

Wren's Nest Primary School

CULTURAL CAPITAL MAP



HOW DO WE DELIVER CULTURAL CAPITAL TO OUR CHILDREN?

What is Cultural Capital?

This is the knowledge that our children gain, that opens their eyes to the very best of humanity. Essentially, it is about showing our children a wider perspective of the world through their education.

Every child and family who joins our setting will bring their own knowledge and experiences that will link to their own culture and that of their wider family. This might include: languages, beliefs, traditions, cultural and family heritage, interests, hobbies, travel and work.

Research shows that when children and families' cultures are valued, both the child's experience of learning and progress can benefit (Husain et al., 2018, p. 4 and Gazzard, E. 2018 in Chalmers, H. and Crisfield, E. 2019)

Cultural Capital is the accumulation of knowledge, behaviours and skills that a child can draw upon and which demonstrates their cultural awareness, knowledge and competence; it is one of the key components that will help to be successful in society, their career and their lives.

Cultural Capital gives power. It helps children achieve goals, become successful, and rise up the social ladder without necessarily having wealth or financial capital. Cultural Capital is having assets that give children the desire to aspire and achieve social mobility whatever their starting point.

Ofsted's definition of Cultural Capital:

"As part of making the judgement about the quality of education, inspectors will consider the extent to which schools are equipping pupils with the knowledge and cultural capital they need to succeed in life.

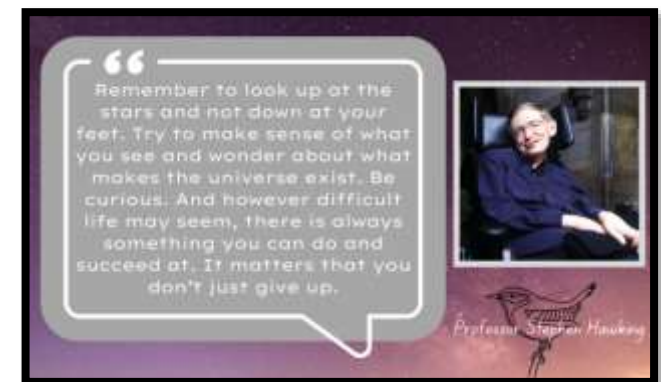
Our understanding of 'knowledge and cultural capital' is derived from the following wording in the national curriculum: 'It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.'

At Wren's Nest, children benefit from a broad and balanced curriculum that builds on their previous knowledge and experiences. We believe that exposure, not only to culture but also to situations in which the children might not have previous experiences, is of paramount importance to their ongoing successes.

Gradually widening children's experiences as they progress through school is an important step in providing rich and engaging learning across the curriculum. We plan carefully for children to have progressively richer experiences in Time for Twos and then the years that subsequently follow during their time at Wren's Nest. These include trips and visits to a wide range of places from the local park to places of worship, museums, farms and World Heritage sites to name just a few.

One of our key aims in school is to close gaps with the experiences of the children at Wren's Nest to children nationally. We achieve this in many ways, including trips, Enrichment Days and hosting theatre groups within school. However, closing gaps in cultural capital can be tackled in many other ways, including normal lesson times. In every lesson, in every subject, we have the opportunity to address the differences in Cultural Capital.

CULTURAL CAPITAL PERMEATES EVERYTHING WE DO. CULTURAL CAPITAL IS A GOLDEN THREAD THAT RUNS THROUGH OUR SCHOOL - through both curriculum subjects and wider school life.



Curriculum subject	What is the intention of the cultural capital offering that this subject provides?	<ul style="list-style-type: none"> How is this implemented? 	What impact does this subject's offering have?
English	<p>As Readers:</p> <ul style="list-style-type: none"> Reading is a skill that the children need to develop to meet the demands of everyday life - reading timetables, newspapers, important information, forms, job specification and application forms, receipts, booking holidays, reading for pleasure. For the children to become fluent and accurate readers across a wide range of contexts. Wren's Nest children need to gain a rich and varied vocabulary which enables them to articulate their thoughts and reasons and engage in meaningful conversations. The vocabulary gained, will enable children to break down barriers, both socially and culturally. Our children need to become competent speakers and listeners, being able to make formal presentations, demonstrate to others and participate in debates. To be motivated to read both for studying and for pleasure. To develop a wide range of knowledge. For the children to appreciate our rich and various literary heritage. 	<ul style="list-style-type: none"> Literacy and Language programme - We have adapted a curriculum that allows our children to see beyond their context. They are developing their ability to see the world from other people's perspectives, through being exposed to a wide variety of texts. These texts, that come from a diverse range of cultures, include stories, plays, poems and non-fiction texts, which are challenging and deep enough to dive into. The children's increasing familiarity with a wide range of genres, is designed to generate a desire for more reading for pleasure. Systematic Synthetic Phonics Programme Literacy hubs across school - to promote Reading for Pleasure Book Bingo - a whole school New Year's Resolution Bedtime Stories on the school website 	<ul style="list-style-type: none"> Children are inspired by school staff to develop a love of English. As readers and writers, children are ready for the next stage in their learning, considering their starting points. Increased vocabulary gives children exposure to more sophisticated language. Having a deeper understanding of vocabulary means that children know more, can learn more and therefore are able to do more. Increased experiences within reading - reading a wide variety of texts. Find out about different authors The texts are multi-cultural allowing them opportunities to find out about different cultures and beliefs. They learn to take turns and know that every child's view matters, they have a voice and it is respected. By reading a range of texts, children are able to critique those texts and learn what a good quality text looks like. They can then model their own writing on these texts. They know renowned authors and authors from different backgrounds. Promoting a love of reading, and reading for pleasure throughout school. Literal heritage - children gain an understanding of how the English language has evolved and continues to develop. Children know they can succeed and be a writer - it breaks down the barriers to learning.

- To build an appreciation of other people's work – authors, poets, playwrights, speakers etc
- To develop an awareness of significant people both modern day and from the past – David Walliams or Shakespeare

As Writers:

- Writing is a skill that is needed to meet the demands of everyday life – to construct job applications, letters, emails, making lists and notes and generally expressing your thoughts and feelings.
- To use a wide and varied vocabulary to give additional details or description.
- To be able to organise and structure different genres of writing, including a variety of sentence structures.
- To be able to use the correct punctuation and spelling choices.
- To ensure all writing is legible for the intended audience.
- To develop a love of writing and an appreciation of its educational, cultural and entertainment values.
- To have an appreciation of the importance of writing as a skill in a variety of careers – writers' teachers, doctors etc

- Cracking Comprehension Programme
- National Poetry Day
- World Book Day celebrations
- Masked Reader video
- Reader/Writer of the Week celebration
- Inspire session for Parents and Families- reading focus
- Curriculum videos and Fliers on school website for family access.
- Reading Areas in each classroom created and developed to promote book talk and the children's love of reading.
- M&M Theatre
- Theatre visits
- Assemblies with stories linked to National Themes, such as Black History Month or Anti-Bullying Week
- Classroom displays supported with Literature that links to the current theme/topic including interest tables
- Low stake quizzes and hinge questions
- Book Talk areas in each classroom and around the school.

- Routine phonics lessons give children opportunities to learn new sounds quickly and catch up with their peers nationally. Phonics lessons give children a tool to decode new words and, eventually become fluent readers.
- Children know how to write for an audience.
- Children know how to effectively punctuate their writing.
- Children know that writing is a skill that is needed for everyday life, encouraging them to be ambitious for their future.
- Children are exposed to the arts (M&M Theatre etc.) breaking down social capital barriers and giving them wider opportunities and experiences.



As Orasists:

- Opportunities to ask questions
 - Discussion through the 'Big Questions' across the curriculum
 - Listening and Responding
 - Oral Rehearsal and Presenting
 - Talking with Others
 - Questioning
 - Vocabulary
 - Low-stake quizzes
 - Hinge questions
 - Flashback Four
 - Quizzes
 - Partner Work - 'Talk to your partner'
 - Tasks and activities
 - Debates
 - Hot Seat
 - Schemas
 - Feedback Strategies
 - Spoken Language targets in success criteria and in English unit targets
 - Big Question Floorbook
 - Spoken Language Oracy document
 - Effective discussion posters as prompt for children in classrooms
- Increased vocabulary gives children exposure to more sophisticated language. Having a deeper understanding of vocabulary means that children know more, can learn more and therefore are able to do more.
 - Spoken Language is an important part of the children's entitlement to a broad and balanced curriculum. Spoken Language provides the children with the opportunities to develop and extend skills and an opportunity to express their individual interests, thoughts and ideas.
 - Our aim is to develop all children's skills in spoken language so that they can communicate effectively and confidently in front of a range of audiences in different situations.
 - These skills are encouraged in every area of our curriculum, as good communication skills can enhance every type of learning.
 - The children are encouraged to explore ideas through talk; challenge each other's opinions and develop their own reasoned arguments, as well as talking in full sentences with a clear and confident voice.
 - Lessons have links to National Curriculum targets within success criteria as well as end points noted and assessed within target tracking.

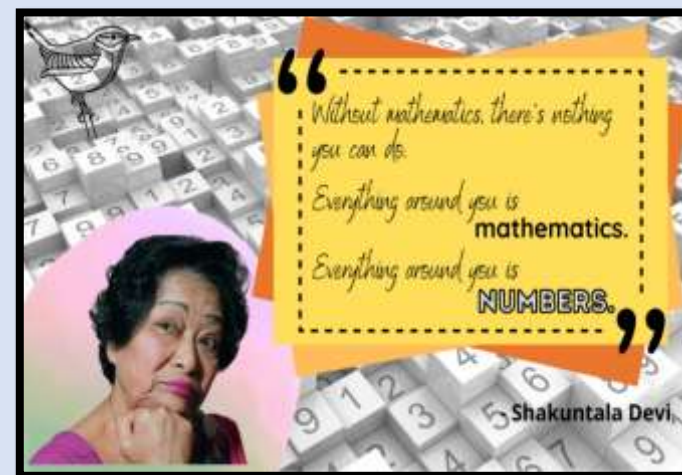
<p>Mathematics</p>	<ul style="list-style-type: none"> • Maths is a skill that is needed to meet the demands of everyday life - handling money, measurement, organising space, recording and interpreting numerical and graphical data and using ICT. Being numerate will greatly improve the life chances of our children. • For the children to be numerate (procedural fluency and conceptual understanding) and ready for their next step in learning. • To develop an increasing knowledge and appreciation of the history of Maths. • To have some knowledge of the significant figures within the mathematical field such as Pythagoras, Katherine Johnson and Alan Turing. • To develop an appreciation for the development of Mathematics over the years and to have some knowledge of significant discoveries. • To inspire our children for their futures. • To be aware of their economic wellbeing. • We want to give the children at Wren's Nest a real life understanding of Mathematics. We want to develop Mathematicians who can calculate and have the ability to think 'What is the best 	<ul style="list-style-type: none"> • We have a timetable that allows children to re-visit maths skills • Multiplication Mondays are dedicated to teaching children multiplication facts to support their mathematical understanding • Maths Mastery sessions are timetabled to support teaching of mathematics within Early Years and Key Stage 1, now expanding through Key Stage 2. • White Rose Maths programme - this is a cumulative programme of study so that once an area of maths is studied, it is met many times in different contexts. To further support spaced repetition of key topics, Flashback Four quizzes are introduced at the start of many lessons. These quizzes are all based on previous learning and give children the opportunity to make links across the curriculum. • Within lessons children have multiple opportunities to work with their peers or in small groups and evaluate their understanding and progress (Think Pink) • Children have 'live' feedback and can respond to teachers marking (Purple Polish). • Money Mondays teach the children the value of money - whole school assembly and whole-day activities 	<ul style="list-style-type: none"> • Children are inspired by school staff to develop a love of Mathematics and problem solving. • As mathematicians, children are ready for the next stage in their learning, considering their starting points. • Children become increasingly numerate with a developing sense of number. They become progressively skilled in 'Declarative Skills' (knowing facts and formulae), 'Procedural Skills' (using methods) and 'Conditional Skills' (using strategies) and the links between them. • Children experience maths in the wider curriculum so gain a real life understanding of its applications and uses. • Children have a knowledge of the history of Maths, famous Mathematicians, and their theories. • Children develop independence and confidence in problem solving. They have different strategies that they can apply when solving Mathematical problems and can discuss their methods using the appropriate vocabulary. • Children build a resilience to problem solving - they are able to look for different starting points and feel good about themselves when they find a solution. It contributes to raising their self-esteem and ability to apply these skills in the wider world. • Children develop a positive attitude towards their Maths lessons. Maths lessons are challenging and rewarding and provide the children 'thirst' to find out new facts. • The children understand how they can earn, spend and save money and the consequences of their decisions.
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way to solve this problem?' and know which strategies to draw upon to do so.

- Maths contributes to a child's intellectual development by providing opportunities to foster problem solving strategies; deductive reasoning, which includes reasoning logically and systematically; creative thinking and reasoning about patterns and generalisations.
- It is important to promote the enjoyment of learning for Maths. Children need to experience the sense of pleasure that comes from solving a problem or a Mathematical puzzle, have their curiosity stimulated by formulating their own questions and investigating Mathematical situations; experiment with patterns in numbers and shapes; participate in activities that draw on Mathematical skills and concepts and experience moments when they are surprised, delighted or intrigued.

- TT Rock Stars and competitions
- Stick and Split and competitions
- 'What if there were no Numbers in the World?' Assembly
- NCETM
- Mastery programme
- Collaboration with Maths Hubs
- Mathematician of the week.
- Celebration of Mathematicians in history whole school assembly
- Maths week celebration and challenges
- Chancellor (with budget) on the school council - importance and value of money.
- High quality, practical resources used
- Maths across the curriculum documentation.
- 'Flashback Four' for the retrieval of previous learning.
- Low stake quizzes and hinge questions
- Interactive displays and manipulatives are available for children to explore. This encourages independent learning and problem solving.
- Opportunities for developing oracy in maths through pair/group/class discussion and reasoning

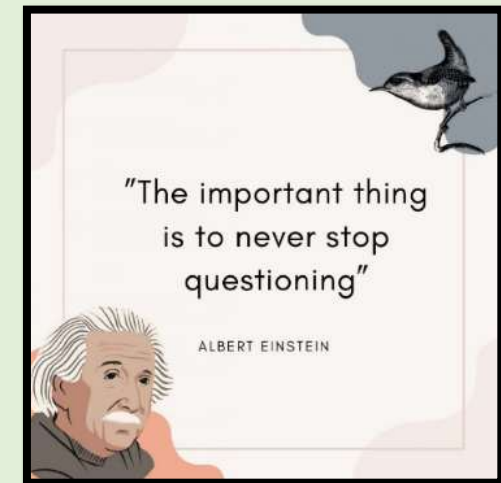
- Children are exposed to 'low stake' assessments on a regular basis, preparing them for future tests.



Science	<ul style="list-style-type: none"> • To encourage curiosity in children, so that they are confident to ask questions that fuel explorations and investigations about the universe we live in. • To promote an enjoyment of science. • To discover facts about famous scientists and their work. To build an appreciation of what has been achieved and the impact it has had. • To promote questioning skills. • To give opportunities and life chances in line with their peers nationally. To be ambitious for their futures and be aware of STEM related career opportunities. • To know how to live a safe and healthy lifestyle (children are aware of the dangers of smoking or drug abuse) • To counterbalance any parental knowledge deficit to science - in many cases, science isn't a priority in the home. • To appreciate how the development of science impacts on our lives. • For children to participate in British Science Week. • Children to learn about science in real life settings through links to the real world. • Children to build up a basis of scientific knowledge 	<ul style="list-style-type: none"> • We have designed a tailored, inclusive curriculum, supported by a science advisor that is designed to meet the needs of all children. Differentiated activities are based on scientific knowledge and skills. Working walls are used to support the teaching and learning and contain tiered vocabulary relevant to the unit of work. In the Medium-Term Planning, an emphasis is placed on scientific enquiry to ensure the concepts being taught are practical and children can make links with them. • Children in provision groups access strength lessons. • STEM ambassador in school • Famous scientists and their work and discoveries discussed and referenced where appropriate. • Celebration of British Science Week. • Visits related to science - Visit to Natural History Museum, London - Y6 • Visits to our local Wren's Nest Nature Reserve - scientific enquiry links within the local area 	<ul style="list-style-type: none"> • Children are inspired by school staff to develop a love of science and investigations. • Children enjoy science, they want to learn, find out new facts and test theories. • Children have a progressively comprehensive understanding of the material world and have a developing sense of excitement and curiosity about natural phenomena. • Children experience a 'hands on' science curriculum with opportunities built into lessons for scientific enquiry. This ensures science lessons are motivating for the children as they have greater autonomy and can be creative. It provides opportunities for children to apply their knowledge and discuss ideas together as well as being an effective form of differentiation as children can move at their own pace and explore their own interests. This philosophy for learning ensures children are motivated, increasing their cognitive skills and ambitions for the future. • Working with the STEM programme provides children with a hands-on learning experience with real world applications. They learn about the opportunities that are available to them within science, technology, engineering and maths. • Working with a STEM Ambassador provides children with aspirations for their futures including further education and career choices. • Children learn about famous scientists and how these people and their work have impacted on life. • Children feel confident to ask questions and use these as a stimulus to start experiments.
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- High quality resources including reading for pleasure books.
- Inspirational Scientists
- Golden Nuggets
- 'Flashback Four' and Low Stake quizzing for the retrieval of previous learning.
- Low stake quizzes and hinge questions
- Wren's Nest schema webs.
- Governor Days
- Work with experts - from high school and industry
- NDLP network of schools.

- Children know the careers related to science and understand that they are achievable.
- Through the Science Fair, children make links within the community.
- Governors have high aspirations for the children.
- Children develop an understanding of how science impacts on our lives on a daily basis and scientists are continually developing new technology including medicines etc.



Physical Education (PE)	<ul style="list-style-type: none"> • To counterbalance the effects of being in the top 10% of deprived areas nationally by providing a rich and varied sporting curriculum. • An emphasis on physical activity is extremely important at Wren's Nest. Studies have shown that significant inequalities in activity levels are based on family incomes. The children of poorer families have less opportunities available to them. • Using sport, children are able to take on leadership roles, support their peers and develop communication skills needed in everyday life. • A physically active child is a healthy child. It strengthens muscles and prevents excessive weight gain which can cause complications in later life. • Physical activity is a benefit to the mental health of a child, improving the ability to function in the classroom. • Children who participate in sport feel valued. • Children who may not be academically gifted have other channels to flourish in. • For all children to have access to free swimming lessons 	<ul style="list-style-type: none"> • Links to Worcestershire Cricket Club • Links to The Village Gym, Dudley • Subsidised swimming lessons at Tipton Sports Academy • The Curriculum's Medium-Term Planning is a modified version of 'Complete P.E.' This programme of study contains over 700 sequences of learning that flow in a progressive, sequential order from EYFS to Year 6. Embedded within the sequences of learning are over 850 differentiation learning cards that enable teachers to confidently differentiate and personalise the learning for all children. • Experts from different fields of P.E. who visit school conduct P.E. lessons, for example Worcester Cricket Club. • Videos for children to take part in within the home produced by sport lead in school • High quality resources • Children in provision groups access strength lessons. 	<ul style="list-style-type: none"> • Children are inspired by school staff to develop a love of sport and P.E (this can involve specialist visitors too). • Children have many opportunities to take part in free extracurricular activities which can counterbalance their social and economic backgrounds. • Taking part in sport contributes to developing perseverance and resilience, a skill that transfers across the curriculum. • Children receive specialist coaching promoting future career aspirations. • Children develop a good understanding of the rules and regulations of the sports encountered during their learning journeys. • By learning rules and regulations for games, including team games, children learn how to take turns, develop team skills, learn how to support their peers and the principles of fair play. • Knowing rules and regulations means children can participate effectively and safely and are more likely to participate in physical activity as they move into their next stage of education and then adulthood. With this developed desire and motivation comes a link to lifelong learning. They understand sport is good for them, both physically, emotionally, and socially, and in the future, when they become parents, they are more likely to encourage their children to be physically active. • By learning the rules and regulations of a sport, children develop an appreciation of it which adds to a child's general knowledge.
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- To encourage children to be ambitious for the future and to seek career opportunities in sport.
- For children to be 'water safe'
- To understand the basic rules and regulations of some individual and team games.
- For children to promote an appreciation of Physical activity.
- To recognise key sports people and the contribution they make to their sport.
- To recognise the hard work and sacrifices top sports people make to be the best they can be.

- PE kit is provided by school for all children, including tracksuits.
- Sports Person of the week celebration
- Celebrate sporting success within the community.
- Timetabled P.E. sessions ensure all children take part in at least 2hrs of physical exercise per week.
- Year 2 and 3 to have swimming lessons at Tipton Swimming Pool.
- All playgrounds are designed to facilitate physical activity.
- Every child has the opportunity to 'learn and lead' within lessons.
- Local links are developed with other schools so that children can take part in inter-school competitions. This also allows Wren's Nest to extend their sport offer by using the facilities of other establishments.
- Sports Days
- Sports Clubs
- 'Flashback Four' for the retrieval of previous learning.
- Low stake quizzes and hinge questions
- Wren's Nest has been awarded the 'School Games

- Children experience competitive sport. They know the efforts that are needed to be successful while learning to be courteous in defeat.
- A school where physical activity has a high profile prepares children for their futures.
- A study conducted by 'Pearson' on skills and employability, shows that based on the predicted top 10 jobs in 2030, sport and fitness related occupations will be third. In addition, it is recognised that such are the skills required to be physically active and involved in playing sport, many skills gained are transferable across a range of professions. Children are encouraged to be ambitious for their future careers.
- Children know key facts about different sports and the people who play them.
- This general knowledge helps our children to better understand the many facets of the world.
- As part of a broad and balanced curriculum, P.E. can make children feel valued and talented (outside of numeracy and literacy).
- Physical activity is linked to suffering less symptoms of depression and can help to improve behaviour disorders.
- Leadership roles within P.E. develop communication skills.
- A physically active child is a healthier child - physical activity can help to reduce weight gain and reduce medical problems associated to obesity.

Platinum Award'. Criteria to qualify for this status includes:

Children take part in at least 2hrs of physical exercise per week.

School actively makes links with other schools and with professional sporting bodies such as the Village Gym, Worcester Cricket Club etc. Promotes 'Sports Leaders'.

Offers a range of extracurricular club and participates in sporting competitions.

- School has continues to maintain the Gold Healthy Schools Award.
- Champion Tops support assessment of learning in lessons, inspiring, engaging and motivating children.

- Physical activity can provide other opportunities within sport such as progression into clubs outside of school e.g., Tipton harriers.
- Year 2/3 children all receive swimming lessons - linked to water safety due to local area water .
- Children have opportunities/experiences of outer school clubs that may not be available to them in their current family environment (there could be a lack of transport, funds etc within the home).
- Children have the opportunity to represent others promoting a positive view of themselves.



<p>Geography</p>	<ul style="list-style-type: none"> • Geography teaching at Wren's Nest Primary School is about developing an understanding of the world. A high-quality geographical curriculum should inspire children to find out about the diverse world in which they live: <ul style="list-style-type: none"> - Human world - things that humans do to construct that - Physical world - where people are and that there are processes taking place within the natural world - How do these worlds and things connect? How is one thing influenced by the other? • We aim for our children to be mindful of their positionality within the world. We want our children to understand how the world works and how they compare to other people. We want them to think about their experiences, their status in terms of social position, education, economic ranking and their identity compared with the rest of the world. We want them to be thoughtful citizens for the future, to comprehend what is going on in the world and understand how they can choose to make a difference. • Wren's Nest is situated in the heart of a UNESCO Geopark and is known all over the world for the 	<ul style="list-style-type: none"> • The Geography Curriculum - within lessons, children use different 'lenses' to study aspects of geography, which include, space and scale; physical and human; change and sustainability; map skills and field work. Within lessons, children acquire new knowledge and understanding which helps them to ask new questions about places and locations. • Geographer of the week celebration • Local 'famous' geographical site is visited regularly - Wren's Nest Nature Reserve • Geography based trips - e.g. Dudley Canal Trust • Children in provision groups access strength lessons. • High quality resources • Licky Hill Nature Reserve and Bluebell Woods • Residential visits to the countryside • Llandudno - seaside experience • Little Owl Farm • Cross-curricular links - for example, Science - Living Things and their Habitats, story entitled 'Window' by Jeannie Baker 	<ul style="list-style-type: none"> • Children are inspired by school staff to develop a love of geography. • Children are proud of their community • Children are mindful of their positionality within the world with a concept of place and space. • They know that they live in an area that is very important geographically, not only nationally but is known across the world. • They understand that they need to look after the area in which they live and that what they do can have an impact on their locality. • Children understand 'where they sit' compared to other people around the world. They can compare their experiences, status, education etc. • Locational knowledge is a mainstay of a good geographical education. Knowing where's where supports pupil's identity and sense of place. • Children know about current worldwide issues such as global warming, habitat loss and deforestation. • Children understand that different parts of the world face different challenges and have acquired enough knowledge to have an informed viewpoint on them. • They are aware of national projects such as HS2 and recognise some of the environmental decisions that need to be made to implement such projects. • Children develop a wider knowledge and understanding of geography. They can recall key locations, know human and physical elements (how one impacts on the other) and the processes of different environments.
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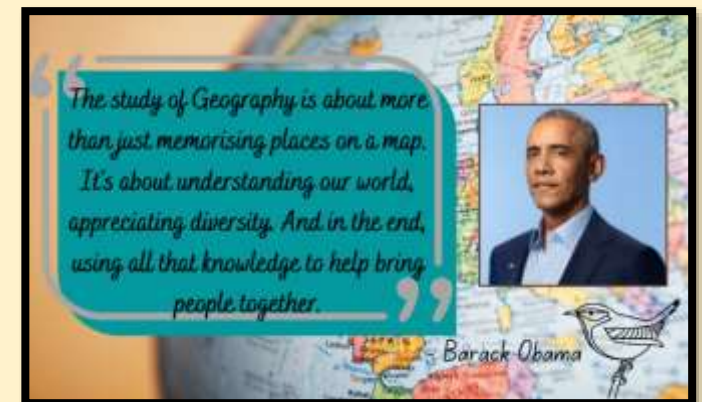
home of the famous Trilobite (attracting visitors from all over the world). Children at Wren's Nest understand why it is important to care for and respect the environment and that we all have a responsibility for its care.

- The children are aware of some key pioneers such as Columbus and their impact on the world as it is today.
- We encourage our children to have an enquiring mind and be mindful of world issues such as deforestation and global warming as well as more local topics such as HS2.
- Geography is a skill that is needed to meet the demands and understanding of the world by: e.g. Map reading
- We want to give Wren's Nest children a real life understanding of geography. We would like to develop geographers who can think about their local surroundings, their national surroundings and the surroundings of the world beyond Wren's Nest, Dudley, The West Midlands and Great Britain. The children need to have the ability to think 'How are other continents and countries different from where we live?' and know where to discover this information from.
- For Wren's Nest children to gain an understanding of community and that Wren's Nest Primary is a part of the local community. The children need to

- 'Flashback Four' for the retrieval of previous learning.
- Low stake quizzes and hinge questions
- Golden Nuggets.
- Wren's Nest schema webs.
- Floorbooks

They understand that these can and will change over time.

- Knowing basic facts helps children to place ideas into context and access higher order thinking skills.
- Children develop their geographical vocabulary and can use this terminology in context when discussing and explaining their ideas and thoughts. This is important as it allows children to organise their ideas and make connections between them.
- Children can give basic directions, use grid references and follow simple maps.
- Children develop an awareness of the wider world around them, including the diverse population and cultures.
- Children respect their local school community.
- Children are willing to offer their ideas and take some actions to make a difference in the world they live e.g. litter picking and climate change posters, recycling drives.



understand that there are other localities other than Wren's Nest Estate that may be very different.

- Geography contributes to a child's intellectual development. It helps a child compare and contrast Great Britain to our surrounding world. Geography, most importantly, is needed to make children at Wren's Nest aware of their local surroundings and land uses.
- To inspire our pupils to have a curiosity and fascination about the world and its diverse population.
- It is important for teachers to promote the enjoyment of learning of geography in order to encourage children to be ambitious for future career opportunities.
- To give opportunities for our children to discuss geographical knowledge and issues with peers, teachers and adults at home.
- To understand why it is important to care for and respect the environment locally and on a world-wide scale and that we are all responsible for it.
- To make children aware that they can make a difference to the world in which they live.

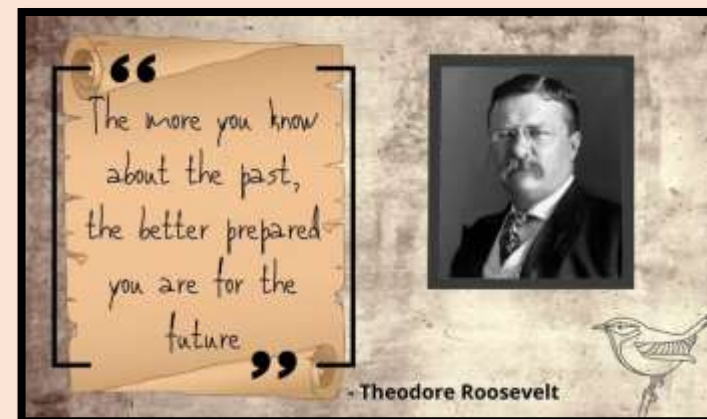
History	<ul style="list-style-type: none"> • Wren's Nest Primary School is situated in the heart of the Black Country which is rich in historical heritage. The curriculum at Wren's Nest ensures that children grow up with an appreciation for the area in which they live. • They learn about the importance of artefacts and how we need to preserve these for future generations. • Children develop an enquiring mind, learning to pose questions about the past and challenging the answers. The History Curriculum provides children with the skills they require to identify cause and effect, gaining an understanding about our modern world, and how it has been developed. • The curriculum encourages children to be ambitious for their futures while being respectful for the history and traditions of other cultures. • To gain a coherent knowledge and understanding of Britain's past and that of the wider world, including key events and dates. Wren's Nest is surrounded by a rich heritage, and it is important that we expose the children to this. • To inspire pupils' curiosity to know more about the past. 	<ul style="list-style-type: none"> • The curriculum is bespoke to Wren's Nest and children develop an appreciation of their local community and how significant the area is - recognised as a World Heritage Site. The children are taught to appreciate their local area, understanding the importance of it over time and they can then translate this knowledge to the wider world. • Units are deliberately planned to be progressive throughout the curriculum at Wren's Nest • Second order concepts of history that run through the history curriculum deepen children's understanding. • Units are sequenced to build historical enquiry with themes such as cause and consequence, change and continuity, similarities and differences, historical significance and historical interpretation running through lessons • Children in provision groups access strength lessons. • Visits • High quality resources 	<ul style="list-style-type: none"> • Children are inspired by school staff to develop a love of history. • Children develop their knowledge in the history topics studied and can make links across periods of time. Children achieve this by developing: • Substantive concepts (the abstract such as invasion, trade, empire building etc). • Chronological knowledge (knowledge relating to broader developments and the features of the historic periods studied). • Second order concepts (asking questions through different lenses such as cause and consequence, change and continuity). • Children understand that they live in an area with a rich historic background. They know that 'The Black Country' played a huge part in the building of the British Empire and this was driven through the industries that belong to the region. • Children begin to understand that they are custodians of the future. Areas of historical importance, artefacts and resources are nationally significant and need to be preserved for future generations. In addition to this, they build an appreciation of 'what has been done and achieved' by previous generations. • The schemas embedded within each unit of work give children the confidence to become independent learners. • Children are aware of the schemas of food, fashion and technology in new learning as a means of initiating an investigation. • Children develop their knowledge of history from a balanced viewpoint. They develop an
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- To give pupils the skills and confidence to ask and answer questions about the past.
- To know about significant figures from the past and the influence they had on the world, both during their lifetime and on the world today.
- To develop an appreciation of what people did in the past - achievements, law changing events etc
- To give opportunities and life chances in line with counterparts - many children don't have the opportunity to discuss historical knowledge and events with adults - 'broken' families, young parents/grandparents.
- Some parents do not value history so children's only experience of history is at school.
- Children have limited knowledge of a wider local history, with many children not leaving Dudley.
- Knowing, understanding and showing respect for the history of other cultures.
- To encourage children to be ambitious for future career opportunities, e.g. museum curator.

- Visitors into school - ex servicemen and women
- Gaining awareness of the past through charity work - The Poppy Appeal
- Historian of the Week celebration
- Local history is celebrated - visits to the Black Country Living Museum, The Severn Valley Railway to experience and 'Evacuee Day'
- Links with the Historical Association
- Shared whole school assemblies - Black History Month etc
- Cross-curricular assemblies, looking at significant mathematicians from the past and the significance of number for example
- Historical texts from different cultures within the Literacy programme
- Interviews with family members - recounting of experiences shared with children.
- 'Flashback Four' for the retrieval of previous learning inc Low stake quizzes and hinge questions
- Golden Nuggets
- Wren's Nest schema webs
- Floorbooks

appreciation of other cultures and how the history of these cultures intertwines with their own.

- Children develop analytical skills, they learn to ask questions, research, consider viewpoints and use the evidence acquired to form a logical, informed opinion.
- Children know the difference between primary and secondary sources of information.
- Children develop an appreciation of the history of the local area.
- Children are made aware of the impact of history upon modern society and how it is remembered e.g. Poppy Day, Black History Month etc.



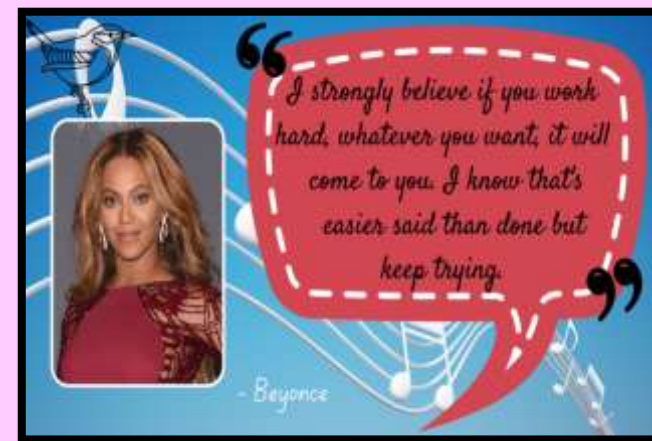
German	<ul style="list-style-type: none"> • Children at Wren's Nest predominantly come from a community of White British working class who can have barriers to other cultures and languages. Learning, in some depth, about another country, culture and language contributes to breaking down these barriers. • Learning another language gives our children the opportunities to find out about the world from a different perspective, broadening their horizons. • Many of our children lack the opportunity to travel to other countries. Studying Germany, its culture, history and language compliments other areas of the curriculum and gives children comprehensive knowledge of a different European country. • Learning to speak another language boosts children's self-esteem and can provide opportunities for the children's future. • Learning a different language fosters a curiosity of the wider world. • Being able to read, write and correctly pronounce words in a different language empowers children. 	<ul style="list-style-type: none"> • Authentic fluent, German-speaking teacher delivering lessons. This is important if children are to be taught about real life situations, making comparisons, and drawing conclusions. • The curriculum design ensures that there is sufficient time on the timetable to read, write and speak in German as well as to explore the country, its history and culture. • Children use authentic resources • Linguist of the week celebration • Links with other areas of the curriculum - geography, history etc. • Children in provision groups access strength lessons. • 'Flashback Four' for the retrieval of previous learning. • Low stake quizzes and hinge questions 	<ul style="list-style-type: none"> • Children have a deeper understanding of a European country, it's cultures and language. • In addition to learning words and phrases, children learn facts about famous musicians, authors and other famous Germans. Memorising these key facts can be a keystone to other learning. It allows children to communicate, interact and talk about what they want to do while feeling valued. • Children can read, write and speak some German words and phrases. • Children discover what life is like in a different country and can compare their lives to other children using this knowledge. This helps to break down social barriers as children begin to understand other cultures and recognise similarities and differences and that this should be respected. • Learning a different language boosts problem solving abilities, critical thinking and listening skills. Children also develop other skills such as multi-tasking and memory. • Children feel good about themselves, they can be proud of their achievements which produces a positive ethos to school and learning. • Children gain a perspective of the world from a different viewpoint. • Children are taught by a native German speaking teacher who brings other experiences into the classroom.
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- Through the teaching of *German*, children make links with famous *German* artists and authors, contributing to their general knowledge of the world.
- In Year 4 children study WW2. Learning about *Germany* from a *German* National, counterbalances some of the facts the children discover about WW2 and gives them a balanced viewpoint.




Music	<ul style="list-style-type: none"> • Everyone can be musical. • To give children a wider repertoire of life experiences. • To promote discussion, expanding on likes and dislikes. Children recognise that we all have opinions and although these may differ, they are all valued. • Music gives the opportunity to challenge stereotypes. • Music can support and promote children's wellbeing and boost self-esteem. • To develop an appreciation of music from other cultures and times. • To find out facts about famous musicians and their work. • To develop an appreciation of how music has shaped our nation, its culture and history and contributes to our historic wealth. • To improve the life chances of our children and extend their knowledge in the Arts. 	<ul style="list-style-type: none"> • Specialist music teachers, with a range of skill sets, who teach music across the whole school - R-Y6 including all SEND provisions • Weekly music sessions on the timetable • Charanga Music programme - this scheme of work, which incorporates a wide genre of music, ensures interrelated dimensions of music weave through each unit to encourage the development of musical skills, as the learning progresses through listening and appraising, differing musical activities (including creating and exploring) and performing. Within the programme, children develop their singing voices, play a range of instruments including the recorder and glockenspiel, read music and compose their own musical melodies. • Celebrated in each assembly - different genres of music • Musician of the Week celebration • Choir competitions -Young Voices • High quality resources used 	<ul style="list-style-type: none"> • Children are inspired by school staff and other experiences to develop a love of music, dance and drama. • Raises an awareness that all children can succeed in music and be musical. • Music delivered through Charanga allows children to compose, read and write melodies using a variety of instrument, widening the children's skills set and perception of music. • Children listen to a wide range of music from a variety of genres and cultures. This helps to break down social barriers. In addition, listening to different genres of music exposes the children's 'ears' to a wide breadth of sound and culture. It provides exposure to a variety of meters and tonalities which are important for a deeper musical understanding. • Children recognise nationally important songs and lyrics and know key facts about composers and the work they do. • Children develop a critical ear; they can discuss their likes and dislikes. They can make informed comments about what they would like to change and how they could improve. • They build an appreciation of the work of others. • Children develop a love of the Arts.
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- Christmas Carol Service and musical celebrations within school.
- M and M productions - this Theatre Company helps to promote a love and experience of musical theatre.
- A celebration of staff achievements.
- 'Flashback Four' for the retrieval of previous learning.
- Low stake quizzes and hinge questions
- Work with the National Music Hub for the local area - influencing practice within school.
- Year group performances to peers - skills quired throughout the year.



<p>Art, Design and Craft</p>	<ul style="list-style-type: none"> • To have the belief that we can all be artists. • To develop an appreciation of art from different cultures and times. • Art sits within a broad and balanced curriculum, it develops children's skills regarding colour, texture, line and shape. Developing skills in these areas supports children's social and intellectual development. • Art can provide children with experiences that can unlock hidden potential, develop natural flair and provide opportunities for the future. • It allows children to develop the skill of perseverance, breaking down barriers to learning by promoting self-belief and building self-esteem. • To discover facts about artists past and present. To develop an appreciation of the artwork produced by different artists and the styles that were used by them. • To think critically, so that as children progress through school, they develop a more rigorous understanding of art and design. • To understand how art and design has shaped our history and contributed to the culture and wealth of our nation. 	<ul style="list-style-type: none"> • The art and design curriculum builds on four key elements: generating ideas, evaluation, creating (developing making skills) and knowledge and understanding. These elements do not stand as isolated parts, with lessons containing a combination of them working together. • The curriculum design ensures cross curricular activities with other subject areas such as history and geography. • Art Weeks every half term • Artist of the Week celebration during Art Week • Celebrate Artists from different cultures and backgrounds • Wow Days • Enrichment Days • Christmas Craft Mornings with Parents and families • Pupil Parliament competitions • Yearly Creativity Awards for each year group. • Low stake quizzes and hinge questions • Floorbooks • Art Journal • Bedazzle Art Adventures - Artist Group 	<ul style="list-style-type: none"> • Historically, children perceive art to be drawing and painting. The art curriculum ensures all children can be artists. • Children develop a broad range of skills and engage in activities where they can apply the skills they have acquired and make links between them, • Tasks have meaning and purpose. Some are designed to replicate activities that many families nationally may provide in the home. • Art and design activities give children a sense of achievement and allows them to take pride in their work which builds confidence. Children get to try new things and also develop their "self-regulation skills" (e.g. when waiting for paint or glue to dry). This helps them develop patience and perseverance. • Children understand the steps required to achieve a finished product. They learn to plan, try out ideas, learn from mistakes and evaluate a finished piece of work. • Children develop a critical eye, can take inspiration from artists and appreciate their work. • Children know there are famous artists that have been successful and are aware of some of their work. • Children celebrate their achievements as a record within Art, Design and Craft through a shared floorbook. • Children develop a resilience to things not being 'perfect' - the ethos 'progress not perfection is adopted' within their personal journals
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	<ul style="list-style-type: none"> Art can act as a vehicle for providing children with new and different experiences, counterbalancing the life experiences they already have. 	<ul style="list-style-type: none"> NDLP 	
Design and Technology (DT)	<ul style="list-style-type: none"> D and T gives children the opportunity to develop skills, (cut, peel, grate, chop, measure, mark, shape, join, colour, decorate and finish) and develop knowledge and understanding of designing and making functional products - important skills, as there are limited experiences and opportunities in the home environment to develop these. Design and Technology education helps develop children's skills through collaborative working and problem-solving. Children are encouraged to be creative and innovative and are actively encouraged to think about important issues such as sustainability and enterprise. 	<ul style="list-style-type: none"> Project on a Page scheme - supporting the teaching of designing, planning, making and evaluating. At its core, each project has the six key elements of good D and T practice running through it. These consist of: <ul style="list-style-type: none"> User Purpose Functionality Design Decisions Innovation Authenticity The six essentials are embedded into each project with each project having a different profile. The 'Star Diagram' of essential elements ensures that all projects completed in the classroom have the 	<ul style="list-style-type: none"> Children have the opportunity to explore design themes that many do not have the opportunity to do within the family home. This aims to give the children the same/similar opportunities as their national counterparts. Children develop life skills such as cutting in a straight line, peeling and grating etc. Children develop a 'critical eye'. They develop an appreciation of the work of others and can use the work of others as an inspiration for their own work. Children identify with the 'full' experience, working through a project from the design stage to the evaluation on its completion. This builds resilience and allows children the opportunity to make their own decisions, based on the project they are completing. Children need to improvise; the projects children undertake help to build children's problem-solving skills which helps children in other areas of the curriculum.

- To develop children and young people's practical designing and making ability, and their creativity in solving real and relevant problems.
- Through evaluation of past and present Design and Technology, children develop a critical understanding of its impact on daily life and the wider world.
- To encourage children to be ambitious for future career opportunities.
- To give children opportunities and life chances in line with their counterparts.
- Give children opportunities to excel in a subject with many practical skills.
- To give children the opportunities to test and evaluate their own ideas.
- To develop children's appreciation for the work of others.
- To develop the ability to think critically, to give and be able to receive advice.
- It allows children to think about how they can design and create projects that can have an impact on the environment and to know they can make a difference in the world.
- To recognise some of the key designers of the past and those of today, building an appreciation of their work

ingredients required for a comprehensive Design and Technology Unit of work. The framework of the programme has a cumulative approach to skills and knowledge. Children have the opportunity to revisit areas of learning, each time using the skill or knowledge in a more sophisticated way.

- Termly D&T Week
- Designer of the Term celebration.
- Interactive and 'user-friendly' website.
- Science, PSHE, PE links to eating healthily and healthy bodies
- Healthy School Award
- Low stake quizzes and hinge questions
- Floorbooks
- Making links with themes within DT curriculum to local area where possible - to promote achievements within local area as well as aspiration f future jobs/careers e.g. linkages

- Working through a progressive curriculum allows children to build a deeper understanding and appreciation of the world around them through design.
- Children recognise some of the great designers of the world and the product they have produced.
- Children learn to work collaboratively with others.
- Children start to consider the impact they are having on the environment and how they can make a difference through their designs.
- Children are aware of some key landmarks and recognise the differences within architecture and design.
- Children celebrate their achievements as a record within Design Technology through a shared floorbook.



Computing	<ul style="list-style-type: none"> • Computing is a skill that will be needed throughout a child's life and into adulthood. It has now become an integral part of our lives. • Computing skills contribute to other areas of the curriculum. For example, presenting data from science experiments or creating reports from historical or geographical research. • We want to give our children a real life understanding of computing and ICT. We want to develop creative and organised young people who will have the ability to think 'What is the best way to solve this problem?' and to know which skills and experiences to draw upon to do so. • Computing contributes to a child's intellectual development by providing opportunities to foster problem-solving strategies, working logically and systematically, and encouraging creative and imaginative thinking. • We need to promote computing as a wide-ranging subject that spreads across much of our lives and as such, it is an excellent opportunity for both further education and as a career path. • Technology and internet access may not be used appropriately at home. Some of our children have 	<ul style="list-style-type: none"> • Through school, the Teach Computing Scheme of Work is used to deliver a high-quality computing experience. Running through the programme are the three key areas of computing which are: <ul style="list-style-type: none"> • Physical Computing • Online Safety • Digital Literacy • The scheme, which is adapted for our children, breaks the teaching of computing into units of work in a spiral curriculum across Key Stages 1 and 2. • Each unit addresses one of the ten strands: <ul style="list-style-type: none"> ○ Algorithms ○ Computer networks ○ Computer systems ○ Creating media ○ Data and information ○ Design and development ○ Effective use of tools ○ Impact of technology ○ Programming ○ Safety and security • The overlaps between units serve to deepen understanding of computational concepts and provide opportunities for 	<ul style="list-style-type: none"> • Computing is a life skill needed for the modern world. The curriculum prepares children for the next stage of their learning and ensures that they are on a level playing field and can compete for jobs in the future. • Children to be exposed to future career options that employ the use of computing in a variety of ways, from word processing through physical computing in network design through to media roles such as sound engineering, podcast creation, animation and digital photography. • Children become computer literate. They apply computing skills across the curriculum. • Computing helps to build problem solving skills that contribute to a child's well-being. Children who can independently solve problems are happier, more confident and independent, and learn to approach challenges from different perspectives - important skills for life. • Through the progression of the curriculum, children gain a perspective on the importance of being computer literate and the opportunities that it can give in later life. • Children learn how to use the internet correctly and how to stay safe, counterbalancing what some of our children may experience at home. • The computing curriculum is designed so that all children have the opportunity to use modern technology and be familiar with a range of devices that include tablets, laptops and Chromebooks.
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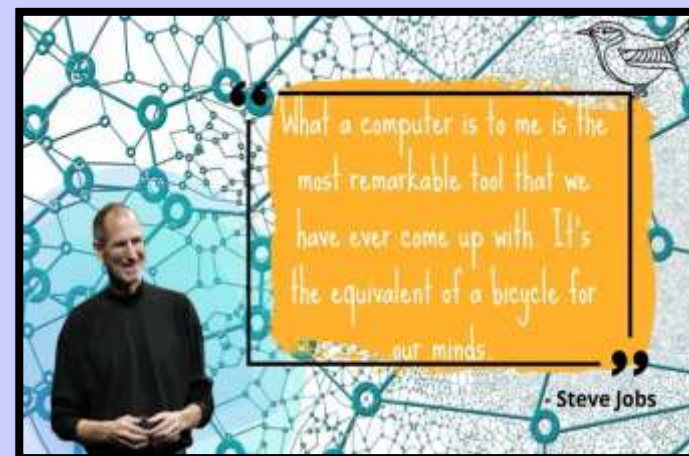
inappropriate screen time and access

- To address the lack of understanding by some of our parents on the impact of overusing technology, e.g. - lack of sleep.
- To encourage children to be ambitious for future career options.
- To give Wren's Nest children options and life chances in line with counterparts - many children don't have options to discuss and use skills outside of school.
- To prepare children for the next stage as future citizens by understanding the risks and strengths of computing in our lives, including the ongoing developments in AI
- To empower children to recognise 'fake news' online and instil the critical skills necessary to evaluate what they read online
- Developing computing skills develops resilience.
- To acknowledge the advances in technology and the people responsible for them.

pupils to apply and extend understanding and make links in their knowledge and capabilities. The scheme provides opportunities for cross curriculum links.

- High quality resources for the children to access using the most appropriate technology for the learning iPads, Windows Netbooks, Google Chrome Books
- Interactive and 'user-friendly' website.
- Working with external agencies such as TeachMate AI Ambassadors programme
- 'Flashback Four' for the retrieval of previous learning.
- Low stake quizzes and hinge questions
- Online learning leader in school.
- Website minister within Pupil Parliament.
- Links with PSHE curriculum as well as keeping safe online.
- Trusted Adults within school are visible in school and children are aware of who these people are that help to keep them safe - reminders in weekly assembly too.

- Children are encouraged to engage with the school's website which is available on any device including a smartphone. This ensures the majority of our children have the ability to access online resources to further develop their learning.
- Children are provided with opportunities to use technology for a range of purposes.
- Children know about the wide range of careers within the technological field.
- Children have a voice through Pupil Parliament and the associated ministers.

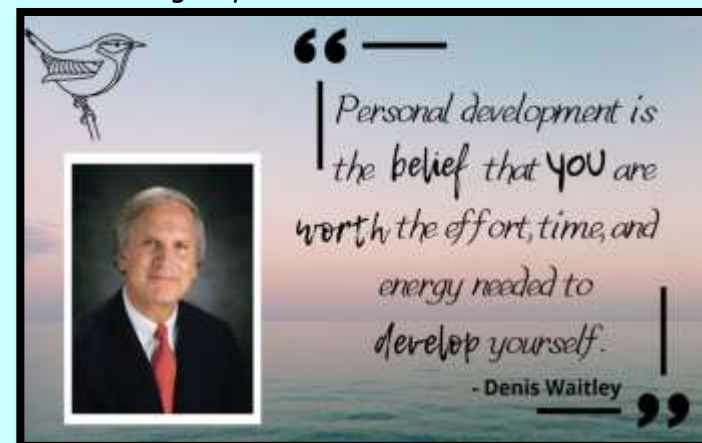


Personal, Social and Health Education (PSHE)	<ul style="list-style-type: none"> • PSHE education makes children socially aware and prepares them for life situations. It teaches our children what behaviour(s) are acceptable in different social situations. • To help our children to understand how they should treat others and how others should treat them. • For children to understand they are part of a community, in school, the local estate of Wren's Nest, the town of Dudley, and the country of England and a citizen of the United Kingdom. • To understand that we need rules to enable our children to stay safe and understand consequences if they are not followed. • To learn to be resilient to life's challenges and understand they are responsible for actions. • To know there is always help and understand how and where to find it. (Police, Fire Service, Childline) • To prepare Wren's Nest children's moral, cultural and mental ability for life. • To promote our pupil's self-esteem and develop their emotional wellbeing. • To inform them of how to maintain worthwhile relationships with other members of the school and wider community. 	<ul style="list-style-type: none"> • The DOT.com programme which is based on the 'Protective Behaviours' process, and has at its core two themes: • The right to feel safe at all times. • We can talk to someone about anything, even if it feels awful or small. • Working through the programme allows children to develop an awareness of their rights and responsibilities for themselves and to others in conjunction with practising personal safety. • The units are taught through journals which the children have responsibility for, deciding what they record and what information is important to them. • Work with the Local PCSOs • Visits from The Emergency Services - Fire Service, Police etc • 'Helping others' principle through whole school approached e.g. Shoe Box Appeal etc • Nurture Group/SEMH provision • Circle Time sessions 	<ul style="list-style-type: none"> • Children know what it means 'to be safe'. They understand what being safe is and are aware of how to keep themselves safe. • Children know what is right and wrong and understand that each path has a consequence. • Children understand what it is to be resilient and how being resilient helps prepare them for life's challenges. • Children know that we all have to follow rules and that there are consequences for those that break them. • Children know that there is help available to them and how to follow the procedures to get the help they require. • Children understand that they live in a diverse, multi-cultural society and know how they can be successful citizens within that society. • Children understand what is needed to build meaningful relationships within school and in the wider community. • Children know who are 'safe' adults and understand that they can share problems or concerns. • Children learn to be respectful to others and themselves. They appreciate that when they respect other people, they will generally be respected by them (give respect to get respect). • Through studying the PSHE curriculum, children understand that not everyone will share the same views, but we all have a right to a viewpoint, and we need to be respectful of that. • Children are aware of their economic wellbeing.
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- To have respect for themselves and for others.
- To value differences and similarities between people and how to make informed choices regarding personal and social issues.
- To know and understand what constitutes a healthy lifestyle.
- To learn an awareness of personal safety when using the Internet, computer games and mobile phones.
- To encourage our children to share any problem/ concerns/worries they may have with their chosen member of staff.
- Teach the children about their economic wellbeing, including handling money and aspirations for their futures.
- Teach children how to administer basic first aid and how to seek help if required.

- Learning Mentor Team provision - see LM provision map
- Pupil Parliament competitions
- Whole school Assemblies
- Links to the RSE and RE.
- 'Flashback Four' for the retrieval of previous learning.
- 'Money Mondays' are delivered on a termly basis through whole school assemblies and in-class activities.
- Mini First Aid is delivered from an external provider on a rolling programme through school.
- Protected Characteristics are taught through an age-related story and discussion promoted through asking questions and exploring ideas. Children reflections are keeping in a small floorbook within classroom.
- Links with Computing curriculum as well as keeping safe online.
- Trusted Adults within school are visible in school and children are aware of who these people are that help to keep them safe - reminders in weekly assembly too.

- Children are aware that they have choices in how they spend their money dependent upon needs and wants and the consequences of these choices.
- Children know that money takes many forms and these are consistently changing as technology advances.
- Children are aware of how their school life can impact on their future lives and careers.
- Children know that career choices have a direct correlation to their income and that not every form of employment provides the same salary.
- Children know that there can be a link between education and future career successes, but careers can be changed during a lifetime.
- Children know that there are different paths towards a given career and that not everybody will take the same route.
- Children are able to respond to simple medical emergencies.
- Children know how to seek medical help in an emergency.

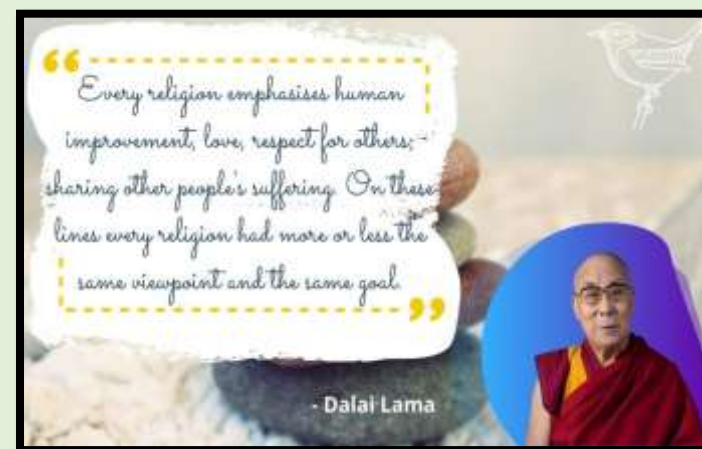


Religious Education (RE)

- To develop an appreciation of religions around the world, identifying key figures and how religion impacts on life.
- To understand that to live in a diverse, multicultural country we need to respect the views of other people.
- To recognise how religion has shaped our history and culture.
- To make links across religions, understanding how beliefs, values, practices and ways of life are linked.
- R.E. is a vehicle for providing children with new and different beliefs and opinions, counterbalancing some of the viewpoints that some children may have because of their home life.
- To identify some of the main religious symbols, their meanings, and historic values.
- To recognise the main religious figures.

- Through school we use 'Jigsaw RE' an enquiry-based approach to teaching and learning. The key question for the enquiry is such that it demands an answer that weighs up 'evidence' and reaches a conclusion based on this. This necessitates children to use their subject knowledge and to apply it to the enquiry question, rather than this knowledge being an end in itself. Jigsaw RE focuses on critical thinking skills, on personal reflection into the child's own thoughts and feelings, on growing subject knowledge and nurturing spiritual development
- Visits to the local church - school Carol Service is held there as well as each year group visiting for a seasonal event - Easter, Harvest, Christmas.
- Partnership working with Dudley Food bank - Christian charity work
- Visit to the Gurdwara
- Encourage discussion and debate with the children regarding beliefs and opinions
- Links with other areas of the curriculum such as PSHE and RSE
- Learning Mentor Team provision - see LM provision map
- 'Flashback Four' for the retrieval of previous learning.
- Low stake quizzes and hinge questions

- Children are aware of the many beliefs and religions worldwide and know they should be respected.
- Children know the world and local community has a diverse population of culture and beliefs.
- Children are able to share ideas and viewpoints in a balanced and non-judgemental environment.
- Misconceptions are addressed and explained.
- Children feel safe to ask questions, debate and discuss.
- Children are aware of key religious festivals across the different faiths in school.
- Children are respectful of other views, opinions and beliefs.



Wren's Nest Primary School

WHOLE SCHOOL CULTURAL CAPITAL MAP

WHAT CULTURAL CAPITAL OPPORTUNITIES DO YOU PROVIDE FOR CHILDREN THROUGHOUT THE ACADEMIC YEAR?

TERM	CULTURAL CAPITAL OPPORTUNITIES WHOLE SCHOOL CALENDAR (see Intended Enrichment Calendar, Assembly Planner and Pupil Parliament Schedule)
Autumn Term 1	<ul style="list-style-type: none"> • Food bank and Local Community Spirit- Harvest • Launch of Pupil Parliament • Black History Month • Different genres of music celebrated in assemblies • Links with the local PCSOs and Police Team • Shoebox Appeal launch by Pupil Parliament - Samaritan's Purse • Job Club for Parents and Families - supported by YMCA • Craft and Chat sessions for Families - support and promote positive well-being • Maths and English session for Parents through external provider • Weekly active session for parents with PE lead promoting fitness and healthy lifestyle • Weekly videos for families - celebration of diversity in school • English /Maths group tuition - NTP • First Aid for Children in Reception, Year 2,4, 6 • Money Monday for Year 1, 3, 5 - Economics and Citizenship - inc whole school assembly for all • Celebration of Art, Design and Craft - Colour Festival • Fereday's First Response -bleed control kit - local community fundraising event • Poppy Appeal -Royal British Legion - raising awareness and raising money • Bonfire Night and Firework Code safety poster competition • Life Lessons Day - Time, communication aid - Makaton, essential life skills e.g. how to tie shoelaces, blow your nose, pack a school bag - progressive and age appropriate across school. • Children in Need fundraising day • The Positive Parenting Programme (Tripel P) for families. • Attendance celebration and education assemblies. • ASC Coffee afternoon for families with ASC specialist

**Autumn
Term 2**

- Diwali
- Remembrance Day
- Maths Week
- Children in Need
- Links with the local PCSOs and Police Team
- Barvember - KS2 focus
- Christmas Craft Morning and musical celebrations
- Traditional Christmas Carol Service at local church
- School Christmas Market with real reindeer
- Specialist-led Music lessons
- Anti-Bullying week
- Different genres of music celebrated in assemblies
- Celebrating different occupations - inspiring figures in history
- English/Maths group tuition - NTP
- Job Club for Parents and Families - supported by YMCA
- Maths and English session for parents and families through external provider
- Weekly active session for parents with PE lead promoting fitness and healthy lifestyle
- Weekly videos for families - celebration of diversity in school
- Craft and Chat sessions for Families - support and promote positive well-being
- Life Lessons Day - Time, communication aid - Makaton, essential life skills e.g. how to tie shoelaces, blow your nose, pack a school bag - progressive and age appropriate across school.
- The Positive Parenting Programme (Tripel P) for families.
- Stay and Play session for families 'New to the Nest' - building relationships
- Attendance celebration and education assemblies.
- ASC Coffee afternoon for families with ASC specialist
- Links with the local PCSOs and Police Team

**CLUBS AND OR
ACTIVITIES TAKING
PLACE THIS TERM:**

- Athletics
- Netball Club
- *Boys' Club - EYFS*
- *Rocking Readers Club - EYFS*
- *Whizzy Writers - EYFS*
- *Playground Games*
- *Art and Craft Club*
- *Lego Club*
- *Art Club*
- *Cooking Club*
- *Fun and Fitness Club*
- *Running Club*
- *Choir*
- *TTRS club*
- *Tag Rugby club*
- *Football Club - mixed and Girls*
- *Dance Club*
- *Tennis Club*
- *Life Skills Club*
- *Mystery Club*
- *Inside Out club - exploring emotions.*
- *Boot Camp for Boys and Girls - before school club*
- *Early Birds Breakfast Club - free for all children*
- *Sign Language Club*
- *Sporting competitions- Tag Rugby, Football, Netball, Tennis*
- *Discos*

**Spring
Term 1**

- New Year and resolution - Wren's Nest New Year's resolution
- Great British Bird Watch
- Valentine's Day and traditions in Healthy Relationships - RSE
- Chinese New Year, culture and traditions
- Lent (Pancake day) customs and traditions
- Safer Internet day
- Specialist-led Music lessons
- Different genres of music celebrated in assemblies
- Celebrating different occupations - inspiring figures in history
- Job Club for Parents and Families - supported by YMCA
- Craft and Chat sessions for Families - support and promote positive well-being
- Maths and English session for Parents through external provider
- Fortnightly active session for parents with PE lead promoting fitness and healthy lifestyle
- Weekly videos for families - celebration of diversity in school
- English/Maths group tuition - NTP
- Attending Young Voices Performance
- Money Monday for Year 1, 3, 5 - Economics and Citizenship
- Links with the local PCSOs and Police Team
- Pupil Parliament led activities and campaigns - e. litter picking campaign in local community and surrounding area.
- Pupil Parliament 'Menu Take Over Day'
- Money Monday for Year 1, 3, 5 - Economics and Citizenship - inc whole school assembly for all
- Life Lessons Day - Time, communication aid - Makaton, essential life skills e.g. how to tie shoelaces, blow your nose, pack a school bag - progressive and age appropriate across school.
- The Positive Parenting Programme (Triple P) for families.
- Stay and Play session for families 'New to the Nest' - building relationships
- Attendance celebration and education assemblies.
- ASC Coffee afternoon for families with ASC specialist

**Spring
Term 2**

- World Book Day
- St David's Day traditions - national community
- St Patrick's Day - national community
- Mother's Day traditions
- Ramadan
- Easter celebrations including Easter Card design competition
- April Fool's Day heritage
- British Science week
- World Autism Day
- Down Syndrome Day - creating awareness
- Sport Relief
- Air Ambulance Awareness Day - 'Red Day' in school
- Specialist-led Music lessons
- Different genres of music celebrated in assemblies
- Celebrating different occupations - inspiring figures in history
- Job Club for Parents and Families - supported by YMCA
- Craft and Chat sessions for Families - support and promote positive well-being
- Weekly active session for parents with PE lead promoting fitness and healthy lifestyle
- Maths and English session for Parents through external provider
- Weekly videos for families - celebration of diversity in school
- English/Maths group tuition - NTP
- Careers festival
- Life Lessons Day - Time, communication aid - Makaton, essential life skills e.g. how to tie shoelaces, blow your nose, pack a school bag - progressive and age appropriate across school.
- The Positive Parenting Programme (Triple P) for families.
- Stay and Play session for families 'New to the Nest' - building relationships
- Attendance celebration and education assemblies.
- ASC Coffee afternoon for families with ASC specialist
- Comic Relief fundraising event

**CLUBS AND OR
ACTIVITIES TAKING
PLACE THIS TERM:**

- Athletics
- Netball Club
- *Boys' Club - EYFS*
- *Rocking Readers Club - EYFS*
- *Whizzy Writers - EYFS*
- *Playground Games*
- *Change 4 Life Club*
- *Art and Craft Club*
- *Lego Club*
- *Art Club*
- *Cooking Club*
- *Fun and Fitness Club*
- *Running Club*
- *Choir*
- *TTRS club*
- *Tag Rugby club*
- *Football Club - mixed and Girls*
- *Dance Club*
- *Tennis Club*
- *Life Skills Club*
- *Mystery Club*
- *Inside Out club - exploring emotions.*
- *Boot Camp for Boys and Girls - before school club*
- *Early Birds Breakfast Club - free for all children*
- *Gymnastic Club -lunchtime*
- *Sign Language Club*
- *Pupil Parliament competition*
- *Sporting competitions - Football, Netball, Gymnastics, Cross Country*
- *Discos*

Summer Term 1		<ul style="list-style-type: none"> • St George's Day • Specialist-led Music lessons • Different genres of music celebrated in assemblies • Sports Festivals - all ages - supporting Sport and healthy lives across school with families • Celebrating different occupations - inspiring figures in history • Job Club for Parents and Families - supported by YMCA • Craft and Chat sessions for Families - support and promote positive well-being • Maths and English session for Parents through external provider • Weekly active session for parents with PE lead promoting fitness and healthy lifestyle • Weekly videos for families - celebration of diversity in school • English/Maths group tuition - NTP • Money Monday for Year 1, 3, 5 - Economics and Citizenship • Links with the local PCSOs and Police Team • The Positive Parenting Programme (Tripel P) for families. • Stay and Play session for families 'New to the Nest' - building relationships • Attendance celebration and education assemblies. • ASC Coffee afternoon for families with ASC specialist • Life Lessons Day - Time, communication aid - Makaton, essential life skills e.g. how to tie shoelaces, blow your nose, pack a school bag - progressive and age appropriate across school.
Summer Term 2		<ul style="list-style-type: none"> • Specialist-led Music lessons • Father's Day • End of Year celebrations of achievement • Moving on - transition focus • Sports Festivals • Work with RNLI • Different genres of music celebrated in assemblies. • Celebrating different occupations - inspiring figures in history • English/Maths group - NTP • Job Club for Parents and Families - supported by YMCA • Craft and Chat sessions for Families - support and promote positive well-being • Maths and English session for Parents through external provider • Weekly active session for parents with PE lead promoting fitness and healthy lifestyle • Weekly videos for families - celebration of diversity in school • Pupil Parliament led activities and campaigns - e. litter picking campaign. • Links with the local PCSOs and Police Team • The Positive Parenting Programme (Tripel P) for families.

		<ul style="list-style-type: none"> • Stay and Play session for families 'New to the Nest' - building relationships • Attendance celebration and education assemblies. • ASC Coffee afternoon for families with ASC specialist • FIFA World Cup - supporting Countries and teams • Life Lessons Day - Time, communication aid - Makaton, essential life skills e.g. how to tie shoelaces, blow your nose, pack a school bag - progressive and age appropriate across school.
CLUBS AND OR ACTIVITIES TAKING PLACE THIS TERM:		<ul style="list-style-type: none"> • Athletics • Boys' Club - EYFS • Rocking Readers Club - EYFS • Whizzy Writers - EYFS • Playground Games • Change 4 Life Club • Art and Craft Club • Lego Club • Art Club • Cooking Club • Fun and Fitness Club • Running Club • Choir • TTRS club • Tag Rugby club • Football Club - mixed and Girls • Dance Club • Tennis Club • Life Skills Club • Mystery Club • Inside Out club - exploring emotions. • Boot Camp for Boys and Girls - before school club • Early Birds Breakfast Club - free for all children • Netball Club • Cricket Club • Sign Language Club • Sporting competitions - Football, Cricket, Athletics, Boccia • Discos