

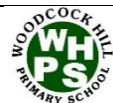


Curriculum Policies

Motivate • Educate • Achieve

Our School Values: *We are respectful, ambitious, creative, inclusive, independent and we persevere.*

Topics



Woodcock Hill Primary School- Curriculum Area Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1	Memory Box A topic that explores what the past is and events we celebrate in our life. We investigate the body and senses.	Paws, Claws and Whiskers A topic that explores animals, how to take care of them and where they live in the world.	Bright Lights, Big City A topic that explores landmarks and our royal family. We investigate the events of the Great Fire of London.	Splendid Skies A topic that explores daily weather and extreme weather around the world.	Dinosaur Planet A topic that investigates dinosaurs that lived around the world and the classification of animals.	Enchanted Woodlands A topic that explores the creatures and life of an enchanted woodland. We explore plants and magical creatures who live there.
Y2	Street Detectives A topic focussing on the local area, looking at what things are made of and land use including the use of some mapping skills.	Big Band Boogie A topic about sound, the different musical eras, the lives of some famous composers and different instruments that were played.	Land Ahoy A topic about famous explorers and boat making, including comparing the lives of Christopher Columbus and Neil Armstrong.	Scented Garden A topic focussing on plants. How they grow, what they need to live and how we can prepare fruit and vegetables to eat.	Wriggle and Crawl A topic about mini-beasts - their life cycles, appearance, diets and habitats. Including using lots of mixed media to create mini-beasts.	Beachcombers A topic looking at how the seaside has changed from in the past to now. This includes looking at and painting seascapes and beach art.
Y3	Gods and Mortals A topic about Ancient Greeks to learn how and when the ancient Greek civilisation flourished, and understand their culture, armies and heroes.	Mighty Metals A topic about forces, magnets and the incredible properties of metals to develop knowledge of metal names, where they are found, their main properties and how metals can be used in everyday life.	Tribal Tales A topic about prehistoric times to investigate how early human culture and land use developed during the Stone Age.	Predators A topic about predatory animals and plants to investigate habitats and learn the key parts and functions of animals and plants.	Scrumdiddlyumptious A topic about healthy eating, food groups and food origins. Investigating the development of Cadburys and the journey of chocolate from bean to bar.	Flow A topic about local and world to develop knowledge of river locations, river formation, the water cycle and how to conduct accurate fieldwork

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Y4	Blue Abyss A topic about the human uses and physical features of the sea to develop knowledge of ocean layers, sea exploration, food chains, habitats and pollution.	Romans - I am a Warrior A topic to develop children's knowledge of the Romans and Celts. To learn about and compare the two cultures and warfare tactics, understand chronology, and study key individuals.	Raiders and Traders A topic about Britain's early invaders and settlers to help children learn about Anglo-Saxon and Viking culture, chronology and key events.	European Neighbours Explore the people, the countries and capital cities of this amazing continent.	Road Trip USA A topic about the United States, past and present. Develops children's knowledge of Native American culture, map reading, and the physical and human features of key locations in the United States.	Changing Planet Explore what climate change is, how humans are causing it and what can be done to address it.
Y5	Alchemy Island A topic on map skills, fantasy stories and Shakespeare. Also including properties and changes of materials.	Pharaohs A topic about Ancient Egypt and the impact that Ancient Egyptians had on the world. Including geography of Egypt.	Beast Creator A topic focusing on insects. Also including designing bug hotels, living things and their habitats.	Allotment A topic about plants and their life cycles, germination and seed dispersal. Also including Earth and Space.	Scream Machine A topic on fairground rides, focusing on forces. Also including the Victorian's and adventure stories.	Time Travellers A topic about animals including humans. Also including the monarchy and the world around us.
Y6	Darwin's Delights A topic about Charles Darwin and his theory of evolution, including a location study of the Galapagos Islands and sketching real objects.	Frozen Kingdom A topic focusing on polar regions of the world, including Robert Falcon Scott and his race to the South Pole, animal adaptations and the Northern Lights.	A Child's War A topic about World War Two and its impact upon Britain- particularly children. Also, including cooking using rationing and the geography of the U.K. Blood Heart A topic about the human heart and circulatory system, including how to keep our bodies healthy and the impact of drugs and smoking.		Rebuilding Britain A topic about how Britain was rebuilt after WW2, including the creation of the NHS and arrival of the Windrush generation. Also includes planning a new town and electricity/ electrical circuits and programmes.	Hola Mexico A topic about what life is like living in Mexico, including the history of the Ancient Mayans, the art of Frida Kahlo and creating a new brand of hot chocolate. Also includes light and how we see.



Statement of Curriculum Intent

Intent

Our aim is to **educate** all of our pupils with an engaging, exciting and empowering curriculum that **motivates** them to **achieve** and succeed throughout their lives.

At Woodcock Hill Primary School, the curriculum begins in the Early Years and has a clear focus on developing strong foundations. As children move through our school, our curriculum is designed to: recognise their starting points and prior learning, provide first hand learning experiences, allow children to develop interpersonal skills, build resilience and become creative, critical thinkers.

Every child is recognised as a unique individual. We celebrate and welcome differences within our diverse school community and encourage our pupils to become active citizens that belong and contribute to their local and wider community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and attributes with a vision to prepare pupils for life beyond Woodcock Hill Primary School and for future successes in Birmingham and the wider world. We constantly provide enrichment opportunities to engage learning through our **Woodcock Hill Guarantee** and promote inclusivity and equality. We believe that childhood should be a happy, investigative and enquiring time in their lives, where there are no limits to curiosity and there is a thirst for new experiences and knowledge. We use our Woodcock Hill Values: **Respect, Ambition, Creativity, Inclusion, Independence and Perseverance**, to promote cultural capital within each pupil and enable them to thrive in an ever-changing world as responsible, educated citizens.

Implementation

Our broad and rich curriculum nurtures engagement, curiosity and innovation and brings learning to life in meaningful ways. Learning journeys have been coherently planned, and sequenced, through cross-curricular topics with reading prioritised to allow pupils to access the full curriculum offer. Our topics have been carefully selected to enrich the lives of our pupils and open their eyes to the wider world around them. We have chosen to teach each subject discretely so our pupils value and have a firm understanding of each curriculum area. Oracy is at the heart of all of our curriculum areas with speaking and listening skills interwoven into our daily practise. Our curriculum is vocabulary rich and adaptive teaching strategies are used to ensure all of our pupils are able to achieve.

Impact

By the end of their Woodcock Hill Primary School Journey, our pupils will be confident members of their community with a set of skills, knowledge and values, which can be used to get ahead in education and life. We are preparing our pupils to play an active and valuable part in modern Britain and the world. We have created a curriculum designed to enable our pupils to be independent thinkers who possess the strategies to overcome challenges and have resilience and drive to succeed.

Intent: At Woodcock Hill, we believe that reading provides the fundamentals to all learning and we are passionate about ensuring all our pupils become confident, enthusiastic readers who love reading. We value reading as a key life skill; one that lays the foundations for lifelong learning. Our English Curriculum has reading at its core, and is taught through carefully selected texts that motivate and inspire our pupils. Texts are chosen to challenge thinking, reflect the wider world and support pupils' personal, social and academic development. All pupils read, discuss and dissect stories, poems and texts, analysing character and structure, form and purpose through the reading domains, whilst building comprehension. We use the four reciprocal reading strategies of predicting, questioning, clarifying and summarising to enhance the teaching of reading. Lessons are carefully sequenced for pupils to use their newly acquired skills and knowledge to speak, read and write fluently so that they can communicate effectively.

Reading begins in the Early Years, with a strong emphasis on Systematic Synthetic Phonics. We follow the Read Write Inc. Phonics scheme that provides pupils with the tools to blend and segment sounds enabling them to decode and read words. We aim to ensure pupils learn to read quickly so they move on to reading to learn. Classroom environments are language rich and designed to encourage and inspire all pupils to read widely, across both fiction and non-fiction. We want all our pupils to read fluently and be able to talk confidently about a range of authors and genres. We have high aspirations for all our pupils, regardless of starting points or prior knowledge, and we want them to see reading as enjoyable, purposeful, empowering and as a tool to deepen understanding and achievement throughout their lives.

Curriculum Area Map

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1	Phonics: RWI – Set 1 & 2 sounds Funny bones by Allan Ahlberg Owl Babies by Martin Waddell	Phonics: RWI – Set 1, 2 & 3 sounds Animals NF The Tiger Who Came To Tea by Judith Kerr	Phonics: RWI – Set 1, 2 & 3 sounds Katie in London by James Mayhew Vlad and the Great Fire of London by Kate Cunningham Paddington by Michael Bond	Phonics: RWI – Set 1, 2 & 3 sounds Storm by Sam Usher Lila and the Secret of Rain by David Conway Cyril the Lonely Cloud by Tim Hopgood The Weather Girls by AKI Delphine Mach	Phonics: RWI – Set 1, 2 & 3 sounds Harry and the Bucketful of Dinosaurs by Ian Whybrow The Dinosaur Department Store by Lily Murray Gigantosaurus by Jonny Duddle Oi Dinosaur by Kes Gray and Jim Field	Phonics: RWI – Set 1, 2 & 3 sounds Little Red by Bethan Woolvin Home Is Where The Heart Is by Jonny Lambert
Y2	Squash & a Squeeze by Julia Donaldson Colour Monster by Anna Llenas The Town Mouse and the Country Mouse by Helen Craig	The Bear & the Piano by David Litchfield The Piano and the Little Bears Concert- David Litchfield Max's Christmas by Rosemary Wells The Crayon's Christmas by Oliver Jefferies	The Pirates Next Door by Jonny Duddle Who Was Christopher Columbus? By Bonnie Bader Neil Armstrong by Maria Vegara Meerkat Mail by Emily Gravett	The Green Ship by Quentin Blake George's Marvellous Medicine by Roald Dahl Tidy by Emily Gravett	Poetry: Animals A-Z by Liz Brownlee Don't Squish a Slug by Yussef Rafik Mad About Minibeasts by Giles Andreae	Lighthouse Keepers Lunch by David and Ronda Armitage Samson's Titanic Journey by Lauren Graham Commotion in the Ocean by Giles Andreae
Y3	Atticus the Storyteller- 100 Greek Myths Daedalus & Icarus Hercules & the 12 Labours	The Iron Man by Ted Hughes	How to Wash a Woolly Mammoth by Michelle Robinson Stone Girl Bone Girl by Laurence Anholt	Fantastic Mr Fox by Roald Dahl	Charlie and the Chocolate Factory by Roald Dahl	The Classic Treasury of Aesop's Fables
Y4	Flotsam by D. Wiesner Kensuke's Kingdom by Michael Morpurgo	The Roman Soldier's Handbook by Usbourne I Was There –Boudicca's Army by H. McKay	How To Train Your Dragon by Cressida Cornwell	The Miraculous Journey of Edward Tulone by Kate DiCamillo	James and The Giant by Roald Dahl	The Last Bear by Hannah Gold
Y5	Harry Potter by J.K Rowling The Tempest by William Shakespeare	Secrets of a Sun King by Emma Carroll	Charlotte's Web by E.B. White Wallace & Gromit	The Secret Garden by Frances Hodgson Burnett	Brightstorm by Vashti Hardy	The Boy in the Tower by Polly Ho-Yen
Y6	Skellig by David Almond	The Lion, The Witch and The Wardrobe by C.S. Lewis	Letters From The Lighthouse by Emma Carroll	Pig Heart Boy by Malorie Blackman	Windrush Child by Benjamin Zephaniah	Holes by Louis Sachar

Intent: We aim for all pupils to become confident, fluent and purposeful writers who can communicate effectively for a range of audiences and purposes. Our English curriculum is ambitious, inclusive and coherently sequenced, enabling pupils to build secure foundations and make strong progress from Early Years to Year 6. We prioritise the development of transcriptional skills (handwriting, spelling and sentence construction) alongside compositional fluency, vocabulary development and authorial choice. Adults model the stages of writing frequently so pupils are taught to view writing as a process; planning, drafting, editing and improving their work. Alongside the writing process, we integrate teaching about grammar, punctuation and spelling including: learning how grammatical structures, punctuation choices and accurate spelling contribute to meaning, clarity and impact in writing, rather than as isolated skills. High-quality texts are used as models to develop understanding of genre, structure and language choices and writing is closely linked to our wider curriculum so that pupils can apply their skills in a range of contexts. We have high expectations for all pupils and use a range of strategies to ensure they thrive, including those with SEND needs and those who are disadvantaged. Appropriate scaffolding, oral rehearsal, adaptive teaching and targeted support ensures that they succeed within the writing curriculum.

When pupils leave us they should write clearly, accurately, coherently, and be well prepared for the demands of secondary education and lifelong communication.

Curriculum Area Map

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1	Recounts, descriptions, invitations	Instructions, letters, Information posters	Information texts, Labels, Captions, Lists	Non-chronological reports, Postcards, Adventure Narratives	Instructions, Non-chronological reports, Descriptions	Fact Files, Narratives, Poetry, Riddles
Y2	Recounts, Character Descriptions, Adverts	Lists, Narratives, Diaries	Wanted Posters, Messages, Postcards	Descriptions, Recipes, Web articles	Poetry, Non-Chronological reports	Instructions, Invitations, Narratives
Y3	Narratives, Myths and legends Descriptive Writing	Narratives, Diary writing, Explanation Biographies	Narratives, Instructions, Newspapers	Narratives, play scripts, non-Chronological reports, Poetry	Persuasive Writing, letters	Narratives, recounts, fables
Y4	Description, Narrative, Non-chronological reports	Speech, letter, advertising, explanation	Explanation texts, narrative	Diaries, informal letters, character, setting	Narratives, Information leaflets,	Character, setting, narrative, descriptions
Y5	Fantasy, non-Chronological reports, Sonnets	Diaries, Adventure, newspaper reports	Descriptions Play scripts, Limericks, Kennings	Instructions, Reports, Classic novel narrative	Advertising, adventure narrative, acrostic poetry	Play scripts, Biographies, Sci-fi narrative
Y6	Biographies, Diaries, Setting descriptions, Poetry – W. Blake	Balanced arguments, narratives, Imaginary Worlds, Haikus.	Informal letters, Historical Narratives, Recounts.	Non-Chronological Reports Persuasive Writing	Newspaper Reports, Racism Poetry.	Flashback Narratives, Review, School Prospectus, Travel Guided

Intent: Our aim is to develop confident, fluent and resilient mathematicians who can understand, reason and apply mathematics in a wide range of contexts. Through a mastery approach, all pupils are supported to achieve a deep, secure and connected understanding of mathematical concepts. Mathematics is taught, following White Rose, in small, carefully sequenced steps, ensuring pupils fully grasp each concept before moving on. Learning is designed to be coherent, so new knowledge builds logically on prior understanding and connections between concepts are made explicit. Pupils are exposed to multiple representations (concrete, pictorial and abstract) to deepen conceptual understanding and support all learners. Variation is used within and across lessons to highlight key mathematical structures and relationships, enabling pupils to notice patterns and make generalisations. Fluency is developed through regular practice, enabling pupils to recall and apply facts efficiently and accurately. Equal emphasis is placed on mathematical reasoning, where pupils explain, justify and prove their thinking using precise mathematical language. Problem solving is embedded throughout the curriculum, allowing pupils to apply their knowledge flexibly to unfamiliar and real-life situations.

Our curriculum promotes a positive mathematical mindset, high expectations for all, and the belief that everyone can succeed in mathematics. By the end of primary school, pupils will be well-prepared for the next stage of learning, with the confidence, understanding and skills needed to thrive.

Curriculum Area Map

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1	Place Value (within 10) Addition and Subtraction	Addition and Subtraction Shape	Place Value (within 20) Addition and Subtraction	Place Value (within 50) Length and Height Mass and Volume	Multiplication and Division Fractions	Position and Direction Place Value (within 100) Money Time
Y2	Place Value Addition and Subtraction	Addition and Subtraction Shape	Money Multiplication and Division	Length and Height Mass, Capacity and Temperature	Fractions Time	Statistics Position and Direction
Y3	Place Value Addition and Subtraction	Addition and Subtraction Multiplication and Division	Multiplication and Division Length and Perimeter	Fractions Mass and Capacity	Fractions Money Time	Shape Statistics
Y4	Place Value Addition and Subtraction	Area Multiplication and Division	Multiplication and Division Length and Perimeter	Fractions Decimals	Decimals Money Time	Shape Statistics Position and Direction
Y5	Place Value Addition and Subtraction	Multiplication and Division Fractions	Multiplication and division Fractions	Decimals and Percentages Perimeter and Area Statistics	Shape Position and Direction Decimals	Negative Numbers Converting Units Volume
Y6	Place value Addition, Subtraction, Multiplication and Division	Fractions Converting Units	Ratio Algebra Decimals	Fractions, Decimals & Percentages Area, Perimeter and Volume Statistics	Shape Position and Direction	Themed Projects, Consolidation and Problem Solving

Intent: At Woodcock Hill Primary School, we follow the National Statutory Framework for EYFS and the National Curriculum for Years One - Six. We teach the knowledge, skills and understanding detailed in these documents through the three disciplines of Biology, Chemistry and Physics. As children progress through the school, so does their knowledge and understanding of how to work scientifically. The main focus is that of developing scientific enquiry skills, which are taught throughout each of the contexts. This enables the children to develop their investigative skills of observing, questioning, fair testing, predicting, measuring, recording, analysing and concluding in a variety of situations.

Alongside this, through building up a body of key foundational knowledge and concepts, pupils are inspired to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They are encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes with an emphasis on a respect for evidence.

Through practical science work each child's gains greater understanding through first-hand experience and encourages confident and safe use of equipment and resources, development of investigative skills, co-operation, enquiring minds and the enjoyment of discovering surprising results

Curriculum Area Map

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1	Animals including Humans: Parts of the Body The Senses	Animals, including Humans: Mammals, taking care of pets, grouping animals	Everyday Materials	Seasonal Changes	Animals, including Humans: Classification	Plants
Y2	Materials and their Properties	Sound	Materials-Waterproof	Plants	Living Things and their Habitats	Animals, including Humans
Y3	Forces	Magnets	Rocks and Fossils	Plants	Animals, including Humans	Light
Y4	Living Things and Their Habitats	States of Matter	Animals, including Humans: Digestive System	Food Chains	Sound	Electricity
Y5	Properties and Changing Materials	Earth and Space	Living Things and Their Habitats: Life Cycles	Living Things and Their Habitats: Plants	Forces	Animals, including Humans: Human Development
Y6	Evolution and Inheritance	Living Things and Their Habitats	Animals including Humans: Circulatory System	Animals including Humans: Nutrition	Electricity	Light

Intent: Art and Design at Woodcock Hill Primary School should engage, inspire and challenge pupils. It is an important part of the children's entitlement to a broad and balanced curriculum. Art is a fantastic way for children to express their ideas, thoughts and interests as well as developing their skills. As pupils, progress they should be able to think critically and develop their understanding of Art and Design as well as helping them to understand their own and other's cultural heritage.

Art should be present in other areas of the curriculum wherever possible and it should be celebrated through display and sharing of pupil's work.

Curriculum Area Map

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1	Portraits and sculpture Barbara Hepworth	Animal fur/ patterns/ markings Kusama	Landmarks and cityscapes Stephen Wilshire	3-d modelling with paper mache Hot air balloons	Drawing texture Dmitry Bogdanov and Luis V Rey	Environmental art Goldsworthy
Y2	Landscape L S Lowry Paul Klee	Art in music Peter Blake	Using chalks and paint Pirates and ships	Collage and origami Andy Warhol	3D models Matisse	Sketching and printing Grace Albee
Y3	Creating texture Ancient Greece	Robot sketches and sculpture Giacometti	Cave paintings and jewellery Modigliani	Camouflage and movement Henri Rousseau	Still life and portraiture Giuseppe Arcimboldi	Watercolours Claude Monet
Y4	Mixed media Flotsam – D. Weisner	Roman Art Clay and mosaic Hokusai	Dragon sketches Viking Jewellery Hilma af Klint	Cubism and 3-d effects Pablo Picasso	Native American Art John Singer Sargent	David Hockney Landscapes
Y5	Illustration Jim Kay Chesley Bonestell	Patterns and texture Gustav Klimt	Wet and dry media Frances Hatch	Arts and Craft movement - print design William Morris	Fairground art 3-d images and lettering Fred Fowle	Surrealism and portraiture Salvador Dali
Y6	Art through Nature Walter Hood Finch	Northern Lights Using mediums for effect Frederic Edwin Church	Silhouettes and creating graduated colours	Heart themed art Keith Haring	Windrush Art Basil Watson	Portraits Frida Kahlo

Intent: At Woodcock Hill Primary School, we believe that Computing and the use of ICT is central to the education of all children. We aim to give each pupil the opportunity to apply and develop their technological understanding and skills across a wide range of situations and tasks. Pupils are encouraged to develop a confident and safe approach to Computing and the use of ICT, with the understanding of the capabilities and flexibility of their resources. With the knowledge that Computing and ICT will undoubtedly continue to form a major part in the children's life at home, in further education and places of work, we ensure the Computing and ICT experiences and abilities that the children are equipped with at Woodcock Hill, are effective and transferrable life skills.

Curriculum Area Map

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1	Online Safety	Grouping and Sorting	Pictograms Lego Builders	Maze Explorers Animated books	Coding	Spreadsheets
Y2	Online Safety Coding	Coding Spreadsheets	Questioning	Effective Searching	Creating Pictures	Presenting Ideas
Y3	Coding	Online Safety	Spreadsheets	Touch Typing	Emailing	Databases
Y4	Online Safety	Coding	Writing for Different Audiences	Logo	Animation	Making Music
Y5	Online Safety Coding	Spreadsheets and Databases	Concept Maps- Game Creator	Word Processing	3D Modelling	Microbits- External Hardware
Y6	Online Safety	Coding	Spreadsheets/ Microsoft Word and Powerpoint	Blogging	Text Adventure Coding	Network Quizzing

Design and Technology

Intent: Design and Technology is an inspiring, rigorous and practical subject. Design and Technology encourages children to learn to think and intervene creatively to solve problems both as individuals and as members of a team. At Woodcock Hill, we encourage children to use their creativity and imagination, to design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. We aim to, wherever possible, link work to other disciplines such as mathematics, science, engineering, computing and art. The children are also given opportunities to reflect upon and evaluate past and present design technology, its uses and its effectiveness and are encouraged to become innovators and risk takers

Curriculum Area Map

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1	Preparing fruit and vegetables	Moving story book- sliders and levers	Vehicles using axels	Hot Air Balloons and Baskets	Dinosaur puppets	Playground design- free standing structures
Y2	Signs	Making musical instruments	Making boats to hold cargo	Making a healthy snack	Windmills	Victorian Beach Hut (hinges)
Y3	Yo-Yos	Friend for Iron Man- levers and loose pivots	Sewing- Caveman outfit	Animal Traps	Sweet wrappers and packaging	Torch
Y4	Submarines	Roman purse (sewing)	Viking ship	Pneumatics	Sandwiches	Night Light
Y5	Potions	Egyptian Inventions	Bug Houses	Growing and cooking vegetables	Fairground rides	Model rollercoaster
Y6	Alfred Waterhouse- Architecture	Polar Clothing and fabrics	Sewing- Stuffed toy	World War II cooking	Electrical systems	Hot chocolate – design process

Intent: Through the teaching of Geography we promote curiosity and fascination to explore the wider world. In a creative and inspiring way we teach the children geographical fieldwork skills through practical experiences, mapping, sketching, measuring and recording alongside developing their positional and locational knowledge of globally significant places. We study physical and human features of the world and promote awareness and respect for the environment through knowledge and understanding. At Woodcock Hill we want our pupils to be inspired by knowing that there is a wide world out there full of experiences and adventures.

Curriculum Area Map

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1	Birmingham and Local Area including aerial maps	Continents and animals around the world, climates	London and the U.K. (including seas and capitals)	Weather and Climate	Continents/ Oceans and Coasts	Mapping, including compass points
Y2	Local Area	Continents of the World	Fieldwork and Mapping America	Japan	Australia	Seas and Coastlines
Y3	Location Study: Greece		Settlements		Food miles	Rivers
Y4	World Oceans	Location Study: Italy	Cities in Europe	Trade and Tourism	Location Study: U.S.A.	Weathering in the environment
Y5	Compass points, map work	Location Study: Egypt	Structure of the Earth Mountains	Natural Resources and Trade	Map Skills and Tourism	Conservation – distribution of natural resources (food and energy)
Y6	Location Study: Galapagos Islands	Polar regions	Geography of World War Two	UK Geography	Town Planning	Location Study: Mexico

Intent: History at Woodcock Hill encourages children to explore the past by showing them aspects of Britain and the wider world's fascinating history. As we explore changes in society and culture over time we will lead them to an understanding of how the world we know today was formed. We challenge children to think about and question what the find. Through engaging topics, we aim to inspire pupil's curiosity and equip them with the skills to become life-long learners.

Curriculum Area Map

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1	History within our Families (family trees) and changing toys	History of zoos	The Great Fire of London	History of Transport	Fossils/ Mary Anning	Local History: Lickey Hills, Weoley Castle, Castles
Y2	Homes From the Past	Musical Eras	Explorers: Christopher Columbus and Neil Armstrong	Japanese Tradition	Australian History: Steve Irwin and Amy Johnson	History of the Seaside and Holidays
Y3	Ancient Greece	Metal in History	The Stone Age	Shang Dynasty	History of Bournville	History of River Thames
Y4	Ancient Rome	The Roman Empire	Anglo-Saxons and Vikings		Native Americans	Significant Individuals of Birmingham
Y5	History of Birmingham	Ancient Egypt: Civilisation, Hierarchy and Tutankhamun	Ancient Egypt: Death and Burial, Inventions and technology	The Victorians: Queen Victoria, Schooling, Children in Work	The Victorians: Leisure, Sports, Entertainment and Technology	The British Monarchy 1066- Modern Day
Y6	The Legacies of Charles Darwin and Mary Anning	History of Polar exploration	World War II		Post- War Britain, including Windrush	Ancient Maya



Modern Foreign Languages

Intent: Learning a second language early in life enhances overall cognitive skills and improves brain development. Studies have shown repeatedly that foreign language learning increases critical thinking skills, creativity, problem-solving skills and flexibility of mind in young children. Using Language Angels, we aim to teach French in a fun way through songs and games, accessible to all.

Curriculum Area Map

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y3	Core Vocabulary Phonetics	I am Learning French	Animals	Musical Instruments	Little Red Riding Hood	I can
Y4	Presenting Myself	Family	The Tudors	Habitats	At the Cafe	The Classroom
Y5	Presenting Myself	The Date	My Home	My Family	Clothing	The Classroom
Y6	The Date	At School	My Home	Around Town	The Weekend	Healthy Lifestyles

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Intent: At Woodcock Hill the aim is to provide a musical experience that is positive, gratifying and inspiring. Children are encouraged to take part in numerous musical opportunities that build confidence and self-belief with all children having the opportunity to learn how to play a musical instrument.

Through singing, children learn about the organisation and arrangement of music. They learn to value and understand different forms of music and as children progress; they maintain their concentration for longer and listen to extended pieces. Children develop their abilities to describe music and learn that they can use words to represent feelings and emotions. We teach them the self-controlled skills of recognising pulse and pitch and show them how to work together when composing music or performing for audiences.

Our main goal is to perfect the skills implemented by the Music National Curriculum aims and objectives. Its intent is to provide greater clarity and flexibility, allowing for the development and progression of each child's individual learning.

Curriculum Area Map

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1	Hey You! Old School Hip Hop	Rhythm is the Way	In the Groove	Round and Round	Your Imagination	Reflect, Rewind and Replay
Y2	Hands, Feet and Heart	Ho, Ho, Ho	I Wanna Play in a Band	Zoo Time	Friendship Song	Reflect, Rewind and Replay
Y3	Ukulele Tuition Let Your Spirit Fly	Ukulele Tuition Glockenspiel	Ukulele Tuition Three Little Birds	Ukulele Tuition The Dragon Song	Ukulele Tuition Bring Us Together	Ukulele Tuition Reflect, Rewind and Replay
Y4	Ukulele Tuition Mama Mia	Ukulele Tuition Glockenspiel	Ukulele Tuition Stop	Ukulele Tuition Lean On Me	Ukulele Tuition Blackbird	Ukulele Tuition Reflect, Rewind and Replay
Y5	Livin' on a Prayer	Jazz	Make You Feel My Love	French Prince of Bel Air	Dancing in the Street	Reflect, Rewind and Replay
Y6	Happy – Pop / Motown	Jazz, Latin and Blues	Benjamin Britten- Western Classical Music, Gospel, Bhangra.	You've Got a Friend – Carole King	Music and Identify	Reflect, Rewind and Replay

Intent: At Woodcock Hill Primary School, we recognise the importance of P.E and the role it has to play in promoting long term, healthy lifestyles. The intent of our P.E curriculum is to provide all children with high quality P.E and sport provision. It is our vision for every pupil to succeed and achieve their potential as well as to lead a physically active lifestyle. We strive to inspire our pupils through fun and engaging P.E lessons that are enjoyable, challenging and accessible to all. We want our pupils to appreciate the benefits of a healthy and physically active lifestyle.

Through our teaching of P.E, we will provide opportunities for pupils to develop values and transferable life skills such as fairness and respect as well as providing them with opportunities to take part in competitive sport.

Curriculum Area Map

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1	Dance	Gymnastics	Hit Run Catch	Run Jump Throw	Cricket	Attack Defend Compete
Y2	Dance	Gymnastics	Run Jump Throw	Attack Defend Compete	Hit Catch Run	Athletics
Y3	Gymnastics	Dance	Tennis	Football	Cricket	Athletics
Y4	Gymnastics	Dance	Tennis	Football	Cricket	Athletics
Y5	Hockey	Gymnastics	Football	Dance	Cricket	Athletics
Y6	Gymnastics	Football	Dance	Netball	Cricket	Athletics



Personal, Social, Health Education

Intent: At Woodcock Hill, we believe PSHE is a fundamental part of every child's education in order for them to become confident, happy children. PSHE is delivered in a structured and developmentally appropriate way in order to equip our children with the knowledge, understanding, attitudes and skills to improve their life chances. Children are encouraged to play a positive role model in contributing to school life. Our curriculum covers a range of topics which enables the children to develop their physical and mental health, wellbeing, safeguarding and healthy relationships. Through a range of experiences and concepts we aim to give our children a strong understanding of the diverse world around them and that they are equipped to take responsibility for their own wellbeing and to stay safe.

Curriculum Area Map

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Y2	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Y3	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Y4	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Y5	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Y6	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me

Intent: Following the Birmingham Agreed Syllabus for Religious Education 2022, we provide children with high quality religious education that engages them, whatever their background or belief. We aim to support children to become confident, thoughtful and inclusive learners, who take on board the views of religious and non-religious people. We develop children's tolerance of others through knowledge and understanding of religious beliefs, languages and traditions as individuals and part of a multi-cultural community. The Agreed Syllabus is broad, ambitious and well sequenced to ensure progression across the key stages.

Curriculum Area Map

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1	Creating Inclusion, Identity and Belonging Being Thankful	Being modest and listening to others Expressing Joy.	Being Fair and Just. Being Accountable. Living With Integrity.	Being Courageous and Confident Being Loyal and Steadfast	Remembering Roots Being Hopeful and Visionary	Being Curious and Valuing Knowledge Being Open, Honest and Truthful
Y2	Living by Rules Being Temperate, Self-Disciplined and Seeking Contentment	Responding to Suffering Sharing and Being Generous	Creating Unity and Harmony Participating and Willing to Lead	Caring for Others, Animals and the Environment Being Merciful and Forgiving	Being Attentive to the sacred as well as the precious Being Reflective and Self Critical	Being Imaginative and Exploratory Appreciating Beauty
Y3	Sharing and Being Generous Caring for Others, Animals and the Environment	Creating Unity and Harmony Participating and Willing to Lead	Being Fair and Just Being Accountable and Living with Integrity	Remembering Roots Being Loyal and Steadfast	Being Open, Honest and Truthful Being Attentive to the sacred as well as the precious	Being Courageous and Confident Being Hopeful and Visionary
Y4	Expressing Joy Being Thankful	Being Reflective and Self Critical Being Curious and Valuing Knowledge	Being Modest and Listening to Others Creating Inclusion, Identity and Belonging	Being Merciful and Forgiving Responding to Suffering	Living by Rules Being Temperate, Self-Disciplined and Seeking Contentment	Being Imaginative and Exploratory Appreciating Beauty
Y5	Caring for Others, Animals and the Environment Sharing and Being Generous	Being Loyal and Steadfast Being Hopeful and Visionary	Being Open, Honest and Truthful Being Attentive to the sacred as well as the precious	Participating and the Willing to Lead Being Modest and Listening to Others	Being Temperate, Self-Disciplined and Seeking Contentment Being Accountable and Living with Integrity	Being Thankful Being Imaginative and Exploratory.
Y6	Living by the Rules Being Fair and Just	Creating Unity and Harmony Creating Inclusion, Identity and Belonging	Remembering Roots Being Courageous and Confident	Responding to Suffering Being Merciful and Forgiving	Expressing Joy Appreciating Beauty	Curious and Valuing Knowledge Being Reflective and Self Critical