

# Waterbeach Community Primary School

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- **Our Curriculum**



# A robust curriculum need to have:

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## **INTENT**

**WHAT IS MEANT TO BE LEARNT**



## **IMPLEMENTATION**

**HOW YOU PLAN TO MEET THE INTENT**



## **IMPACT**

**HOW EFFECTIVE  
IMPLEMENTATION WAS**

# Learning, Laughter, Friendship

- Our school encourages each child to grow into a happy, confident individual, thriving in a supportive community where each is inspired to learn and discover through a kaleidoscope of opportunities, with space to imagine and to create.
- In line with our whole school vision above, our curriculum is far more than the academic subjects prescribed by the National Curriculum 2014. “The Big Picture” encompasses our focus on developing every child as an individual, enabling them to be the best that they can be.



# Waterbeach Community Primary School Curriculum - The Big Picture

INTENT					
Our curriculum vision involves 'Learning, Laughter and Friendship' and our intent is to enable all young people to become:					
Inspired Learners who will explore and discover in order to make progress and achieve.	Positive role models who know how to lead safe, healthy and fulfilling lives.	Confident individuals who communicate effectively with the world around them.	Resilient children who employ a growth mindset.	Responsible citizens who make a positive contribution to society.	
IMPLEMENTATION					
We have a positive learning culture so that our children can flourish by using a range of different learning strategies					
Growth Mindset A 'Growth Mindset' drives motivation and achievement. Through developing their positive attitudes the children become resilient learners.	Blooms Taxonomy Develops higher order thinking and questioning skills: to remember, to understand, to apply, to analyse, to evaluate and to create.		Talking Partners Encourages quality communication and listening between pupils. It promotes confidence and assurance in the individual.		
IMPLEMENTATION					
We encourage a personal responsibility in oneself, and respect and support for each other by using a positive range of rules, responsibilities and rewards					
School Council A dedicated team gives the students a voice within the school.	Peer Mediators and Play Leaders A trained group of students who support others.	Golden Rules To promote consistently high expectations across the school.	Shine Awards Enabling the children to contribute to the community. Linking to the secondary school.	House Teams Encouraging a team ethos across all year groups.	Golden Stars Star rewards to encourage extra effort and commitment to learning.
IMPLEMENTATION					
We stimulate the children's learning by using our extensive outdoor learning environment					
Forest School and Orchard A designated area of woodland has been created to extend children's learning outside and the orchard facilitates learning about growing produce.	Dedicated Outdoor Learning Spaces Purposeful outdoor provision used to enhance learning.		Swimming Pool All year groups are taught this invaluable life skill in our pool.		
IMPLEMENTATION					
We promote good social, physical and emotional wellbeing					
Healthy Schools Lunchtime UK are committed to providing healthy locally sourced meals for the children.	Out of School Clubs There is a variety of sports, dance, yoga, music and social clubs.		Wellbeing Team A wide variety of initiatives supporting individuals and their families.		
IMPACT					
Our curriculum combines skills, knowledge and understanding					
National Level The school teaches the Early Years and the Primary National Curriculum.	School Level The school carefully tailors its curriculum, using progressive themes, to make it relevant and specific to the children at Waterbeach School.		Classroom Level Formative and summative assessments are analysed to ensure the learning is effective and has a positive and lasting impact on the children.		
Our school will encourage each child to grow into a happy, confident individual, thriving in a supportive community where each is inspired to learn and discover through a kaleidoscope of opportunities, with space to imagine and to create.					

# What is the 'intent' for our curriculum?

## INTENT

Our curriculum vision involves 'Learning, Laughter and Friendship' and our intent is to enable all young people to become:

### **Inspired Learners**

who will explore and discover in order to make progress and achieve.

### **Positive role models**

who know how to lead safe, healthy and fulfilling lives.

### **Confident individuals**

who communicate effectively with the world around them.

### **Resilient children**

who employ a growth mindset.

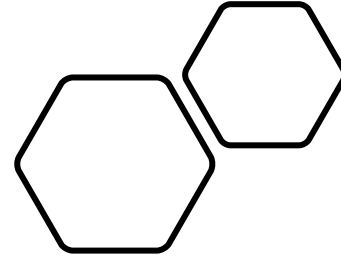
### **Responsible citizens**

who make a positive contribution to society.

# How do we 'implement' our curriculum?

IMPLEMENTATION					
We have a positive learning culture so that our children can flourish by using a range of different learning strategies					
<b>Growth Mindset</b> A 'Growth Mindset' drives motivation and achievement. Through developing their positive attitudes the children become resilient learners.		<b>Blooms Taxonomy</b> Develops higher order thinking and questioning skills: to remember, to understand, to apply, to analyse, to evaluate and to create.		<b>Talking Partners</b> Encourages quality communication and listening between pupils. It promotes confidence and assurance in the individual.	
IMPLEMENTATION					
We encourage a personal responsibility in oneself, and respect and support for each other by using a positive range of rules, responsibilities and rewards					
<b>School Council</b> A dedicated team gives the students a voice within the school.	<b>Peer Mediators and Play Leaders</b> A trained group of students who support others.	<b>Golden Rules</b> To promote consistently high expectations across the school.	<b>Shine Awards</b> Enabling the children to contribute to the community. Linking to the secondary school.	<b>House Teams</b> Encouraging a team ethos across all year groups.	<b>Golden Stars</b> Star rewards to encourage extra effort and commitment to learning.
IMPLEMENTATION					
We stimulate the children's learning by using our extensive outdoor learning environment					
<b>Forest School and Orchard</b> A designated area of woodland has been created to extend children's learning outside and the orchard facilitates learning about growing produce.		<b>Dedicated Outdoor Learning Spaces</b> Purposeful outdoor provision used to enhance learning.		<b>Swimming Pool</b> All year groups are taught this invaluable life skill in our pool.	
IMPLEMENTATION					
We promote good social, physical and emotional wellbeing					
<b>Healthy Schools</b> Lunchtime UK are committed to providing healthy locally sourced meals for the children.		<b>Out of School Clubs</b> There is a variety of sports, dance, yoga, music and social clubs.		<b>Wellbeing Team</b> A wide variety of initiatives supporting individuals and their families.	

What is the  
'impact' of our  
curriculum?





# Learning, Laughter, Friendship

IMPACT		
Our curriculum combines skills, knowledge and understanding		
National Level	School Level	Classroom Level
The school teaches the Early Years and the Primary National Curriculum.	The school carefully tailors its curriculum, using progressive themes, to make it relevant and specific to the children at Waterbeach School.	Formative and summative assessments are analysed to ensure the learning is effective and has a positive and lasting impact on the children.

- Our school encourages each child to grow into a happy, confident individual, thriving in a supportive community where each is inspired to learn and discover through a kaleidoscope of opportunities, with space to imagine and to create.



# Building a 3D Curriculum

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## Vertical Links

'High yield' concepts deliberately constructed within a subject that are encountered across year groups (for example, the concept of tyranny: this can be explored through meeting a 'tyrant' in Year 1 through King John (of Magna Carta fame) through to Hitler in Year 6).



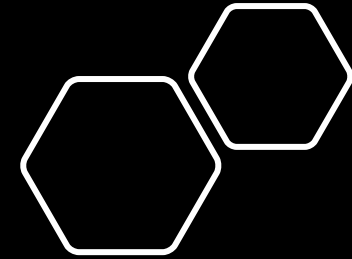
## Horizontal Links

Links between subjects, commonly known as cross-curricular, or themed (for example, invasion: in Year 4 history, the Viking invasion of England; in Year 4 science, microbes invading bodies; in Year 4 PE, invasion games).



## Diagonal Links

Concepts connected across both year groups and across subjects (for example, in Sealy's Year 3 class, when children learn the story of the Exodus in RE and encounter the brutality of Pharaoh, they are reminded that he is behaving like a tyrant – a term they learnt in history in Year 1).





Why did we choose our  
curriculum themes?





# Theme 1: Farming (vertical links)

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- Farmers in East Anglia harvest more than two thirds of England's sugar beet crop and one third of its potato crop. Britain's pig and poultry farms are centred largely on East Anglia. Laying hens produce about 2.2 million eggs daily and our region's farmers supply almost a quarter (23%) of England's table chicken.



## Theme 2: Environment (Vertical Links)

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- **Saving the planet is saving children: Voices of Children for COP27 and beyond**
- *"I want to see my land smiling.*
- *I want to see it's revived beauty*
- *I want to see the areas affected from deforestation filled with trees.*
- *I want everyone to inhale fresh air.*
- *I want fresh water for everyone*
- *I want the earth to be protected from all risks.*
- *I want to save all our resources*
- *I want the earth to be a safe place where there is no one being affected by any form of climate change."*





## Theme 3: Dwellings (vertical links)

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- Towns and cities in the East of England are home to some of the most exciting and large-scale regeneration initiatives in the UK.
  - Strategically located in close proximity to London and major infrastructure hubs and airports, the region is seeing an unprecedented level of growth with new towns set to be developed, thriving technology, innovation and education sectors which are retaining talent and boosting inward investment, and game-changing schemes being brought forward on levels never seen before.



## Theme 4: **Healthy Lifestyles** (vertical link)

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- Providing a good start in life and enabling children to achieve their full potential and be physically and emotionally healthy provides the cornerstone for a healthy, productive adulthood 1 .
- Public Health England and the NHS Outcomes Framework 2015/16 stress that a focus on children's health is essential and that we should be striving to provide the best start in life possible for our children.

(National Health England)






# Curriculum Captures – (Horizontal links)





## Year 3 History - Fens

Waterbeach Community Primary School Curriculum Capture for Year 3 History: Fenland History Theme: Farming	
Key Knowledge	
<b>Who drained the Fens and how does this affect us today?</b>	<b>What are the fenland folklore and myths</b>
Corneilus Vermuyden was a Dutch drainage engineer who was asked by Charles I in the 1600's to drain the fens which turned the boggy marsh land into rich farmland. This dark fen soil that is found in the fens is known as peat, it is made from rotted down trees from thousands of years ago. It is a really good fertilizer that allows plants to grow extremely well. The fenland was turned into farmland to feed the ever increasing population.	Before the Fens were drained, the expanses of misty swamps and meres were dangerous. It was said that evil creatures lived in the marshes and bogs waiting to lure the unwary to their deaths: bogarts, bogles, wibbly the wips. Many fenlanders were extremely superstitious and would carry a charm or 'tale keep' to protect them from drowning or from other evils of marsh and fen.
<b>Who are the Fen Tigers and were they right to be angry?</b>	<b>What is Denny Abbey?</b>
Almost all of the fen people relied on the wild fen for hunting and fishing. The traditional livelihoods in this part of the world were eel catching, fishing, wild fowling and reed cutting to name a few. Many of these activities they carried out while walking on wooden stilts to help them cross the tricky terrain of the flooded Fens. With the draining of the Fens, the reeds and the water would go in place of farmland, which the fenlanders had no experience of. They feared they would be turned out of their homes and would lose their livelihoods. The local people who rebelled against the loss of their livelihoods were known as the 'Fen Tigers' they smashed dams and destroyed dykes.	After the fens were drained the tools to farm changed as well and many of these can still be seen today at Denny Abbey. The land around Denny Abbey has been farmed for almost 2000 years. It began as a raised area of land within the surrounding wet fenlands. There is evidence that the site was inhabited in Roman times. Denny Abbey began as a religious site which included farmland and ponds. It was primarily used for farming from 1139 to the 1920s. It is now a heritage site and a farming museum.
Vocabulary	
<b>Eel spear</b>	<b>Wicken Fen</b>
is a tool used by fishermen in taking eels. It consists of a multi-tined head with broad, flat points.	Wicken Fen provides a window into a 'lost landscape' - a unique remnant of un-drained fenland which once covered the vast lowlands of East Anglia. Today, Wicken Fen is one of Europe's most important wetlands; home to over 9000 recorded species including many rare species of plants, birds and dragonflies.
<b>Slubber</b>	
A light-weight tool for moving slub. Slub is a mixture of clay and water used for lining the banks to make them waterproof.	
<b>Clacker</b>	
Bird scares used by children to scare the birds from the farmers fields.	
<b>Scythe</b>	
Used for cutting wheat	
<b>Eel traps</b>	
Eel traps were used to catch eels in the fens. The eel can easily swim in, but then struggles to get out again.	
<b>Becket</b>	
Instrument used for cutting out blocks of peat which could be used to burn.	
<b>Fen skates</b>	
These often screwed onto their shoes. They were used to race across the frozen flooded fenlands.	
	
The draining of the fens in the 1600s	Denny Abbey

## Year 3 Music – Fen Music

Waterbeach Community Primary School Curriculum Capture for Year 3 Music: Theme: The Fens	
Key Knowledge	
<b>A Walk in the Fens</b>	<b>Music and Poetry inspired by the Fens</b>
<b>Sense walk in the Fens</b> Listen with attention to detail and recall sounds with increasing aural memory Make a list of sights and sounds on a walk in the Fens, create poems	<b>Listen to music and read poetry inspired by the Fens and describe using the elements in music.</b> Appreciate and understand a wide range of high-quality recorded music drawn from different traditions and from great musicians Listen to excerpts from Vaughan Williams 'In the Fen Country' and 'Norfolk Rhapsody No 1' and 'The Kingdom of the Fens' by Dean Ramsey and read poem 'The Fens' by John Clare. Analyse the mood of the music and the texture, structure, duration, pitch, tempo and dynamics of the pieces.
<b>Fen Soundscapes</b>	<b>Fen Soundscapes</b>
<b>Experiment with sounds for own Fen soundscape</b> Improvise and compose music for a range of purposes using the inter-related elements of music. Use tuned and untuned instruments to experiment with sounds of the Fens	<b>Compose Fen Soundscapes</b> Improvise and compose music for a range of purposes using the inter-related elements of music. Compose a Fen Soundscape using several layers of sound
<b>Fen Soundscapes</b>	<b>Fen Soundscapes</b>
<b>Record Fen Soundscapes in graphic notation</b> Use and understand staff and other notation Notate the created soundscape in a graphic score	<b>Perform and record Fen Soundscapes</b> Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression Perform Fen Soundscapes to a chosen audience and record
Vocabulary	
<b>soundscape</b>	an audio recording or performance of sounds that create the sensation of experiencing a particular environment
<b>Graphic notation</b>	The representation of music through the use of visual symbols outside the realm of traditional music notation
<b>texture</b>	The layers of sound
<b>structure</b>	How the music is built
	
	
Key Skills	
Learning to choose and combine sounds to create an effect	
Learning to notate sounds pictorially	
Learning to listen for, recognise and be able to name the elements in any given music	

## Year 3 Art - Textiles

Waterbeach Community Primary School Curriculum Capture for Year 3 Art: Textiles	
Key Knowledge	
<b>What is textile art?</b>	<b>How can the work of artists inspire my own work?</b>
<ul style="list-style-type: none"><li>Textile art includes arts and crafts that make use of plant, animal or synthetic fibres to create practical or decorative objects.</li><li>Textile art includes weaving, embroidery, tapestry, quilting, lace making and collage. It also includes dyeing and printing on materials to add pattern and colour.</li></ul>	<ul style="list-style-type: none"><li>We will look at a range of textile artworks, discussing how the artists have used colour and texture for effect.</li><li>We will discuss pieces of textile art, analysing how they have been constructed and how we can replicate some of these techniques.</li><li>We will create a textile collage of a building or landscape.</li></ul>
<b>How can materials be joined to create a collage?</b>	<b>How can simple stitches be sewn?</b>
<ul style="list-style-type: none"><li>Materials can be joined together in layers, overlapped or attached to the backing in one single layer.</li><li>Glue can be used to stick materials onto the backing.</li><li>Materials can also be joined by twisting them together.</li><li>Wool or thread can be used to sew simple stitches to attach materials to the backing.</li></ul>	<ul style="list-style-type: none"><li>A basic running stitch can be used in collages when materials are joined to each other or the backing.</li><li>Running stitch is the basic stitch where the needle is threaded in and out of the fabric at a regular distance.</li></ul> 
Key Artist – Barbara Shaw	
<ul style="list-style-type: none"><li>Barbara Shaw is a contemporary artist who is self taught. She creates art in textiles by hand stitching and sticking small pieces of fabric together in layers to produce collage pictures.</li><li>When creating her artwork, Barbara uses a variety of textiles. On her website, she states, "Patterned and tactile materials in vibrant or subtle colours are useful, as well as chiffon ribbons for shading, sparkly fabric for light, lace for intricate detail and tweed for texture." All help to bring my artwork alive."</li><li>She has been Artist in Residence at two National Trust properties: Chastleton House in the Cotswolds in 2014 and Claydon House in Buckinghamshire in 2015.</li></ul>	
<b>Landscape Study June 2017</b>	<b>Wall at Chastleton House</b>
	
	<b>Missenden Abbey</b>
	
Images used with the kind permission of Barbara Shaw <a href="https://www.artintextiles.co.uk/">https://www.artintextiles.co.uk/</a>	
Vocabulary	
<b>Textiles</b>	The word textile originates from Latin, meaning 'to weave', 'to braid' or 'to construct'.
<b>Collage</b>	Art created by sticking various different materials such as pieces of paper, photographs and fabric on to a backing.
<b>Sew</b>	To use a needle and thread to create stitches in fabric.
<b>Attach</b>	To join objects, including different pieces of fabrics, together. They could be glued, sewn, tied or woven together.
Skills	
Sew simple stitches using a variety of threads and wool.	
Create a collage using fabric as a base.	
Use a range of stimulus for collage work, trying to think of more abstract ways of showing views.	
Use the work of artists to replicate ideas or inspire own work.	




# Curriculum Captures: (diagonal links)

## Year 1 PSHE


**Waterbeach Community Primary School**  
Curriculum Capture for Year 1/ 2 PSHE: Healthy Lifestyles

Key Knowledge and Skills	
<b>Staying Healthy</b>	<b>Exercise and Physical Activity</b>
There are <b>many ways</b> to stay healthy. Some of these are: <ul style="list-style-type: none"><li>• Exercising often</li><li>• Eating healthy</li><li>• Having a happy attitude</li><li>• Keeping good hygiene</li><li>• A good <b>night's</b> sleep</li></ul>	Doing exercise often will help us all feel great and keep our bodies strong! Our hearts need to be kept active and pumping. Exercise also burns fat.  <u>Good ways to stay active:</u> <ul style="list-style-type: none"><li>• Walking</li><li>• Running</li><li>• Dancing</li><li>• Playing games</li></ul>
<b>Eating well and exercising also prevents us from becoming ill</b>	
<b>Healthy Eating</b>	<b>Choosing a Healthy Lifestyle</b>
A balanced diet consists of the 5 food groups: Fruit and vegetables >> apple, broccoli Carbohydrates >> bread, cereal, rice, pasta Fats and sugars >> butter, cakes, chocolate Dairy produce >> milk, yoghurt, cheese Protein >> meat, fish, eggs, beans, lentils, <b>soya</b>	As we get older, we begin to make our own choices. Making choices is important because it is teaching us to be independent and helping us to do things for ourselves. As we grow up, we learn to make more and safer choices and our knowledge and understanding grows. Some of this understanding and these choices are about keeping healthy.
It is important to eat more portions from the fruit and vegetable group and less from the fats and oils group.	
It is perfectly fine to eat a little bit of unhealthy food. However, eating too much unhealthy food can make us overweight and not feel good.	


Vocabulary	
Active	Engaging or ready to engage in physically energetic pursuits.
Balanced Diet	A diet consisting of a variety of different types of food and providing adequate amounts of the nutrients necessary for good health.
Exercise	Activity requiring physical effort, carried out to sustain or improve health and fitness.
Healthy	In a good physical or mental condition; in good health.
Independent	Capable of thinking or acting for oneself.
Unhealthy	Harmful to health.




Exercising often




Eat healthily



Have a happy attitude



Keeping good hygiene




A good night's sleep

## Year 3 DT

**Waterbeach Community Primary School**  
Curriculum Capture for Year 3  
Design Technology: Food (Healthy and Varied Diet)

Key Knowledge	
<b>What makes a healthy and varied diet?</b>	
A healthy diet is made up from a variety and balance of different foods and drink as shown in the Eatwell Guide. Food and drink are needed to provide energy for the body so that we can be active and healthy.	
<b>What are the different food groups?</b>	
1) Fruit and vegetables 2) Potatoes, bread, rice, pasta and other starchy carbohydrates 3) Dairy and alternatives 4) Beans, pulses, fish, eggs, meat and other proteins 5) Oils and spreads	
It is important to know which foods we should eat more or less of in our overall diet. The Eatwell Guide shows this, with the larger sized food groups being those we should aim to eat more of.	
Foods that are not needed for a healthy diet should be eaten in small amounts and only occasionally. These include foods and drinks high in fat and sugar e.g. cakes, biscuits, sweets, chocolate, puddings, ice cream, honey, crisps, sauces, cream.	



**The Eatwell Guide**

© Crown Copyright. Source: Public Health England in association with the Welsh Government, Food Standards Scotland & the Food Standards Agency in Northern Ireland.

DT Task: Design, prepare and cook a savoury dish (pizza)		
Design	Make	Evaluate
<ul style="list-style-type: none"><li>• Use research of different types of pizzas to inform the design of a healthier recipe.</li><li>• Generate ideas by discussing possible designs for the appearance, taste, texture and aroma.</li><li>• Use annotated sketches to show ideas for how the pizza design will use knowledge of the different food groups.</li></ul>	<ul style="list-style-type: none"><li>• Plan the stages of making a dish, listing the ingredients and equipment that are needed.</li><li>• Select and use appropriate utensils and equipment to prepare the ingredients.</li><li>• Select from a range of ingredients, thinking about sensory characteristics and which food groups are being included in the dish.</li></ul>	<ul style="list-style-type: none"><li>• Evaluate the final product against the design criteria and consider the views of others.</li><li>• Consider if the product meets the guidelines for healthy eating.</li><li>• Evaluate whether the product could be made healthier. Would this make it more or less appealing to the consumer?</li></ul>

Vocabulary	
Diet	The type and range of food that a person regularly eats.
Savoury	Food that is salty or spicy rather than sweet.
Seasonality	When fruit and vegetables are grown, reared, harvested and eaten during certain seasons of the year. The taste and nutritional value of a fruit or vegetable is at its best when it is in season.
Processed food	Food that has been altered in some way. This could include freezing, canning, baking or drying. Some processed foods can be unhealthy if sugar, salt and fats have been added.

Key Skills	
To understand and apply the principles of a healthy and varied diet.	
To prepare and cook savoury dishes using a range of cooking techniques.	
To understand seasonality and know where/how a variety of ingredients are grown, reared, caught and processed.	

## Year 5 History

**Waterbeach Community Primary School**  
Curriculum Capture for Year 5  
Design Technology: Ration book cooking and healthy eating


Key Knowledge		
<b>What is rationing?</b>	<b>How did seasonality affect rationing?</b>	
<ul style="list-style-type: none"><li>• To be able to describe what rationing is.</li><li>• To understand why rationing was used during WWII.</li><li>• To be able to compare modern and war time recipes to identify key differences in ingredients.</li></ul>	<ul style="list-style-type: none"><li>• To be able to describe foods in season at different points in the year.</li><li>• To be able to choose ingredients for a recipe based on the season.</li><li>• To understand that different foods are caught, reared or grown.</li><li>• To be able to use their prior knowledge of what constitutes a healthy and varied diet.</li></ul>	
<b>What healthy recipes would people living during World War Two have been able to make with their rations?</b>		
<ul style="list-style-type: none"><li>• To be able to discuss when WWII occurred and the ingredients which were most readily available.</li><li>• To be able to evaluate existing recipes against their understanding of a healthy and balanced diet.</li><li>• To design and plan a recipe taking into account rationing and resources available at the time.</li></ul>		
<b>Design, prepare and cook a dish using commonly available ration ingredients.</b>		
<b>Design</b>	<b>Make</b>	<b>Evaluate</b>
<ul style="list-style-type: none"><li>• Use research of different types of WWII ration recipes to inform the design of a healthier recipe fit for purpose.</li><li>• Generate and develop ideas through discussion as a whole class and in groups.</li><li>• Create annotated sketches for how the recipe design will use knowledge of ration ingredients from a variety of food groups.</li><li>• Plan the stages of making the dish, listing the ingredients and equipment that are needed.</li></ul>	<ul style="list-style-type: none"><li>• Select and use appropriate ingredients in the recipe based on the season.</li><li>• Select from and use a wide range of tools and equipment to perform practical tasks (cutting, mixing, shaping).</li></ul>	<ul style="list-style-type: none"><li>• Evaluate existing recipes against the child's understanding of a healthy and balanced diet.</li><li>• Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li></ul>

**Prior knowledge:**

To know what makes a healthy and varied diet (The Eatwell Guide).

To be able to name a range of cooking techniques.

To know how to prepare food safely and hygienically.



**Ration books**


Vocabulary	
Diet	The type and range of food that a person regularly eats.
Rationing	The ensuring of fair distribution of food and commodities when they were scarce.
Ration book	When something was purchased, the shopkeeper marked the purchase off in the customer's book.
Nutrients	A substance that provides nourishment essential for the maintenance of life and for growth.
Seasonality	The time of year when a given food type is at its peak, either in terms of harvest or its flavour.

Key Skills	
To be able to understand and apply the principles of a healthy and varied diet.	
To understand seasonality and know where/how a variety of ingredients are grown, reared, caught and processed.	
To prepare and cook a dish using a range of cooking techniques.	

# What we do to the enhance our curriculum

	Autumn	Spring	Summer
<b>EYFS</b>	<b>Apple day</b> – (Environment theme)  <b>Balance ability</b> - PE (Healthy lifestyles themes)	<b>Church Farm trip</b> - Baby animals (UTW)  <b>Police officers visit the school</b> (UTW People who help us)  <b>Big Pedal</b> – PE  <b>Online Safety Day</b> - Computing	<b>Wicken Fen trip</b> - Looking at minibeasts (UTW)  <b>Skipping Week</b> – PE (?)
<b>Year 1</b>	<b>Wimpole Farm trip</b> - How farming has changed over time - <i>History</i> (Farming theme)  <b>Christmas Church trip</b> – Salvation Army – RE  <b>Whole School Sports day</b> - PE	<b>History Off the Page</b> - Fire of London – <i>History</i>  <b>Big Pedal</b> – PE  <b>Online Safety Day</b> - Computing	(Possibly Gurdwara trip) - RE  <b>Multisport festival at CVC</b> – PE  <b>Swimming Gala</b> – PE  <b>Skipping Week</b> - PE
<b>Year 2</b>	<b>Village Walk</b> - Looking at how architecture has changed over time – <i>History</i>  <b>Christmas Church trip</b> – St John's Church – RE  <b>Whole School Sports day</b> - PE	<b>Wicken Fen trip</b> - Living things and their habitats - <i>Science</i>  <b>Big Pedal</b> – PE  <b>Online Safety Day</b> - Computing	<b>Polar Museum trip</b> - Significant individuals – <i>History</i>  <b>Multisport festival at CVC</b> – PE  <b>Swimming Gala</b> - PE  <b>Skipping Week</b> - PE
<b>Year 3</b>	<b>Denny Abbey trip</b> - An in-depth study of local history – <i>History</i>  <b>Fenland Ely Museum Loan box</b> - <i>History</i>  <b>Walk to Bottisham Lock</b> - <i>Geography</i> field work  <b>Christmas Church trip</b> – St John's Church – RE  <b>Cross country running</b> – PE  <b>Whole School Sports day</b> - PE  <b>Inter-school Cross Country Running Race</b> - PE	<b>Bronze Age Day</b> - Changes in Britain from Stone Age to Iron Age - <i>History</i>  <b>Stone Age to Iron Age Ely Museum Loan box</b> - <i>History</i>  <b>Big Pedal</b> – PE  <b>Online Safety Day</b> - Computing	<b>Thorpe Woodlands day trip</b> <i>PSHE/PE</i> – teamwork – Growth mindset  <b>Multisport festival at CVC</b> - PE  <b>Bikability</b> – PE  <b>Swimming Gala</b> – PE  <b>Skipping Week</b> – PE

<b>Year 4</b>	<b>West Stow trip</b> - Anglo Saxon settlement – <i>History</i>  <b>Christmas Church trip</b> – St John's Church – RE  <b>Anglian Water visit</b> - <i>Science</i>  <b>Multi-Sports festival</b> – PE  <b>Whole School Sports day</b> - PE  <b>Inter-school Cross Country Running Race</b> - PE	<b>(Possibly Village Viking Re-enactment group visit</b> – <i>History</i> )  <b>Anglian Water trip</b> - <i>Science</i>  <b>Bikability</b> – PE  <b>Big Pedal</b> – PE  <b>Online Safety Day</b> – Computing  <b>(Possibly Computer Museum visit?)</b> - Computing	<b>Overnight camp out at school</b> <i>PSHE</i> – teamwork – Growth mindset  <b>Mini Olympics Wilberforce Road trip</b> – PE  <b>Swimming Gala</b> – PE  <b>Skipping Week</b> - PE
<b>Year 5</b>	<b>Village green visit</b> - How land use has changed over time/ <i>geography</i> field work?  <b>(Possibly Industrial Museum visit)</b> <i>History</i>  <b>Christmas Church trip</b> – Baptist Church – RE  <b>Whole School Sports day</b> - PE  <b>Inter-school Cross Country Running Race</b> - PE	<b>VE Day Street Party</b> - Study in British <i>history</i> beyond 1066 - <i>WWII</i>  <b>(Possibly Stibington trip</b> - <i>History</i> )  <b>Bikability</b> – PE  <b>Big Pedal</b> – PE  <b>Online Safety Day</b> - Computing	<b>Grafham Water 2-night stay</b> <i>PSHE/PE</i> – teamwork – Growth mindset  <b>(Mobile planetarium visit</b> – <i>Science/Geography</i> – the world from space)  <b>Multisport festival at CVC</b> – PE  <b>Swimming Gala</b> – PE  <b>Skipping Week</b> - PE
<b>Year 6</b>	<b>Fitzwilliam museum trip)</b> – Early civilisation - <i>History</i>  <b>Christmas Church trip</b> – Baptist Church – RE  <b>Whole School Sports day</b> - PE  <b>Inter-school Cross Country Running Race</b> - PE  <b>Bikability</b> – PE	<b>Big Pedal</b> – PE  <b>Online Safety Day</b> – Computing  <b>Inter School Tag Rugby</b> - PE  <b>Inter School Hockey</b> - PE	<b>Isle of Wight trip:</b> 4-night stay <i>PSHE</i> – teamwork – Growth mindset. Local history study – history of the island/ <i>Geography</i> fieldwork  <b>Shakespeare Performance in school</b> – <i>English</i>  <b>Multisport festival at CVC</b> – PE  <b>Swimming Gala</b> – PE  <b>Skipping Week</b> - PE



# Our unique curriculum will deliver on the school's vision:

**Our school encourages each child to grow into a happy, confident individual, thriving in a supportive community where each is inspired to learn and discover through a kaleidoscope of opportunities, with space to imagine and to create.**