

Northwold Primary Magazine Spring 2026

Our Curriculum: A Progression Model for Exceptional Learning

Our curriculum is carefully designed as a progression model, giving every child a strong foundation for their next steps in learning. It builds on prior knowledge and experiences, ensuring learning is meaningful, connected and long-lasting.

Children's experiences are enhanced and enriched through exciting concepts such as Agriculture, Construction, Architecture and the Forest School. These hands-on, experiential opportunities allow children to revisit ideas, deepen understanding and layer knowledge over time—helping them remember more and learn more securely.

We believe passionately that there should be no limits to children's achievement. Our staff share a strong vision and ambition for every child, nurturing curiosity, confidence and a love of learning.

Our curriculum is underpinned by and is grounded in strong pedagogy. We place great value on creativity, knowing it builds self-esteem, independence and a willingness to take risks. As a



result, our children become confident problem solvers and communicators.

We proudly celebrate the rich international cultures within our school community.



Our curriculum reflects this diversity by embedding global perspectives across subjects, using examples from a wide range of cultures and countries. Through inclusive learning experiences, pupils are encouraged to value different viewpoints and develop respect for the traditions and contributions of communities around the world.

Learning is further brought to life through local trips and by making the most of the incredible resources London has to offer, helping children develop a deeper understanding of the world around them. Our curriculum is broad, balanced and exciting, firmly rooted in British values and real-life experiences.

Open-ended investigations and activities give children the time they need to rehearse, explore and achieve deeper levels of understanding. A strong focus on language development and exposure to a wide and ambitious vocabulary runs through everything we do.

Children's progress is reviewed regularly through formative assessment, allowing staff to identify strengths and address emerging gaps quickly through precise, targeted support—ensuring every child continues to thrive.

Inclusion

At Northwold, we believe that every child is important, despite their background 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 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 special educational needs (SEND).

Each child on the SEND register has a One Page Profile. This document is planned in collaboration with the child, parent, teacher and SENCo. The document includes the child's views, parents' views, strategies to support the child's needs and targets with intended outcomes. The plan is then implemented in class and/or through specific out of class interventions. There are three meetings each year to discuss and review a child's progress and update targets.



We have put in place a range of interventions to support pupils, help them develop independence and make progress with the aim to close the gap between SEND outcomes, those of their peers and national averages. Interventions include Phonics, Value of Number, Power of Words and Reading.



Staff Training

Considerable work and training has built expertise and confidence in staff, who confidently deliver the curriculum adapted for impact.

CPD sessions have been identified and staff are signposted to these informative training sessions. The training focuses on adapting teaching and learning to suit the needs of our SEND and disadvantaged pupils: Colourful Semantics, Attention Bucket, Barrier Games, Language for Thinking, Core Board, Phonics, Autism Awareness and Makaton. Other training is accessed through the local authority services. Ongoing training is offered by the Speech and Language Therapy team. All trained support staff will be running these additional intervention sessions during the spring term.

What can I do if I am concerned about my child's learning or behaviour?

- Speak to the class teacher in the first instance, they will be able to offer you ways to support your child.
- Speak to the SENDCo, who will liaise with the teacher to ensure the adaptation is in place.
- The SENDCo will observe your child and may put them forward for a speech and language assessment or an assessment by another external professionals.

English

Reading at Northwold is delivered through carefully planned Phonics sessions, daily shared reading and comprehension, ensuring all pupils experience a rich, inclusive and ambitious literary curriculum.



Shared Reading exposes pupils to a wide range of high-quality texts that enhance cultural capital, support wellbeing, develop critical digital literacy and underpin the school's focus on fluency. Pupil voice, gathered through the Learning Council, demonstrates strong engagement and clear impact on pupils' enjoyment, confidence and progress in reading and writing. Shared Reading texts expose pupils to:

- Classic literature (*The Lion, the Witch and the Wardrobe, A Christmas Carol*)
- Modern authors (Michael Morpurgo, Onjali Q Rauf, Malorie Blackman)
- Poetry and narrative verse (*The Highwayman, The Lady of Shalott*)
- Drama and Shakespeare adaptations (*The Taming of the Shrew, Shakespeare Stories*)

Reading lessons prioritise language development, discussion, interpretation and response, enabling pupils to develop language, imagery and themes and deepen their understanding of authorial intent. Through these novel studies, they make

connections to art, drama, music and historical contexts.

Whole-class text study allows teachers to model rich language exploration, supporting pupils to develop vocabulary and cultural awareness.

Shared Reading ensures inclusive access for all pupils, including those with an EHCP and SEND, through teacher-led reading and adaptive resources, including oral rehearsal, discussion and visual prompts.

Many Shared Reading texts explore themes of resilience, identity, belonging and friendship (E.g. *Wonder*, *Pig Heart Boy*, *The Boy in the Back of the Class*). These texts provide safe opportunities to discuss emotions and mental wellbeing, build empathy and understanding and link physical and emotional challenges faced by characters to pupils' own experiences.



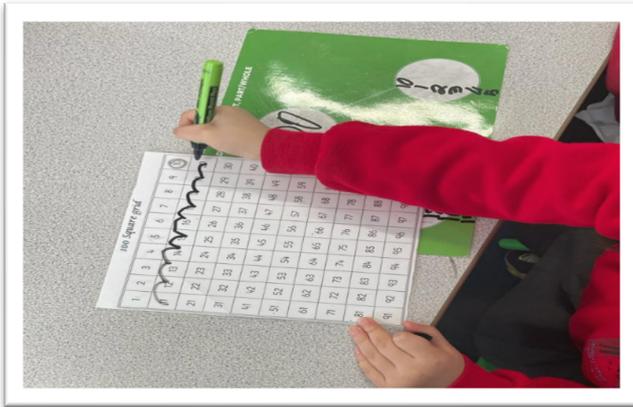
How is writing aligned with the School Priorities?

Writing is taught through a progressive, inclusive approach that develops fluency, creativity, accuracy and independence. Teaching is designed to engage pupils, nurture wellbeing, and enhance academic progress from individual starting points.

Writing outcomes are shaped by exposure to high-quality literature, poetry and drama. Structured discussion and modelled writing enable pupils to evaluate language choices and effect. Adaptive teaching ensures SEND pupils access age-appropriate tasks. Progress is monitored closely from individual starting points.

Building Brilliant Mathematicians

Across the school, mathematics continues to develop with a clear focus on progression and high expectations. From early number in Nursery to complex reasoning in Year 6, pupils are steadily building confidence, fluency, and mathematical understanding.



Early Years

In Nursery and Reception, mathematics is woven naturally into daily activities and exploration. Children are introduced to early number concepts in a way that feels purposeful and enjoyable, laying strong foundations for future learning. Evidence from books shows pupils working hard to form numbers correctly and are developing secure counting skills.

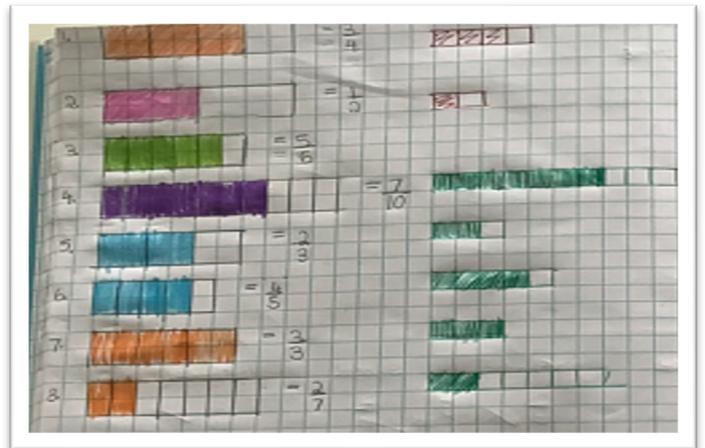
Developing Fluency in Key stage 1

KS1 pupils demonstrate an understanding of one more and one less, they can recall number bonds to 20, and partition teen numbers effectively. Hands-on resources are used to deepen the understanding of number and give concrete

opportunities for learning before moving on to more abstract strategies. Counting in steps of 2, 5, and 10 is becoming increasingly secure.

Speed and Accuracy in Key Stage 2

Focused teaching in KS2 has led to notable improvements in both mental and written calculation strategies. Pupils demonstrate increased speed and accuracy in mental maths, and confidently use vertical methods for addition and subtraction. In Year 5, targeted interventions have successfully addressed misconceptions and practical, hands-on activities have helped develop a deeper understanding of the value of number. Year 6 pupils are engaging with a wide range of mathematical concepts, including numbers up to 10 million, negative numbers, prime numbers, fractions, decimals, percentages, and square roots. Their growing confidence reflects strong preparation for the demands of secondary mathematics.



Clubs and After School Enrichment

After-school clubs serve as a vital component of our pupils' development. It is our commitment to a first-class education beyond the typical hours of a school day. Various clubs are designed to nurture the personal development of our pupils, in the familiar setting of the school.

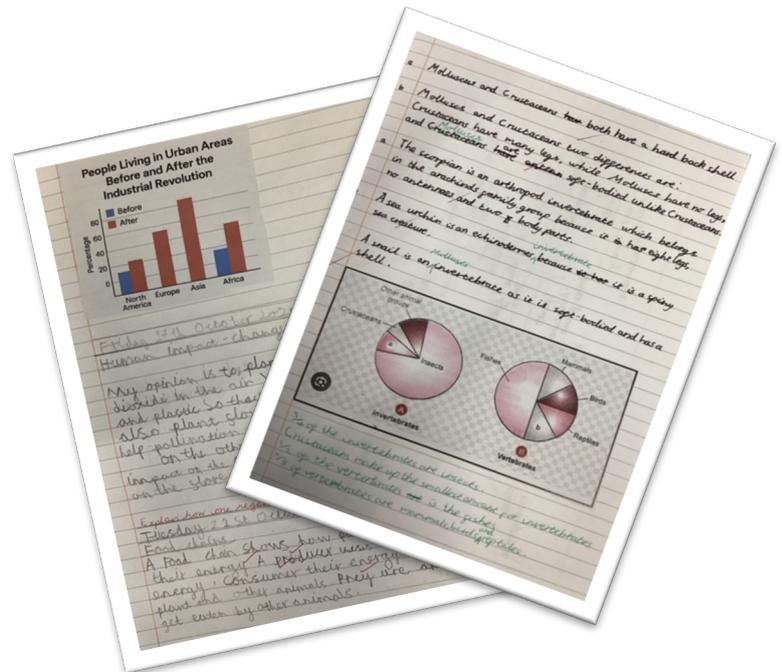
Clubs offer a nurturing space where children can explore new interests while building skills and

learning a range of techniques. We were able to run 14 clubs over the autumn term, these included music clubs (ukulele, choir), Sports clubs (football, athletics, multi-sports) and enrichment clubs (cooking, arts and crafts, journalism, storytelling, photography). This Spring term we have added Spanish club and Coding club. Please see the school office if you are interested in your child joining a club.

Science

School data shows that last term year groups met the ambitious school expectations. This is as a result of the curriculum design and sequence, which supports the coherent development of skills. The curriculum exposes all pupils to key fundamental knowledge and conceptual understanding through the specific discipline of biology, chemistry and physics.

Teachers plan and resource well-structured science lessons and as a result pupils are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future. The curriculum has supported exposure to a range of practical science, focusing on observation, prediction and carrying out scientific experiments.



Art and Design

Creativity, Confidence and Self-Expression

Art, craft and design play an important role in life at our school. We believe that high-quality art education inspires children to be creative, curious and confident in expressing their ideas. Through art, pupils are encouraged to explore, experiment and take pride in their work.

Our curriculum is carefully planned so that all children develop skills in drawing, painting, sculpture and design. Pupils work with a wide range of materials, including pencil, paint, charcoal and clay, and learn how to use colour, pattern, texture, line and shape effectively.



Children record their ideas and observations in sketchbooks, revisiting and improving their work as they progress. As they move through the school, they gain increasing confidence, control and independence in their artistic techniques.

Learning about craft makers, architects and designers from different time periods and cultures helps pupils understand how art reflects history and society, and how it continues to shape the world around us.

Our aim is for every child to enjoy art, develop their creativity and leave school with confidence in their skills, pride in their achievements and an appreciation of art in everyday life.



Music

The spring term offered our students a range of exciting platforms to perform and share their musical talents. One highlight was our wonderful choir representing the school at the Young Voices concert at the O2 Arena, performing alongside over 8,000 students and musicians.

This inspiring experience gave our pupils the opportunity to take part in a truly memorable large-scale performance. The choir has also achieved success in the Arbor interschool choir competition, winning first place.



They demonstrated teamwork, commitment, and impressive musical expression. Well done!

Across the school, creativity continued to shine through the micro-musicals, with students in Year 3 and Year 5 confidently showcasing their singing and acting skills.

We are proud of our students and their musical achievements this spring term, and we look forward to seeing even more in the next term.

Physical Education (PE) and Sports

This year our PE lessons, “Wake Up Shake Up” morning sessions, and after-school clubs have had a positive impact on our pupils. Children who attend regularly have shown significant improvements in their fitness, skills, confidence, and overall performance. As a result, many of them have been selected to represent the school in competitions — something that was a first for several of our students and a huge achievement.



Recently, our football team competed in the Arbor tournament and finished in 3rd place. Pupils also took part in two athletics competitions, one with the Arbor schools and another in Hackney, where many children won medals and were spotted by Hackney scouts for the London Youth Games, an

annual event that offers opportunity to compete at a higher level against some of the fastest young athletes in London. In addition, we entered a dodgeball competition where the team reached the semi-finals. Although they just missed out on the final, this was the first time many of them had ever taken part in a competition, making it a big success and a proud moment for the school.

We are hoping to enter even more competitions this year, so regular attendance at our sessions is important. Wake Up Shake Up runs every morning from 8:30am and focuses on building fitness through fun, active games to help children start the day feeling energised and ready to learn. If the weather is poor, sessions will take place indoors, so there is no need to worry about children being cold — their safety is always our priority.

We also run a variety of free after-school clubs from 3:30–4:30pm throughout the week. These clubs give children opportunities to develop their skills and increase their chances of being selected for competitions. Please speak to the school office for information about the clubs available. We look forward to seeing even more children getting involved and enjoying sport this term.

Religious Education



Religious Education (RE) plays a vital role in helping children understand the beliefs, values, and traditions of different faiths and worldviews. Through RE lessons Northwold pupils explore the major religions such as Christianity, Islam, Hinduism, Judaism and Buddhism. They also study what it means to not follow a religion and to have a Humanist outlook. The subject encourages respect, empathy, and open-mindedness, helping children develop an

appreciation of diversity within their local community and the wider world.

A key strength of RE teaching in our school is the opportunity for children to gain first-hand experience by visiting different places of worship. These educational visits allow pupils to see religious practices in action, ask questions, and engage directly with faith leaders and community members. This brings learning to life and deepens understanding beyond what can be achieved in the classroom alone.



Charity Leaders

During the Autumn term, charity events were planned, led and promoted by the school's charity leads. These events were strongly supported by pupils, staff and parents. They built upon pupils' understanding of social responsibility, compassion and active citizenship. Pupils demonstrated an understanding of how fundraising can support others. The charity activities strengthened links between the school and the wider community and helped pupils recognise their role locally and globally.

The table below shows the charities that were supported this term.

Charity	Funds raised
Make -a -Wish (Juniper held a pyjama day)	£126.90
Baby and Child Bank (Hazel arranged a culture day)	£105.89
NSPCC (Hawthorn organised a number day)	£64.22
MacMillian Cancer Support	£153.00
Children in Need	£ 189.47
Save the Children (Christmas Jumper Day)	£75.48
Jamaica - Hurricane relief	£ 337.81
Hackney Food Bank	Food donations collected

In total, the school community raised £755.76, in addition to a significant number of food donations for the Hackney local Food Bank. Thank you to everyone who supported. The high level of participation reflects a positive school culture where pupils are encouraged to take responsibility and make a difference.



These activities also enriched pupils' knowledge and awareness of the British Values.

Pupil Voice

Pupil voice refers to the ways in which pupils are encouraged to share their views, ideas, and opinions about their learning and school experience. The aim of pupil voice is to empower students and ensure they play an active role in shaping their school community.

Prefects

Huge thanks as always goes to our prefects who contribute daily to the running of the school and who act as role models for our younger pupils by demonstrating the 5Cs both in the classroom and in the playground. They are also on hand each day at lunch, giving up their time to assist adults and young children alike!

School Council

This term, the School Council has worked hard to share ideas that will make our school an even better place to learn and play. Members have suggested that everyone should line up promptly at the start of the day and look after school resources more carefully. They also proposed having a separate room for charging devices to keep classrooms tidy and organised.

The Council encouraged pupils to be more welcoming to their classmates and reminded everyone about the importance of wearing school uniform. They highlighted the need to develop better listening skills and to gather more opinions from pupils across the school. Finally, they suggested adding more resources to the playground to make break times more active and enjoyable.

Over the next term, the school council will continue leading projects, promoting school values, and strengthening pupil engagement in decision-making across the school.

Learning Council

Each year group has two Learning Council representatives. Earlier last term, the Learning Council from Selwyn Primary School visited Northwold and met with our learning Council.

They visited the classrooms to see learning in action and identified similar aspects between the schools. We were given some feedback on how we could continue to improve and gained some ideas to implement here at Northwold.

Lunch Bunch

During their recent meeting, the Lunch Bunch group spent time discussing why healthy eating is so important for growing bodies and active minds. They talked about how making balanced food choices can help improve energy levels, concentration, and increase overall wellbeing throughout the school day. Together, they explored what a healthy packed lunch looks like, sharing ideas such as including fresh fruit and vegetables, wholegrains, protein like eggs, beans or lean meats, and limiting sugary snacks and drinks.

The group also delivered an assembly to Years 4, 5 and 6, where they explained different nutrients such as carbohydrates for energy, protein for growth and repair, and vitamins and minerals for staying healthy, along with examples of foods that provide each nutrient. The assembly helped other pupils understand how simple food choices can support both learning and health. Have a look at these two examples they created.



Attendance Initiative

Last term we were delighted to introduce a new initiative to encourage excellent attendance and celebrate our pupils' commitment to learning. Regular attendance is essential to children's academic progress, confidence and overall enjoyment of school life. Pupils attend school consistently were recognised and rewarded with attendance badges. This term we awarded 58 children gold badges for 100% attendance, 11 silver badges for 99% attendance and 31 bronze badges to those who achieved 98% attendance.

Well done to our winners. We hope to have more receiving this recognition at the end of this term. Thank you for working in partnership with us to support your child's education; we greatly appreciate ongoing parental support in with daily school attendance.



Trips and Visitors

This term, pupils across the school engaged in a series of enriching curriculum trips designed to deepen their understanding of key subjects and provide real-world learning experiences. Year 6 visited the Imperial War Museum to explore the impact and significance of World War II.



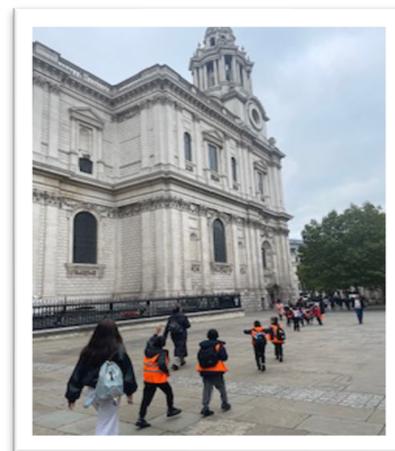
They also attended Hackney Town Hall where they learnt about democracy and civic responsibility.

Year 5 visited the Brunel Museum, where they investigated engineering and design principles. They also experienced the Science Dome, which provided an immersive exploration of the solar system, enhancing their understanding of space science.

Year 4 focused on geography during their trip to Walthamstow Wetlands, studying human and physical features and the relationship to environmental geography. Year 3 enjoyed two visits: The Science Museum, and the Buddhist Temple in Wimbledon, which supported their

understanding of places of worship and Buddhist practices.

Year 2 combined history and RE during their visit to St Paul's Cathedral, examining its role as a place of worship and its historical architecture. Year 1 explored changes in domestic life at the Museum of the Home, linking to the history curriculum. Reception learned about people in our community when they visited the Finsbury Park Mosque. Nursery developed their understanding of the past and present at the Museum of the Home.



These trips provided valuable opportunities for pupils to connect classroom learning with real-life experiences, fostering curiosity, cultural awareness, and a deeper understanding of the subjects studied.