



## Our Junior Prep Curriculum Rationale

We believe that the key to successful learning starts with developing strong oracy, comprehension and written expression from an early age; therefore, we want our pupils to be immersed in a curriculum that is literature rich and centred around building core transferable skills that equip them in developing key knowledge and understanding of the world around them, whilst being meaningful and relevant to their everyday experiences.

Our interconnected approach to the curriculum means that where subjects are naturally able to be linked by a common theme, we teach these during the same term so that pupils can see the relevance between them, whilst maintaining discrete subject teaching; in this way, children will know what it means, for example, to be a scientist, geographer or historian.

We want our pupils to be excited about their learning from the moment they begin a new theme or topic; so each new theme will be defined by our Sparkling Start approach, which aims to pique their curiosity and desire to learn more about it. They may go on trips, have a workshop in school or a specific activity and at the end there will be a Phenomenal Finish that will be shared with parents in a variety of ways. Phenomenal finish - gives their learning meaning and they are working towards a purposeful ending.

Maths is taught as a stand alone subject, although application of skills to real life contexts will be practised by making links, where relevant, to other areas of the curriculum and our themes.

Lessons are planned to provide a breadth and balance of learning through practical, investigative and written activities. By encouraging the children to apply their learning across different contexts we are able to extend their understanding and deepen the core skills.

## Overview of Reception - Year 4 Themes

	Michaelmas 1	Michaelmas 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Reception</b>	All About Me	Celebrations around the World	Fairy Tales	Farming	People who Help Us	Minibeasts
<b>Year 1</b>	Home Sweet Home	Wild and Wonderful	Heads, Shoulders, Knees and Toes	Walking with Dinosaurs	Here comes the Sun	In the Garden
<b>Year 2</b>	Explorers and Adventurers	Journeys	Castles and Dragons	Eco Warriors	Up, Up and Away	The Riverbank
<b>Year 3</b>	Tombs, Treasures and Trophies		Going Underground		Heroes and Villains	
<b>Year 4</b>	Power, Palace and Plays		Change and Journeys		Community, Homes and Habitats	

## Lent Term Learning Outline

RECEPTION	
<b>Themes:</b>	Fairy Tales and Farming
<b>Learning Outline:</b>	<p>Fairy Tales: We look forward to igniting the children's imagination as we explore classic fairy tale stories. We will continue to explore emotions so that children can better understand morals, how to be resilient and how to overcome problems within their own lives.</p> <p>Farming: Children will be learning about agriculture, where different foods come from and how important they are to sustain our daily lives. We will also compare farming tools of the past with the present and why they have changed over time.</p>
<b>Sparkling Start:</b>	Magical fairy trail in the woods.
<b>Phenomenal Finish:</b>	Dress up as a Fairy Tale character and interview each other in role.
<b>Sparkling Start:</b>	A farmer will send the children a letter with some seeds so they can grow their own vegetables.
<b>Phenomenal Finish:</b>	Interactive visit to Bucklebury Farm & exploring farming equipment used in the past with Mr King.
<b>Interconnectedness:</b>	Children will make connections as they listen, discuss, and compare different versions of fairy tales. They will learn to understand the structure of fairy tale stories and how to apply their phonetic knowledge and tricky words in both their reading and writing. In farming, our aim is to teach the children how to show care and concern for living things and make connections with the food they eat.
<b>Skills and other aspects of learning:</b>	Fairy tales are great for expanding children's imagination and creativity. The use of simple themes and language in most fairy tales helps children build on their own vocabulary and communication skills. Learning about the farm will enable children to learn more about daily life on a farm and looking after our environment which is an important life skill that is vital to our younger generation.

## YEAR 1

<b>Themes:</b>	Heads, Shoulders, Knees and Toes Walking with Dinosaurs
<b>Learning Outline:</b>	<p><b>Heads, Shoulders, Knees and Toes</b></p> <p>In the first half of the Spring Term the children will study the classic children's book 'Funnybones.' As well as retelling this story, they will also experiment with new vocabulary to add description to their writing. The children will then write information texts on different parts of the human body including our skin, skeleton and organs. The children will revisit how to wash hands and write instructions on how to brush your teeth. They will use adverbs and time connectives. They will also read the book 'What Makes Me Me?' and use this as a stimulus to write their own poems about their favourite body part.</p> <p><b>Walking with Dinosaurs</b></p> <p>In the second half of the Spring Term they will be reading and responding to the popular children's book 'Harry and His Bucketful of Dinosaurs.' The children will then be writing information texts on different types of dinosaurs. We will then read the book 'If I had a Dinosaur' and use this as inspiration to write our own persuasive letters. They will create some lovely poems with repetition, taking inspiration from the fabulous 'Stomp, Dinosaur Stomp!'</p>
<b>Sparkling Starts:</b>	<p><b>Heads, Shoulders, Knees and Toes</b> - A visit from a doctor at our local Goring and Woodcote GP surgeries to explore what the children already know about bones and the human body.</p> <p><b>Walking with Dinosaurs</b> - Adventure into the woods to find dinosaur clues. Investigate names and characteristics of different dinosaurs.</p>
<b>Phenomenal Finishes:</b>	<p><b>Heads, Shoulders, Knees and Toes</b> - Book presentation with parents.</p> <p><b>Walking with Dinosaurs</b> - Using their knowledge of dinosaurs and bones when they visit The Natural History Museum in Oxford.</p>
<b>Interconnectedness:</b>	<p>We will be linking our topic to science when looking at the human body including the importance of the skeleton and how to look after ourselves. Drama and story-mapping will be incorporated as a starting point for children's writing. Children will use their imagination to think about how the earth would have been when dinosaurs were around and compare our skeletons and bones with dinosaurs. There will be opportunities to use children's prior knowledge of names and features of dinosaurs.</p>
<b>Skills and other aspects of learning:</b>	<p>Core skills which will be developed are: <b>Communication:</b> speaking and listening when visited by a GP and communicating with parents when sharing their work. <b>Critical thinking:</b> what was life like in the dinosaur era? <b>Reasoning:</b> sharing ideas with friends and agreeing on a character/setting for their own story. <b>Creativity:</b> developing work on adjectives and rhyme. Making dinosaur sculptures based on knowledge of features. <b>Adaptability and Reasoning</b> are ongoing skills that are developed in every area of Year 1 life.</p>



## YEAR 2

<b>Themes:</b>	Castles and Dragons Eco Warriors
<b>Learning Outline</b>	<p>During the Lent Term the children will examine the importance of castles and how they served as a way to defend land and fight off attackers; becoming the centre of local activity including Wallingford. The children will explore their designs, structures and the building materials used. The children will investigate reasons why castles were built and the historical impact they have. The importance of rivers (the River Thames) and natural features e.g. the top of a hill will also be considered locally. The children will visit Windsor Castle to pique their curiosity and learning which will enable them to apply their knowledge and new vocabulary throughout the half term, culminating in them creating their own three dimensional castle (incorporating D/T components) to present to parents. The children will also be learning how to write fictional instructions for "How to catch a Dragon" and using this as a stimulus for creative writing, poems and grammatical development.</p>
<b>Sparkling Starts:</b>	Trip to Windsor Castle: What were Castles used for? Sorting recycling.
<b>Phenomenal Finishes:</b>	Parents to come and create an instructional game around the castle (board game) with the children. Resources to be provided and work will be in collaborative groups. Exhibition of Wild Art - A Celebration of the Woods - Share collaborative class projects on "Our Wonderful Earth".
<b>Interconnectedness:</b>	Developing written skills to explore ways of joining historical facts with present day life and building an appreciation of the relevance of climate change, human activity and a growing awareness as to how vital it is becoming for people across the world to adapt and change. To highlight with the children the need for people to ensure that the world and its ecological structures stay healthy, safe and protected. Geography: what is happening to our world. Science: examine experiments to show the passing of time and the effects on living things.
<b>Skills and other aspects of learning:</b>	<b>Adaptability</b> - to build a better future for the children's everyday lives with regards to global climate and ecological issues - encouraging the children to think with greater willingness to change or show compromise. <b>Critical thinking:</b> Mindmaps - making their own non-fiction posters about an area in need of help. As Eco Warriors the children will research and consider amazing facts but also learn more about the importance of a global, national and school-based approach to caring for the environment. <b>Leadership:</b> We will look at changes we can all make starting with a focus on what can be done in school, led by the children and Eco Council.



## YEAR 3

<b>Theme:</b>	Going Underground
<b>Learning Outline</b>	<p>During the Lent Term the children will be learning about the Stone Age and how people lived, hunted and explored. They will be able to compare this with modern day explorers that they have encountered previously. For instance, Neil Armstrong and Howard Carter. They will have opportunities to extend their understanding of stone age structures through den building in Forest School comparing these to modern structures, and consider foods that can be found in nature (and possible dangers of foraging).</p> <p>We will make links between our class text (How To Wash A Woolly Mammoth) in art, communicating with peers in order to create a design and work collaboratively on a joint felting project. There will also be opportunities for 3D work, crafting swords and hilts. Children will extend their understanding of the features of non-fiction books and how to use skimming and scanning for information. Children will consider how people across the world have had to adapt to living in areas where there is a threat of volcano eruption, such as reinforced structures and drills.</p>
<b>Sparkling start:</b>	Stone Age workshop - Reading Museum.
<b>Phenomenal Finish:</b>	The children will be hosting a 'Stay and Share' event. Parents will be welcomed (by invitation - designed in computing) into school and the children will share their successes/achievements.
<b>Interconnectedness:</b>	We will be making links between learning about Stone Age structures and den building in Forest School. The children will use their growing knowledge of rocks and soils and apply this to their work on volcanoes and earthquakes in geography, developing their understanding of moving plates and what is under our earth. One of our focus texts (How To Wash A Woolly Mammoth) will be used as inspiration for instruction writing and creative work in art. A trip to The Reading Museum will provide the children with the opportunity to take part in workshops to stimulate their learning about the Stone Age. For instance, building a roundhouse and learning more about local history.
<b>Skills and other aspects of learning:</b>	<p><b>Collaboration</b> - exploring den building in Forest School and working as a team to create a structure. There will also be opportunities to work as a group in art on their felting project.</p> <p><b>Resilience</b> - linked to Maths Minutes times tables challenges and progressing through the levels of difficulty. <b>Critical thinking</b> - exploring qualities of rocks and linking to work in Geography based on earthquakes and volcanoes (what is underneath our earth). <b>Reasoning</b> will be encouraged through mathematical tasks and problem solving.</p>



## YEAR 4

<b>Theme</b>	Change and Journeys
<b>Learning Outline</b>	We are looking at the theme of rainforests and we will check out fascinating facts to learn more about the tropical rainforests of the world, changes that have taken place and the journey of the banana. In Science we will focus on the changes of state, from solids to liquids to gases, and also about the journey food takes through our bodies, focusing on mechanical digestion with our teeth, to chemical digestion within the gut. Following their journey to Britain the Anglo-Saxons, for example, changed the Roman stone buildings to wooden ones, and spoke their own language, which then changed to the English spoken today; with the arrival of Saint Augustine in 597 the main religion was changed to Christianity.
<b>Sparkling Start:</b>	Trip to the Ashmolean Museum.
<b>Phenomenal Finish:</b>	Presentation of Work to Parent: Stay and Share in the Theatre.
<b>Interconnectedness:</b>	The rainforests are precious ecosystems that are teeming with life and their relevance is key in Geography and Science. Britain experienced several waves of invasion; different cultures met and clashed, in History and Geography the children will investigate the impact that we still see today. In Science, our work on changes of state reinforces previous learning and whilst learning about digestion, we focus on healthy eating and good oral hygiene.
<b>Skills and other aspects of learning:</b>	<b>Communication</b> features prominently in our curriculum and we will explore ways of connecting learning across our subjects. <b>Reasoning</b> will feature in multiplication tasks and continue in our Mental Maths Tests; a new focus will see the introduction of verbal reasoning. A New Year brings new resolutions and strategies to build <b>resilience</b> ; our children also need to be taught to be <b>adaptable</b> in everyday life so that they can learn to think with more flexibility.



# Our Junior Prep Curriculum Intent

Key Aspects of Learning	Core Skills	Immersive and Experiential	Breadth of Curriculum	Characteristics	Information, Media and Technology
<p>Independence</p> <p>Critical thinking</p> <p>Logical thinking</p> <p>Reasoning</p> <p>Leadership</p> <p>Creativity</p> <p>Communication</p> <p>Adaptability</p> <p>Resilience</p>	<p>Rich text centred</p> <p>Piques curiosity with a sparkling start</p> <p>Provides a purpose and context for learning</p> <p>Is relevant and significant</p> <p>Builds knowledge and skills to create a phenomenal finish</p>	<p>English language</p> <p>Reading Comprehension</p> <p>Creative Writing</p> <p>Writing for a purpose</p> <p>Maths</p> <p>Science</p> <p>Humanities</p> <p>The Arts</p> <p>Technology</p> <p>Language/culture</p> <p>PSHCE</p>	<p>Curiosity</p> <p>Self challenging, risk takers</p> <p>Reflective</p> <p>Collaborative</p> <p>Imaginative</p> <p>Integrity</p>	<p>Communication (G suite and chromebooks)</p> <p>Computational thinking</p> <p>Computer science</p> <p>E safety</p>	
<p><b>Opportunities our curriculum provides</b></p>	<p>Breadth and Balance in learning</p> <p>Excitement and Engagement</p> <p>Challenge and Ownership</p> <p>Development of oracy, comprehension and writing skills</p>		<p>Mastery approach in Maths</p> <p>Practical and physical experience</p> <p>Application of learning to different context</p>		
<p><b>Relationships</b></p>	<p>Self awareness; relationships to others; global relationships and cultural diversity</p>				
<p><b>Experiences outside of the classroom</b></p>	<p>Forest School; Eco awareness; Sporting endeavours and opportunities; Musical and Drama opportunities; Local links;</p>		<p>Educational trips; Visiting speakers/workshops</p>		

