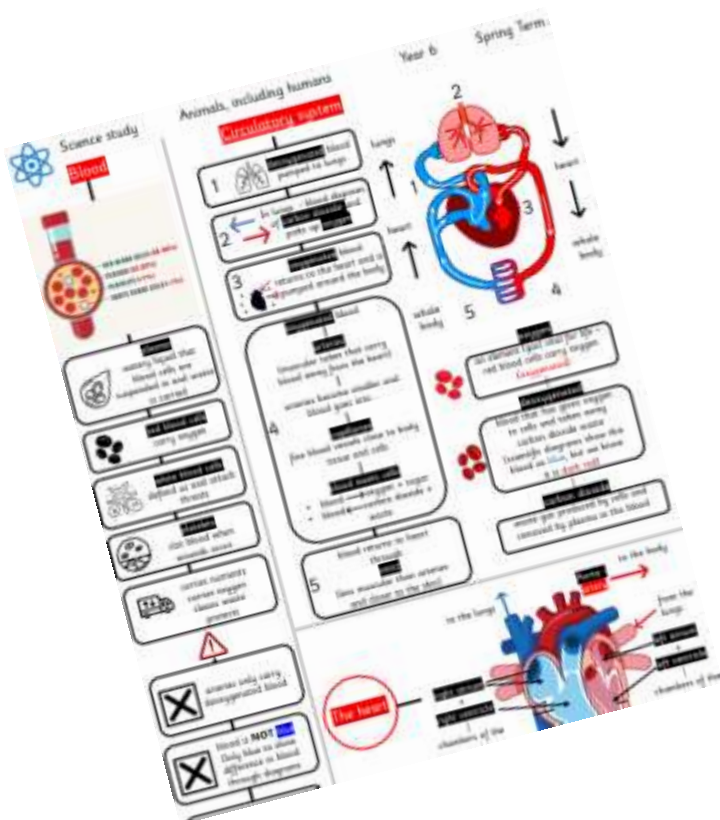
Vocabulary can be usefully divided into 3 tiers:

Tier 1 – high frequency in spoken language (table, slowly, write, horrible)

Tier 2 – high frequency in written texts (gregarious, beneficial, required, maintain)

Tier 3 – subject specific, academic language (osmosis, trigonometry, onomatopoeia).

Knowledge strips and knowledge organisers:



These are present in children's book at the beginning of a unit. Essential knowledge and vocabulary is communicated and kept in one place to avoid overloading children. Important vocabulary, such as Tier 3, is highlighted.

These are present in children's books during each lesson.

- Knowledge notes directly support teaching headlines and pupil tasks.
- Reduces the load on the working memory as all essential information is kept in one place.
- Vocabulary is clearly communicated and knowledge is supported by icons to improve acquisition.

Cumulative Quizzing

 **socrative**

Year 2 Events beyond living memory

Name _____
Date _____
Score _____

1. When was the Great Fire?
 A September 1665.
 B September 1666.
 C September 1667.



2. The Great Fire of 1666 raged through the city of _____.
 A Edinburgh.
 B Cardiff.
 C London.
 D Belfast.

3. In 1666, London was a clean and tidy city.
 T True
 F False

Throughout the unit of work teachers assesses student retention through cumulative quizzes.

Each lesson begins with a question that covers content previously taught. The lesson then ends with a new question which requires children to apply what they have just learnt in that lesson.

By returning, connecting and adding content it supports our children when recalling key facts, embedding them in their long term memory.