



## Curriculum Evening Autumn 2025

**Belong – Learn - Shine**



# Warm



# welcome

# The Plan



## 3.30 – 4.00

- ▶ Meet the leadership team
- ▶ Key messages and vision

## 4.00 – 4.30

- ▶ Meet the teaching team
- ▶ Experience the environment and the curriculum

A white rectangular sticky note with a red pushpin at the top left corner is pinned to a light gray background. The note has a slightly wavy bottom edge and contains the text "What's the plan?" written in a black, handwritten-style font.

What's  
the  
plan?

# Headteacher – Mr Richard Laing



- ▶ 30 years of teaching experience
- ▶ 15 years of school leadership
- ▶ 3 children, 2 dogs
- ▶ Reading, sport, music, outdoors, trivia, NUFC, podcasts, films
- ▶ Education!

# What are our aims?



- ▶ Kind, resilient, respectful, safe, happy children
- ▶ A warm and welcoming school environment
- ▶ High standards and excellence in everything we do
- ▶ A varied, diverse and memorable curriculum
- ▶ The best possible staff team!
- ▶ School to be **unmissable** – all children to have a sense of belonging, a sense of success, a sense of empowerment, a sense of purpose and a sense of adventure!

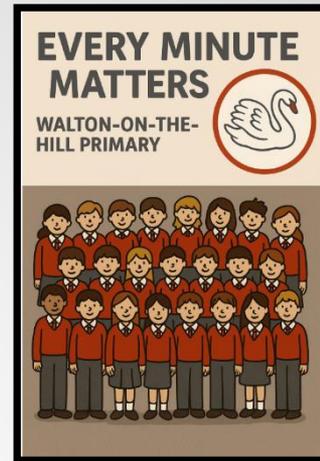
# What does excellent parental partnership look like – the Walton parental pledge?

- ▶ Open communication built on trust and respect
- ▶ Support from families for rules, policies and procedures
- ▶ Recognise and support the importance of education



# Minutes Matter!

- ▶ Children who attend most do better than their peers – outcomes at KS2 and at GCSE are **significantly better** for those with 98% plus attendance
- ▶ When attendance drops below 90% it **significantly impacts on life chances**
- ▶ Children with poor attendance can struggle with friendships, confidence and well-being
- ▶ Post covid – shift of mindset around full time attendance
- ▶ 95% is not *good* attendance – the aim for our children has to 98% plus
- ▶ We are here to support families who are struggling but we need to raise expectations across the board
- ▶ Learning starts at 8.50..



# Limited Screen Time

- ▶ Short form content impacts on focus and concentration
- ▶ Some recent evidence to suggest it may even impact on impulse control
- ▶ Too much screen time can result in anxiety, low mood and irritability
- ▶ Poor sleep habits
- ▶ Inappropriate content, fake news
- ▶ If screen time is impacting on children's exercise, sleep, face to face interaction it's probably too much
- ▶ A healthy balance is key



# The Benefits of Unstructured Play

- ▶ We need children who can think creatively and use their imagination to play with adult prompts or digital input
- ▶ How much time do children have for that kind of play – if they continually demand adult support or screen based entertainment key elements of development are being missed
- ▶ Key social and emotional skills are missing– empathy, cooperation and resilience
- ▶ Play fosters independence and self regulation



**Share books!**





# Curriculum

## ***Mrs Barallon***

- *13 years of teaching experience*
- *Worked in three primary schools in inner London, with different roles*
- *1 year teaching PE and Dance in Australia*
- *1.5 year old son*
- *Enjoy sports, walks, trips to the theatre and working with primary-aged pupils*



# Curriculum Implementation & Learning Sequence

At Walton on the Hill, we are committed to **high standards** in our teaching and learning provision for **all pupils**.

We believe **effective curriculum sequencing and planning** is essential to facilitate impactful learning. Learning needs to be planned over time with an understanding of how children **progress, develop and retain information**. Teachers and subject leaders are aware of the existing knowledge base, skill level and vocabulary to ensure children are provided with learning opportunities targeted at the **appropriate zone of proximal development**.

# Curriculum Implementation & Learning Sequence

**Long and medium term curriculum planning and assessment** are crucial to ensuring the success of this strategy. Subject leaders work in conjunction with the Senior Leadership Team and class teachers to ensure lessons and teaching sequences are appropriately pitched. Learning points sit within learning sequences; **units of work build on procedural, disciplinary and substantive knowledge** from earlier points in the curriculum.

Teachers and pupils make **explicit links** between their **current learning and previously mastered knowledge and skills**. We expect teachers to know the logic of the teaching sequence and where the learning sits in the wider curriculum sequence. We regularly **revisit prior learning** to help ensure **long term retention of knowledge and skills**.

# Long Term Plans:

**Long Term Plan 2025/2026**

**Year: 4**

**Teacher(s) Mrs Davis and Mrs Morgan**



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Maths</b>	<b>Number:</b> Place Value Addition & Subtraction  <b>Measurement:</b> Position & Direction	<b>Number:</b> Addition & Subtraction Multiplication & Division  <b>Measurement:</b> Area	<b>Number:</b> Multiplication & Division Fractions  <b>Measurement:</b> Length & Perimeter	<b>Number:</b> Fractions Decimals  <b>Measurement:</b> Money	<b>Number:</b> Decimals  <b>Measurement:</b> Time Statistics	<b>Geometry:</b> Shape  <b>Measurement:</b> Time
<b>English focus</b>	Setting description Book review  Explanation text Retelling a story	Biography Diary entry Letter writing Non-chronological report Playscripts	Writing dialogue Newspaper report Characterisation Story starters	Explanation text Play scripts Writing a plot Persuasive writing	Writing instructions Fables, legends & fairy tales Narrative poetry	Story planning Adventure story Comparative/ contrastive writing (balanced argument)
<b>GPS</b>	Direct speech Past & present tense Adjectives & Expanded Noun phrases Powerful verbs Proper nouns and pronouns	Subordinating conjunctions & clauses Coordinating conjunctions Adverbs Paragraphs Commas	Apostrophes (Plural and possessive –s) (inverted commas) Prepositions Adverbials Rhetorical questions	iSpace sentence starters Prefixes/suffixes Conjunctions (for contrast) Determiners	Consolidation	Consolidation
<b>Guided Reading Text</b>	Escape from Pompeii  I Was There: Boudica's Army	The White Fox  Shackleton's Journey	The Firework Maker's Daughter	The Puffin Keeper  How to Build a Lighthouse	The Great Kapok Tree  The Rain Player  The chocolate Tree	The Boy Who Biked The World  African folk tales
<b>Science</b>	States of Matter	Sound	Digestion and Teeth	Electricity	Living Things and their Habitats	Women in science
<b>Humanities</b>	Romans	Polar Regions	Shang Dynasty	Rivers	Ancient Maya	Africa

# Long Term Plans:

<b>PE</b>	Netball- RK Fitness- BM	Tag Rugby-RK Netball-AC	Gymnastics/Dance Swimming	Hockey Swimming	Cricket Tennis	Rounders Athletics
<b>RE</b>	CHRISTIANITY: What did God promise to his people?	CHRISTIANITY: What did Jesus say about God's kingdom & why is it 'good news'?	SIKHI: What do Sikh people value?	CHRISTIANITY: For Christians, is communion a celebration, or an act of remembrance?	HUMANISM: How do non-religious people celebrate new life?	How do people use creative ways to express their beliefs?
<b>Art</b>	Line drawing skills Shading Roman mosaics	Art skills	Colour wheel Chinese lanterns	Art skills	Mayan masks	Art skills
<b>DT</b>	Structures: Build a roman temple	STEM: Thermal cups	Food: Chinese dumplings	Electrical systems: Lighthouses	Textiles:Mayan purses	Structures: Mini greenhouses
<b>Music</b>	Jazz	Cornets	Ancient China Pitch Readin and writing notation	Cornets	Rivers Creative compostion Performn melodies	Cornets
<b>Computing</b>	Online safety Online Computational Thinkin	Data handling: Investigating weather	Website Design Creating Media	Microsoft Powerpoint	Skills Showcase: HTML	Online safety Coding
<b>PSHE</b>	Zones of Regulation Me and My Relationships	Rights & Responsibilities	Being My Best	Keeping Myself Safe	Valuing Difference	Growing and Changing
<b>French</b>	Revision of key vocabulary	Core Unit 1: Greetings Playtime	Revision of key vocabulary	Core Unit 2: My home	Revision of key vocabulary	Core Unit 3: My town

# Medium Term Plans:

Walton on the Hill Primary School  
Medium Term Plan - History



Year 4	Class Teacher (s):	SD	Subject:	History – Romans in Britain	
Term	Substantive Knowledge		Disciplinary Knowledge	Key Vocabulary:	Cross Curricular opportunities
	<p>To gain an overview of the impact of the Roman Empire on Britain.</p> <p>To consider how different historical sources help us to know about Roman Britain.</p> <p>To research what it might have been like to live in Britain during the period of Roman occupation.</p> <p>To understand the legacy left by the Romans on Britain and its impact on our subsequent history.</p>		<p>To develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within the period.</p> <p>To understand how our knowledge of the past is constructed from a range of sources.</p> <p>To devise historically valid questions about change, cause, similarity and difference and significance.</p> <p>To locate countries, using maps to focus on Europe.</p> <p>To select and organise relevant historical information.</p>	<p>Empire, Romulus, Remus, republic, legion, legionaries, auxiliaries, tunic, centurion, fort, aqueduct, Iron Age Celts, Gaul, Julius Caesar, conquer, Britannia, Claudius, Latin, Boudica, Pompeii, hypocaust, amphitheatre, bathhouse, gladiator, chariot, villa, mosaic.</p>	<p>English – Empire’s End: A Roman Story</p> <p>Maths – Roman numerals + investigations</p> <p>Art – Roman soldier + mosaics</p> <p>DT – Roman road building with food</p>
Session	Key Objectives		Outcomes	Key Questions	
1	To find out how the Roman Empire began.		Chn to find out where the Roman Empire originated and place it into a wider historical timeline.	Where is Europe? Where is Rome? What is the difference between BC and AD?	
2	To understand how the Roman army helped to expand the Roman Empire.		Chn to see how the Roman Empire expanded over time and explore the role of the Roman army.	Who could be a Roman soldier? Why did the Roman army make such a big difference? How far did the Empire spread?	
3	To evaluate the different attempts to invade Britain.		Chn to participate in a class debate about the Roman invasion.	Why did the Romans want to invade Britain? If you were a Celt living in Britain, would you have fought back against the Romans? Why were the first two attempts at invasion unsuccessful?	
4	To learn about the significance of Boudica.		Chn to compare historical sources, evaluate their usefulness and find out about Boudica.	Who was Boudica? How do historians know about her? Why did Boudica dislike the Romans?	

**Substantive Knowledge:** This refers to specific facts to be learned. For example, learning the names of primary colours in an art lesson. Substantive knowledge refers to knowing *‘what’* specific facts need to be remembered.

**Disciplinary Knowledge:** This refers to knowing *‘how’*. For example, how to mix primary colours to form new colours. Sometimes people refer to disciplinary knowledge as skills.

# A broad and balanced curriculum

- ▶ Use of high-quality resources and schemes to ensure consistency and progression across year groups
- Carefully sequenced units of work with cross-curricular links
- A diverse range of engaging learning experiences including memorable moments and events, e.g. curriculum enrichment days (World Book Day, STEM week)
- A community curriculum that makes full use of the local and outdoor environment but also reaches out into the wider world to nurture global thinkers and global citizens of the future
- Using oracy, drama and debate to encourage structured, confident and articulate communication
- Offering the widest possible range of enrichment activities and experiences, including after-school clubs and educational visits and visitors

Diverse texts and materials used in reading and across subjects, reflecting different cultures, backgrounds and experiences

Specialist teaching in some subjects (e.g. PE, Music, MFL), bringing expertise and

# Working Memory and Cognitive Load Theory

**Working memory** is like a mental notepad – it helps children hold and work with small amounts of information at one time. But it has limits...

- When **too much information** is presented at once, it can **overload** working memory.
- This is called **cognitive load** – and when it's too high, learning becomes harder.

What this means in the classroom:

- We break learning into **small, manageable steps**.
- We use **visuals, repetition and clear instructions** to help ideas stick.
- We revisit key knowledge over time to strengthen memory – this is called '**cognitive scaffolding**'.

How you can help at home:

- Encourage your child to **talk through their thinking** – this helps organise ideas.
- Use **short bursts of practise** and **little quizzes** to keep learning active.
- Be patient – building long-term memory takes time!

# What can parents and carers do to support knowledge acquisition?

- **Talk about learning every day** - *Encourage conversations about what your child learned at school. This helps reinforce and deepen understanding.*
- **Read together regularly** - *Shared reading builds vocabulary, comprehension and a love of learning.*
- **Encourage curiosity** - *Let your child ask questions and explore the answers together, using books, videos or trusted websites.*
- **Create a positive learning environment at home** - *Set up a quiet, comfortable space for reading, homework and exploration.*
- **Make learning part of everyday life** - *Use shopping, cooking, gardening or outings as opportunities to discuss numbers, science, language and more.*
- **Support good routines** - *Ensure your child gets enough sleep, has time to play and eats well. This supports memory and concentration.*

# What can parents and carers do to support knowledge acquisition?

- **Use praise effectively** - *Focus on effort and improvement, not just results. This builds a growth mindset and motivation.*
  - **Limit screen time and choose high-quality content** - *Encourage educational programs, games or websites that align with what they are learning in school.*
  - **Stay in touch with the school** - *Talk to teachers about what your child is learning and how you can reinforce it at home.*
  - **Encourage independent thinking** - *Ask open-ended questions like “Why do you think that?” or “What would happen if...?” to build reasoning skills.*
  - **Model lifelong learning** - *Let your child see you reading, learning or being curious—it shows that gaining knowledge is valuable at any age.*
- 

# WELCOME TO WALTON-ON-THE-HILL PRIMARY



# Thank You for Listening

We appreciate your interest in our school today.

Please do get in touch if you have any further questions or would like to come back and have a further look around.

