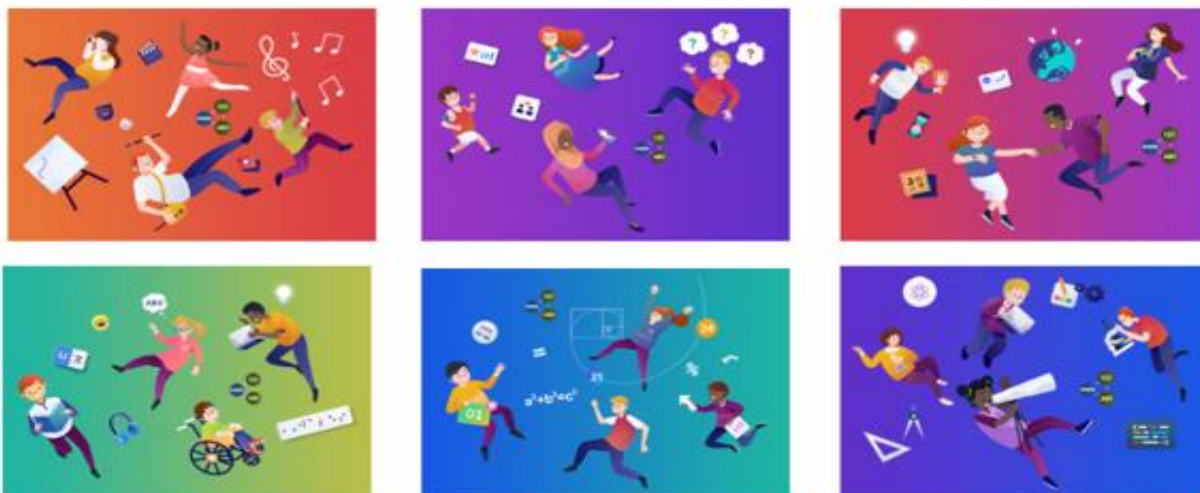


# ST WOOLOS PRIMARY SCHOOL

## CURRICULUM STATEMENT



*Ensuring that every member of the St Woolos community achieves the very best of which they are capable, discovers hidden talents, experiences success, develops self-worth and knows they are loved.*



## INTRODUCTION

Our curriculum at St Woolos Primary School always has been, and always will be, about putting the needs of all of our learners at the absolute front of everything we do, so that they can achieve their very best.

As our school has grown over the years, and class and year groups have altered, so too have we adapted our curriculum and organisation continuously. In more recent years, we have been adapting and developing our curriculum, so that we are ready for a new Curriculum for Wales, that is being introduced from September 2022.

The term 'curriculum', is used to refer to all of the learning experiences and assessments that schools plan.

Throughout our process of curriculum development, our drive has never wavered to do the very best, not only for our pupils, but to also equip staff with a high professional skill set.

### Background to the Curriculum for Wales

The Welsh Government decided to review their curriculum as a result of a report written in 2014 by the Organisation for Economic Development and Culture (OECD), which recommended that they should '*develop a shared vision of the Welsh learner, reflecting the Government's commitment to quality and equity*'.

Between March and December 2014, Professor Graham Donaldson and his team of researchers visited schools across Wales, talked with pupils, staff, parents and carers, community groups and businesses to find out what was working well, and what needed to change.

Professor Graham Donaldson's report 'Successful Futures - Independent Review of Curriculum and Assessment Arrangements in Wales', was published in February 2015. The majority of his recommendations were accepted by the Welsh Government to form the basis of the new Curriculum for Wales for learners from 3-16 years old.

## PARENT INFORMATION FROM THE WELSH GOVERNMENT

<https://hwb.gov.wales/api/storage/44b74558-5d89-4a5b-bf54-32bd6dcad1c0/a-new-curriculum-in-wales>

### WHAT UNDERPINS THE CURRICULUM FOR WALES?

In September 2022 the new Curriculum for Wales starts.

It is based on the skills, knowledge and experience that all pupils will need to equip them for success in all stages of their life.

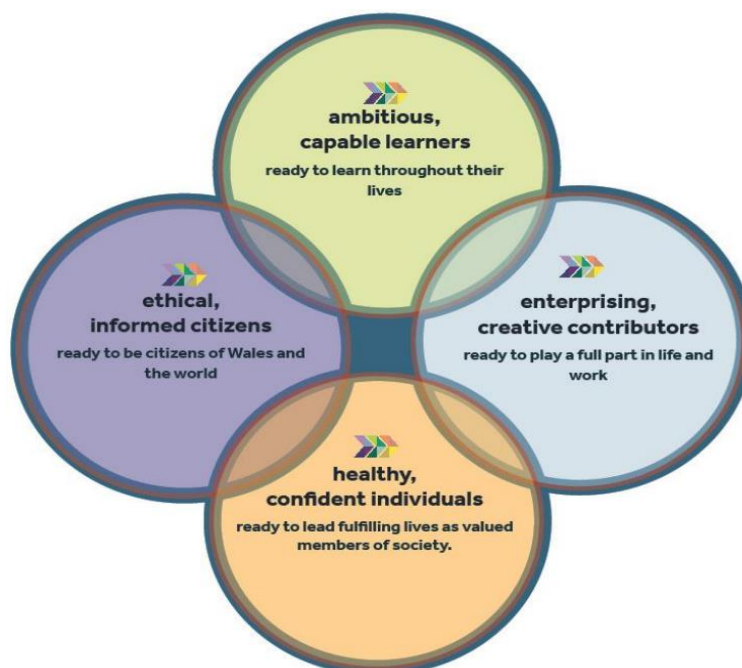
It has Four Purposes that underpin every aspect of teaching and learning. They are that pupils will be:

**AMBITIOUS, CAPABLE LEARNERS** - Ready to learn throughout their lives

**ETHICAL, INFORMED CITIZENS** - Ready to be citizens of Wales and the world

**ENTERPRISING, CREATIVE CONTRIBUTORS** - Ready to play a full part in life and work

**HEALTHY, CONFIDENT INDIVIDUALS** - Ready to lead fulfilling lives as valued members of society



### WHAT THIS LOOKS LIKE FOR US?

Staff at St Woolos plan and organise each learning activity to meet at least one of these **Four Purposes**.

Pupils looked at these principles and designed **four characters** to focus on when they are doing any activity in school. By referring to them, pupils can understand their learning more and decide what kind of a learner they have been.



## WHAT ELSE UNDERPINS OUR SCHOOL APPROACH?

We have **four core values** that we have chosen through consulting with all of our school community (pupils, parents, staff and Governors).

All members of our school community share and practise these values.

The values we all share are those of being:

**KIND**

**FAIR**

**CURIOUS**

**ASPIRATIONAL**

At the start of each school year, pupils draw up their own class charter for learning and conduct based on each of these four values.

Staff have also compiled their own charter.

When talking to pupils about any aspect of their learning or behaviour, these four values are referred to.

They also help to support and signify a togetherness and belonging to a community and area, described by the Welsh word '**Cynefin**'





# ST WOOLOS PRIMARY SCHOOL OUR VALUES

**1** We are **kind**



**2** We are **fair**



**3** We are **curious**



**4** We are **aspirational**



Being the best  
we can be!

## WHAT THE NEW CURRICULUM LOOKS LIKE

Staff plan pupils' learning across the six **Areas of Learning and Experience (AoLEs)**.

These areas are:

**Languages, Literacy and Communication** (English, Welsh, Modern Foreign Languages)

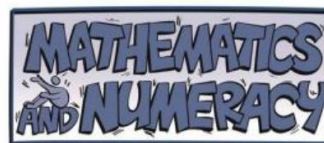
**Mathematics and Numeracy** (Maths skills and their use in real-life)

**Science and Technology** (Science, Design Technology, IT skills)

**Expressive Arts** (Dance, Music, Art, Drama)

**Humanities** (RE - Known as Religion, Values and Ethics -, History, Geography)

**Health and Wellbeing** (PE, Nutrition, Physical and Mental Health)



## HOW AREAS OF LEARNING EXPERIENCE ARE BEING DEVELOPED AS A CENTRAL ELEMENT OF THE NEW CURRICULUM

<https://curriculumforwales.gov.wales/2018/07/02/sketchnote-how-areas-of-learning-and-experience-are-being-developed-as-a-central-element-of-the-new-curriculum/>

As well as the Areas of Learning Experience, all schools are required to teach **Cross-Curricular Skills** which occur in all learning.

These are:

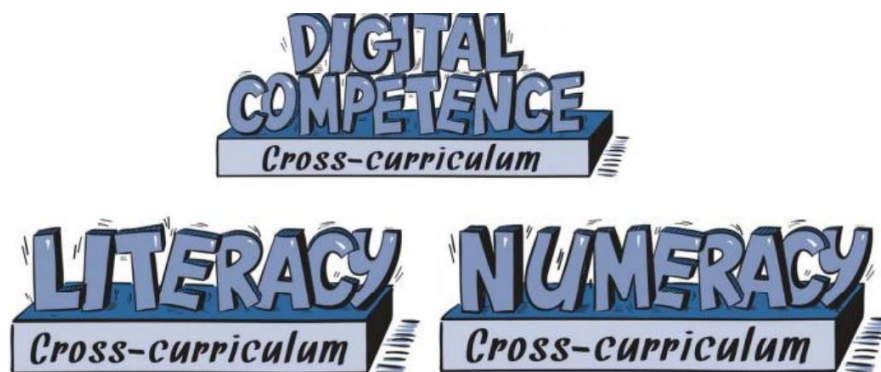
**Literacy**

**Numeracy**

**Digital Competence.**

The world is changing and we want all of our pupils to develop the skill base that will help and prepare them for all aspects of their future life. These cross-curricular skills help to foster deeper understanding of an area and are the key to successful learning.

For example, the numeracy key skill could be applied, is the use of graphs or weather data, in a Humanities lesson looking at tropical rainfall.



Schools also have to teach **Integral Skills**

Creatvity and Innovation

Critical Thinking and Problem Solving

Planning and Organisation

Personal Effectiveness



Additionally, schools have to ensure that **Cross Cutting Themes** are covered at every opportunity.

These are wider skills are:

**Relationships and Sexuality Education (RSE)**

**Human Rights**

**Diversity**

**Careers and Work Related Experience**

**Local, national and international contexts, with an emphasis on the Welsh dimension and Cynefin (the sense of Welsh identity and belonging)**

Schools follow the United Nations Convention on the Rights of the Child and the United Nations Convention on the Rights of Persons with Disabilities to help them deliver these aspects.

Of the aspects detailed above, **The Curriculum and Assessment (Wales) Act 2021**, sets mandatory (legal) expectations on schools to teach the following, and pupils cannot be withdrawn from them.

**Cross-Curricular Skills (Literacy, Numeracy and Digital Competence)**

**Religion, Values and Ethics (RVE)**

**Relationships and Sexuality Education (RSE)**

**Welsh**

**English from 7 years old**



### HOW WE PLAN OUR CURRICULUM

We use all of the elements previously described to help form the basis of our curriculum.

We have to ensure that:

- All learners can develop in each of the **Four Purposes** and understand them
- All of the **Areas of Learning Experience** are covered, including the mandatory elements.
- The curriculum is **broad and balanced** in terms of teaching and learning
- It is suitable for **all learners** of differing ages, abilities and aptitudes, including those with Additional Learning Needs (ALN)

### WE FOLLOW 'WHAT MATTERS' STATEMENTS

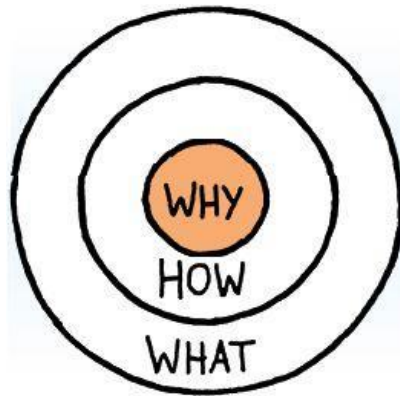
In planning for every Area of Learning Experience, staff have to take note of a set of **What Matters** statements.

These are 27 statements across all 6 Areas of Learning Experience.

These are mandatory for all schools when designing their curriculum and assessment arrangements.

### STATEMENTS OF 'WHAT MATTERS' CODE

<https://gov.wales/sites/default/files/publications/2021-11/curriculum-for-wales-statements-of-what-matters-code.pdf>



### WE START WITH WHY

As well as including all the mandatory elements of the Curriculum for Wales, we follow the approach advocated by Simon Sinek, a leadership expert. He says that if organisations know **Why** they are doing something, they can align whatever they do to their organisation's values and needs.

At St Woolos, this means being true to our values and also our Mission Statement. (**What** we want to achieve.)

*Ensuring that every member of the St Woolos community achieves the very best of which they are capable, discovers hidden talents, experiences success, develops self-worth and knows they are loved.*

The **How** is how we get there. It's our full curriculum and approach.

### OUR WHOLE SCHOOL APPROACH

As well as following the Whys of the Curriculum for Wales, at St Woolos we are developing a **Whole School Approach** to every decision we make about all aspects of the curriculum. We are taking part in a pilot project with several other schools in Newport to develop this approach, which is run by the Aneurin Bevan Health Board and Newport Educational Psychology Service.

We review every decision against the Five Principles of the Whole School Approach to ensure that our **Why** is met.

# ST WOOLLOS PRIMARY SCHOOL OUR WHOLE SCHOOL APPROACH\*

Everything starts with WHY?



## LOVE AND CARE

Feeling secure, accepted and valued



## BELONGING

Being part of a family or class group



## SAFETY

Being looked after and protected



## AGENCY

Having a voice and making decisions



## EFFICACY

Being able to bring about change



Every single school experience for  
all members of our school  
community must match up to at  
least one of these.

\*The school is taking part in the Gwent Whole School Approach project which is run jointly between the Aneurin Bevan Health Board and Newport Educational Psychology Service.

## HOW PUPILS ARE INVOLVED IN DESIGNING OUR CURRICULUM

### Pupil Voice

Children having a say in the choices that they are learning, is central to our planning process. Staff plan the skills that have to be covered in each Area of Learning Experience, include cross-cutting themes and also respond to pupil's choices and suggestions.

We also survey pupils' wellbeing (eg online surveys such as HAPPEN) to find out what their feelings are.

Staff take into account all of these, and they include pupils' thoughts and ideas as much as possible.

### Pupil Participation Groups

These are groups such as the Eco Team, School Council, Digital Leaders, House Captains etc, which are voted for by pupils. They contribute to the life of the school through doing tasks, organising events, surveying pupils and bringing about change.

All pupils are involved in decision-making (**agency**) and bringing about change possible (**efficacy**) whenever possible.



## WHAT ELSE WE THINK ABOUT WHEN PLANNING OUR CURRICULUM

Throughout the year we check up on how we are all doing as a school and decide on **key priorities** for learning or wellbeing.

These key priorities form part of our School Development Plan and we include them when planning the work for the class.

They influence the yearly planning for the curriculum.



# OUR CURRICULUM VISION

WHY?  
HOW?  
WHAT?

## WHAT THE CURRICULUM AT ST WOOLOS WILL LOOK LIKE

### At St Woolos all learners will.....

....Be given every opportunity to fulfil their true potential, discover hidden talents and achieve success

....Enjoy learning and become skilled at making links within all areas of the curriculum.

....Be confident, resilient and ready to cope with the challenges of school and the wider world

....Be curious and creative investigators and ambitious and aspirational learners who make decisions based on kindness, fairness and facts and who apply their skills and knowledge in a range of problem-solving contexts

....Find out about, and understand, their local community, their place in Wales and in the world

....Develop an understanding that we are all equal in our differences and will learn from one another

....Have a voice



CYNEFFIN

KIND  
FAIR  
CURIOUS  
ASPIRATIONAL

## HOW WILL WE ENSURE THIS?

- ✓ We will ensure that every decision we make is filtered through our core value set and meets Nurture principles.
- ✓ We will provide the richest experiences possible for children and families.
- ✓ All learners will be challenged and encouraged to experiment, to learn from failure and to question.
- ✓ We will believe in our children and let them know that we believe in them.
- ✓ We will provide the best possible start.
- ✓ We will be thorough, effective and focused in our assessment of pupils and will plan work to meet the needs of all learners and provide challenge and purpose through authentic learning situations.
- ✓ We will celebrate and share success for children and staff.
- ✓ We will ensure that all staff have the best possible access to high quality professional learning. We will share expertise within school and will respond proactively to educational developments.
- ✓ We will equip our children and staff with the resources necessary to grow, learn, develop and experiment, and will adapt our learning environments to suit our changing needs
- ✓ We will embody our values at all times.



**WHY? WE WANT OUR CHILDREN TO HAVE EVERY OPPORTUNITY TO BE HAPPY, FULFILLED AND SUCCESSFUL IN WHATEVER THEY DO IN SCHOOL AND THE WIDER WORLD**



## ST WOOLOS PRIMARY SCHOOL CURRICULUM VISION



## WHAT ARE WE DOING TO SUPPORT THIS?

- ✓ Gwent Whole School Approach
- ✓ I-Act
- ✓ Whole School Mental Health Strategy
- ✓ Reflective Practice
- ✓ Rights Respecting School
- ✓ Roots of Empathy
- ✓ Growth Mindset
- ✓ Jigsaw
- ✓ FACE



**OUR CHILDREN DESERVE EVERY AVAILABLE CHANCE**

**SAFETY-BELONGING-EFFICACY-AGENCY-LOVE AND CARE**

**WHAT WE TEACH OUR CHILDREN IMPACTS ON THEIR FUTURE LIFE CHANCES**

## WHAT ARE OUR PRIORITIES?

Reading  
Oracy  
Extended Writing  
Maths Mastery  
Curriculum for Wales  
Emotional Intelligence  
ARR (Efficacy)  
Gwent Whole School Approach  
ALN Transformation



# OUR TWO YEARLY CURRICULUM

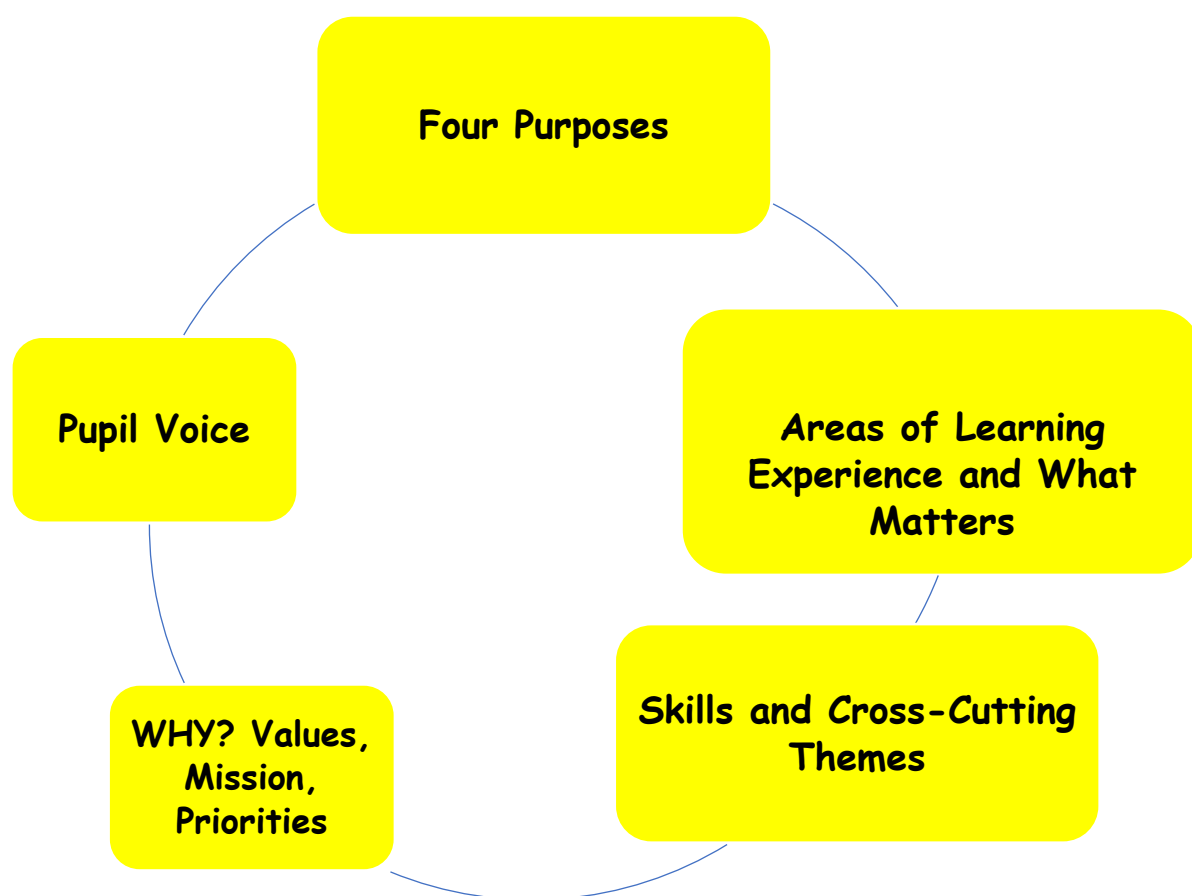
## ORGANISING OUR TWO YEARLY CURRICULUM

At St Woolos we have had many mixed age group classes and so for many years we have run a rolling two- year curriculum which covers both single and mixed-age classes.

Over the past few years we have refined and reviewed it to reflect the new Curriculum for Wales.

Below is the Curriculum Plan from September 2022, starting with Cycle A.

For the first fortnight of each new school year, all classes take part in a **'Focus Fortnight'** with an emphasis on pupil wellbeing, and pupils settling in, revisiting and revising basics. We also have a shared book across the whole school for these two weeks. In September 2022 the book is 'Ony One Me' by Linda Kranz.





# ST WOOLOS PRIMARY SCHOOL

## CURRICULUM THEME OVERVIEW Autumn 2022-24

Black History Links

Music

Artists

Whole school book- The Day You begin- Jaqueline Woodson

A		Autumn	Spring	Summer
Nursery	Only One You Linda Kranz	<b>Marvellous Me</b> Art - Kristina Megyeri <i>ABC I Love Me- Miriam Muhammad</i> - Nursery Rhymes/Action Songs	<b>Cynefin</b> <i>Hair Love</i> - Welsh Nursery Rhymes Art - Rhiannon Roberts	<b>Can You Imagine?</b> Art - Andy Warhol - Self portraits <i>GiGi The Water Princess</i> - Taiko Drumming
Reception	Only One You Linda Kranz	<b>Celebrating Me</b> Art - Picasso - Playdough portraits <i>ABC I Love Me- Miriam Muhammad</i> - Nursery Rhymes/Action Songs	<b>Cynefin</b> <i>Hair Love</i> - Welsh Nursery Rhymes Art - Rhiannon Roberts	<b>How does your Garden Grow?</b> Art - Kandinsky Circles Jazz, Reggae Festival Chrome Music Lab website Kandinsky - Taiko Drumming
Year 1	Only One You Linda Kranz	<b>Lliwiau</b> The Day the Crayons Quit - Drew Daywalt Mixed - <i>Arree Chung</i> Art - Jackson Pollock art - creating a splatter painting. Mondrian Art Ted Harrison Colour Run Roy Lichtenstein Colin Charvis Handa's Surprise Samba Music True Colour - Cyndi Lauper What a Wonderful World - Louis Armstrong Rainbow Songs/Lliwiau Enfus	<b>Cynefin</b> Through the Keyhole Book - The Lost Words Alice in Wonderland Betty Campbell Art - Rhiannon Roberts - Carnival of the Animals Make instruments using recyclable materials from the home and then compose a piece of music.	<b>Let's Explore</b> Book - Where the Wild things are things are Art - Mexican <i>Bouquet</i> , Frida Pinto - Mexico, Jamini Roy - India Emma Cowrie (Welsh) - trees Pointillism Frida Kahlo Martin Luther King Rosa Parks - Music From Around the World

Year 2	Only One You Linda Kranz	<b>Let's Explore</b> Book - Where the Wild things are - Quicker than a Princess - Film - Dumbo - The Greatest Showman Art - African art - pointillism Frida Kahlo (Mexican) Emma Cowrie (Welsh) - trees circus art - letters - Music From Around the World - African music - Nellie the Elephant Pink Elephants African Gospel choirs	<b>Cynefin</b> Book - The Invisible Through the Keyhole Book - The Lost Words Betty Campbell Art - Rhiannon Roberts - Carnival of the animals	<b>Lliwiau</b> Art - Jackson Pollock art - creating a splatter painting. Mondrian Art- digital opportunities Colour Run Roy Lichtenstein Colin Charvis Handa's Surprise - Samba Music True Colour - Cyndi Lauper
Year 3 / 4	Only One You Linda Kranz	<b>Once Upon a Time</b> -Margam Park fairytale village Castell Coch -Pantomimes Walt Disney Jenny Lambert- Castell Coch Floyd Norman - first black Disney illustrator - The Music of Disney/Fantasia	<b>Cynefin</b> - Stereophonics - musical structure of songs Baby Queens (band) are a Cardiff five pieces: Monique B (vocals), Cara Elise (vocals, guitar), Estelle Igo (vocals, bass), Vanity Jay (vocals, guitar), Ruth Vibes (vocals, guitar). Mary Seacole Ruth Gen Evans- Welsh Ladies	<b>Bee Friendly (Bee Project)</b> -Belle Vue Park -Wetlands -Beekeeper visit to school Tom Maloney - visiting Welsh artist Georgia O'Keeffe- flowers American <a href="https://www.wildlabs.net/article/mest-scientists-black-mammalogists-week">https://www.wildlabs.net/article/mest-scientists-black-mammalogists-week</a> The Bee Movie
Year 5 / 6	Only One You Linda Kranz	<b>Polar Express</b> - Brecon Mountain Railway - Tom Maloney/ <i>Beats Blackbox</i> -stop motion Patti Flynn Ted Harrison -Arctic art- Canadian - Ostinato - rhythm, link to Puppet Pals	<b>Cynefin</b> Y6 Residential Benjamin Zephaniah Maya Angelou - Still I rise - Manic Street Preachers Luned Rhys Parri - Welsh 3D figures	<b>Out of Africa</b> - Folly Farm Trip African Songs ( <i>Bouya?</i> )/Drumming African fabric patterns/batik Asanta Kents African Masks Rungano Nyoni- Film director Nelson Mandela

B		Autumn	Spring	Summer
Nursery	For Every Child	Magical Me! <del>Subject</del> - book Picasso playdough faces Georges Seurat - fingerprint pointillism - Nursery Rhymes/Action Songs	<del>Cynefin</del> - Welsh Nursery Rhymes All are Welcome - by Alexandra Penfold	The World Is Your Oyster! Rosa Parks Andy Goldsworthy - using leaves - Compare and contrast traditional folk music from around the world. e.g. Welsh folk music with African music, etc.
Reception	For Every Child	Festivals The Water Princess, Paul Klee - fish paintings - Nursery Rhymes/Action Songs	<del>Cynefin</del> All are Welcome - by Alexandra Penfold - Welsh Nursery Rhymes	Let's Fly Away Louis Armstrong Artwork prints using toy vehicles - Compare and contrast traditional folk music from around the world. e.g. Welsh folk music with African music, etc.
Year 1	For Every Child	All Dressed Up! Jessica Duxbury - Your Hair is Your Crown Mary Quant Grayson Perry - The Nutcracker - Aled Jones	<del>Cynefin</del> Into the Deep Shirley Bassey I am enough - book by Grace Byers Jim Warren - Welsh Folk Songs/Fisherman's Blues/Shanties	Wicked Weather, Splendid Skies Art - Van Gogh - Starry Night Emmanuelle Ugoi Vivaldi The Four Seasons ELO Prince - Purple Rain
Year 2	For Every Child	Wicked Weather, Splendid Skies Art - Van Gogh - Starry Night Emmanuelle Ugoi Vivaldi The Four Seasons ELO Prince - Purple Rain	<del>Cynefin</del> Into the Deep Shirley Bassey Jim Warren - Welsh Folk Songs/Fisherman's Blues/Shanties	All Dressed Up! Mary Seacole Florence Nightingale I am enough - book by Grace Byers - The Nutcracker Mary Quant Grayson Perry
Year 3 / 4	For Every Child	To Infinity and Beyond - Planetarium (Trip) The Planets - Gustav Holst Possible song to learn - You've Got a Friend in Me! Leland Melvin - Astronaut Peter Thorpe - Spaces/Rockets - American	<del>Cynefin</del> - Tom Jones/Shirley Bassey Grogs clay-Welsh Muhammad Ali Colin Jackson	It's All Fun and Games - Rodney Parade sport - Barry Island Local link- The Cake Lab- Grafton Rd Newport, Asian lady who runs it. Leroy Neiman Fairground Music/Puppet Music - Puppet Pals
Year 5 / 6	For Every Child	What the Dickens? - Pantomime Visit - Scrooge - Christmas production - Music Hall songs/performance William Morris- Welsh Nick Owens - Welsh- mining <a href="https://www.english-heritage.org.uk/visit/places/portchester-castle/history-and-stories/black-people-in-late-18th-century-britain/">https://www.english-heritage.org.uk/visit/places/portchester-castle/history-and-stories/black-people-in-late-18th-century-britain/</a> <a href="https://allthatsinteresting.com/black-victorian-women">https://allthatsinteresting.com/black-victorian-women</a>	<del>Cynefin</del> Y6 Residential Harriet Tubman - Cerys Matthews/Catania/Folk songs Nathan Wyburn- Welsh Kuffin Williams- Welsh	Fit for the Future Marcus Rashford Patrice Evra Christian Malcolm - Garage Band - own compositions (listen to computer generated music for inspiration e.g. mixing decks/DJs/etc.) Architectural Design



## WHAT ELSE?

The Curriculum for Wales has three key parts that it rests on:

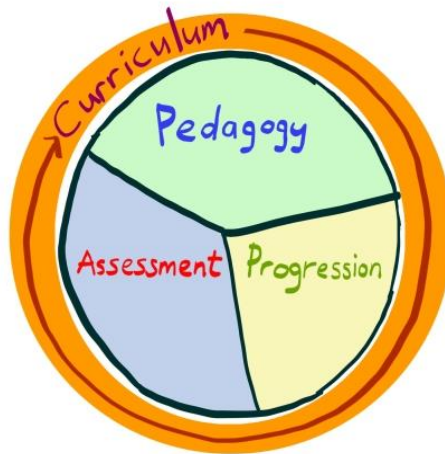
**Pedagogy** = Good teaching skills

**Progression** = Pupils making progress

**Assessment** = Schools knowing how well each pupil is doing and what they need next

= Pupils knowing how well they are doing and what their next steps are

= Schools knowing what they need to keep and what they need to change in their curriculum or teaching to help pupils to progress.



### HOW WE ASSESSES OUR PUPILS AND EVALUATE OUR CURRICULUM

The Curriculum and Assessment (Wales) Act 2021 sets an expectation for all pupils to be organised into developmental Progression Steps alongside which they will be assessed against for progress.

The important thing to remember is that schools assess according to the Stage that pupils are on these Progression Steps, and not the Age that they are at.

*'Stage not Age'*

We **assess** pupils' learning on daily basis. This is continuous assessment.

In addition to class assessments, we also assess pupils with National Tests in Literacy and Numeracy twice a year, in the autumn term and the summer term so that we can identify progress and next steps.

We also talk with learners (Listening to Learners) so that we can find out more about their understanding of a skill or concept.

Pupils assess their own learning and, as they get older, that of others, following a range of strategies.

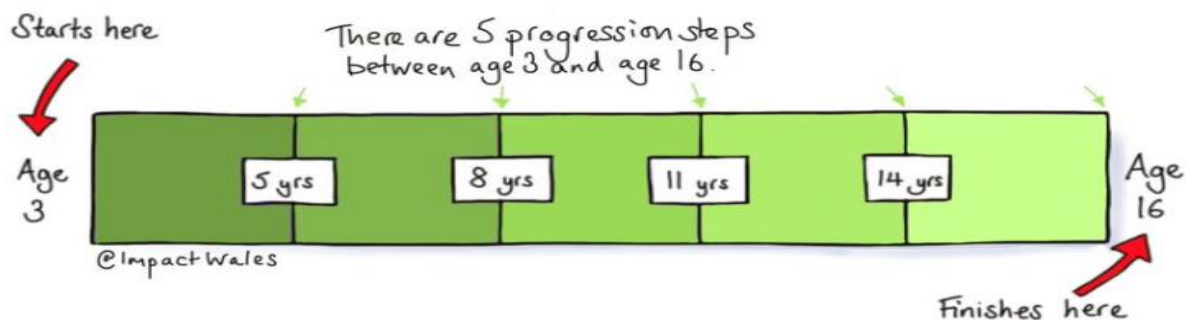
We **evaluate pupil progression**, and **pedagogy** by reviewing pupils' learning and progress, listening to them (Listening to Learners) and reviewing learning and the appropriateness of the curriculum across the school.

We evaluate our A/B curriculum map annually and also make any adjustments or amendments throughout the year, as a when necessary.

We have a *responsive curriculum*.

The Progression Steps are shown below in this sketchnote from @ImpactWales.





At each progression step there will be Achievement Outcomes.  
These will describe each learner's journey in "I can" and "I have" statements.

One of the ways that we have introduced the **Four Purposes** into our assessment process is by pupils using our Four Purpose character stickers. Staff use them to celebrate good learning and resilience and pupils use them to identify the type of learner they have been. They also use a Four purpose grid in the front of their exercise books to help with this.



#### PROGRESSION AND ASSESSMENT IN THE CURRICULUM FOR WALES

<https://curriculumforwales.gov.wales/2018/06/22/wales-new-curriculum-and-assessment-arrangements-are-being-built-on-progression-this-is-how-its-happening/>

# INCLUDING OUR PARENTS

## INCLUDING ALL OF OUR PARENTS

Your views and feedback are very important to us.

In designing our curriculum, we have taken note of feedback from questionnaires, meetings, surveys and discussions.

We will continue to listen to you about our curriculum and get feedback from you.

We will also continue to hold special meetings when there are any important changes. For example, the meetings held to discuss the new Relationships and Sexuality Education curriculum were really well-attended and helpful.

As a result of your feedback, we changed some parts of our Relationships and Sexuality Education Policy and will hold further meetings about resources etc in the coming year.

Our **Parent Consultations** take place every Autumn and Spring. We also have an **Open Afternoon** in the summer term. These help us to continue to have open, honest and helpful conversations with one another.

Our **Termly Topic Letters** sent out every term also give you lots of helpful information. (See below)

## FINALLY

Please let us know if you would like to know more about anything that is mentioned in this Curriculum Statement or if you think that we have missed anything out.

As always.....

*Thank you for your amazing support for everyone in our school community #stwoolosfamily*

@StWoolosPrimary

# ST. WOOLLOS PRIMARY SCHOOL - THEME PLAN - YEAR 5/6 AUTUMN 2021

**LLC:**  
 Texts: Macbeth; variety of playscripts; adaptations of film/TV;  
 study graphic novel genres.  
 Fiction: plot planning; characters and structure of a narrative piece of writing;  
 summarise chapters; prepare text as a script, including stage directions,  
 location/setting; write own poetry using personification.  
 Non-fiction: study biographies/autobiographies, diaries, journals, etc.; use  
 journalistic style looking at reporting; write non-chronological reports linked to other  
 subjects.  
 Welsh: everyday language skills - talking/reading/writing about ourselves  
 and others using the 1<sup>st</sup> and 3<sup>rd</sup> person; present and past tenses; Bocs  
 Bendigedig language skills; everyday language skills.

**Health and Well-Being:**  
 Newport County in the Community  
 programme: Swimming (Year 6);  
 small and large ball skills.  
 The Rights of the Child;  
 Jigsaw - Mindfulness approach to  
 PSHE - Being Me in My World;  
 Celebrating Difference.

**Expressive Arts:**  
 Creating soundtracks for  
 scripts; film music for effect;  
 performances for Christmas;  
 The music of India; Bollywood;  
 Rangoli patterns.

**Humanities:**  
 Where in the world is  
 India?; mapping skills;  
 study of India and its  
 culture; religious beliefs.

**Science and Technology:**  
 Physics - Electricity;  
 potions/measures; sound;  
 Green Screen and moving  
 images.  
 Designing costumes for  
 Bollywood films - textures of  
 India.

**Double, Double, Toil and Trouble /  
 Lights, Camera, Action.**

**Maths and Numeracy:**  
 Place value, ordering and rounding; develop calculator skills and use effectively;  
 understanding multiplication and division; fractions, decimals and percentages - mixed  
 number and improper fractions and relationships; ratio and proportion; handling data -  
 probability; understanding shape and space - classifying 2D shapes; positions and co-  
 ordinates; translations in 4 quadrants; measures - 24 hour clock, time zones; standard  
 metric and imperial measures of length; understanding addition and subtraction; money and  
 'real life' problems; properties of numbers and number sequences; reasoning.

St Woollos Primary School  
 Stow Hill  
 Newport  
 South Wales  
 NP20 4DW



Dear Parent / Guardian,  
 Welcome back to a new school year. We hope you had a lovely Summer holiday and that you managed to have some  
 time to enjoy yourselves. It is lovely being back altogether. The children have made a wonderful start to the school  
 year, and we are sure that they are going to continue to be fantastic throughout the year.  
 Our topics for this term are 'Double, Double, Toil and Trouble' and 'Lights, Camera, Action'. Additional information  
 can be found on the reverse of this letter.  
 Thank you for your continued support,  
 Mrs. Parry, Miss Watkins, Miss Pretty, Mrs. Barton and Mrs. Morton (Upper Key Stage 2 team)

## Curriculum requirements:

- > Your child's reading book needs to be in school **everyday**.
- > Red home spelling books to be in school every Monday.
- > Spelling test on Monday.
- > PE - Mrs. Parry and Miss Watkins Friday; Miss Pretty Thursday. (PE kits are to be worn into school on these days).
- > PE kit is black shorts/jogging bottoms and a white T-shirt.
- > School times - 8:50 am - 3:30 pm
- > Fun together at home/additional information:
- > Year 6 Swimming - Monday 13<sup>th</sup> September-Friday 1<sup>st</sup> October.
- > County in the Community football every Thursday for Miss Pretty's class this half term and Miss Watkins class  
 next half term, PE kit to be worn into school on these days.
- > Macbeth is written about William Shakespeare - help your child to find out facts about him.
- > We will be learning about Bollywood films after half term - what is Bollywood??? Can you find the names of any  
 famous actors?
- > Can you help us??? Do you know anyone that does Bollywood dancing? If so, please contact us.  
[watkins36@hwbcymru.net](mailto:watkins36@hwbcymru.net); [pretty50@hwbcymru.net](mailto:pretty50@hwbcymru.net); [parry50@hwbcymru.net](mailto:parry50@hwbcymru.net)

## The Rights of the Child Article 19: You should not be harmed and should be looked after and kept safe.