

For detailed Curriculum Maps for each class, see [Curriculum Maps](#) .

The National Curriculum for Reception

In Reception, we follow the Early Years Statutory Framework for the Early Years Foundation Stage, published in March 2014 by the DfES. This Framework specifies the requirement for learning and development in the Early Years and provides specific areas of learning we must cover in our curriculum. These areas are:

1. Personal, Social and Emotional Development
2. Physical Development
3. Communication and Language development
4. Literacy
5. Mathematics
6. Understanding the World
7. Expressive Arts and Design

For more information on our Reception curriculum, we have attached the following pdfs with greater detail, as well as information about our ethos, our environment and how we involve you as parents and carers.

[Reception Curriculum Information](#)

[Reception Continuous Provision](#)

The National Curriculum for Years 1-6

The National Curriculum in England is currently in a process of transition. At Woodlands Primary School we are currently following the timetable for transition, between the National Curriculum (2000) and the National Curriculum (2014), as set out by the Department of Education. To view the timetable for transition between curriculums please click on the link below:

[Curriculum Transition Timetable](#)

From September 2013, the school has adopted and taught programmes of study set out in the National Curriculum (2014) for Foundation subjects: (Art & Design, Design Technology, Computing (formerly known as Information Technology), Music, History, Geography and Physical Education.

To make the aims and objectives of the 2014 Curriculum clearer to children, parents and staff we have created the following 'Aims and Objectives' document. This can be read by clicking on the link below:

[Foundation subjects 'Aims and Objectives' National Curriculum 2014](#)

The Curriculum Maps below set out learning 'content' across Key Stage 1 (5-7) and Key Stage 2 (7-11). Curriculum content is covered during a key stage or in specific year groups.

[Foundation subjects Curriculum Map KS1 \(Ages 5-7\)](#)

[Foundation subjects Curriculum Map KS2 \(Ages 7-11\)](#)

From September 2014 children in Year 1, Year 3, Year 4 and Year 5 will follow and be taught programmes of study from the 2014 National Curriculum in English, Mathematics and Science. Children in Year 2 and Year 6 will still follow and be taught programmes of study from the existing National Curriculum (2000) until the end of the academic year 2015. From September 2015, they will follow and be taught programmes of study from the National Curriculum 2014.

Again to make the aims and objectives for the 2014 Curriculum clearer, we have created an 'Aims and Objectives' document for English, Mathematics and Science. To read the aims and objectives for English, Mathematics and Science, please click on the link below:

[English, Mathematics and Science 'Aims and Objectives' National Curriculum 2014](#)

To make curriculum 'content' and specific information about how the curriculum is organised at Woodlands Primary for English, Maths and Science clearer, we have created the curriculum maps below which provide a useful overview across both Key Stage 1 (5-7) and Key Stage 2 (7-11)

[English, Maths and Science Curriculum Map KS1 \(Ages 5-7\)](#)

[English, Maths and Science Curriculum Map KS2 \(Ages 7-11\)](#)

To read the full programmes of study, for individual year groups and key stages, published by the Department of Education, for both the National Curriculum (2000) and the National Curriculum (2014), please click upon the links below:

[English Programme of Study 2014](#)

[Mathematics Programme of Study 2014](#)

[Science Programme of Study 2014](#)

[English Programme of Study 2000](#)

[Mathematics Programme of Study 2000](#)

To read a guide for parents to the new national curriculum 2014 please click the link below.

[A guide for parents to the new national curriculum 2014](#)

To read the 2014 Curriculum in its entirety please click upon the link below:

[National Curriculum 2014](#)

Assessing Pupil Progress

National Curriculum Levels, linked to the National Curriculum 2000, will continue to describe progress and outcomes for children in Year 2 and Year 6 for the academic year 2014-15. The table within the pdf below shows the range of expected outcomes for children in Year 2 and Year 6. A full description of each attainment level for Reading, Writing, Mathematics and Science can be found within the Curriculum 2000 programmes of study above.

[Describing Attainment and Progress Curriculum 2000: Years 2 and 6](#)

From September 2014 attainment and progress for primary age children in Years 1, 3, 4 and 5 is no longer described using national curriculum levels. This will also be the case for Year 2 and Year 6 pupils from September 2015. At Woodlands Primary school, your child's progress, within the National Curriculum 2014, will be described through a number of Stages; from Stage 1 to Stage 6. Each 'Stage' describes progress in each year group: Stage 1: Year 1, Stage 2: year 2 etc. Progress through a Stage is described via five progress milestones: 'Emerging' 'Developing' 'Expected' 'Exceeding' or 'Exceeding'.

- Progress for children well below end of year expectations will be described as 'Emerging'.
- Progress for children beginning to develop end of year expectations will be described as 'Developing'.
- Progress for children meeting end of year expectations will be described as 'Meeting'.
- Progress for children exceeding end of year expectations will be described as 'Exceeding'.
- Progress for children exceeding end of year expectations by over a year will be described as 'Excelling'.

The table within the pdf below shows the rate of progress for a child achieving in line with new national expectations. Not all children progress at the same rate and therefore this is seen as a guide for parents and teachers in tracking each child's progress.

[Describing Attainment and Progress Curriculum 2014: Years 1, 3, 4, and 5](#)

Enhancing this curriculum, throughout the course of each school year, are regular field excursions and residential trips to museums, local attractions and places of interest such as Stonehenge, The Salisbury Museum and the Natural History Museum. Children in Year 6 attend a residential trip to the Kingswood Outdoor Adventure Centre on the Isle of Wight.

Spiritual, Moral, Social and Cultural Education & British Values

At Woodlands Primary school we recognise that spiritual, moral, social and cultural education begins with our obligations under the 2002 Education Act; the 2011 Children's Act and 2010 Equalities Act to promote equality and safeguard the welfare of children. Furthermore, we also recognise that spiritual, moral, social and cultural education includes a duty to champion the principles of democracy and challenge prejudice and intolerance by promoting the values set out in the 2011 'Prevent Strategy' and the 2014 DfE consultation. These values are enshrined in five key principles:

- democracy
- the rule of law
- individual liberty
- mutual respect
- tolerance of those of different faiths and beliefs

These values flow through Woodlands Primary school, from our ethos and vision, to our policy and practice in the classroom.

In the first instance, these values figure prominently in our school vision:

As a school and staff, we believe in an ethos where children of all backgrounds and cultures are welcomed and valued; all children will make the very best progress that they can; leaving us confident to participate and take a lead role in society.

We believe our pupils should demonstrate outstanding behaviour and self-discipline, supported by parents and our partners in the wider community.

Finally, we believe our pupils should leave us confident, but not arrogant, proud of their success, able to encourage others and understand the changing world around them. They will be able to look back on a wonderfully happy primary education and be eager to start the next stage of their learning.

In addition, they are clearly articulated, as expectations to pupils, in our behaviour policy and school aims:

- Developing each child as a responsible future member of society
- Educating our children in partnership with parents and families
- Instilling a sense of care for our local and global environment

Finally, in the classroom, during daily school assemblies and in pre and after school provision, we deliver a broad and balanced curriculum, in accordance with National Curriculum requirements, promoting the spiritual, moral and cultural development of pupils at every opportunity; preparing our pupils for the challenges, responsibilities and experiences that life may offer. Delivered through a broad range of learning opportunities, lessons at Woodlands Primary give children an understanding and appreciation of how different cultures have shaped our school, local community and country; the willingness to share and reflect upon their own and others' faith, beliefs and values; opportunities to investigate moral and ethical issues without, conflict, prejudice and bias; a context to use their developing social skills to work with others, regardless of gender, race or sexuality; the belief that they can make a positive contribution to the society in which they live.

Sport and Physical Education

Sporting provision at Woodlands ensures that our children have the chance to participate and excel in a wide range of sports delivered by both teaching staff and professional coaches. As a result, teams from Woodlands regularly compete in local competitions in disciplines such as tag rugby, area sports athletics, the mini-marathon, netball and cricket.

The Arts

The school has 'Arts Mark' status and performing and visual arts play a significant part within our curriculum. We were recently joined, for example, by curators of the Roman collection from the Salisbury Museum who supported our exploration of Roman History, Art and culture. Furthermore, one only needs to take a walk around the corridors of our school to see the wealth and variety of visual artwork on display, created throughout the course of the school year.

In addition, Woodlands Primary school ensures a vibrant performing arts curriculum. Throughout Key Stage 2 children are offered the chance to attend the Stringissimo Strings Orchestra and the School Choir. Furthermore, children are given a wide variety of opportunities to perform. Each year, the orchestra visits Sarum Academy to take part in a collaborative concert with the secondary school, as well as performing within the local community. In year 3, year 4 and year 5 children also get the chance, as part of the curriculum, to learn to play the violin. Tuition is also available in a number of string and instruments in Year 6.

The school has a very successful long term link with the Salisbury Playhouse. This year our Year 5 & 6 pupils performed their own versions of The Butterfly Lion and The Long Walk at the Salberg Theatre. We have been awarded the Artsmark, the Eco-Schools Green Flag status, Healthy Schools Plus Status and Active Mark Status. These awards reflect the broad opportunities our learners have available to them.

Curriculum in the Community

Woodlands plays a key role in the life of our local community. We take every opportunity to work with local businesses and charities resulting in some unique and exciting learning opportunities. We also take part in events such as fundraising for the Trussell Trust, the shoe-box appeal for children in Bulgaria, local competitions and campaigns e.g. The Salisbury District Hospital Stars Appeal. One of our most popular annual events is our yearly Talent Show where children can showcase their many talents. Children choose an act from each class and then perform their act in the Grand Final. Performances range from singing and playing musical instruments to dancing and reciting favourite jokes.

Environmental Learning

Developing a sense of social consciousness also forms an important part of our curriculum. We want all our pupils to become more aware of the impact they have on their environment and how they can protect it for generations to come. Building upon the success of our Litter pick in the Folly and following several years of hard work improving recycling we were awarded the Green Flag Award in July 2012 (read more about the award at <http://www.keepbritaintidy.org/ecoschools/>) Children regularly work at the Trussell Trust Garden (which is now run in a joint partnership with Woodlands Primary) and play an active role in our environmental school initiatives such as recycling and composting. On our journey towards the award pupils created their own eco group who represent the year groups throughout the school. This group of children help implement the many ways in which we can improve our school surroundings, become more sustainable, build links with our local and wider community and learn about environmental topics in the classroom.

Phonics programme

At Woodlands Primary School we follow the 'Letters and Sounds' phonic programme. In Reception, our phonic skills begin with speaking and listening. We practise listening for sounds at the beginning, in the middle, and at the ends of words. We also practise blending sounds together verbally to make words. In the Autumn term, we begin teaching children single letter sounds through Jolly Phonics. Children learn the sound, the action and the formation of each letter. As the children become more confident, we teach them how to put these single sounds together to read and write words. Throughout the year, we constantly reinforce the importance of correct formation of these letters, practising in different ways, such as using glitter, sand and playdough. We also focus on High Frequency words, such as home, we, look, I, where the children learn these by sight.

In Key Stage 1 the children continue to follow the 'Letters and Sounds' scheme but we enhance and support this with a wide range of resources such as whiteboard writing activities, card games, flash cards, interactive on-line and published games, as well as the many interactive activities suggested in the scheme itself. We have found that following the structure and guidance of the 'Letters and Sounds' scheme ensures a full coverage of phonic sounds and skills and that the enhancement activities allow the children to apply and consolidate their knowledge in a variety of contexts. This then allows them to link phonic rules and strategies to their writing and reading tasks more effectively.

P.E. and Sports Premium

From 2013, for a three year period, Schools have been allocated funding known as the 'P.E. and Sports Premium' to improve physical education (PE) and sport in primary schools over the 3 academic years 2013 to 2014, 2014 to 2015 and 2015 to 2016. The spend plan / statement 2013-15 (pdf) below, describes the rationale behind our spending of the premium; amounts allocated under the premium; provision and continuous professional development paid for by the premium; intended impact.

[P.E. and Sport Premium Spend Plan / Statement 2013-15](#)