

# Oaklands Junior School



## CURRICULUM INFORMATION

**“The curriculum promotes topics that capture the imagination of pupils and inspire creativity.”**

**“Teachers have high expectations of pupils.”**

**“Learning is well planned.”**

**OFSTED APRIL 2022**

Oaklands Junior School aims to provide a happy, stimulating and purposeful learning environment for our pupils. We endeavour to allow each child to develop at a pace suited to their individual capabilities but we also provide challenge to enable our pupils to achieve their full potential.

Our school has a broad and well-organised curriculum which encompasses all of the Primary Curriculum and Religious Education. All of the curriculum policies and schemes of work comply with the requirements of the Primary Curriculum.

Where appropriate we take a more integrated approach where the curriculum is taught through carefully planned topics which incorporate a number of different subjects in cross-curricular learning.

## **Learning to Think – Thinking to Learn**

We firmly believe that thinking should be at the heart of the curriculum and, while knowledge and academic achievement are important, it is also vital that we develop children's thinking and creativity. We are an accredited Thinking School and part of the Thinking Schools Hub Schools network. Through these, we are continuing to promote the skills and attitudes that will be essential throughout a lifetime of learning not just at Oaklands but in schools throughout the world. The underpinning ethos of the school is summarised by the Oaklands Mindset – the key competencies that we aim to develop at Oaklands Junior School:

### **Friendship, Ambition, Communication, Independence, Challenge and Enjoyment**

In order to support the development of children's thinking, we use a variety of Thinking Tools and approaches which enable children to independently "learn to think" and "think to learn":

- P4C – encourages children to use the language of learning: Think, Commit, Justify, Reflect.
- Thinking Maps – scaffold the thinking process and help children to organise their thoughts independently using eight maps according to purpose.
- Write from the Beginning – develops the Flow Map into a structure specifically aimed at supporting writing across the curriculum.
- Blooms Taxonomy – a framework for developing and understanding metacognition

As a staff, we believe that these tools will provide children with essential skills for the future, giving them increased confidence to use strategies and techniques as they move on to the world of secondary school, higher education and employment. More information can be found on our website.

## **Outdoor Learning**

We are privileged to have excellent facilities for learning outside the classroom. Termly outdoor learning is a feature across the curriculum in every year group. Pupils use the woods, pond, year group gardens and other areas to cover a range of curriculum topics which will also include orienteering and gardening. Learning outside of the classroom creates memorable and practical educational experiences across all areas of the curriculum. This includes using nature as a resource in Maths, inspiring writing in English and investigating the world around us in Science.

## **English**

Our primary aim is to enable our children to be able to use the English language confidently, appropriately and accurately, to the best of their ability. Language development is taught through speaking, listening, guided reading and writing (including the explicit teaching of grammar, punctuation and spelling). We also place great importance on good handwriting, and tidy presentation with children taking pride in their work.

Children are given opportunities to write for different audiences and for different purposes e.g. to record, report, narrate and explain. We use a range of oracy techniques to help children to plan their writing and we complete shared writing sessions with the class to demonstrate how to include various features in their work. After each extended piece of writing, our pupils are asked to edit and improve their work by responding to feedback. We also aim to help them develop research skills and techniques so that they are able to find out information independently. Children are encouraged to share their experiences and to voice their views in discussions as well as presenting their work.

Our school is very well resourced for all aspects of teaching English. Each class has a book corner with high quality texts suitable for each year group. During guided reading sessions, each year group uses a range of challenging texts from a variety of genre and we use 'Reading VIPERS' to develop comprehension skills. To promote reading for pleasure, we have a daily read session with carefully selected texts and reading recommendation assemblies. Whole-class phonics sessions take place in Year 3 and we also run additional interventions, when appropriate, for children who need support in phonics and other areas of the English curriculum.

Furthermore, we have a well-stocked, easily-accessible library with an up-to-date catalogue of fiction and non-fiction books and a "reading" double-decker bus which the children are able to use regularly. Throughout their time at Oaklands Junior, we aim to foster in the children an enjoyment of language and a desire to read beyond the classroom into adult life.

## **Mathematics**

Mathematics is taught daily as a separately timetabled subject in all year groups. It is also incorporated in general class work and thinking skills, when appropriate. Cross-curricular work is used to expand and consolidate mathematical skills, knowledge and understanding so that children understand that mathematics is an essential tool in everyday life. Children are taught in mixed ability classes with differentiation, challenge and support according to needs.

We use the National Curriculum for Mathematics as the basis for our mathematics programme. The emphasis throughout is on developing mental strategies and using a variety of written solutions to ensure understanding of mathematical processes. Our children undertake plenty of practical problem solving and investigational tasks to reinforce this.

There are several opportunities for children to compete in both local and national competitions. A times tables programme operates in all year groups to encourage children to learn their tables and we also subscribe to online Maths Doodle resources for use in school and home learning. Children experience various teaching and learning styles, including using the classroom interactive whiteboard, the computer suite and various maths programmes, and mathematical tools. An integral part of our Oaklands' 'Thinking Curriculum' is retrieval practice – this occurs daily and weekly, where the children revisit concepts that they have

previously covered in order to reinforce their understanding and allow teachers to identify children in need of additional support.

Calculators are not part of the National Curriculum but we do use them from time to time, as we feel that this is also an important skill to learn. Our school is very well equipped with a wide variety of textbooks, reference materials, worksheets and practical apparatus.

## **Science**

Throughout the science curriculum, children are encouraged to develop their natural sense of curiosity, developing ideas through questioning and investigation. Our children engage in active learning through which they begin to understand and make sense of the world around them. We encourage them to develop their investigational skills and apply these to their studies. Although the curriculum is the same for all children in the class or group, expectations, support and extension activities are geared to the individuals.

Each year group has set scientific topics to complete and these have been carefully thought out to provide full coverage of the National Curriculum. Some work is linked to class topics and themes and some of the work extends into other subjects, notably Design Technology, Geography and Mathematics. These links are encouraged to help the children make sense of the world in which they live.

## **Computing**

Computing is taught both as a National Curriculum subject in its own right and as a learning tool for other subjects. It is the study of how computers and computer systems work through practical and hands-on learning.

There are three core interlinked elements to the teaching of computing. Computer science, which covers the principles of computation and how digital systems work; children will be applying this knowledge through programming. Information Technology, which covers creating, storing and retrieving digital content. Digital literacy is the skill to be able to use, express and develop their ideas in a digital world.

Across the whole curriculum the children will be taught how to use computers safely (online safety). In addition, there will be presentations to parents/carers about on-line safety in the home. The school's on-line E-safety policy is available to view on our website.

All computers in the school are networked and have Internet facilities. The ICT suite accommodates 33 computers which are regularly updated with new equipment and software. There are also two class sets of iPads that can be booked for use in each year group on a rota, along with a bank of 10 SEND iPads.

We aim to develop children's computing skills to enhance learning in other areas of the curriculum.

Our Digital Leaders work with the Computing Subject Leader to improve on-line safety within the school.

The use of the Internet is encouraged throughout the school with access monitored appropriately. Year groups have worked to train children in the use of Teams Assignments

which will be used to support our remote learning when necessary. Please see our Remote Learning Policy on the school website.

## **Art**

Art is taught as a subject in its own right. However, work often enhances many other areas of the curriculum or seasonal themes. At Christmas a whole day is devoted to creative art activities. Our teaching seeks to help children develop visual perception and understand processes involved in producing high standards of artwork, whilst stimulating creativity and imagination. Children are encouraged to sketch ideas and techniques. Two-dimensional work is developed through drawing, painting, printing and collage. Materials such as clay, wire and fabrics are used to create three-dimensional items. After a topic has been completed, the pupils have an opportunity to evaluate their achievements which enables them to set personal targets for future projects.

Children are given a sketch book in Year 3 which they keep throughout the school. The children enjoy looking back through their books to view their work and their progress.

There is also a programme of art appreciation which gives children the experience of looking at and talking about the work of other artists, craftspeople and designers, both in contemporary life and in different times and cultures. This gives pupils inspiration for their own pieces.

## **Design Technology**

Children design and make products and then evaluate and modify their ideas in the light of their practical experience. Specific practical skills and safety rules are introduced as appropriate. Pupils are given opportunities to investigate and evaluate various products. The school has a good range of resources and equipment available to give our children a wide variety of experiences. We also have a children's kitchen which allows us to teach food technology in a specialist area, complying with health and safety regulations.

Our scheme of work ensures that all pupils complete study units where they use various materials. They construct frameworks, work with textiles, undertake projects involving food technology and use mechanisms and control technology in their designs. Links with other subjects are encouraged. Pupils work with a high level of adult supervision, where appropriate.

## **History**

Our scheme of work for teaching the study units includes:

- **Year 3:** Changes in Britain during the Stone Age and the Ancient Egyptians.
- **Year 4:** The Romans' impact on life in Britain, The Anglo-Saxons and The Vikings. A residential trip to Ufton Court will have curriculum links with the Vikings and Anglo-Saxon topics.
- **Year 5:** The Mayan Civilisation and Local History.
- **Year 6:** The Shang Dynasty and The Battle of Britain (1940).

In addition to developing knowledge and understanding of aspects and eras of history, we aim to help pupils explain, and learn from, historical change; to understand interpretations of history; to acquire evidence from historical sources.

Where appropriate, trips are organised and visitors invited into school to enhance the curriculum and help bring periods of history to life.

## **Geography**

The study of Geography helps children make sense of their surroundings and the wider world. It is a bridge between the human and physical sciences.

The topics for teaching the National Curriculum are as follows:

- **Year 3** will study the local area and explore how and why it is changing. They will also undertake an enquiry into climates of the world.
- **Year 4** will explore how we can live more sustainably. They will also compare the location of their local area with Rome and Ufton Nervet, alongside a residential trip to Ufton Court.
- **Year 5** will study rivers and the Brazilian rainforest.
- **Year 6** will study mountain environments and the effect climate change has on the world.

Children have the opportunity to experience practical activities and fieldwork within the school grounds and on class visits within the local area. In addition, opportunities for fieldwork are during our residential trip in Year 4.

## **Physical Education**

Pupils are taught a balanced mix of gymnastics, dance, games, athletics and swimming. All year groups are timetabled for one hour per week of hall time and one hour outside on the school field or playground. Children have the opportunity to learn new skills across a wide range of sports. Learning objectives and success expectations are differentiated for individual pupils according to abilities and challenge. The school is well resourced for PE equipment.

A range of activities is offered during the four-year programme. Football, netball, hockey, tag-rugby, basketball, short tennis, rounders, lacrosse, circuit training and cricket are some of the sports in which skills are developed through a variety of activities and team games.

In summer, the children take part in athletics. The school field is marked with a track and a throwing arc. We also have a long jump pit. A structured short swimming course is offered in Year 3 with catch up lessons for children who need it in Years 4 and 5. This currently takes place at the Swimarium in Harmanwater.

A number of extra-curricular clubs and events are organised for children who show interest or ability e.g. sessions are offered in cross-country running, tag-rugby, netball, football,

badminton, New Age kurling, and tennis. These activities aim to promote healthy exercise, good sportsmanship and interest in sport.

Our sports clubs provide a fun environment to play sport whilst developing a pool of players for inter-school, District and County competitions. It is the school's policy to encourage competition in a variety of sports but also to give the children the opportunity to represent Oaklands Junior School against suitable opposition. We encourage all children to take part in a new sport for enjoyment, representing our school. We have also taken children to Wellington College for Real Tennis sessions, Horseshoe lake for kayaking or paddle-boarding, and to Pinewood Gym for gymnastics. Parental help and outside coaching are used wherever appropriate and possible.

In the summer of 2018 the Daily Mile was launched. Children run around a marked track on the field. It is a physical activity in a social setting which is aimed at improving children's physical, social, emotional, mental health and wellbeing. It can help children to focus and concentrate in the classroom and raise their attainment. Teachers take their children out for 15 minutes at least twice a week.

## **Music**

Our Music policy follows the guidelines set down in the National Curriculum. In lessons, children work to listen and appraise music from a wide range of genres and greatly enjoy broadening their musical knowledge. To ensure curriculum coverage, we predominantly use a popular scheme called Charanga, which falls in line with a number of other Wokingham schools.

In addition to curriculum coverage, we also offer sessions with visiting peripatetic music teachers from Berkshire Maestros that specialise in a range of instruments including violin and guitar. We also run a popular seasonal school choir as well as a belleplates group.

As the children enter assemblies, we play songs from a range of genres from a musical calendar. In addition, every Friday, the children also have a singing assembly where they learn a variety of both seasonal and well-known songs.

Children are encouraged to harness their musical abilities outside of school. Children from Years 4 to 6 have the opportunity to participate in WASMA alongside many other Wokingham schools. As part of the choir, the children are also able to perform as part of the School Music Festival at Wellington Chapel.

## **French**

French is taught in all year groups. Our plans have been adapted from the Sue Cave scheme to ensure all the required strands of language learning are covered during the children's time at Oaklands Junior.

Our French curriculum is diverse, interesting and fun. The children will be learning varied vocabulary and phrases, which will include: colours, numbers, classroom commands, food, classroom objects, animals, clothes and the alphabet. Children are given the opportunity to rehearse and use this vocabulary both verbally and in written form. Furthermore, we are moving towards using French within the context of other curriculum areas with a focus on learning about France, its culture and comparing it to our own.



## **Religious Education**

The school follows the Wokingham Agreed Syllabus and ensures that the requirements of the 1996 Education Act are met with respect to religious education and collective worship. A copy of the syllabus is available for inspection in school, on request to the school office. Lessons cover elements of religious beliefs, practices and values from five of the main religions.

Year 3 study Sikhism, Year 4 Judaism, Year 5 Hinduism and Year 6 Islam.

More coverage is given to Christian beliefs and festivals (the dominant faith in our community). There is an act of collective worship/assembly each day, taken by staff or an appropriate visitor to the school.

Whilst it is hoped that all pupils will participate in these activities, Oaklands Junior School recognises that it is a parent's/carer's right to withdraw their child, on request. Arrangements for this should be discussed with the class teacher. If there are any concerns relating to own beliefs, parents/carers are invited to discuss the nature and content of Religious Education in school with the Headteacher.

## **Personal, Social and Health Education (PSHE) and Citizenship**

PSHE and Citizenship enables children to develop confidence and responsibility and make the most of their abilities. It prepares them to play an active role as citizens in a democratic society, developing good relationships and respecting the differences between people while encouraging them to develop a safe and healthy lifestyle.

PSHE and Citizenship is delivered through a whole school approach which is flexible and includes a variety of activities such as discussion, drama, circle time, school assembly, and the expertise of occasional visiting speakers. Aspects of PSHE include, relationships and sex education and drugs education.

## **Relationship and Sex Education (RSE)**

Sex Education is part of RSE, Personal, Social and Health Education (PSHE) and also part of the National Curriculum for Science. It involves teaching how the body functions, but it is also concerned with relationships and responsibilities towards oneself and others. Governors and staff feel that Sex Education should be an ongoing subject throughout the school; this gives natural progression and is more easily understood by pupils. The Relationship and Sex Education programme is designed to fit in with current topics already being studied, thus forming an extension to the children's work. A copy of the policy, which explains clearly what is taught in each year group, is available to view, on request, from the school office.

Parents/carers have a right to withdraw pupils from any part of Sex Education which is not included in the National Curriculum. However, as a school we consider it is desirable that all pupils should be included to gain their knowledge first hand. If a parent/carer has strong objections to their child's participation, for whatever reason, and wishes to withdraw their child, the school requires notice of this in writing. It is hoped that the parent/carer will make an appointment to see the Headteacher or class teacher first so that any concerns can be discussed.

Parents/carers should note that human reproduction forms part of the National Curriculum for Science and pupils are required to be present for this subject by law. A child withdrawn from Sex Education will be given alternative work and he/she will be required to attend a science lesson on human reproduction at a later date.

## **Drugs Education**

Drugs Education is taught in an age appropriate way as a formal topic within our Personal, Social and Health Education (PSHE) curriculum. As a school we aim to give our pupils the knowledge, skills and understanding to help them to deal with any drug-related situation. The school uses the word “drugs” to include all drugs whatever their legal or social status, including alcohol, tobacco, solvents and medicines. A copy of the school's Drugs policy is available to view from the school office, on request.

## **British Values**

We promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. We also recognise that these values are not solely exclusive to Britain and that these values have developed in Britain through a process over a substantial period of time and can only be maintained and developed by active engagement of citizens in democratic, lawful and respectful institutions and processes, of which our school is one element.

## **Global Learning**

We aim to include global learning in a cross-curricular and engaging way throughout the school. This will involve looking at the implications of a modern globalised world and developing an understanding of issues around poverty, human rights, sustainability and diversity. We aim to enhance critical thinking skills in our pupils and, with discussion, to provide opportunities for them to make a difference in our world.

## **Extra-curricular Activities**

- We offer cycle training to pupils in Year 6 and road safety is also discussed in other contexts.
- As part of the curriculum, each year group aims to offer a play or some sort of sharing event for parents/carers e.g. show and tell following Ufton Court in Year 4 or memories of Oaklands Junior in Year 6. Our Year 3 production is generally a nativity in the Autumn term.
- Sex education is part of Year 5's science curriculum and parents/carers are invited to view a Powerpoint in the Summer term to learn what is taught in Year 5 part 1. Year 6 parents/carers will be invited to view the content of what is taught in Year 6, before part 2 is taught during the Summer term.
- Transition visits and activities throughout the year ensure that children are happy and confident when making the move to their new school, whether this is from Year 2 to Year 3 or from Year 6 to Year 7. Vulnerable children will have extra visits to ensure that transition runs smoothly.

- There are generally many clubs provided freely by staff. These form part of our termly curriculum booklet and we encourage children to take advantage of the many and varied clubs which are on offer each term at lunchtime or after school. After school activities will require parental/carer permission. There are also other fee-paying activities that are run by outside agencies before and after school, as well as during lunchtimes and these will also be shared in our termly curriculum booklet.