

Our Curriculum Offer



Our vision is to create a school where everyone feels a strong sense of belonging, learning is an active and reciprocal process and the potential of every child is realised.

Together we believe...Together we achieve...Together we succeed

At Woodnewton, children and their learning are at the heart of all we do. We have high aspirations for all our children and strive to create independent, articulate thinkers and learners who have the confidence and self-belief to achieve their ambitions. We are passionate about ensuring that all pupils, including those with SEND, have full accessibility to our broad, rich and balanced Woodnewton curriculum offer.

Believe

We are committed to giving our children the best possible future life chances, without limits on learning or achievement. We believe that with the right support and provision, every child can succeed. We develop children's self-belief; creating a culture where children recognise themselves as learners, understanding that through hard work and a positive attitude anything is possible. We believe in the importance of a growth mind-set, valuing learning from our mistakes and demonstrating resilience when things become tough.

Achieve

We support children to become positive, responsible individuals who can work and co-operate with others while developing their knowledge and skills, so that they can be the best that they can be. We celebrate each other's successes, support each other through challenges and take pride in all we do.

Succeed

We want our children to experience success to inspire them to reach for the stars. We plan a broad, balanced and engaging curriculum, which includes a range of extra-curricular activities. Our curriculum is organised to enrich the experiences of our children and open their eyes to a world of possibility so they are equipped to succeed in whatever career pathway they choose.







Our Woodnewton School Curriculum:

The curriculum is all the planned activities that we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that we organise in order to enrich the experience of our children. It includes the 'hidden curriculum'; what the children learn from the way they are treated and how they are expected to behave. We aim to teach children how to grow into positive, responsible individuals, who can work and co-operate with others while developing knowledge and skills, so that they can be the best that they can be.

We are happy to discuss our curriculum content and delivery, so if you have any questions please do not hesitate to contact us via the school office on 01536 265173 or info@woodnewtonalc.com

Our Core Values:

At Woodnewton, we offer an innovative, deep and rich curriculum, which is the means by which our school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives. Our school curriculum is underpinned by our common ethos and shared values.

-  Respect- We value the way in which all children are unique and our curriculum promotes respect for the views of each individual child. We understand the need to treat others how we would want to be treated.
-  Responsibility- We value our environment and we aim, through our curriculum, to teach children to take responsibility for our world and how we should care for it for future generations, as well as our own. We take responsibility for the mistakes we make, learning from them and understanding that choices have consequences for ourselves, others and/or the environment.
-  Friendship- We value the importance of each person in our school. We organise our curriculum so that we promote co-operation and understanding between all members of our community. We support our learning, looking after ourselves, each other and the world.
-  Compassion- We value the spiritual and moral development of each person as well as their intellectual and physical growth, showing courtesy and respect towards other's beliefs, religions and cultures, accepting that we are all different.
-  Trust- We value the rights enjoyed by each person in our society. We accept each child in our school for who they are and we treat them with fairness and honesty. Our school is a safe place for children to be themselves, trusting that they are known, heard, accepted and challenged to fly.
-  Hope- We aim to enable each person to be successful and we provide equal opportunities for all children in our school. Each day is a fresh start so our learning is fun and engaging, enabling us to be the best that we can be.

Curriculum Vision:

At Woodnewton, children and their learning are at the heart of all we do. Helping children learn – academically, socially, spiritually, emotionally and physically – is our key purpose. Every aspect of the curriculum at Woodnewton is valued. We offer our children a broad, balanced and relevant curriculum so they are engaged in their learning and achieve highly. Our curriculum promotes equality of opportunity and accessibility for all, regardless of religious belief, gender, race and disability.




Children’s learning must respond to; their current and future personal needs, their future career hopes and aspirations and the diverse societies and cultural groups in which they are likely to play a part. Learning must be an active and reciprocal process where discussion and challenge is built in by all, with children seeing themselves as learners. We recognise that children benefit from a strong home-school partnership to support their development and learning. Supporting children to take responsibility for their own learning and the choices they make is an integral part of what we do. We value every member of our school community and believe that all should feel a strong sense of belonging.

Curriculum Principles:

Our curriculum is designed to reflect our children and the local community, to ensure that we offer a relevant curriculum, which is relevantly delivered.




Children will leave Woodnewton with the necessary knowledge and skills to achieve the best possible outcomes, fulfil their potential and move on to the next phase of education as successful, ambitious and hard-working learners.




Children leave Woodnewton with happy memories, feeling secure, as confident and able learners and as fully-rounded, positive citizens of the world.

-  Our curriculum is designed to provide a rich, vibrant, stimulating learning environment which ensures children become skilled readers, writers, mathematicians, scientists, historians, musicians and artists.
-  We believe every contact counts and no learning opportunity should be missed.
-  The curriculum at Woodnewton is designed so that children develop their academic, social and cultural capital.

Curriculum Priorities:

At Woodnewton, we aim to provide a curriculum that enables children to become successful learners, confident individuals and confident citizens through:

-  Instilling a lifelong love of learning.
-  Allowing every child to experience academic and personal success.
-  Building a rich vocabulary, a deep understanding of key knowledge and a progression of skills, ensuring readiness for the next stage.

-  Developing resilience, interdependence, independence and confidence.
-  Developing self-belief to achieve their dreams and aspirations, preparing them for a changing future.
-  Cultivating a sense of belonging in every member of our school community.

Curriculum Policy:






The breadth of provision begins in our Early Years and continues to the end of Year 6, supporting children from two to eleven years old.

In our Early Years, children are supported to meet the government requirements through the Early Years Foundation Stage Statutory Framework (EYFS, 2021), a curriculum, underpinned by the characteristics of effective learning, which focuses on the following areas of development:

- Personal, social and emotional development
- Communication and language
- Physical development
- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Further information about the EYFS can be found at the following link: <https://www.gov.uk/government/publications/early-years-foundation-stage-framework-2>

Within our Early Years at Woodnewton we:

-  Create a nurturing environment where children feel happy, confident, secure and valued.
-  Support children to become independent learners, solving problems and making decisions for themselves.
-  Believe parents/carers know their child best and have a commitment to developing genuine partnerships.
-  Recognise the uniqueness of children and offer a flexible approach to transitions to get it right from the start.
-  Have a highly qualified and consistent staff team offering continuity for children from 2 to 11 years.

Curriculum continuity and progression is covered in all year groups, based on the programmes of study documented in the primary national curriculum. More information on the national curriculum can be found using the following link:

<https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum>

Our Core Curriculum:

We believe that children respond best to an innovative, deep and rich curriculum which engages children in their learning, developing their knowledge, skills and understanding to lead fulfilling lives.







English:

At Woodnewton we believe it is fundamental that all children are confident, successful, responsible individuals who are effective contributors to help equip them fully for their educational journey and ultimately life.






It is essential that across our curriculum and within all our English lessons, we are developing our pupils' knowledge and skills within spoken language, reading, writing, spelling, grammar and vocabulary. We are ambitious in striving for the skills and knowledge gained in English lessons to be embedded across all areas of the curriculum.

Within our school, we have an English faculty with a representative member of staff from our youngest provision (Two-Year-Old) to Year Six, to support and ensure a progressive and sequential curriculum is in place across all areas of the English curriculum.




Writing


-  A love of writing.
-  A vivid imagination which makes readers engage with and enjoy their writing.
-  The ability to write fluently and in detail for a range of contexts, purposes and audiences throughout the curriculum.
-  Well-organised and structured writing following 'The Write Stuff'.
-  An extensive vocabulary and an excellent knowledge of writing techniques including correct use of grammar and punctuation for effect.
-  Excellent transcription skills that ensure fluency, legibility and speed in their handwriting.

Reading

-  An appreciation and life-long love of reading
-  Excellent phonic knowledge and skills to enable our pupils to decode printed words quickly and with understanding.
-  Excellent comprehension of a wide range of quality texts both in English and across the curriculum.
-  An extensive and rich vocabulary.
-  An appreciation of our rich and varied literary heritage.

Spoken Language

-  A rich and varied vocabulary that gives clarity and interest to conversations, storytelling, debate and discussions.
-  Clear speech with an excellent understanding of the grammatical structure of the English language.
-  The skill in initiating and joining in conversations, respecting others even when views differ.












-  An ability to listen attentively so as to understand what is being said.

Mathematics:

At Woodnewton, we teach mathematics with a mastery approach from our Early Years all the way through to Year 6. This approach helps children to build a rich, deep understanding of mathematical concepts and be able to apply this learning across other subjects and beyond. Our highly skilled teachers craft lessons using resources from the White Rose Maths Hub alongside NCETM guidance to ensure we have a progressive and sequential learning journey for all.

What do we mean by mastery?

The essential idea behind mastery is that all children need a deep understanding of the mathematics they are learning so that:

- Future mathematical learning is built on solid foundations, which do not need to be re-taught.
- There is no need for separate catch-up programmes due to some children falling behind
- Children, who, under other teaching approaches, can often fall a long way behind, are better able to keep up with their peers, so that gaps in attainment are narrowed, whilst the attainment of all is raised.
- Children who grasp key concepts rapidly are challenged to deepen their mathematical understanding.
 -  A secure understanding of the important concepts and an ability to make connections within mathematics.
 -  A broad range of skills in using and applying mathematics.
 -  An understanding of the importance of mathematical skills in everyday life.
 -  A fluent knowledge and recall of number facts and the number system.
 -  A commitment to and passion for mathematics.
 -  The ability to show initiative in solving problems in a wide range of contexts, including the new or unusual.
 -  The ability to think independently and to persevere when faced with challenges, showing a confidence of success.
 -  The ability to embrace the value of learning from mistakes and false starts.
 -  The ability to reason, generalise and make sense of solutions.
 -  A wide range of mathematical vocabulary.
 -  Fluency in performing written and mental calculations and mathematical techniques.

Science:







Our pupils are growing up in a rapidly developing world that requires scientific and technological understanding, together with critical thinking and problem solving skills. Science is all around us; it helps pupils to make sense of their surroundings and discover their sense of awe and wonder at the complexity of the world we inhabit.

At Woodnewton, we believe that science inspires pupils, encouraging them to be inquisitive, nurturing their innate curiosity and enabling them to develop a lifelong love of learning. Our pupils are naturally curious and we strive to maintain a high quality science education, where pupils experience the joys of exploration, discovery and improvement.





Science teaching at Woodnewton aims to foster pupils' curiosity and encourage them to confidently explore and discover the world around them. Our vision is to provide a hands-on science curriculum, which enables pupils to acquire the knowledge to understand scientific processes and develop the ability to work scientifically, applying enquiry based skills to answer questions and explore concepts.

This teaching will support the development of a Woodnewton scientist, who is practical and inquisitive; asking questions and understanding a range of scientific methods and skills to enable them to find answers. They are developing the knowledge that leads to a thorough understanding of the world in which they live, and empowers them to contribute positively to their community.

Through a stimulating enquiry-based curriculum, we provide excellent opportunities for all pupils to:

-  Develop their scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics.
-  Make meaningful links between classroom learning and the real world in order to develop their understanding of Science. We do this by providing frequent, high quality, real-life experiences relating to science
-  Develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them.
-  Develop scientific literacy and critical thinking skills by providing pupils with opportunities to ask their own questions, design experiments and carry out their own investigations.
-  Become equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.
-  Become confident members of their community, with the skills to adapt to an ever-changing, technological world

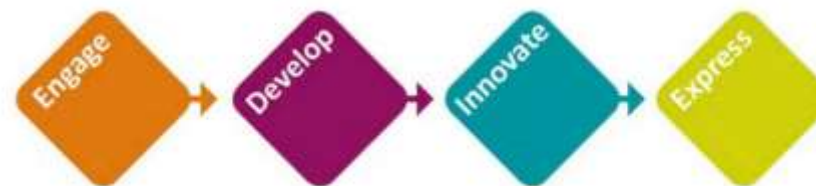
In order for the above to be achieved, we will,

-  Provide frequent, high quality real life experiences related to science.
-  Provide teachers with opportunities to further develop their subject knowledge.
-  Provide opportunities for pupils to ask their own questions, experiment and plan their own investigations, giving them the support they need to be able to develop scientific skills.
-  Provide well-maintained, organised and up to date resources, including IT which will support learning.

Foundation Subjects:

Our projects are built on The Four Cornerstones of Learning- Engage, Develop, Innovate and Express. These are the four distinct stages that actively promote children's learning and thinking.

The Four Cornerstones of Learning link explicitly to pupils' spiritual, moral, social and cultural (SMSC) development.



Supporting children to be...

adventurous	industrious	imaginative	confident
curious	purposeful	inventive	articulate
excited	resilient	resourceful	reflective

Engage:

At the 'Engage' stage, pupils:

- Gain memorable first-hand experiences, such as going on a visit or inviting a special visitor into school.
- Enjoy 'WOW' experiences.
- Get an exciting introduction to the project, setting the scene and providing context.
- Begin researching and setting enquiry questions.
- Ask questions to provoke thought and interest.
- Get lots of opportunities to make observations.
- Develop spoken language skills.
- Take part in sensory activities.
- Have lots of fun to fully 'engage' with their new topic.








Develop:

At the 'Develop' stage, pupils:

- Improve their knowledge and depth of understanding of the project.
- Develop and practice their new skills, allowing time for consolidation.
- Compose, make, do, build, investigate, explore, write for different purposes and read across the curriculum.
- Research their own questions and those set by others.
- Deliver reading, writing and talk across the curriculum.
- Follow new pathways of enquiry based on their interests.
- Complete home learning activities that support their learning.








Innovate:

At the 'Innovate' stage, pupils:

-  Provide imaginative scenarios that provoke creative thinking
-  Apply skills, knowledge and understanding in real-life contexts.
-  Solve real or imagined problems using everything they've learnt.
-  Encourage enterprise and independent thinking.
-  Work in groups and independently to solve problems.
-  Get inspired by imaginative and creative opportunities.
-  Revisit anything not fully grasped at the 'Develop' stage.

Express:

At the 'Express' stage, pupils:






-  Become the performers, experts and informers.
-  Share their achievements with parents, classmates and the community.
-  Encourage reflective talk by asking questions.
-  Evaluate finished products and processes.
-  Link what they have learnt to where they started.
-  Identify next steps for learning.
-  Celebrate their achievements.

Digital Technologies:

Computing is an integral part of our everyday life and will play an immeasurable part in our pupil's futures. At Woodnewton, our computing curriculum aspires to provide pupils with the skills, creativity and enthusiasm to live and thrive in a world increasingly dependent on computing. As computing technology underpins today's modern society it is fundamental that all pupils gain the confidence and ability to develop their skills and understanding in this subject, in order to prepare them when meeting new challenges in our rapidly developing and changing technological world. Computing has links with mathematics, science and design and technology and offers insights into both natural and artificial systems.






At Woodnewton, we recognise the importance of a high-quality computing education that equips pupils to use computational thinking and creativity to understand and change the world. The use of IT will enhance and extend pupil's learning across the whole curriculum while also developing their social skills.

The overarching aim for our Computing curriculum is to ensure pupils:

-  Can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representations.
-  Can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.
-  Can analyse problems in computational terms and have repeated practical experience of writing computer programs in order to solve such problems.
-  Are equipped to use information technology to create programs, systems and a range of content.
-  Are responsible, competent, confident and creative users of information and communication technology.

Religious Education (RE):

At Woodnewton, RE is taught in accordance with the Northamptonshire agreed syllabus 2018-2022. The teaching of RE promotes our pupil's ability to understand religion, beliefs, practices, spiritual insights and secular world views and plays an important part in preparing pupils for life in modern Britain. We recognise the increasing importance of RE since globalisation has created greater links and migration between different faiths and cultures. We provide our pupils opportunities to learn about different religions, belief systems, festivals and rituals which reflect and celebrate our diverse community. Throughout the RE curriculum, pupils are encouraged to explore religions, engage with their knowledge and reflect on their learning and their lives.





-  To develop religious literacy.
-  To acquire and develop knowledge and understanding of Christianity and the other principal religions and world views represented in the United Kingdom (UK).
-  To develop an understanding of the influence of the beliefs, values and traditions and individuals, communities, societies and cultures.
-  To develop attitudes of respect and tolerance towards other people who hold views and beliefs different from their own.
-  To develop the ability to make reasoned and informed judgements about religious issues, with reference to the principal religions and world views represented locally and in the UK.

SMSC and British Values:

Children's spiritual, moral, social and cultural (SMSC) development underpins the teaching of all subjects. SMSC is strongly promoted through our school values of respect, responsibility, friendship, compassion, trust and hope. Pupils' SMSC development forms the basis for all of our assemblies, providing clear guidance on what is right and wrong. The inclusion of SMSC across our school is a key means of promoting fundamental British values both, in our school and within the wider community. Our school curriculum reflects British values, develops pupils' integrity and autonomy and helps them to be responsible and caring British citizens capable of contributing to the development of a just society. It promotes equal opportunities and enables pupils to challenge discrimination and stereotyping. It prepares pupils for the next steps in their education, training and employment and equips them to make informed choices while at our school and throughout their lives, enabling them to appreciate the relevance of their achievements to life and society outside school, including leisure, community engagement and employment.

Our school curriculum teaches children to understand and express their feelings and develops their understanding of rules and responsibilities. It develops pupil's understanding, knowledge, skills and attributes which they need to keep themselves healthy, safe and responsible. We teach pupils about the diversity of societies as well as their own identity and the challenges of their time. We support them to become active citizens in their community. The curriculum prepares pupils for the opportunities, responsibilities and experiences of later life through a variety of subjects.

SMSC is an integral part of our school curriculum through which pupils will:





-  Know and understand their feelings and opinions and have the confidence and skills to explain them.
-  Know and understand the importance of rules and responsibility in society and be able to discuss issues around this.
-  Know and understand how to keep themselves and others safe which will help them to create a healthy, safe lifestyle.
-  Know and understand how to develop good relationships and respect the differences between people.

Physical Education and Personal Wellbeing:





At Woodnewton, we endeavour to promote the importance of Physical Education and a healthy lifestyle to all children across our school. We encourage participation in a wide range of opportunities, including through our extra-curricular activities and the festivals and competitions we partake in throughout the year. We offer a range of creative and exciting PE lessons following the Real PE programme, giving pupils the opportunity to learn and try new activities, gain physical skills and develop their skills of sportsmanship for future life. We strive to offer as many experiences to our pupils as possible, to ensure they develop a passion for physical activity and a deep understanding of health and wellbeing.



At Woodnewton we believe that Personal, Social and Health Education (PSHE) is crucial in supporting pupils in their personal development, and underpinning learning in the classroom, school and in the wider community. PSHE education is a subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy, safe and able to form and maintain positive relationships with others. At Woodnewton, our PSHE curriculum is supplemented with the Jigsaw PSHE scheme, which includes units of work on relationships and sex education (RSE) in line with national requirements. Pupils develop an understanding of the ever-changing world in which we live, develop the skills necessary to take an active role in their community and manage their life effectively. We want to prepare our pupils for the future by encouraging the development of characteristics for life such as a love of learning, resilience, integrity, teamwork, critical thinking and independence. We want to prepare them for the world of work and support them in developing enterprise skills and financial awareness. We aim to encourage mutual respect, resilience, pride, independence and foster self-esteem in a happy and caring atmosphere.

The overarching aim for our PSHE curriculum is to provide pupils with:

-  Accurate and relevant knowledge;
-  Opportunities to turn that knowledge into personal understanding;
-  Opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities;
-  The skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

In order for the above to be achieved, we will,

-  Provide a curriculum that builds on skills previously learnt and is timed to match our pupils' needs.
-  Teach through a progressive programme, revisiting themes, whilst increasing the challenge, broadening the scope, and deepening pupils' thinking.
-  Build a PSHE curriculum, which develops learning and results in the acquisition of knowledge and skills, which enables pupils to access the wider curriculum and prepares them to be global citizens now and in their future roles within a global community.
-  Ensure our curriculum is inclusive so that we can support pupils in developing knowledge, vocabulary and confidence to be able to communicate any safeguarding issues and help develop their understanding of previous or potential life experiences.











-  Ensure our resources reflect the current environment, our school's local context and that they are continually updated so that they can support gaps in our pupil's knowledge in the areas of PSHE and safeguarding.
-  Develop the “whole child” by developing knowledge, skills and understanding in the areas of: Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships, Changing Me.

Our school curriculum promotes pupils' self-esteem and emotional well-being and helps them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, in school, at work and in the community. It enables pupils to respond positively to opportunities, challenges and responsibilities, to manage risk and to cope with change and adversity. At Woodnewton, to complement our teaching of PSHE we have a planned programme of wellbeing days that run across the academic year.

Enrichment and Entitlement:

External visitors are encouraged in to our academy to support the pupil's learning. Strong links exist between our school and the local police, fire services and Safer Corby Partnership who deliver assemblies, bespoke lessons and messages about national and local initiatives to our pupils throughout the year. In addition, we welcome local authors and companies with curriculum expertise and offer trips off-site to broaden and deepen pupil's knowledge and understanding of the curriculum being studied. A range of excellent enrichment activities enhances the taught curriculum before, during and after the school day, which include choir, dance and sporting activities, such as, football, mixed martial arts, table tennis and gymnastics.

To ensure our pupils become successful learners, confident individuals and confident citizens, we also provides opportunities for our pupils to:

-  Share in different cultures and explore others' beliefs, traditions and ideals.
-  Learn to play a musical instrument.
-  Represent our school by participating in competitions and sporting events.
-  Meet with notable individuals who influence our community.
-  Fundraise for worthy causes.
-  Perform to audiences.
-  Become a Pupil Principal, Pupil Vice Principal, Pupil Assistant Principal, Attendance Captain or member of the School Council
-  Design and carry out scientific investigations.
-  Learn outdoors.
-  Showcase learning and celebrate achievements and success.

As part of a multi-academy trust we seek opportunities to bring our family of schools together in pursuit of development and excellence. We work together to ensure our children benefit from and understand the importance of being part of the Inspiring Futures through Learning (IFtL) family. We pledge to all our pupils that we will provide specific memorable experiences and opportunities throughout their time in our school which supports their development into well-rounded citizens who can succeed as individuals and contribute to their society. Throughout their school journey our children will take part in activities linked to the following areas: The Arts, Life Skills, Being Active, Culture and Heritage, Environment, Citizenship, Visits and Visitors and our IFtL Community. At Woodnewton we have developed our own bespoke pledge: (see Appendix 1)



Woodnewton – a learning community Childhood Pledge



Active

The IFTL Childhood Pledge will support me to live an active and flourishing lifestyle so I can make informed and healthy decisions that have a positive effect on my own life and of those around me.

- Swim in a swimming pool
- Complete the daily mile
- Learn how to ride a bike safely
- Take part in a sports day
- Prepare, cook and eat a healthy meal



Arts

The IFTL Childhood Pledge will support me to explore my creativity and imagination whilst allowing me to develop my confidence through the enjoyment of the arts.

- Learn to play a musical instrument
- Recite a poem
- Perform for an audience
- Learn to sing as a group
- Paint using a part of my body



Culture/Heritage

The IFTL Childhood Pledge will support me to have an understanding and appreciation of where I belong within my community, my past, the values and beliefs of others and how all of this impacts on my future.

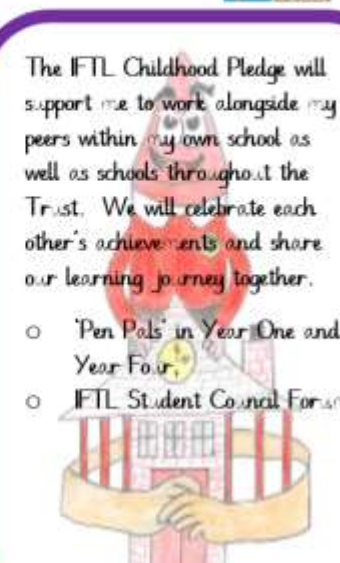
- Talk about/show something that is important to me.
- Visit a place of worship
- Take part in 'Cultural day'
- Walk around the local area
- Visit/be visited by someone from the local community.



IFTL Community

The IFTL Childhood Pledge will support me to work alongside my peers within my own school as well as schools throughout the Trust. We will celebrate each other's achievements and share our learning journey together.

- 'Pen Pals' in Year One and Year Four
- IFTL Student Council Forum



Citizenship

The IFTL Childhood Pledge will support me to engage with others, to develop my understanding of my community and allow me to be a responsible and active citizen.

- Visit a residential home
- Make a card for someone older than me
- Donate to a food bank
- Run a stall at a fair
- Take part in a National Event (e.g. Odd Socks Day)



Environment

The IFTL Childhood Pledge will support me to know how to look after the world I live in. I will understand the impact I can have on the world around me and I will strive to care for and protect our planet.

- Complete a litter pick
- Look after an animal
- Grow something
- Go cloud watching
- Complete a year group recycling project



Life Skills

The IFTL Childhood Pledge will support me to learn about money, how to save and spend money sensibly. It helps me to develop my life skills which help me to contribute to my family, learning how to look after myself.

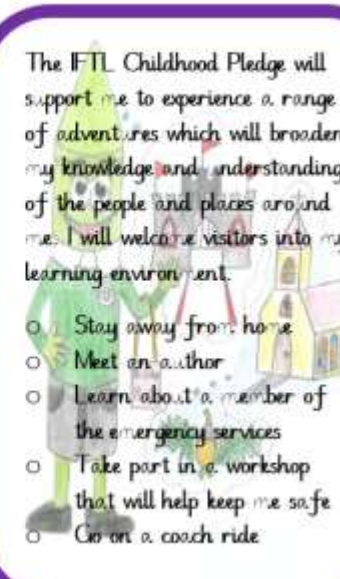
- Learn basic first aid
- Complete an Enterprise Challenge
- Bake something to eat
- Solve a problem with a friend
- Raise money for a charity



Visits / Visitors

The IFTL Childhood Pledge will support me to experience a range of adventures which will broaden my knowledge and understanding of the people and places around me. I will welcome visitors into my learning environment.

- Stay away from home
- Meet an author
- Learn about a member of the emergency services
- Take part in a workshop that will help keep me safe
- Go on a coach ride



Woodnewton - a learning community Curriculum Offer



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Responsibility – We value our environment and we aim, through our curriculum, to teach children to take responsibility for our world and how we should care for it for future generation, as well as our own. We take responsibility for the mistakes we make; learning from them and understand that choices have consequences for ourselves, others and/or the environment.

Friendship – We value the importance of each person in our Academy. We organise our curriculum so that we promote co-operation and understanding between all members of our community. We support our learning, looking after ourselves, each other and the world.

Compassion – We value the spiritual and moral development of each person as well as their intellectual and physical growth, showing courtesy and respect towards other's beliefs, religions and cultures, accepting that we are all different.

Trust - We value the rights enjoyed by each person in our society. We accept each child in our Academy for who they are and we treat them with fairness and honesty. Our Academy is a safe place for children to be themselves, trusting that they are: known, heard, accepted and challenged to fly.




Hope – We aim to enable each person to be successful and we provide equal opportunities for all children in our Academy. Each day is a fresh start so our learning is fun and engaging, enabling us to be the best that we can be.

Our Curriculum Priorities:

To provide a Curriculum that enables children to become successful learners, confident individuals and confident citizens through:

- Instilling a lifelong love of learning.
- Allowing every child to experience academic and personal success.
- Building a rich vocabulary, a deep understanding of key knowledge and a progression of skills, ensuring readiness for the next stage.
- Developing resilience, interdependence, independence and confidence.
- Developing self belief to achieve their dreams and aspirations, preparing them for a changing future becoming independent learners.
- Cultivating a sense of belonging in every member of the Academy community.

PURPOSEFUL READINESS ENGAGEMENT RESPONSIBLE CITIZENS SUCCESSFUL LEARNERS CONFIDENT INDIVIDUALS

AMBITIOUS OUTCOMES  INSPIRING LEADERS  INNOVATIVE TEAMS  STRONG FINANCES... A GREAT PLACE TO BE