

Wheelwright Lane Curriculum

“Learning for Life”

Developing every child, fostering a love of learning, belonging and flourishing in everything they do.



Our Curriculum High 5s

Enable

Children are capable learners. They are naturally curious about the world around them. Adults at Wheelwright Lane have high expectations of children, academically, socially and emotionally. Our curriculum enables children to achieve their full potential through quality first teaching, enriching skills and knowledge now and in the future.

Inspire

Children have opportunities beyond the curriculum through a wide range of enriching experiences. Children engage with the local community, explore different cultures and learn to understand different perspectives, fostering respect and inclusion .

Discover

Our curriculum focuses on oracy, skills and knowledge. Children discover a carefully woven sequence of progressive skills and knowledge as they move through the school phases. This is known as interdisciplinary learning. Our topics provide opportunities for children to strengthen, link and extend their learning, providing them with firm foundations for life long learning.

Challenge

Our children are individuals. They are at different ages and stages of their learning and we are committed to developing the whole child to achieve their full potential. Our inclusive curriculum permeates through, giving all children the opportunity to flourish.

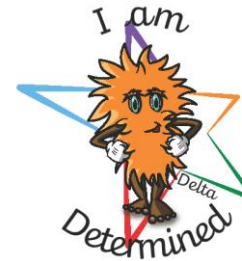
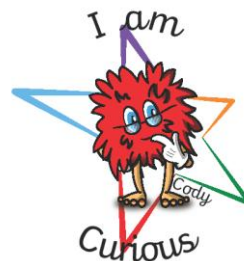
Thrive

Our 5 core learning behaviours threads through our curriculum. Our children use these to develop academic success and to become good community and global citizens. Our children use their learning behaviours everyday. Our curriculum provides opportunities for children to build their learning behaviours to drive their academic success and character for the future.

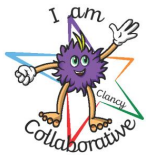
Our 5 Core Learning Behaviours

At Wheelwright Lane we believe that children need to develop positive Learning Behaviours that will equip them to deal with the challenges they will face and to enable them to lead happy and enriched lives. Our 5 learning behaviours underpin our curriculum, enabling children to develop academic success, strength of character and cultivating a growth mindset that will see them ready to face whatever challenges that lie ahead

Our staff uphold our 5 core learning behaviours in school. We have high expectations of all children, whatever their starting point. Together, we are united in our belief that all children can strive to reach their full potential through our 5 core behaviours.



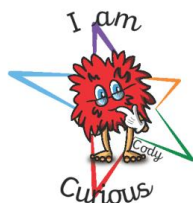
Our Curriculum Intent



Our curriculum has been carefully designed, planned and organised to ensure breadth, balance and depth for every learner in our inclusive school. We prioritise knowledge and skills and connect key concepts between year groups. All staff have contributed to the development of a curriculum that meets the needs of all our children.

‘Learning for Life’ is at the heart of our curriculum provision and it embodies our drive to equip our children with the academic, social and emotional skills they need for now and in the future.

We provide opportunities for our children to experience the benefits of a multicultural society, enabling them to see different perspectives and develop opinions within an ever-changing world and global perspective. We want them to take their place in the community as well-balanced, empathetic, kind, self-confident, knowledgeable citizens.



Our Curriculum Implementation

English Reading

We believe that good oracy and reading is the gateway to the wider curriculum. At Wheelwright Lane, reading is central to our teaching.

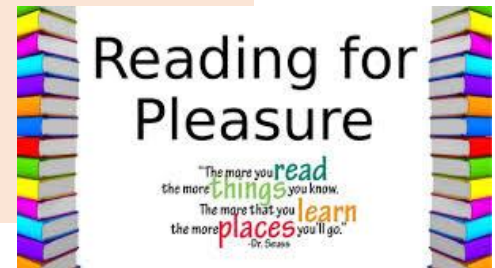
We place a strong emphasis on vocabulary building and phonics in the early years. We aim for every child to have strong fluency by the end of year 2.

We follow the Little Wandle phonics and reading programme. All staff are trained in the Little Wandle approach.

This consists of daily phonics sessions and 3 reading practise sessions in small groups each week. Our reading sessions focus on decoding, prosody and comprehension. Our reading is delivered by highly skilled reading practitioners.

As children become more fluent there continues to be a strong focus on vocabulary and comprehension skills. In our Upper phase, this is taught at least twice per week, in addition to English lessons.

Reading for Pleasure permeates through our school. Our English curriculum focuses on vocabulary rich texts that ignite children's imagination and capture their senses. Our library is well stocked for children to select books from. In addition, each year group has access to an array of different texts in their learning hubs to take home. We encourage all children to read at least 3 times per week if not more!



Our Curriculum Implementation

English Writing – Lower Phase

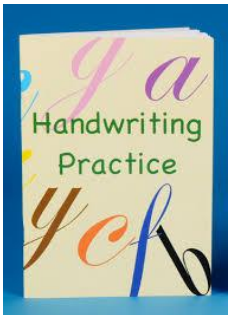
There is a strong focus on vocabulary and conversation skills at Wheelwright Lane. Right from nursery we support children to develop their vocabulary through adult modelling, explaining, variation and repetition.

Our curriculum is researched based and we place an emphasis on children learning foundational knowledge and skills in the early years and lower phase (years 1 -3) at Wheelwright Lane.

We do this through:

- Daily phonics sessions
 - Regular spelling
- Regular handwriting sessions
- Composing sentences orally
- Using sentence dictation

To support us with this we follow the Little Wandle phonics scheme and use the principles of Talk for Writing, enabling children to develop vocabulary, compose sentences and learn writing sequences. Our teaching texts are carefully chosen to provide rich language opportunities through character, plot and setting.



TalkforWriting™



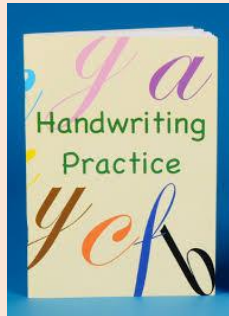
Our Curriculum Implementation

English Writing – Upper Phase

In the Upper Phase (year4-6) children increasingly refine and perfect the foundational knowledge and skills which they have gained in the lower phase. Children spend time exploring language, writer techniques and consider the purpose, form, audience and impact of writing in greater depth and detail. Teachers continue to focus on the key areas of composition, grammar, spelling and handwriting

We do this through:

- Daily handwriting
- Daily grammar and spelling
- Vocabulary, retrieval exploration
- Sequencing and predicting
- Identifying text features
- Composing sentences orally
- Drafting and Editing



Our Curriculum Implementation

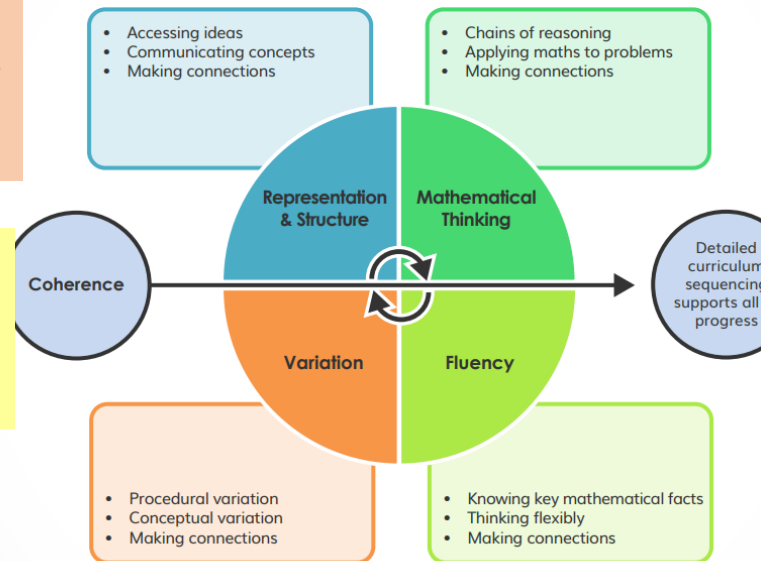
Mathematics

Mathematics is a core part of our curriculum. We have worked closely with NCETM to develop our maths curriculum. We believe firmly in a mastery approach to mathematics. Our mantra is “slow down to go quicker”. Maths is taught daily, with an emphasis on the 5 Big Ideas:

In early years and lower phase we adopt ‘magic maths’ sessions which focus on mastery of number. Through this our children develop a deep understanding of number through concrete, pictorial and abstract forms (CPA) and subitising skills.

We place a strong emphasis on times tables with a particular focus on rapid recall. All pupils have access to TTR to use at home and school, developing fluency and application.

Teaching for Mastery Five Big Ideas



All our children will work in concrete, pictorial and abstract forms (CPA). This provides scaffolded support as children move towards more sophisticated problems.

Each week we use ‘flashbacks’ to encourage children to retrieve the skills and knowledge acquired from previously taught sessions.



NCETM
NATIONAL CENTRE FOR EXCELLENCE
IN THE TEACHING OF MATHEMATICS

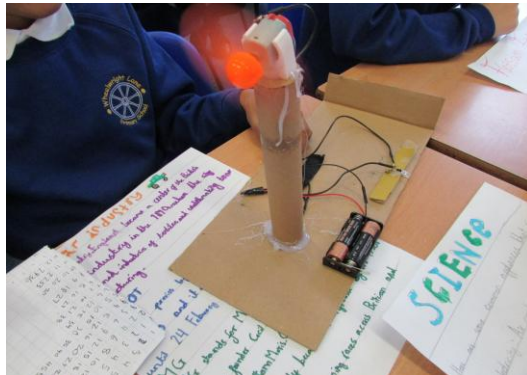
Our Curriculum Implementation

Science and Computing

Science and Computing are a key part of our curriculum. We recognise that our world is ever changing and digital technology a fundamental part of our lives. We teach computing and science explicitly and discreetly.

We have a full set of laptops which classes can use to learn key computing skills as well as enhance their learning across subject areas.

Our children are curious learners. Our local area forms a large part of our scientific study ground and we are fortunate to have an extensive school site that facilitates forest school. Our children have the opportunities to ask questions about the world around them and to explain how and why things happen.



Our Curriculum Implementation

Foundation Subjects

Our foundation subject curriculum is built around progressive interdisciplinary skills and knowledge. Foundation subjects are taught through a wide range of topics that are interlinked, building on prior knowledge. This enables children to connect ideas through valuable experiences. This includes, enriching external trips, visitors to our school, experiential wow days and high quality teaching. Our foundation subjects include:

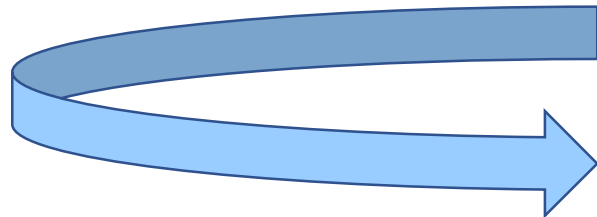
Mind Maps

Each subject has mind maps which enables teachers to assess the children's existing knowledge which links with prior learning. Teachers can then revisit key content, reflecting on what has been retained, what concepts need revisiting and what new learning can be presented. Mind maps are used at the beginning and end of topics

- **Art & DT**
- **RE & Music**
- **Geography & History**
- **PSHE & PE**
- **MFL**

Knowledge Organisers

Each subject has a knowledge organiser which provide substantive and disciplinary facts linked to each topic. These are the important 'sticking' information that children will go on to retain through a process of revising and revisiting. Knowledge organisers are sent home and kept in books for children to refer to.



Year 4 – Mind Map Summer Term

Write down 3 inventions from the past that we still use in modern Britain:

Write down three places that you have visited to find out more about historical periods:

What sources of information did you find most useful to help us to learn about historical periods:

Wheelwright Lane Knowledge Organiser for:
Countries and seas of the UK - Geography

Key questions:

What are the four countries of the United Kingdom?
What are the seas that surround the UK?
What is a physical feature in Geography?
What is a human feature in Geography?

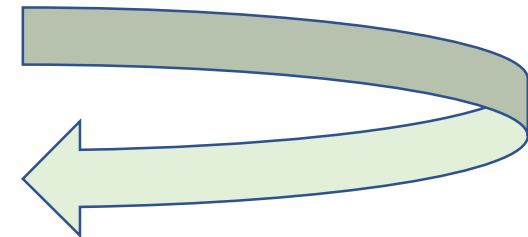
Key facts:

The four countries of the United Kingdom are: England, Wales, Scotland and Northern Ireland.
The seas that surround the UK are: The Irish Sea, The North Sea, The English Channel and the Atlantic Ocean.
A physical feature in geography is something that is already in the landscape, like a hill, river, mountain, beach or sea.
A human feature is something that is made by humans like a shop, port, factory or school.

Country	Flag	Capital city
England		London
Scotland		Edinburgh
Wales		Cardiff
Northern Ireland		Belfast

Key vocabulary:

UK, United Kingdom, country, England, Scotland, Wales, Northern Ireland, sea, Irish Sea, North Sea, English Channel, Atlantic Ocean, river, ocean, coast, valley, vegetation, hill, mountain, lake, river, forest, cliff, beach, cliff, harbour, port, ship, ferry, house, factory, office, city, town, village, physical feature, human feature



Our Curriculum Implementation

Enriching Science, PE and PSED

At Wheelwright Lane our pupils are active, curious and collaborative pupils! We recognise the growing need for our children to embrace the outdoors, take supported risks, explore the natural world and develop strong social emotional and mental health skills. At Wheelwright Lane our Forest School leader engages our children with the natural world, expanding their abilities by solving issues, building self-belief and resilience and becoming creative independent learners.



Our Curriculum Implementation



Cultural Capital

Alongside academic success, we are firmly committed to developing the whole child. We want our children to be kind, compassionate and to become confident global citizens with a deep rooted respect for others, their beliefs, interests and perspectives. Our curriculum is such that it offers a multitude of experiences where children can rehearse and develop our 5 core learning behaviours as well as our curriculum high 5s. Wheelwright Lane isn't just a place to learn, it is a place where memories are made and where children can flourish.

Pupil Passports

Each child has a passport of 60 Things to Do before leaving Wheelwright Lane Primary when they start school.

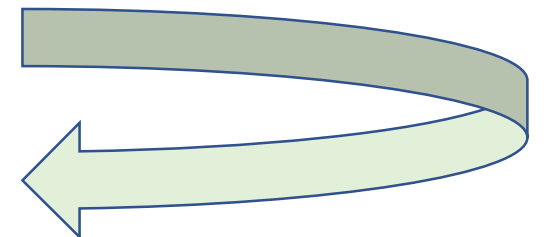
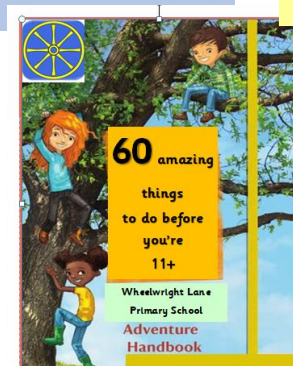
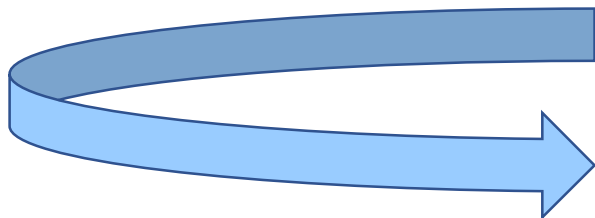
Our aim is to provide children with enriching experiences that support our curriculum knowledge and skills as well as broadening their experiences, sparking curiosity and learning about the diverse culture in which we live.

Wow days

Our in school wow days are designed to really ignite children's imagination through and immersive and experiential day that supports curriculum knowledge and skills. Wow days are part of our topics and are built around our learning behaviours and high 5s.

Trips and Visits

Our curriculum visits support children to develop knowledge and skills through primary experiences. Trips are carefully thought through to support children with contextual knowledge, interlinking with classroom learning. Visits are an opportunity for our children to develop our 5 learning behaviours and curriculum high 5s



Our Curriculum Implementation

Community Links

Wheelwright Lane Primary school is a central part of the Ash Green community. Many of our parents and grandparents came to our school and the school is an important part of many generations. Our school is an active part of the community. We host coffee morning fundraising events, are regular visiting to our local residential home Bede Village, have a strong partnership with our local church, St Giles and work with neighbouring secondary schools to build a smooth transition for our pupils.

Bede Village

Our children visit Bede Village every fortnight. We engage with the residents for arts and crafts, reading practice and music and performance and much more.



St Giles Church

We have good links with our local church. Reverend Gail regularly visits our school to deliver assemblies and discuss local community events. Our children visit the local church as part of learning about the local area.

Local Secondary Schools

Our local Secondary school is Ash Green. The majority of our pupils attend this school. We have good links with the school and our year 6 pupils engage in transitions activities in the summer term. We also link closely with other local secondary schools to support our children through the transitioning phase.



Our Inclusive Curriculum



At Wheelwright Lane we recognise that some children will need adaptations to the curriculum in order to achieve their full potential. We pride ourselves on our knowledgeable and skilled staff with pedagogy and research at the heart of our teaching and learning. We know that children learn at different rates and may be at a different stage in their learning to their peers. We engage with external agencies such as specialist teacher service (STS), CAMHS and the Educational Psychology Service (EPS) to guide us with our inclusive practice. In addition to this we are a trauma informed school, understanding the Adverse Childhood Experiences (ACE) that can impact children's learning. We recognise that some children may need short term interventions and booster to support their learning, whilst other children may require a more bespoke curriculum. Take a look at how we support children with additional or special education needs (SEN)

SLR (SEND Learning Report)

Some children will require a Personalised Learning Review Report which outlines small steps towards a goal. This will outline what support we will provide, how we will adapt the curriculum and any strategies suggested by external professionals. This document captures a holistic view of a child.

Goal	Target	Strategy	Start Date	End Date
Target 1	1. Use the skills to be on the case for 10 weeks 1 term end of 1st	Use the skills to be on the case for 10 weeks 1 term end of 1st		
Target 2	2. Use the skills to be on the case for 10 weeks 1 term end of 1st	Use the skills to be on the case for 10 weeks 1 term end of 1st		
Target 3	3. Use the skills to be on the case for 10 weeks 1 term end of 1st	Use the skills to be on the case for 10 weeks 1 term end of 1st		

Learning Outcomes:

Being Well	Thinking Productively	Being Resilient	Being Communicative	Being Curious
1	2	3	4	5

School Standard:

Attendance	Behaviour	Academic
1	2	3

Stages Of Crisis Plans

For some children, managing big emotions can be difficult. Our Zones of regulation help identify strategies for coping with different feelings. Some children may require a Positive Intervention Plan (PIP) that clearly outlines the stages before a crisis arises and how adults and the environment can support de-escalation.



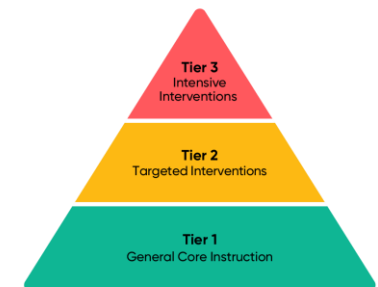
TCE

Our school prides itself of being a Total Communication Environment (TCE). We use visual prompts where possible to 'cue' children into learning. This include use of Inprint visuals, objects of reference, visual timetables and low arousal spaces where children can learn with reduced stimuli.



Intervention

Early identification of gaps in learning, enables teachers to plan for short term intensive support. This is typically for 6 – 8 weeks and will consist of small group or 1:1 direct teaching outside of the classroom.



Zones of Regulation

We implement the Zones of Regulation across our school. This helps to give children the language skills they need to support social emotional learning.

Our curriculum has been developed to ensure that children leave primary school with rich and diverse knowledge and skills that will set them in good stead for secondary school and future life. Our teachers and subject leaders have a deep understanding of our curriculum and use a variety of tools and approaches to identify how children are remembering over time.

Our mind maps help to identify children's existing knowledge linked to prior learning at the beginning and end of a topic. Mind maps have been carefully constructed by subject leaders.

Our 7 step lessons encourage children to reflect on previous learning through a short 'activating time'. This helps teachers identify what knowledge has been retained.

We use formative assessment strategies such as quizzes, multiple choice questions, diagrams and sentence stems to assess children's knowledge.

Our summative assessments (tests) harvest information about what children have understood and retained over the course of a unit. This enables teachers to plan next steps.

Teachers plan a sequence of learning that build on children's substantive and disciplinary knowledge and enables them to make conceptual links between subjects.

Year 4 – Mind Map Summer Term










Write down 3 inventions from the past that we still use in modern Britain:






Write down three places that you have visited to find out more about historical periods:






What sources of information did you find most useful to help us to learn about historical periods?

Stage	Pupil/Teacher
1. Activating prior knowledge	Teacher (approx. 80%) / Pupil (approx. 20%)
2. Explicit strategy instruction	Teacher (approx. 85%) / Pupil (approx. 15%)
3. Modelling of learned strategy	Teacher (approx. 80%) / Pupil (approx. 20%)
4. Memorisation of strategy	Teacher (approx. 50%) / Pupil (approx. 50%)
5. Guided practice	Teacher (approx. 30%) / Pupil (approx. 70%)
6. Independent practice	Teacher (approx. 10%) / Pupil (approx. 90%)
7. Structured reflection	Pupil (100%)

How many syllables are in the word "lion" ?

A. 1
B. 2
C. 3
D. 4



Which word rhymes with "cheese" ?

A. Chase
B. Close
C. Phrase
D. Three



Which of these words has the most syllables?

A. Milk
B. Burger
C. Tomato
D. Eggs



Which of these words has the same sound as the underlined letters i

A. Tough
B. Cough
C. Through
D. Though



Session Plan Meeting 4				
Theme		Ancient Civilization(s)		
Time Allocation		30 minutes		
Learning Objective				
Students can remember items that historians show living and non-living things				
Students can understand the relationship between the materials, tools, and objects, and significance.				
Students can identify parts of plants				
Stages	Exercises and Learning Activities		Materials	Time Allocation
Opening	1. Class started 2. Start class by saying "Remember, say "Remember" first" and say "Remember" together		Chosenya Penetration https://www.youtube.com/watch?v=3333333333	
Main Activity	Activity 1 1. Read the material and use word cards 2. Read the material of Fabulous Book and use the PWB material 3. Discuss the answer together Activity 2 1. Read the material Ancient Civilization(s) 2. Read the material of Fabulous Book and use the PWB material 3. Student activity 2. They classified the materials. Matching the correct answer based on the picture 4. Discuss the answer together Activity 3 1. Read the material Part of Plant 2. Read the material of Fabulous Book and use the PWB material 3. Student activity 3. They need to fill the blank part of the plant based on the picture 4. Discuss the answer together		Fabulous Book page 1 Fabulous Book Part of plant https://www.youtube.com/watch?v=3333333333 Fabulous Book page 3	20' 30' 25'
Closing Activity	1. Read the material about Day and Night 2. Read the material again 3. Start the class activity by saying "Remember!" and pray "God Blessing"			10'