

Oatlands School Curriculum - updated Summer 2025

- o Values is at the heart of all we do as a school. It underpins our curriculum, ethos, relationships and identity as a school community. Our values ethos gives our children an understanding of their developing responsibilities as citizens both within school and in the wider community.
- o Resilience and positive attitudes to learning are fostered through the use of 'Characteristics of Effective learning' and 'Growth Mindset' strategies.
- o Children are taught key knowledge and skills across a broad and balanced curriculum. The curriculum meets the needs of all learners and creates challenge through a clear progression of skills and knowledge that build on prior learning.
- o Children learn in a safe and secure environment in which exciting, memorable and immersive learning experiences are planned for both within and beyond the classroom.
- o There are opportunities for children to embed their skills and deepen their knowledge and understanding independently.
- o There is frequent and systematic revisiting of key skills and knowledge providing children with a firm foundation for future learning.
- o Children are part of a learning community that ensures parents and carers are involved in the Oatlands experience.

Curriculum Overview

We aim to provide a broad and balanced curriculum which will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to his/her full potential. Each child is valued as an individual and teaching and learning is based on the understanding that children develop at different rates.

The EYFS is for children from birth to five years of age. The final year of the EYFS is referred to as the reception year. The early learning goals (the knowledge, skills and understanding which young children should have acquired by the end of the reception year) and the educational programmes (the matters, skills and processes which are required to be taught to young children) are set out in the "Development Matters in the Early Years Foundation Stage"

The curriculum is organised into seven areas of learning and development. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the *PRIME* areas are: -

- communication and language;
- physical development;
- personal, social and emotional development.

We also support children in four *SPECIFIC* areas, through which the three prime areas are strengthened and applied. The specific areas are:

- literacy;
- mathematics;
- expressive arts and design;
- understanding the world.

At Oatlands we believe these seven areas are equally important and depend on each other to support a rounded approach to child development. We aim to deliver all areas of learning and development through planned, purposeful play, with a balance of adult-led and child-initiated activities both indoors and outdoors.

RECEPTION	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme *These may be adapted to allow for children's interests*	Marvellous Me/ Autumn	Celebrations	Once Upon a Time	Out of this World	Growing	Animals/ Habitats
Values	Belonging/Respect Friendship/Happiness	Freedom/Unity Peace/Love	Honesty/Hope Simplicity/Trust	Understanding/ Thoughtfulness	Care/Appreciation Confidence/Quality	Co-operation/Fairness Responsibility/Courage
Communication and language	Learning new routines and rules Joining in with class rhymes and stories -daily rhyme time sessions	Developing speaking and listening skills Retelling familiar stories Answering simple questions - celebrations	Listen and talk about stories - Talk for Writing Retelling familiar stories Cont, to explore rhyme	Developing and using descriptive language and learning new vocab 'You Choose' text	Answering how and why questions Making predictions Learning new vocabulary	Share ideas & - review the year Memories
Physical	Yoga Games - Throwing and catching skills Funky finger/ pencil grip work/ pre-writing skills	Yoga Games - Invasion games Funky finger/ pencil grip work/ pre-writing skills H/W - Curly Caterpillar Letters	Yoga Games -Hockey skills H/W - One armed robot letters	Yoga Games - Football H/W - Long ladder letters	Yoga Games- Tennis H/W - Zig Zag monster letters	Yoga Games - Athletics H/W - Zig Zag monster letters Capitals
Personal and social	Settling into school life -learning routines and building relationships Intro values & zones of regulation Being me in my world	Celebrating differences Cont. developing relationships with peers and adults Firework safety	New Year Resolutions -Look at dreams and goals -Keeping ourselves healthy (life us) NSPCC (Pants)	Learning how to problem solve and think of others. Zones of regulation CoEL - Learning animals workshop	Reflecting on our learning - what is your superpower? Shared text -Oliver's Vegetables	Transition to Y1 - preparing for change. Being responsible - looking after our world Zones of regulation

	Shared text - Super Duper You	Story Project - Luna Loves Library Day	- Zones of regulation Shared text - Angry Angus	Shared text - Here we are Online safety		
Literacy	Developing pencil grip and control Name recognition and writing Rhyme/ Initial sounds Poetry - Wriggle and Roar (Super Duper You) (My Granny went to Market) (Pumpkin Soup)	Pencil grip/ control work Rhyme Work on letter formation Labels and lists - birthday planning, Christmas list Poetry - Zim, Zam, Zoom (How to plan a party) (Kipper's Birthday) (The Jolly Postman) Diwali stories Rama and Sita Guy Fawkes	Sequencing and retelling familiar stories Labels and captions Poetry - All join in (Goldilocks) (Three Little Pigs) (Three Billy Goats Gruff) (Supertato) (Superworm)	NF Space fact work Short sentences Poetry - A great big cuddle (How to catch a star) (Look inside Space) (Aliens love underpants)	Writing for different purposes Sentences Life cycle diaries (The Very Hungry Caterpillar) (Eddie's Garden) (Jasper's Beanstalk) (The Little Red Hen) Instructions - planting a seed	Non-Fiction unit Fact writing Sentences Short stories Poetry - Out and about (Meerkat mail) (Arctic Animals) (Rainforest Animals) (Tiddler)
Mathematics White Rose Maths SoW	Number rhymes and songs Matching, sorting, comparing amounts Comparing size, mass and capacity Looking at simple patterns	Representation and composition of numbers 1-5 Subitising to 5 One more and less 2D shape - shapes with 4 sides	Growing 6,7 and 8 Combining groups Making pairs Odds and Evens Length, height and time	Building 9 and 10 Combining and grouping Number bonds 3D shape Patterns	To 20 and beyond Counting patterns Sharing and grouping Addition and Subtraction	Consolidating skills Addition and subtraction Mass and capacity Pattern and positional language
Understanding the World	Myself , My Feelings & My family People who help us in our community Exploring school grounds, locate Weybridge on map Seasons - Autumn & Harvest RE - Who am I and where do I belong?	My world - Celebrations Diwali, Bonfire night, Remembrance Day, Birthdays, Christmas Seasons - Autumn RE - Why do we have celebrations? Forest School	Looking at different occupations Materials Three Little Pigs Bridge making - Three Billy Goats Gruff Seasons - Winter (Jan) RE- What can we learn from stories?	My wonderful World - learn facts about Earth Compare a contrasting environments - Space Learn about Tim Peakes and other famous astronauts Seasons - Spring RE- What makes a place special? Forest School	Growing - humans and animals Life -cycles - Real life caterpillars in class Planting seeds RE- What makes something special? Church visit	Introduce continents and look at different countries on a map Recap where Weybridge, London, England is Explore animals that live in different habitats - rainforest, arctic etc. Plastic pollution Seasides in the past Seasons - Summer RE - What makes our world wonderful?

Expressive arts and design	Exploring and learning how to use resources safely -Painting using primary colours -Introduction to loose parts - Autumnal objects Artist focus - Mondrian (painting shapes using primary colours)	Printing, Painting, Modelling -Splatter paintings - Fireworks -Learning Nativity songs -Making Xmas decorations Artist focus - Jackson Pollock	Printing, Painting, Modelling Printing using vegetables- Supertato Colour mixing - making secondary colours Artist focus Kandinsky (circles artwork)	Printing, Painting, Modelling Joining materials in different ways Easter Crafts	Observational drawings - Spring flowers	Combining materials - Habitat collage Artist focus- megan Coyle (collage)
Enrichment	Share special boxes Firefighter visit Harvest Assembly	Forest School Artist visit Parents invited into explain different celebrations and traditions Children in need Anti-bullying week Nativity Show Autumn walk to the field	Invite parents in to talk about different jobs Police Visit Doctor/ Nurse visit Winter walk to the field Lunar New Year	Forest School Doctor/ Nurse visit World Book Day Shrove Tuesday Easter Assembly Easter Hat Parade Spring walk to the field Poetry Day Forest School Online safety week	Class Butterflies Farm trip	Zoolab Summer walk to the field Golden boot World Ocean Day Church visit

Key Stage 1

In Key Stage 1 we follow the national curriculum (2014), which continues to introduce the core knowledge and skills which children need to be educated citizens. In addition, we follow the local SACRE syllabus for teaching RE and meet the statutory guidance for PSHE (personal, social and health education and RSE (relationships and sex education)). These complement the 'inner curriculum' which is underpinned by our values-led approach and teaches us how to be aware and in control of our internal world of thoughts, feelings and emotions, enabling us to respond appropriately to others. More information on each area of the curriculum is provided below.

English

The overarching aim for English is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

Spoken Language

We recognise the vital role that spoken language plays in children developing their English skills and priority is placed on this throughout the school, starting in Reception. Children are given opportunities to listen and respond to adults and peers, ask questions and develop their vocabulary. This might occur through everyday interactions or more structured activities such as role play, show and tell or class assemblies. Staff support children by structuring their spoken language, modelling and scaffolding speaking in full sentences and using correct grammar. As children develop their spoken language skills they are supported in considering vocabulary choices, using language for different audiences and justifying their opinions.

Reading

The aim of our reading curriculum is to develop children's love of reading and books and at the same time give children the skills needed to read independently and make their own choices about reading materials. Children hear stories read to them daily by teachers or teaching assistants and are encouraged to share opinions and develop a knowledge of different authors and genres appropriate to the age of the child. Regular events in school take place to promote reading for pleasure such as summer reading celebrations, Poetry week and World Book Day. Children also choose 2 books from the class libraries each week to share at home. To become readers, children need to be taught how to decode words and to comprehend what they have read (Simple View of Reading; Gough and Tunmer, 1986) and so children are systematically taught both these skills, with focus on using systematic phonics for decoding from the beginning of Reception. All children hear a range of stories, non-fiction and poems read to them over the year through the Oatlands Reading Curriculum. This is a planned progression of texts which are shared in class over the three years the children are in school. They also learn a poem every half-term from the Oatlands Poetry Anthology and these are shared termly in our Poetry Assemblies. As children become secure in their decoding skills, there is a focus on explicitly taught fluency and comprehension through a model of Whole Class Reading in Year 2, giving all children a chance to explore vocabulary, practice inference skills and develop prosody.

Phonics

The school adopts a systematic synthetic phonics approach to teaching reading throughout the school. The school follows Little Wandle Letters and Sounds Revised as a programme throughout Reception, Year 1 and Year 2 as appropriate. Every class has a daily phonics lesson following the programme and children are assessed half-termly to check their progress. Children requiring extra support receive additional phonics through the Little Wandle Keep-Up or Rapid Catch-Up programmes. As children develop their decoding skills they are introduced to reading books in line with their phonic understanding. The school uses texts from Little Wandle Big Cat Phonics to enable children practise the skills learned in class and read with a trained adult 2-3 times per week in school before the children take their book to read at home. As the children finish their phonics instruction, they use a wider range of schemes to support their reading including Big Cat, ORT and non-reading scheme books.

Handwriting

The school follows the Penpals Handwriting Scheme which provides progression from Reception to Year 2. There is a focus on developing fine and gross motor skills from Reception onwards with use of Funky Fingers provision and activities in continuous provision. Focused handwriting sessions use the Penpals teaching software to introduce letter formation initially in line with phonics teaching. Opportunities are provided throughout the day to practise letter formation including using whiteboards, handwriting books and within English lessons and the focus for each week is shared with parents to support at home.

Writing

The school uses Talk for Writing as the approach for teaching writing. Children are encouraged to retell stories, role play and practise modelling sentences and story language orally before writing. In Key Stage 1 writing units are generally based around an engaging text linked to the topic and built upon over 2-3 weeks. Writing develops from imitation of a text (e.g. retelling), then making a small change (innovation) to independent application. Grammar is taught alongside these units so that children are learning features of a genre in context. Spellings are introduced through phonics work and applied in these lessons. In Year 2, children follow the Little Wandle Spelling Programme, linking their development of spelling skills to their phonic knowledge. Children learn to write a range of genres throughout KS1 including narrative, recounts, instructions and non-chronological reports.

From the Summer term in Year 1, English work is supported by parents through weekly homework activities. These are opportunities for children to carry out a shared activity at home, often linked to English. These might include story retells, phonics games or comprehension activities.

Maths

The school adopts a mastery approach to teaching maths, encouraging children to become fluent, think mathematically and solve problems. Children study areas of maths in depth, supported by Numicon, nrich, NCTEM and White Rose Maths resources to become secure in all areas of maths. They encounter different representations of number and learn to use their knowledge flexibly using concrete resources as needed. In KS1 children learn about numbers and place value and use this knowledge to add and subtract numbers, including two 2-digit numbers. They develop their ability to recognise, draw, describe, compare and sort shapes using appropriate vocabulary and use a range of measures to describe and compare length, mass, capacity/volume, time and money.

Science

Through science, children are taught to experience and observe phenomena, looking closely at the world around them. They are encouraged to develop their skills in working scientifically through carrying out investigations in a range of different areas. They are helped to ask questions, observe changes, notice patterns and group according to different criteria. The school follows the structure of White Rose Science to ensure scientific skills are taught through identified content knowledge in KS1 including materials, living things, plants and animals, seasons and keeping healthy. Children learn to communicate their ideas and findings using simple scientific language in a variety of different ways.

Art and Design

In art and design children are taught skills in drawing, painting and sculpture to make a range of creative products including making clay tiles, natural sculptures and prints. They are taught to mix colours, shading techniques and about

the work of a range of artists and designers including Wassily Kandinsky, Andy Goldworthy, Frida Kahlo, Martin Bulinya and William Morris.

Computing

In computing children use a range of software and hardware to develop their understanding of algorithms enabling them to create and debug simple programs. They learn typing skills, publishing skills as well as how to make simple stop motion animations. We place a key focus on starting children's understanding of how to stay safe when using technology and each term has a focus on a different area of e-safety, including supporting parents in this area. All children have access to Purple Mash which is the primary software used for developing computing skills across the curriculum.

Design and Technology

Children take part in a variety of creative activities to develop their technical and practical knowledge in producing products for a range of uses. Children make puppets, vehicles, houses, moving pictures and kites whilst learning, designing, making and evaluating skills. They also develop the technical knowledge needed for making structures and mechanisms (e.g. levers, sliders, wheels). All children regularly cook with parents and/or teaching assistants and we have a scheme of work outlining progression in cooking skills and knowledge throughout the school.

Geography

In Geography children begin to learn about familiar places to themselves in Reception before considering their school and the local area in Year 1 and Year 2. Children learn about the UK and continents and oceans around the world to give a context to their own locality. Children learn about the human and physical features of Oatlands and carry out map work of the local area. They later compare this to other places including Watamu in Kenya. The school sponsors 2 children who live in this town. Children are taught to use maps, atlases and globes, use compass directions and identify

locations on aerial photos. They create their own maps of the school site and then later the local area using symbols to add key features.

History

Children develop their understanding of the past through the study of key concepts in history. They explore the changes in everyday life by comparing their life today to 60 years ago and to Victorian times. They look at progress in innovations and inventions including transport and space travel by studying the Wright Brothers, Amy Johnson, Neil Armstrong and Katherine Johnson. The children compare aspects of life in different periods including nursing (Florence Nightingale/Mary Seacole) and also learn about changes Oatlands and significant local figures (Caroline Stephens). Through all these studies children have a chance to examine historical sources, ask questions, develop the vocabulary relating to the passing of time and know how we can find out about the past.

Music

Children follow the Charanga Music Scheme which gives the children the opportunity to develop their skills in rhythm, pitch and pulse through a range of different musical styles. The children have the opportunity to listen and appraise, develop musical skills, improvise and perform. They take part regularly in singing through daily collective worship, class singing and school performances. Children in KS1 also have the opportunity to develop these skills using Djembe drumming sessions, boomwhacker club, recorder lessons and the school choir.

Physical Education

Children develop skills in PE through structured programmes in gymnastics and dance. In KS1, children follow the Val Sabin dance programme giving them the opportunity to perform in front of others and develop their movement and creativity. They also participate in Drumba lessons which develop co-ordination and rhythm as well as supporting physical fitness. In gymnastics, children follow the Twinkl move plans which develop skills in balancing, travelling, rolling and jumping through Year 1 and Year 2. These progress from individual work to opportunities to work with partners and small groups. The school uses Sports Premium funding to pay for coaches to work with Y1 and Y2 children during weekly games lessons. They revisit skills and knowledge throughout KS1 with a focus on hockey, football, tennis and athletics.

Each child in the school takes part in a weekly Yoga lesson to help develop their control and strength as well as many other key skills. Physical activity makes up a key part of our classroom curriculum too and all children have regular physical activity breaks in class using resources such as BBC Supermovers, GoNoodle and other simple active games and dances.

Personal, Social and Health Education

The children follow a detailed PSHE programme based on the SCARF curriculum (CORAM) and linked to our school's values. Each month children focus on a particular value over a two-year rolling programme and explore how it can support their learning and behaviour at home and school. The PSHE curriculum is delivered through many aspects of school life including assemblies, story times, playtimes, yoga and every interaction between staff, pupils and parents. This 'inner' curriculum is central to all we do at Oatlands School. Alongside our values curriculum children learn about safety, financial capability, growth mindset, British Values and sustainability through PSHE lessons and encompasses all the work the school does on mental health and wellbeing. Teaching assistants deliver Values Storytimes which build on our work in PSHE and give further opportunities for the children to explore and understand their emotions and mental wellbeing.

Religious Education

In RE we follow the Surrey SACRE agreed syllabus (2023-28) which provides the children a framework for developing children's knowledge and understanding of Christianity, Judaism and Islam. We support the children to develop their ability to discuss and compare different practices, to debate what we can learn from different religions and to understand religious responses to different issues including the environment. The children follow a programme of visits which involve St Mary's Church in Oatlands, NW Surrey Synagogue in Oatlands and Shah Jahan Mosque in Woking. These first-hand experiences of places of worship give the children a deeper understanding of what they are learning and a chance to talk to others who practice these faiths and explore the impact on their lives.

YEAR 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Values	Belonging/Respect Friendship/Happiness	Freedom/Unity Peace/Love	Honesty/Hope Simplicity/Trust	Understanding/Thoughtfulness	Care/Appreciation Confidence/Quality	Co-operation/Fairness Responsibility/Courage
English	Rhyming (Oi Frog) Retell (Dogger) Poetry (Autumn)	Narrative (Stick Man) Recipe (Billy and the Beast) Instructions (The Christmas Pine) Poetry (Zim, Zam, Zoom)	Narrative (Peace at Last) Poetry (The Sound collector)	Information Text (Tell Me a Dragon) Recount (Brooklands Museum) Poetry (Dragons)	Retell (Gingerbread Man) Poetry (Nursery Rhymes)	Retell Information Sheet (Lost and Found) Poetry (Don't)
Maths White Rose Maths	Number sense Place Value (to 20) Addition and Subtraction	Addition and Subtraction Shape	Place Value (to 30) Addition and Subtraction	Place Value (to 50) Measures	Multiplication and division Fractions Position and Direction	Place Value (to 100) Time Money
Science White Rose Science	Materials Seasonal Changes	Human Body Weather	Animals Life Bus	Animals Plants	Plants	Caring for the Planet
Art and Design	Portraits			Printing		Natural Art (Andy Goldsworthy)
Computing	Publishing (Kidpix)	Uploading Images	Coding	Typing	Coding (beebots)	Animation
Design and technology		Kites Cooking	Mini-beasts (sewing)	Cooking	Vehicles	Cooking
Geography		Continents and seas Weather	Physical and Human Features			Our Local Area
History	Toys in the Past			Transport in the past Brooklands Museum	First Moon Mission	
Music (Charanga Units)	My Musical Heartbeat	Dance, Sing and Play	Exploring Sounds	Learning to Listen	Having Fun With Improvisation	Let's Perform Together!
Physical Education	Gymnastics Throwing and Catching Yoga	Dance/Drumba Invasion Games Yoga	Gymnastics Hockey Yoga	Dance/Drumba Football Yoga	Gymnastics Tennis Yoga	Dance/Drumba Athletics Yoga

PSHE (alongside values work) SCARF scheme	Me and My Relationships	Valuing Difference	Keeping Safe	Rights and Respect	Being my Best	Growing and Changing
Religious Education (SACRE units)	Christianity- Who do Christians call God 'creator'?	Christianity- What is the 'Nativity' and why is it important to Christians?	Islam- What is important for Muslim families?	Christianity- What do Christians learn from stories of Jesus?	Judaism- What is the Torah and why is it so important to Jewish families? Mosque Visit	Why do people tell stories? (assessment unit)

YEAR 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Values	Belonging/Respect Friendship/Happiness	Freedom/Unity Peace/Love	Honesty/Hope Simplicity/Trust	Understanding/Thoughtfulness	Care/Appreciation Confidence/Quality	Co-operation/Fairness Responsibility/Courage
English	Poetry Narrative (Detective Dog) Instructions (Lemonade)	Poetry Diary (Florence Nightingale) Narrative (Disgusting Sandwich)	Retell (Goldilocks) Narrative (Great Fire of London)	Narrative (Magic Potion) Report Writing (Wild Tribe Heroes)	Instructions (fruit kebab) Narrative (Handa's Surprise) Setting Description (Savannah) Retell (Lila and Secret of the Rain)	Narrative (Bear and the Piano) Narrative (Mrs Armitage on Wheels) Silly Stuff Poetry
Maths	Place Value Addition and Subtraction	Addition and Subtraction Shape	Shape Statistics Multiplication and Division	Multiplication and Division Length and Height	Mass, Capacity and Temperature Money Fractions	Fractions Position and Direction Time Review of all areas
Science	Everyday Materials	Animals' Needs for Survival	Humans Life Base	Living things and their habitats Sustainability	Sustainability Plants (Light and Dark) Plants (Bulbs and Seeds)	Growing Up RSE
Art and Design	Drawing and Shading	Clay Tiles (Islamic patterns)			Painting and colour mixing	Printing

Computing	Word processing	Coding	Blogging	Coding	Stop motion animation	Coding (Blubots)
Design and technology	Cooking	Sewing (Christmas puppets)	Building houses (Great Fire of London) Cooking	Moving Pictures (fairy tales)	Cooking (Fruit Kebabs in English)	Cooking
Geography	Local Area study Mapwork			Features of the UK	Kenya Continents and Oceans	
History	Oatlands	Florence Nightingale	Great Fire of London			Victorian times Chiltern Open Air Museum
Music (Charanga units)	Hands, Feet, Heart	Ho, Ho, Ho!	I Wanna Play in a Band	Zootime	Friendship song	Reflect, Rewind and Replay
Physical Education	Gymnastics Multi-skills Yoga	Dance/Drumba Invasion Games Yoga	Gymnastics Hockey Yoga	Dance/Drumba Football Yoga	Gymnastics Tennis Yoga	Dance/Drumba Athletics Yoga
PSHE (alongside values work) SCARF scheme	Me and My Relationships	Valuing Difference	Keeping Safe	Rights and Respect	Being my Best	Growing and Changing
Religious Education and Worldviews (SACRE units)	Islam- Who is Allah and how do Muslims worship him?	Christianity- Why is giving important to Christians?	Christianity- What is God like for Christians?	Christianity- Why is Jesus called a 'Saviour'?	Judaism- The gift of Shabbat	Is it better to give or receive? <i>(assessment unit)</i>