

The Primary National Curriculum (KS1 & 2)

Relevant Links to the Stockeld Education Programme

Stockeld Education Overview

Core Objectives and Values

We believe that inspiration and enthusiasm are the fuel that drives learning, through which engagement and motivation leads to success in all aspects of life. We also think that storytelling and the imagination are the best way of generating this.

We aim to inspire children to develop a love of learning by exploring stories and themes through the creative arts and high-quality educational lessons. We will increase their confidence, enthusiasm and ability in reading, writing, speaking and listening and the understanding of plot, character and story structure. Our unique programmes will challenge and expand children's imagination, providing a magical shared experience, improving literacy standards and communication skills through a different learning dynamic, whatever their level of ability.

Objectives

- promote language development
- provide opportunities for children to develop key communication skills
- encourage action processing and reasoning skills
- develop enquiry skills
- embrace creative thinking and evaluation skills
- develop empathy, responsibility of emotions and the application of these emotions through action
- excite children about reading, storytelling and the power of their own imagination, by exploring stories in diverse new ways.
- deliver high-quality, unique, educational workshops.
- play a part in improving literacy standards, by offering a different learning dynamic.
- support and inspire all children, whatever their level of ability.

What the National Curriculum Says about Literacy

Language and Literacy

Teachers should develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.

Spoken Language

Pupils should be taught to speak clearly and convey ideas confidently using Standard English. They should learn to justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others; and select the appropriate register for effective communication. They should be taught to give well-structured descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas. This will enable them to clarify their thinking as well as organise their ideas for writing.

Reading and Writing

Teachers should develop pupils' reading and writing in all subjects to support their acquisition of knowledge. Pupils should be taught to read fluently, understand extended prose (both fiction and non-fiction) and be encouraged to read for pleasure. Schools should do everything to promote wider reading. They should provide library facilities and set ambitious expectations for reading at home. Pupils should develop the stamina and skills to write at length, with accurate spelling and punctuation. They should be taught the correct use of grammar. They should build on what they have been taught to expand the range of their writing and the variety of the grammar they use. The writing they do should include narratives, explanations, descriptions, comparisons, summaries and evaluations: such writing supports them in rehearsing, understanding and consolidating what they have heard or read.

Vocabulary Development

Pupils' acquisition and command of vocabulary are key to their learning and progress across the whole curriculum. Teachers should therefore develop vocabulary actively, building systematically on pupils' current knowledge. They should increase pupils' store of words in general; simultaneously, they should also make links between known and new vocabulary and discuss the shades of meaning in similar words. In this way, pupils expand the vocabulary choices that are available to them when they write. In addition, it is vital for pupils' comprehension that they understand the meanings of words they meet in their reading across all subjects, and older pupils should be taught the meaning of instruction verbs that they may meet in examination questions. It is particularly important to induct pupils into the language which defines each subject in its own right, such as accurate mathematical and scientific language.

Stockeld Education Programme - Links to the National Curriculum Programs of Study

English

Our programmes are all written to help support and develop children's Spoken Language, Reading and Writing, Vocabulary and General Literacy. We do this through...

- The use of storytelling as a focus for learning
- Strong emphasis on engaging children in rich vocabulary
- Use of storytelling models and input
- Use of Drama and performance to support learning
- Use of probing questions and reasoning skills
- The reading of quality storybooks
- The use of poetry and rhyme
- The use of engaging signs around the park
- The use of additional support materials linked to the days activities
- The educational content of our Themed Workshops and Activity sessions

Our Aims

To support the work of schools so that all pupils may, over time:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; being able to elaborate and explain clearly their understanding and ideas
- become competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Spoken language

We agree that spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. We wish to ensure the continual development of pupils' confidence and competence in spoken language and listening skills through discussion and drama work. We will help pupils develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write through our storytelling workshops, writing support materials, session interactions and content. We will assist in making their thinking clear to themselves as well as to others and ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils taking part in our activities and workshops will also be taught to understand and use the conventions for discussion and debate.

All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama, which plays a large and important part in our programme, through character interaction, role play and dramatic presentation. There are multiple opportunities across our programme for children to adopt, create and sustain a range of roles and respond appropriately to others in role. They have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

Spoken language – years 1 to 6

Our programs cover elements of the following Programmes of Study

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- Select and use appropriate registers for effective communication.

Reading

Comprehension skills develop through pupils' experience of high-quality discussion, as well as from reading and discussing a range of stories, poems and non-fiction. Through our work, we wish to encourage pupils to read and listen to a wide range of materials across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech and we seek to expand this through a rich use of storytelling vocabulary and imagery, including unusual and story specific vocabulary. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds and we will seek to fully develop this through our use of quality texts, poetry and story.

Writing

Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar.

Our support materials and specifically the work generated around our Enchanted Forest Story Creation activity are an excellent way of supporting children's writing through its engaging stimulus materials and environment, literacy enrichment activities and scaffold writing frames to help children generate quality story work.

Supporting Reading Comprehension and Writing Composition

Below is a list drawn from the Literacy POS, separated by year group and Key Stage. They represent the various elements that our Education Program covers in entirety. Actual coverage is dependent on the year group and the workshops and activities delivered.

Reading – comprehension Year 1

Our Education Programme will support children's comprehension skills in year 1 by...

- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- being encouraged to link what they read or hear read to their own experiences
- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- recognising and joining in with predictable phrases
- learning to appreciate rhymes and poems, and to recite some by heart
- discussing word meanings, linking new meanings to those already known

It will help children understand both the books they can already read accurately and fluently and those they listen to by:

- drawing on what they already know or on background information and vocabulary provided
- discussing the significance of the title and events
- making inferences on the basis of what is being said and done
- predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them.

Writing – composition Year 1

Our Education Programme will support children's writing composition skills in year 1 (where written activities apply) by...

- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense
- discussing what they have written with the teacher or other pupils
- reading aloud their writing clearly enough to be heard by their peers and the teacher.

Reading – comprehension Year 2

Our Education Programme will support children’s comprehension skills in year 2 by...

- listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
- understand both the books that they can already read accurately and fluently and those that they listen to by:
- drawing on what they already know or on background information and vocabulary provided
- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen on the basis of what has been read so far
- participating in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- explaining and discussing their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Writing – composition Year 2

Our Education Programme will support children’s writing composition skills in year 2 (where written activities apply and dependent on the Themes selected) by...

- writing narratives about personal experiences and those of others (real and fictional)
- writing about real events
- writing poetry
- writing for different purposes
- consider what they are going to write before beginning by:
- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence
- make simple additions, revisions and corrections to their own writing by:
- evaluating their writing with the teacher and other pupils
- re-reading to check that their writing makes sense
- proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- read aloud what they have written with appropriate intonation to make the meaning clear.

Reading – comprehension Lower key stage 2 – years 3 and 4

Our Education Programme will support children’s comprehension skills in year 3 and 4 by...

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in books and stories
- Using poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader’s interest and imagination
- understand the content in books by:
 - asking questions to improve their understanding of a text
 - drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - predicting what might happen from details stated and implied
 - identifying main ideas drawn from a story and summarising these
 - identifying how language, structure, and presentation contribute to meaning
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Writing – composition in Lower key stage 2 – years 3 and 4

Our Education Programme will support children’s writing composition skills in year 3 and 4 (where written activities apply and dependent on the Themes selected) by...

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas
- draft and write by:
 - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
 - organising paragraphs around a theme
 - in narratives, creating settings, characters and plot
 - in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- evaluate and edit by:
 - assessing the effectiveness of their own and others’ writing and suggesting improvements
 - proposing changes to grammar and vocabulary to improve consistency
 - proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Reading – comprehension Upper key stage 2 – years 5 and 6

Our Education Programme will support children's comprehension skills in year 5 and 6 by...

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- using poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- understand what they read by:
- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas within a story and identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views.

Writing – composition Upper key stage 2 – years 5 and 6

Our Education Programme will support children's writing composition skills in year 5 and 6 (where written activities apply and dependent on the Themes selected) by...

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- draft and write by:
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- evaluate and edit by:
- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

The Arts – A Personal Statement from our Head of Education

Drama, Dance, Music, Art, Craft and Artistic Design

Before we continue looking at the POS for other subjects, I wanted to take a moment to say something about the arts.

As a teacher with more than 25 years' experience, I know the power and importance of the arts in children's learning. I built a successful career on the belief that it was the best way of communicating ideas and of giving children a voice and a means of expressing themselves.

Arts within schools are currently under attack in a way they have never been before. With schools and teachers under increasing pressure to deliver highly specific curriculum outcomes around word work, grammar, maths and science, it's all too easy for the Arts to get under funded and squeezed out of the classroom.

As educators, I believe we cannot let that happen. To understand why, you simply have to look at how the Arts began.

Early storytellers spoke with the Arts long before they developed sophisticated language.

The arts, including drawing, painting, drama, dance and music, were our first forms of communication...forms which even today act as a universally understood language through which we, as human beings, communicate and share our deepest understandings and beliefs.

If the literacy skills of reading, writing, speaking and listening are the building blocks of storytelling, the arts are the very essence of story itself. They can be accessed at all levels, regardless of age, ability, language or cultural, social or economic background. Not only do they speak without words, they are capable of saying much more than words ever could. They are transcendent forms of storytelling.

At Stockeld, we acknowledge the unique and integral role the Arts play in learning and storytelling in particular. Much of our Education Program utilises the Arts in some form, either through delivery and teaching techniques or specific workshop activities.

I am categorically saying to everyone and anyone, and especially to those responsible for educational policy and decision making...the Arts matter. And if you think they matter too, then that's all the more reason to prioritise a trip to Stockeld and help put the magic of the arts, imagination and creativity at the centre of your children's learning.

Art, Craft and Design

Core Values

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our world.

At Stockeld, our Education Programme recognises Art as an integral part of visual storytelling and an essential tool in delivering effective stories, through drawing and symbolism and the communication of concepts and creative visions.

Key stage 1

§to use a range of materials creatively to design and make products

§to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

§to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

§learn about the work of other artists, craft makers and designers and make links to their own work.

Key stage 2 (all of the above plus...)

§ improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

Our Workshops

Various art, craft and design opportunities are present within several of our workshops. Children will have access to these depending on which themes and activities are chosen (see Themed Workshop information in the Education Program). Art and art design projects can include drawing and cartoon work, comic strip creation, character design, setting design, objects and artefact studies, art study (of various art pieces and famous artists), artistic interpretation activities and colouring and sketching technique.

Crafting activities can include things such as making super hero shields, paper crafts, model monsters, magic wand making, salt dough modelling, treasure map creation and flags.

Design opportunities include artefact design, traps and mechanisms, reclaimed material projects and rockets.

Music

Our sound garden is an important part of our Enchanted Forest Story Creation activity as the children work together to create a musical sound spell . It offers an excellent opportunity to experiment with the science of sound and to explore musical composition, individually and as part of a group.

Through the musical sound spell activity children will address the following POS's...

Key Stage 1

- use their voices expressively and creatively by singing and speaking chants and rhymes
- play tuned and untuned instruments musically
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

Key Stage 2

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music with a specific purpose using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory

Science

Our Science workshops include...

- Space, The Earth in Space and the Solar System where we explore the positioning and rotation of the planets around the sun and how this explains night and day. We look at the moon and the earth and explain the affects of moon phases and seasonal changes in relation to the effects of the sun. We also take a simple look at Gravity and its affect (included in Space and Aliens themed workshops)
- CSI forensic studies and techniques including fingerprinting and ink chromatography as part of an engaging story themed Crime Scene investigation (included in CSI Investigation)
- Kitchen chemistry experiments themed around magic potions, using various household substances such as vinegar, bicarbonate of soda, food colouring and milk to make fizzing potions, bubbling lava, rainbows in a bowl and tornadoes in a bottle (included in Magic, Wizards, Witches and Mythical Creatures).

We are currently working on a set of workshops which will utilise our amazing natural environment here at Stockeld. These will cover many of the science POS's around plants (including flowers and trees), animals (including mini-beasts, mammals and birds) natural materials (wood, rocks, soils and water) and their properties, seasonal changes and the affect of seasons on the immediate environment, living things and their habitat and opportunities to work scientifically to explore, investigate and conduct simple experiments to test scientific ideas.

Our sound garden also offers an excellent opportunity to experiment with the science of sound including vibration, pitch, pattern and volume.

Please keep checking our website for details and sign up to our email list to stay fully up to date with all our up coming educational developments and offerings.

History

Our History workshops include Pirates and some elements of the Early NASA Space program.

Our Pirates sessions focus in detail on pirate life, famous pirates in history, pirate artefacts and pirate stories and mythology.

We are currently working on a history based set of themed workshops to cover the main suggested periods in the national Curriculum, including the Stone Age to the Iron Age, the Roman Empire, Anglo-Saxons and Vikings, Aztecs, Myans and Egyptians and Britain during WW2.

We are also looking to develop work focussed on key historical figures such as...

- Kings and Queens - including Henry VIII, Elizabeth I and Queen Victoria
- Explorers – including Christopher Columbus, Shackleton, Amelia Earhart and Neil Armstrong
- Inventors and Inventions– From the wheel, printing press, steam engines and the first human flight, all the way to modern day computers and space exploration.
- Important Woman in History – including Rosa Parks, Emily Davison, Mary Seacole and Florence Nightingale

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Physical Education

There are many opportunities for Physical activity around the park, especially in our four Play Areas in the Enchanted Forest and our brand new amazing environment themed Play Hive.

Two of the national curriculum's physical education aims are to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time

Our play environments facilitate this by allowing children to...

Key Stage 1

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

Key Stage 2

- use running, jumping, throwing and catching in isolation and in combination
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.