

Northwold Primary Magazine

Autumn 2025

Enriching our Learning Experiences

It is not enough to simply teach children to read; we have to give them something worth reading. Something that will stretch their imaginations — something that will help them make sense of their own lives and encourage them to reach out toward people whose lives are quite different from their own.

- Katherine Patterson -



Reading underpins all that we do. Carefully chosen novels, each with their own rationale, are the bedrock of our curriculum. Whether exposing children to another world through rich language, deepening understanding of life's experiences or seeing the world from a different perspective, reading has been a gateway to deepening learning. Our language-rich curriculum allows learning to grow by widening vocabulary and deepening conceptual understanding across a range of subjects. This year we've continued to build on our teaching pedagogies and continued to look for ways to bring learning alive through hands-on experiences. This has been done through thoughtful planning and resourcing of lessons, enriching learning through a range of trips and experiences and by inviting visitors in to bring learning alive. These experiences, along with the quality first teaching children receive, have built confident young people, ready to face the 21st century!

Results are Out!

We are proud to announce our results for 2024-2025.

EYFS	National Data	School Data 2024/2025
Reception GLD	67% (2024)	89%

Phonics	National Data	School Data 2024/2025
Phonics Y1	80%	78%
Phonics Y2	89%	97%

Y4 Multiplication	National Data	School Data 2024/2025
Percentage scoring 25	34% (2024)	41%
Average score	20.6 (2024)	21.7

Key Stage 2	National Data	School Data 2024/2025
Numeracy		
EXS	74%	93%
GDS	26%	48%
Reading		
EXS	75%	90%
GDS	33%	45%
Writing		
EXS	72%	93%
GDS	13%	40%
SPaG		
EXS	73%	95%
GDS	30%	76%
Combined		
EXS	62%	90%
GDS	8%	31%

School Priorities – 2025-2026

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| 1. Measure the impact of exposing and deepening the experience of all pupils to a wider range of 'The Arts' through greater opportunities to appraise, appreciate and curate. |
| 2. Measure the impact of the use of technology in designing new products and exposing pupils to AI technological skills. |
| 3. Measure the impact of the Physical Education curriculum on the mental and physical wellbeing of all pupils, particularly those with EHCP and SEND needs. |
| 4. Increase attendance and punctuality to 98% and reduce the percentage of persistent absence to below national. |

Religious Education

The purpose of teaching Religious Education (RE) in primary school is to help children understand the beliefs, values, and traditions of different faiths and cultures. It encourages respect, empathy, and open-mindedness, helping pupils appreciate diversity and develop a strong sense of moral and social responsibility.

Through RE, children learn to reflect on their own ideas about right and wrong, explore life's big questions, and build the foundations for positive relationships in our multicultural world.

Teachers plan and resource well-structured RE lessons, allowing pupils the time to complete tasks, aligned with composite aims.

From interviews with pupils, we have learnt that children enjoy the discussions during RE lessons and are able to articulate their learning and demonstrate deepened understanding. Through RE trips linked to their learning, all pupils visit a religious place of worship to deepen their understanding of their learning.

The trips are scheduled over the terms, with the first ones taking place in November.

R – Finsbury Park Mosque

Y1 – St Mary's Church, Stoke Newington

Y2 - East London & Essex Liberal Synagogue

Y3 - Buddhapadipa Temple (Buddhist Temple)

Y4 – Sikh Gurdwara

Y5 – BAPS Shri Swaminarayan Mandir (Hindu Temple)

Y6 - London Central Mosque

PSHE

The PSHE curriculum helps children to develop the knowledge, skills and attributes they need to manage their lives now and in the future. It helps pupils to stay healthy, safe and prepared for life in modern Britain. It helps them to understand equality, discrimination, social moral, spiritual and cultural underpinning of British values. Lessons are taught weekly following the given time table. PSHE lessons are also enriched through trips and visits. This term, year 6 visited the Hackney Town Hall to further develop their understanding of citizenship and democracy.



Y6 visit the Hackney Town Hall

Councillor Micheal Desmond also came to visit the school, leading an assembly for Year 5 and 6. The assembly supported the children's understanding of the principles of democracy and how the system works. They also learned about the importance of listening to different viewpoints, and developing the skills needed for respectful debate and collaboration. Councillor Desmond reminded the children of the importance of democracy and working hard to achieve their dreams.

Inclusion

"I can't change the direction of the wind, but I can adjust my sails to always reach my destination." – Jimmy Dean

At Northwold Primary School, we believe that every child is important. Despite their backgrounds or challenges they may face. We hold high aspirations for every child in our care and we expect them to make good progress and achieve high levels of attainment across all subject areas. We are determined to equip them to be global citizens and it is fundamental to this, that barriers are removed to enable all children access to opportunities to prepare them for future challenges. Working in partnership with parents/carers, children, outside agencies and school staff, we are committed to providing opportunities for personalised learning and accelerated progress for all pupils, in particular those with SEND.

Our curriculum aims to meet the needs of all pupils through well thought out and planned lessons. In-class adaptations meet the needs of SEND pupils through differentiated resources, scaffolding and use of visuals, all which are embedded in every day practice.

The school currently supports pupils across a wide range of needs. Pupils are supported either through Education, Health and Care Plans (EHCPs) or SEN Support, with clear systems to ensure provision is appropriate to need.

A significant number of pupils with SEND are also in receipt of Free School Meals (FSM) and/or are EAL learners, meaning that provision must address both learning and wider social vulnerabilities. We draw on a wide range of specialist services who support children and train staff to deliver interventions, including:

- Educational Psychologist who provides assessment, consultation and advice on learning, cognition and behaviour.
- Specialist Teacher of SEND who works directly with staff to advise on inclusive strategies and adaptations.
- The Speech and Language Therapist delivers programmes for pupils with communication difficulties and trains staff to support in class.

- The Music Therapist delivers sessions to support regulation, grow confidence, self-expression and communication.
- Karate Club, which builds self-discipline, focus and resilience.



We run a series of school-led Interventions, which is linked to each child's needs as identified in their individual provision map, which identifies accessible targets for staff. These clarify expectations and ensure delivery is consistent across classrooms.

School staff also lead speech and language therapy programmes for pupils with communication difficulties.

Provisions and interventions are monitored regularly through One Page Profile progress reviews, SEND CPD meetings and feedback from support staff. Pupil voice and parent feedback form part of the review cycle.



Charity Work

Being charitable brings countless benefits—not only to those who receive help but also to those who give it. When we give our time, money, or kindness to others, we help create a stronger, more caring community. Acts of charity teach empathy, compassion, and gratitude, reminding us how much we can achieve when we support one another. Helping others can also boost our happiness and sense of purpose, making us



feel more connected and fulfilled. Whether it's volunteering at a local shelter, raising funds for a cause, or simply showing kindness to someone in need, every charitable act—big or small—has the power to make a positive difference in the world.

At the start of this term, our prefects had the opportunity to lead two charity events, teaching them about empathy, compassion, and social responsibility while building a sense of community. They led the MacMillan Cancer Support Event selling cakes donated

as well as cookies they baked themselves. The event was successful and raised £153.

This autumn, our prefects and Charity leaders led the Harvest Collection, collecting donations from Northwold School Community. This was an amazing charity event as they collected a lot of donations to be sent to Hackney Foodbank- the charity of their choice.



Juniper Class hosted a cultural day as a fundraising event and raised over £100 for their chosen charity. It was a pleasure to see staff and pupil dressed to celebrate the wide nationalities and cultures that we represent.

We look forward to other classes following suit and leading events to support their chosen charities.

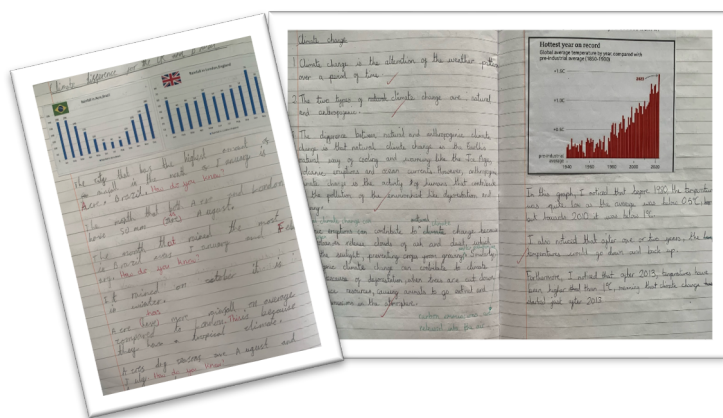
Geography

We teach geography to help children understand the world around them—its people, places, and environments. Geography encourages curiosity about how our planet works, from natural features like mountains and rivers to human activities such as cities and trade. It helps pupils make sense of global connections, environmental challenges, and cultural diversity. By studying geography, children learn to think critically about how people interact with the Earth and develop a sense of responsibility for caring for our world, both locally and globally.

The geography curriculum allows pupils to develop their knowledge and understanding of the world through well-planned lessons. All lessons start with a recap which allows the opportunity to find out what the children know and remember and clarify any misunderstanding.

The use of data to support children's understanding and the development of their analytical skills.

Learning exposes children to geographical terminology and helps to develop children's understanding and how to use these words in context in relation to the topic.



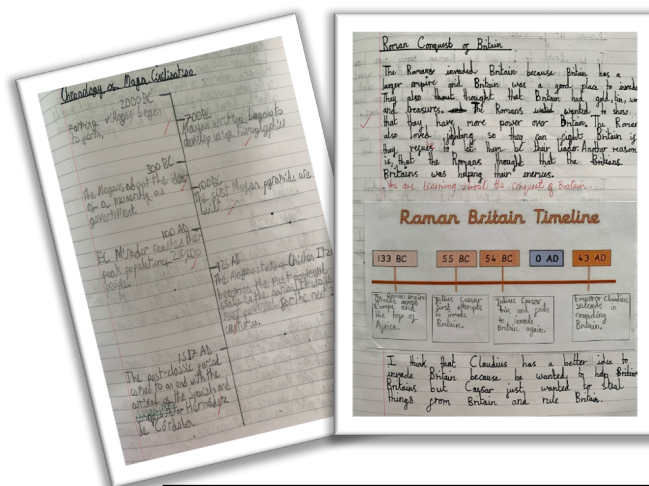
Y2 and Y6 books demonstrating the use of data to deepen learning

History

In Key Stage 1, children learn about the past through stories, significant people, and important events in Britain and beyond. They explore topics such as famous historical figures, local history, and how everyday life has changed over time, helping them develop a basic sense of chronology and curiosity about the past.

In Key Stage 2, pupils study history in greater depth, learning about key periods such as Ancient Egypt, the Romans, Anglo-Saxons, Vikings, and significant events in British history. They begin to understand cause and consequence, change over time, and how evidence helps us learn about the past. This builds their historical knowledge, enquiry skills, and understanding of how the past has shaped the world today.

The history curriculum allows the children to develop their knowledge and understanding of key events that happened in the past as well as its impact on society. History is studied across the school in chronological order of when key events or important periods occurred to help children make links to a historical



Lessons are sequenced chronologically to develop timeline knowledge.

timeline. For example, they know that the Stone Age happened before the Roman invasion because this is the sequence of their learning. Exposure to historical vocabulary helps to develop children's understanding and knowledge of how to use these words in context in relation to the topic. The curriculum enables children to make comparisons to different time periods and explain the similarities and differences.

Science

Science this term has been off to a great start, embedding forest school within the science curriculum across the school. Science has been led through a range of hands-on investigations, recalling and enhancing scientific knowledge and skills.



Our refined curriculum provides a broad range of opportunities to think and reason like scientists, allowing children the opportunity to apply their knowledge, skills and understanding to real-life contexts beyond the classroom. The success of the science curriculum

stems from the use of a wide range of resources, including technology, to carry out research tasks both indoors and outdoors and in the forest school. Our forest school offers pupils regular inspirational opportunities for hands-on learning experiences, developing scientific knowledge, self-esteem and growing a deeper sense of our local and global contribution to our environment.



The forest school – an area of planting, growing and harvesting.



What is Science in Action?

Each class has an area dedicated to Science in Action, where children investigate, observe, predict and discover scientific phenomenon over a period of time. Learning comes alive with Science in Action!

Reading

During the Autumn term, children have had the opportunity to read and focus on at least three books during shared reading and literacy lessons. Through our 'novel studies' children are improving their reading, comprehension and writing.

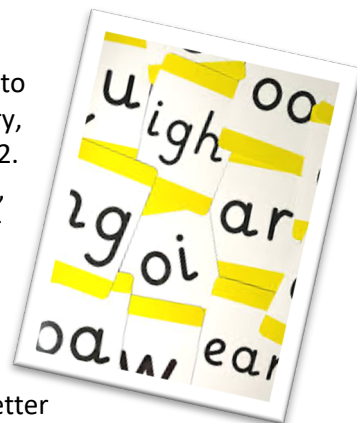
Children also have speed reading books, which contain a range of text from fiction to non-fiction. These texts build on children's stamina and fluency as well as expanding on their vocabulary.



Phonics

Phonics is taught daily to children in Nursery, Reception, Year 1 and Year 2. During a phonics lesson, children recap prior knowledge, learn new sounds, blend these sounds to read words and segment them to spell.

They practice correct letter formation, and apply their reading skills when reading the many phonics books purchased by the school. Children quickly build fluency and confidence in reading! These books are used in class as well as being sent home for children to consolidate their phonic knowledge. We encourage all parents to make a comment in the children's reading records daily to ensure communication between home and school. Comments regarding stamina, fluency, tricky words or related to children's comprehension can be written in these reading records.



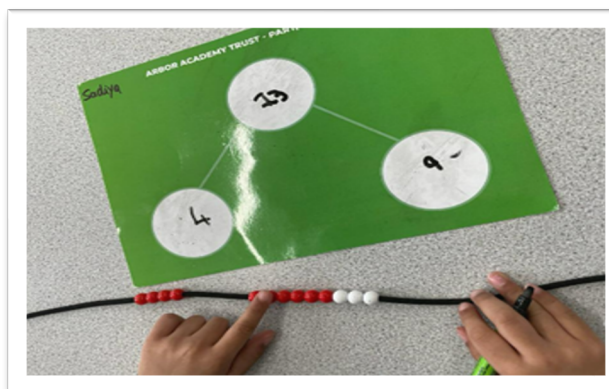
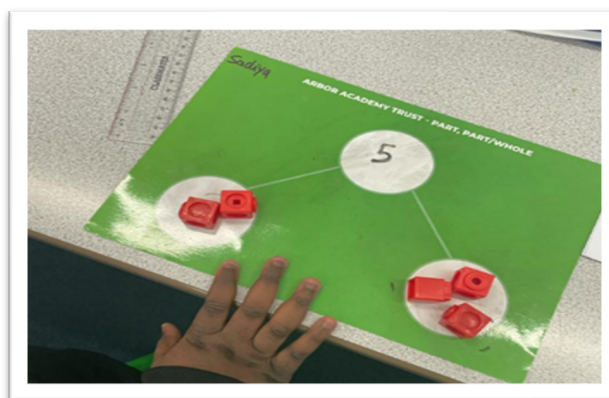
Mathematics

At Northwold, a key focus for Maths in the autumn term is securing children's fluency in all four operations. We are also securing the knowledge of place value in order to cement strong foundations for children's understanding of reasoning and problem solving. The use of resources has featured highly during lesson time to help secure and contextualise children's understanding of key composites. Helping children make connections between mathematical concepts through real life learning contexts is a great opportunity to support children's understanding such as through cooking (converting measures of mass, capacity), planning a shopping list with a set budget (money) and through sport where children have to calculate the total distance, such as with the daily mile.

If you need some ideas on ways in which you can support your children's mathematics at home, then don't forget to use Mathletics, which is a fantastic online resource; all children should have received their logins now.

Value of Number

Does your child attend the Value of Number sessions? They are run daily between 8:40am – 8:55am and allow children to use a range of practical resources to develop their understanding of number.



Part-part-whole is a resource used to support children's understanding of the value of a number. In these examples it is being used alongside a bead string and multilink counters.

Music

Last term was a remarkable showcase of musical talent and dedication. We were proud to have some of our most accomplished musicians and vocalists represent us at the annual Stratford and East London Festival. The competition was formidable, yet the Arbor Choir performed with exceptional passion and



skill, gaining second place in their category. This ensemble, comprising students from Northwold and other schools within the Arbor Academy Trust, foster a strong sense of teamwork and collaboration—an invaluable experience, given that we are often competing against one another in debates and spelling bees!

Some of our talented violinists also took part in the Hackney Music Festival, where they performed alongside musicians from across the borough, an unforgettable experience!

Our music curriculum continues to provide students with access to a diverse range of musical styles, encouraging both technical proficiency and individual creativity in performance.

The autumn term has seen a continued focus on the micro-musicals, where students showcase their singing and drama skills. We look forward to seeing the final productions later in the term.

Physical Education (PE) and Sports

Children take part in two PE lessons, both indoor and outdoor each week. Mr Shim, our Sports Coach, leads a weekly session with each class which is then supported by the class teacher in a follow up session. This term, children have been learning to perfect specific skills for a range of sporting activities ranging from team sports such as football, rugby and netball to more individualised sports like dance and gymnastics.

We have extended our wider school provision this term and are now offering sports clubs every day of the week. This, along with the Wake Up, Shake Up sessions at 8:30am each day has increased the number of children taking part in physical activity each day. This supports well-being and tackles the risks of obesity.

Inter-school competitions

The skills learnt in our PE have been transferred into actual competitive events. Our pupils took part in the Key Stage 2 Interschool Athletics Competition last half term with all Arbor Academy Trust primary schools — Selwyn, Davies Lane, Woodford Green, and

Northwold — competing against each other across a range of exciting track and field events.

It was a fantastic day filled with energy, teamwork, and sportsmanship. Every child who took part had a fun and rewarding experience, showcasing great effort and determination throughout. A huge thank you goes out to all the children, coaches, parents, and support staff who made the day such a success.



Attendance

Regular attendance at school is vital because it helps children build strong learning habits, confidence, and social skills from an early age. Each day of school provides new opportunities to develop knowledge, practise key skills, and form positive relationships with teachers and peers. When children miss school, they can quickly fall behind in their learning, making it

harder to catch up. Good attendance also teaches responsibility and routine—important life skills that support success both in and beyond school. For parents, ensuring regular attendance means giving their child the best possible foundation for future learning and achievement.

Trips and Visitors

Throughout the second half of the summer term, pupils across all year groups participated in a variety of enriching educational visits. These trips were carefully selected to align with curriculum objectives, enhance classroom learning, and provide real-world experiences that inspire curiosity and engagement.

Nursery visited The Tate Modern Museum where the children explored visual art in a sensory-rich environment, encouraging creativity and early artistic expression. They also visited The City Farm where the children were introduced to animals and nature, fostering empathy and curiosity.

Reception went to the National Gallery where they were treated to a storytelling through art session. The pupils engaged with artworks to develop storytelling skills, imagination, and language development.

They also visited The Natural History Museum and took part in a hands-on exploration of insects and their habitats, reinforcing early scientific understanding.

The Year 1 trip to Southend identified features of the coastline as well as giving children the chance to compare seaside holidays, past and present. The visit helped children understand historical change and continuity through personal and local history.

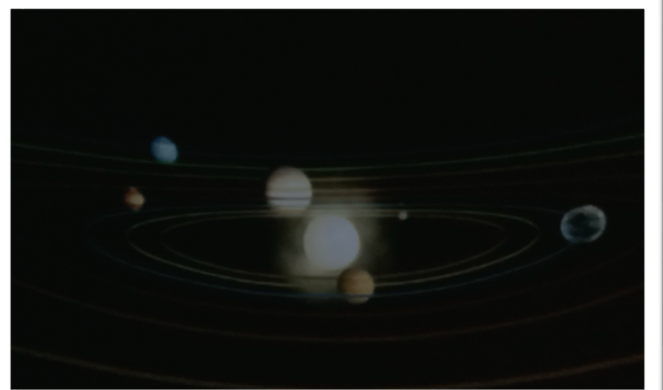
Year 2 visited The National Maritime Museum where they explored Britain's maritime history, learning about navigation, exploration, and historical timelines.

Year 3 went to The Roman Verulamium. This trip deepened pupils' understanding of Roman Britain and its lasting influence on modern society.

The Year 4 trip to Tower Bridge focussed on the historical significance and engineering of the bridge, exploring the design and function of one of London's iconic structures.

Year 5 visited Cambridge University, a motivational visit aimed at raising aspirations and introducing pupils to higher education. They also enjoyed learning about irreversible Changes at The Science Museum.

This year started with an exciting visit from the Wonder Dome, where the Y5 children had the opportunity to observe space and the planets.



Y5 Planets in the Wonder Dome

Year 6 celebrated the end of year at ABBA Voyage. They also carried out a Geography field trip on the Thames, where they engaged in fieldwork to study river systems, environmental features, and local geography. This term they have visited the Imperial War Museum, linked to their topic on WW2.



Y6 at the Imperial War Museum

These trips reflect a well-rounded approach to education, combining academic learning with cultural, scientific, and social development. Each visit was tailored to the developmental stage and curriculum focus of the year group, ensuring meaningful and memorable learning experiences.