

Oak Hill Academy West London

An Aspirations Academy

www.oakhill-aspirations.org





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an Aspirations Academy

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What Our Parents Say...

'I am happy with the School'

'Really happy with the children's progress'

'Thank you for all your support'



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Welcome from the Principal

I am extremely proud to be the Principal at Oak Hill Academy. Over the past few years we have been on a journey of improvement and transformation and we now have a truly amazing school. My key belief as Principal is that all children who come through our doors should be inspired to reach their full potential. It is our job not only to prepare them for the next stage of their education, but alongside you as parents we prepare them for firstly secondary school and ultimately the world of work as adults.

At school we set high standards both academically and in our expectations for behaviour and we reach them! We always expect children to do their best both in their learning and in their social interactions in the playground and around the school. It is our aim that every single one of our children leaves us with increased confidence, resilience and skills to tackle the next stage of their education effectively.

We thoroughly enjoy working with your children each day. We value them as individuals and take every opportunity to celebrate their strengths and successes, be it in their relationships with others, on the sports field or in their learning. Children thrive in our caring, supportive and sensitive environment and we offer each child security, happiness and pride in their achievement.

Oak Hill Academy is a very happy place to be. We believe that parents have a vital role to play in their child's education and we build strong partnerships between home and school. There are many opportunities throughout the school year for parents to find out about their child's progress or about our work in the classroom or simply to enjoy being part of our Oak Hill family, perhaps getting involved with our Parents' Forum or helping at any of our fundraising events.

We became an Aspirations Academies Trust school in April 2014. The ethos of the Trust matches exactly with our school's ethos and has enhanced the pride that our children (and staff) feel about their school. Ofsted graded the school as Good with Outstanding features in January 2017. The report is available via our school website.

I am sorry that due to Covid19 we cannot invite you into visit us this term.

Mrs Rachael Saim

Principal



Oak Hill Academy West London
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Our Vision

At Oak Hill Academy (OHA), we want our children to fulfil their aspirations and achieve their full potential in both their learning and for their future.

Our aim is to nurture children to become responsible, considerate and resilient members of our society, who will be well-equipped for the increasing challenges of life in our 21st century world.

All members of our OHA family are valued and respected as individuals and belong to our school community.

Our staff are heroes for our children, who care about the whole child and their mental health and wellbeing. They instil a sense of purpose, leadership, the ability to problem-solve and to make responsible decisions.

At OHA, we provide a secure and stimulating environment, which promotes independence, self-esteem, health and wellbeing.

Fun and excitement and curiosity and creativity are at the heart of all we do!

We nurture the whole child, providing opportunities for each individual to discover and develop their unique talents, strengths and abilities.

Our children leave Oak Hill with the confidence to embrace new challenges and have a sense of accomplishment and pride in their achievements.



The Aspirations Academies Trust Ethos

'To be able to dream about the future, while being inspired in the present to reach those dreams'

- Dr. Russell J. Quaglia

We are committed to helping schools foster children aspirations so that all children reach their fullest potential. When children have high aspirations, they have the ability to set goals and think about the future while being inspired in the present to reach those goals. The Aspirations Trust and Oak Hill Academy believe that for children to have high aspirations, three Guiding Principles must be present: **Self-Worth, Engagement, and Purpose.**

The Guiding Principles, in turn, are lived out through the **8 Conditions** that emphasise relationships, active and engaging teaching and learning, and a sense of responsibility over one's own aims and goals. **The 8 Conditions are: Belonging, Heroes, Sense of accomplishment, Fun & Excitement, Curiosity & Creativity, Spirit of Adventure, Leadership & Responsibility, and Confidence to Take Action.** The 8 Conditions make a difference because they help put into practice the three Guiding Principles that guide the Aspirations curriculum.



Our Curriculum

The introduction of the most recent Primary National Curriculum for England and Wales in 2014, coincided with our conversion to academy status. We used this as an opportunity to revisit our curriculum and create one that better suits our children's needs. We have created a curriculum which is dynamic, broad, balanced and innovative to ensure that the children enjoy a fun but challenging learning experience that will prepare them for life in modern Britain.

The Oak Hill Academy West London Curriculum

As an Aspirations Academy junior school, situated in Hounslow, West London, we have designed a bespoke and innovative curriculum, tailored to meet the needs of all children in our school and facilitate skills and knowledge progression. We follow the National Curriculum and align to the 'No limits: Education for success in the 21st century' philosophy and curriculum within our multi-academy trust.

At Oak Hill Academy, we believe it is important to educate the whole child, in order to fulfil their aspirations and ensure they achieve their full potential in learning and life skills, nurturing and growing conscientious, confident and responsible members of society. We use a values-based approach to build character, resilience, engagement and leadership, preparing children for their life's journey through our Aspirations '8 Conditions for Success' (Belonging, Heroes, Sense of Accomplishment, Fun and Excitement, Curiosity and Creativity, Spirit of Adventure, Leadership and Responsibility and Confidence to Take Action).

Our whole school curriculum nurtures, deepens and broadens the development of children's knowledge, skills and qualities which are required for success in today's highly competitive, fast-changing, modern world.

Our children learn in a challenging, engaging and supportive environment which enables them to achieve high levels of success and achieve their potentials. We have created a curriculum which is dynamic, broad, balanced and innovative to ensure that the children enjoy learning.

Learning opportunities are also designed to develop children's intellectual, personal, moral, social and physical abilities. Through our diverse and exciting curriculum and cultural capital opportunities, Oak Hill Academy children will develop skills and knowledge across a wide range of subjects. They will benefit from additional learning experiences such as Enterprise projects, a variety of extra-curricular opportunities and our Wellbeing days throughout the school year. Our delivery of the curriculum, through both single- discipline lessons (one curriculum subject) and trans-discipline assignments (using skills and knowledge from a range of subjects) aims to foster a lifelong love of learning, whilst also ensuring the children reach their true potentials academically, socially and emotionally.

Children have regular opportunities to work collaboratively through the No Limits approach to develop the following skills and attributes which we believe are essential for the 21st Century world:

The Future Skills

- Resilience
- Cross-cultural competency
- Communication
- Collaboration
- Creative and Adaptive Thinking
- Cognitive Load Management
- Sense-Making
- Media Literacy
- Entrepreneurialism
- Transdisciplinarity
- Productivity and Accountability

Homework

Each Year Group sends out homework on a weekly basis at Oak Hill. Homework is tailored to the year group and also personalised to individuals or groups of children as needed. Homework provides further challenge and opportunities for children to deepen and broaden their knowledge and skills in different curriculum areas.

The Upper School (Years 5 & 6) are given SATs practice styled questions, for both Maths and English, and spellings weekly.

The lower school (Years 3 & 4), are given Maths and English activities and spellings weekly.

Every Year Group also receives "Enrichment", project-based homework, as an extension of the No Limits assignment being studied for that half term. This homework is optional and involves a wide range of enrichment tasks, which complement our curriculum, such as: making models or designing 3D objects, carrying out research, creating products or writing activities. The enrichment homework consolidates the learning that has taken place in the classroom and provides an opportunity for pupil-led deepening of learning.

Assessment and Target Setting

Each child is set a target for the end of Year 6. This is based on their end of Key Stage One assessment result and will be either the National Expected standard or the Greater Depth Standard. Children who are not on track to achieve their targets and make the expected progress, will receive afternoon interventions to help them get back on track. Some children may also be invited to an 8:30am breakfast intervention session.

Reading

Intent

Our drive is to produce enthused, inquisitive readers that have a wide and varied interest in reading material of all kinds. We seek to develop the abilities of decoding and comprehension in all our learners by supporting and challenging the necessary skills; as such, all our children- including vulnerable groups- become progressively proficient at interpreting and applying knowledge to a range of contexts.

By reading fluently and with good understanding, it becomes possible to develop the habit of reading widely and often, for both pleasure and information; our approach to reading lends itself to creating an appreciation of the conventions and heritage of literature by deconstructing the elements and processes that constitute meaningful reading.



Implementation

We have created a bespoke Reading learning journey and, as such, our allotted Reading sessions consist of **Content Domain** lessons and **Accelerated Reader** lessons; during a typical week, the following sessions will be facilitated:

- x3 **Content Domain** lessons (x2 during a PPA week);
- x2 **Accelerated Reader** lessons (further optional sessions during library visits)

The Content Domains highlight the elements of the National Curriculum Programme of Study at Key Stage 2 that are assessed in the English Reading test. We treat each Content Domain as a skill; each skill is taught using a source.

We use three types of source: AUDIO, VISUAL and TEXTUAL.

We focus on one skill over the week, using a different source for each Reading lesson. The example below highlights the area and context for one week's learning:

SKILL	SOURCE- AUDIO	SOURCE- VISUAL	SOURCE- TEXTUAL
2a	Podcast	An historical artefact	A maths word problem

The Content Domain sessions themselves provide a deconstruction of a particular skill: for example, a 2A session will feature a working definition of what is meant by 'decoding', discussion based on the breadth and difficulties within this question type, independent tasks, and an element of self-evaluation that helps gauge progress from journey to journey, year group to year group.



Impact

We recognise the potential -through reading - for our learners to develop culturally, emotionally, intellectually, socially and spiritually; via our bespoke Reading curriculum, the skills of language are progressed to allow our children to participate fully as a member of society.

We value skilled word reading and the linguistic knowledge that underpins comprehension- with this as our focus, the children are able to meet age-related expectations and beyond with a sense of joy and wonder.



Writing

Intent

Our drive is to produce independent, creative writers that have a developing bank of transferable skills, processes and experience to draw upon when expressing themselves and their ideas. By acquiring a wide vocabulary, a secure understanding of grammar and knowledge of linguistic conventions within writing, our learners become robust, resilient communicators who can adapt their language and style for a range of contexts, purposes and audiences.

As an appreciation of our rich literary history grows, so do our abilities to communicate effectively within the modern world. Our 'currency' is **knowledge**, and we **progress** as writers by developing this knowledge in a cumulative way.

	Writing to ENTERTAIN	Writing to INFORM	Writing to PERSUADE	Writing to DISCUSS
Year 3 and 4 LKS2	Narrative Description Poetry	Explanation Newspaper Instructions Biography	Advert Letter	
Year 5 and 6 UKS2	Narrative Description Poetry	Report Newspaper	Advertising Speech	Argument Review

Implementation

We write for a purpose. We do this by using four specific authorial skills:

to entertain to inform
to persuade to discuss

Each **skill** can be used to produce different **forms** of writing; for example, by using the skill to entertain, we can create narrative, poetic and prosaic forms of writing. Within each **form**, we explore a variety of **genres**.

SKILL: to entertain

FORM: (narrative; poetry; description; play-script)

SKILL: to inform

FORM: (information; explanation; instruction; biography)

SKILL: to persuade

FORM: (speech; letter; advert)

SKILL: to discuss

FORM: (review; argument; evaluation)

(GENRE: Action-adventure, mystery, thriller, autobiographical, comedy...)

There is a **specific toolkit** attached to each **skill**- this allows us to explore structure, style and sentence-level features in detail; consequently, we have a secure, progressive platform from which to take a creative approach to teaching and embed the transferable skills that the children apply in the next phase of their learning. The said features make up a large part of our learning journeys and are evident and visible in the children's independent work.

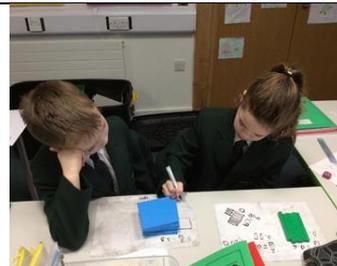
Impact

The Writing curriculum at Oak Hill Academy is designed to nurture an enthused approach to, and respect of, the written word and the processes behind it. Our students, including the vulnerable, are enabled to achieve the highest possible outcomes for themselves by encountering a dynamic, stimulating and inspiring programme of study whereby the cumulative fluency provided empowers and readies our children to achieve age-related expectations and beyond.

Maths

Intent

At Oak Hill Academy, our Mathematics Mastery curriculum has been developed to ensure every child can achieve excellence in mathematics. All children can experience a sense of awe and wonder as they solve a problem for the first time, discover different solutions and make links between different key areas of mathematics. It provides all pupils with a deep understanding of the subject through a concrete, pictorial and abstract approach.



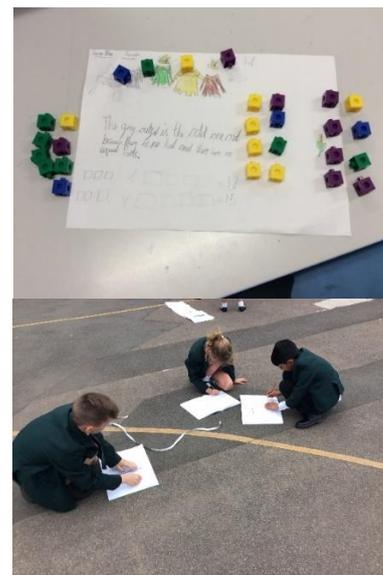
Implementation

- Ensure children are engaged and enjoying their lessons.
- Ensure staff are secure with the Mathematics Mastery six- part lesson.
- Provide staff with tools to assess effectively throughout lessons using focused and targeted AfL
- Provide staff with tools to assess effectively using PITA judgements linked to end-of-year expectations from the National Curriculum.
- Support staff in planning and resources fun, engaging and purposeful mathematics lessons.
- Encourage an open culture for self-reflection, improvement and CPD.



Impact

- Closing gaps for children to make at least expected progress from KS1 to KS2
 - Evidence of high quality provision in Maths books
 - Opportunities to link to other curriculum areas if they arise
 - Opportunities for Maths Challenge days to develop Cultural Capital.
 - Provide opportunities for linking of content domain skills through reasoning and problem solving.
 - Ensure children have the opportunity to be immersed in problems and worded problems.
 - Provide tools to children to help them to break down questions throughout mathematics to pick out key themes and concepts.
 - Provide opportunities for **transdisciplinarity** where appropriate and when it can effectively link to the half term's assignment.
 - Encourage development of **cognitive load management** – giving all learners the ability to discriminate and filter information for importance. This involves all aspects of perception, thinking, reasoning, and remembering.
- Ensure learners are working **collaboratively** to build on previous knowledge and develop **communication**.



Personal, Social, Health, Citizenship in Education (PSHCE)

The Aspirations Wellness Curriculum (which has been developed from the Statutory RSHE Policy published by the Government) aims to foster students' well-being and self-care, and promote a culture of resilience within the learning environment. The curriculum will help to develop the 'whole child'; improving the quality of their lives, and helping them to flourish as individuals. Throughout the year, during class based discussions, students will be exposed to six key components of the Wellness Curriculum: Intellectual, Spiritual, Physical, Emotional, Interpersonal

and Environmental Wellness: These components will help to develop the quality of our students' lives as well as helping them to manage their academic, personal and social lives in a positive way. Building strong and healthy relationships during childhood will help set the foundation for a well-functioning and healthy adulthood, as well as helping our students to overcome stress, anxiety in this ever-evolving World!

Special Educational Needs and More Able Provision

Every child is unique and we ensure this individuality is celebrated and supported. We make ensure that all children, including those with academic, behaviour or emotional difficulties are well supported.

From time to time, some children require additional intervention to ensure they make good progress throughout their OHA journey. We identify these additional needs early and, working closely with parents, ensure that the correct provision is in place to cater for their needs and enable them to become independent learners.

The Assistant Principal, Mrs Hayley Mulhall, is our School Inclusion Lead and SENCO.

Our **More Able** children are challenged daily within the classroom and are given opportunities to take part in national / local school enrichment days and competitions. We work closely with Rivers

Academy who provide us with specialist Language, Maths and English teachers. Very able children are identified and selected to take part in 'Explorers Academy' during the spring term at Rivers Academy.

Children with a talent for **Music, Sport, Art and Drama** are encouraged to develop their interest through our wide range of curricular and extra-curricular activities and clubs or music lessons.

Learning Mentor & Parent Liaison: Our children also benefit from having access to our Learning Mentor, **Mrs Cooper**, who supports behaviour and all other for pastoral issues. Mrs Cooper is also our Parent Liaison link and is available to meet parents whose children need support with behaviour, attendance or other pastoral needs.

Assessment and Target Setting

Each child is set a target for the end of Year 6 (this will be the National Expected or Greater Depth Standard) as well as a target milestone for the end of each term and year. If he/she achieves their end of term targets then staff know they are on track to make the progress expected by the time they leave us. If, however, they do not achieve their target, support and afternoon interventions will be put in place to help them get back on track. We contact all parents as necessary and discuss the support we will provide.

Parent Consultation Evenings

Our termly Parents' Consultation Evenings will run virtually online this year. All parents are given the opportunity to meet the class teacher online and discuss their learning progress. If required, a meeting with Mrs Mulhall, our SENCO, this can also be arranged for you.

Further questions/queries?

If you have any further questions or you wish to receive any further information, please contact the school via the school reception and ask to speak to Mrs Saim.

There will be a further opportunity to meet us at Oak Hill Academy in the summer 2021 term where we will share the equipment needed and go in to more detail about your child's transition.

We look forward to welcoming your child/children at Oak Hill Academy in September 2021.

Mrs R Saim : Principal



WHOLE SCHOOL CURRICULUM 2020-2021

TERM	AUTUMN 1 & AUTUMN 2		SPRING 1 & SPRING 2		SUMMER 1 & SUMMER 2	
ASPIRATION S FOCUS	BELONGING	CURIOSITY & CREATIVITY	HEROES	SPIRIT OF ADVENTURE	LEADERSHIP & RESPONSIBILITY ENTERPRISE	FUN AND EXCITEMENT (ART/MUSIC/DRAMA)
YEAR 3	LOCATION, LOCATION, LOCATION	STONES AND BONES	AWESOME ANCIENT EGYPTIANS	AVENGERS ASSEMBLE!	PLANT POWER	ALL THE WORLD'S A STAGE
MATHEMATICS MASTERY	NUMBER SENSE AND CALCULATION STRATEGIES PLACE VALUE	GRAPHS ADDITION AND SUBTRACTION AREA AND PERIMETER	MULTIPLICATION AND DIVISION	TIME FRACTIONS	ANGLES SHAPE MEASURE	MULTIPLICATION AND DIVISION CALCULATION STRATEGIES PLACE VALUE
ENGLISH	KATIE GOES TO LONDON- JAMES MAYHEW WRITING TO ENTERTAIN (DIARY ENTRY) WRITING TO INFORM (INFORMATION TEXT)	STONE AGE BOY-SATOSHI KITAMURA UG-RAYMOND BRIGGS WRITING TO ENTERTAIN (NARRATIVE) WRITING TO INFORM (EXPLANATION TEXT)	THERE'S A PHARAOH IN YOUR BATH-JEREMY STRONG WRITING TO INFORM (NEWSPAPER) WRITING TO INFORM (INSTRUCTIONS)	TRACTION MAN -MINNIE GREY WRITING TO ENTERTAIN (NARRATIVE) WRITING TO PERSUADE (LETTER)	VOICES IN THE PARK – ANTHONY BROWNE WRITING TO ENTERTAIN (NARRATIVE) WRITING TO PERSUADE (ADVERT)	FESTIVAL: REVOLTING RHYMES- ROALD DAHL TALES FROM SHAKESPEARE- MARCIA WILLIAMS (READING FOR ENJOYMENT) WRITING TO ENTERTAIN (PLAYSCRIPT) WRITING TO ENTERTAIN (POETRY)
SCIENCE	ROCKS AND SOILS	ANIMALS, INCLUDING HUMANS	SCIENCE INVESTIGATION SKILLS	FORCES AND MAGNETS	PLANTS	LIGHT AND SHADOW
GEOGRAPHY	REGIONS OF THE UK	LAND USE AND SETTLEMENT	PHYSICAL GEOGRAPHY- RIVERS		LOCAL FIELD STUDY	COASTAL REGION COMPARISON
HISTORY		STONE AGE	ANCIENT EGYPT			
ART	ICT PHOTOGRAPHY	DRAWING	SCULPTURE	PRINTING	COLLAGE	PAINTING
D&T		CONSTRUCTION		MOVEMENT	FOOD	
COMPUTING	INTRODUCTION TO COMPUTING LOG ON / LAPTOPS / ESAFETY	INTRODUCTION TO COMPUTING LOG ON / LAPTOPS / ESAFETY	ICT – HISTORY POSTERS PSHE POSTERS	CODING	ICT – POSTERS / ADVERTISING	BLOGGING

YEAR 4	DESTINATION EUROPE	ROCK BAND	TIME COP	I'M A CHILD GET ME OUT OF HERE	HONEYDUKES	ALL THE WORLD'S A STAGE
MATHEMATICS MASTERY	REASONING WITH 4-DIGIT NUMBERS ADDITION AND SUBTRACTION	MULTIPLICATION AND DIVISION UNDERSTAND AND INTERPRET DATA	MULTIPLICATION FACTS FRACTIONS TIME	DECIMALS AREA AND PERIMETER	MEASURE AND MONEY PROBLEMS SHAPE AND SYMMETRY	SHAPE AND SYMMETRY (3D SHAPE) POSITION AND DIRECTION PATTERNS AND SEQUENCES
ENGLISH	WRITING TO ENTERTAIN (SEQUENCING OF EVENTS) WRITING TO INFORM (INFORMATION TEXT)	C.S LEWIS- THE LION, THE WITCH & THE WARDROBE WRITING TO ENTERTAIN (DIALOGUE TO MOVE THE ACTION FORWARD) WRITING TO PERSUADE (LETTER)	MYTHS AND LEGENDS FROM AROUND THE WORLD WRITING TO ENTERTAIN (SENSORY DESCRIPTION) WRITING TO INFORM (NEWSPAPER)	WRITING TO ENTERTAIN (DESCRIBING SETTING WITH FIGURATIVE LANGUAGE) WRITING TO INFORM (INSTRUCTIONS)	HARRY POTTER AND THE PHILOSOPHER'S STONE- J.K. ROWLING WRITING TO ENTERTAIN (CHARACTER AND SETTING DESCRIPTION WITHIN A SEQUENCE) WRITING TO PERSUADE (ADVERT)	FESTIVAL: SHAKESPEARE- A MIDSUMMER NIGHT'S DREAM WRITING TO ENTERTAIN (POETRY) WRITING TO INFORM (BIOGRAPHY)
SCIENCE	STATES OF MATTER	SOUND & ELECTRICITY	LIVING THINGS AND THEIR HABITATS	ANIMALS, INCLUDING HUMANS LIVING THINGS AND THEIR HABITATS	STATES OF MATTER	SCIENCE INVESTIGATION SKILLS
GEOGRAPHY	LOCATING COUNTRIES AND ENVIRONMENTAL REGIONS OF EUROPE (INC. RUSSIA) HUMAN AND PHYSICAL GEOGRAPHY OF A REGION IN EUROPE: ITALY. MAP SKILLS & FIELDWORK		HUMAN AND PHYSICAL GEOGRAPHY OF A REGION IN EUROPE: ITALY.	LOCATING COUNTRIES AND ENVIRONMENTAL REGIONS OF EUROPE (INC. RUSSIA) HUMAN AND PHYSICAL GEOGRAPHY OF A REGION IN EUROPE: ITALY. MAP SKILLS & FIELDWORK		
HISTORY	ROMAN EMPIRE		ROMAN EMPIRE AND ITS IMPACT ON BRITAIN ANCIENT GREECE			A STUDY OF AN ASPECT OR THEME IN BRITISH HISTORY THAT EXTENDS PUPILS' CHRONOLOGICAL KNOWLEDGE PAST 1066: LEISURE AND ENTERTAINMENT IN SHAKESPEAREAN ENGLAND
COMPUTING	E-SAFETY, LGFL.NET – CYBERPASS – GAP ANALYSIS QUIZ	CODING	ICT - DICTATION/ AUDIO BOOK	BLOGGING	ICT – POSTERS / ADVERTISING	DIGITAL LITERACY / E-SAFETY
ART	PHOTOGRAPHY	DRAWING	PAINTING	PRINTING	PHOTOGRAPHY/COLLAGES	SCULPTURE
D&T	FOOD	CONSTRUCTION			CONSTRUCTION & MOVEMENT	
RE	UNDERSTANDING SACRED TEXTS OF SIKHS	LIGHT FESTIVALS	UNDERSTANDING HOLY PEOPLE	UNDERSTANDING SPIRITUAL LIFE	RITE OF PASSAGE	HOLY BUILDINGS

YEAR 5	JOURNEY TO THE AMAZON	MISSION: SPACE	SAXON SETTLERS AND VIKING RAIDERS	THE CIRCLE OF LIFE	FELTHAM FABRIC FACTORY	ALL THE WORLD'S A STAGE
MATHEMATICS MASTERY	REASONING WITH LARGE NUMBERS ADDITION AND SUBTRACTION GRAPHS AND TIMETABLES	MULTIPLICATION AND DIVISION INTERPRET AND PRESENT DATA	FRACTIONS AND DECIMALS ANGLES	FRACTIONS DECIMALS PERCENTAGES TRANSFORMATIONS	CONVERTING UNITS OF MEASURE CALCULATING (WHOLE NUMBERS AND DECIMALS)	2D & 3D SHAPE VOLUME PROBLEM SOLVING
ENGLISH	THE VANISHING RAINFOREST- RICHARD PLATT WRITING TO ENTERTAIN (SETTING DESCRIPTION) WRITING TO INFORM (INFORMATION TEXT)	WRINKLE IN TIME- MADELINE L'ENGLÉ WRITING TO PERSUADE (SPEECH) WRITING TO ENTERTAIN (SETTING DESCRIPTION)	HORRIBLE HISTORIES VICIOUS VIKINGS- TERRY DEARY WRITING TO ENTERTAIN (CHARACTER DESCRIPTION) WRITING TO INFORM (NEWSPAPER)	THERE'S A BOY IN THE GIRLS' BATHROOM- LOUIS SACHAR WRITING TO ENTERTAIN (CHARACTER DESCRIPTION/ SHORT STORY) WRITING TO DISCUSS (ARGUMENT)	THE LOST HAPPY ENDINGS- CAROL ANN DUFFY WRITING TO ENTERTAIN WRITING TO PERSUADE	FESTIVAL: ROMEO & JULIET- ANDREW MATTHEWS WRITING TO ENTERTAIN (POETRY) WRITING TO DISCUSS (REVIEW)
SCIENCE	PROPERTIES AND CHANGES OF MATERIALS (RECYCLING, SUSTAINABILITY) LIVING THINGS AND THEIR HABITATS (RAINFOREST ANIMALS AND PLANTS)	EARTH AND SPACE	PROPERTIES AND CHANGES OF MATERIALS	LIVING THINGS AND THEIR HABITATS ANIMALS INCLUDING HUMANS SRE SCIENCE – PUBERTY/SEX ED	ANIMALS INCLUDING HUMANS (CONTD.)	SCIENCE INVESTIGATION SKILLS
GEOGRAPHY	LOCATING AND POSITIONING MAJOR CITIES, COUNTRIES AND ENVIRONMENTAL REGIONS OF THE WORLD, FOCUSING ON SOUTH AMERICA. HUMAN AND PHYSICAL GEOGRAPHY OF A REGION IN SOUTH AMERICA: AMAZON RAINFOREST MAP SKILLS & FIELDWORK	LOCATING AND POSITIONING REGIONS OF THE WORLD: TIME ZONES / DAY & NIGHT	HUMAN AND PHYSICAL GEOGRAPHY MAP SKILLS & FIELDWORK			
HISTORY		ANCIENT BAGHDAD (EARLY ISLAMIC CIVILISATIONS) NON EUROPEAN SOCIETY THAT CONTRASTS WITH BRITISH HISTORY: ANCIENT BAGHDAD	VIKINGS AND ANGLO SAXONS BRITAIN'S SETTLEMENT BY ANGLO SAXONS AND SCOTTS THE VIKING AND ANGLO SAXON STRUGGLE FOR THE KINGDOM OF ENGLAND TO THE TIME OF EDWARD THE CONFESSOR.			A STUDY OF AN ASPECT OR THEME IN BRITISH HISTORY THAT EXTENDS PUPILS' CHRONOLOGICAL KNOWLEDGE PAST 1066: CRIME AND PUNISHMENT RICH VS POOR IN SHAKESPEAREAN ENGLAND
COMPUTING	E-SAFETY, LGFL.NET – CYBERPASS – GAP ANALYSIS QUIZ	DIGITAL LITERACY / E-SAFETY	BLOGGING	CODING	ICT – POSTERS / ADVERTISING	ICT - DICTATION / AUDIO BOOKS
ART	DRAWING	SCULPTURE	ICT PHOTOGRAPHY	PRINTING	COLLAGE	PAINTING
D&T	MOVEMENT			CONSTRUCTION	FOOD	

YEAR 6	RING OF FIRE	SHEDDING SOME LIGHT	YOUR LOCAL AREA NEEDS YOU!	AT THE HEART OF IT ALL	MAKING MEMORIES	ALL THE WORLD'S A STAGE
MATHEMATICS MASTERY	INTEGERS AND DECIMALS MULTIPLICATION AND DIVISION	CALCULATION PROBLEMS FRACTIONS MISSING ANGLES	COORDINATES AND SHAPE FRACTIONS DECIMALS AND MEASURE	PERCENTAGES AND STATISTICS PROPORTION PROBLEMS	ARITHMETIC REASONING	PROBLEM SOLVING TRANSITION
ENGLISH	I SURVIVED- LAUREN TARSHIS WRITING TO ENTERTAIN (SETTING DESCRIPTION) WRITING TO INFORM (INFORMATION TEXT)	CLOCKWORK- PHILIP PULLMAN WRITING TO ENTERTAIN (NARRATIVE) WRITING TO INFORM (NEWSPAPER REPORT)	WAR HORSE- MICHAEL MORPURGO WRITING TO ENTERTAIN (ALTERNATIVE SCENE) WRITING TO DISCUSS (ARGUMENT)	JUNGLE BOOK- RUDYARD KIPLING WRITING TO ENTERTAIN (PLAY SCRIPT) WRITING TO PERSUADE (LETTER)	GO BIG! - MATTHEW BURTON WRITING TO ENTERTAIN (DIARY ENTRY) WRITING TO PERSUADE (ADVERTISING MATERIAL)	OLD POSSUM'S BOOK OF PRACTICAL CATS- T.S ELIOT WRITING TO ENTERTAIN (ORIGINAL POETRY) WRITING TO DISCUSS (REVIEW)
HISTORY		A STUDY OF BRITISH HISTORY BEYOND 1066: QUEEN ELIZABETH	A LOCAL HISTORY STUDY: WW1 (JOHN ARCHER)			
SCIENCE	EVOLUTION AND INHERITANCE: FOSSILS	LIGHT	ELECTRICITY	ANIMALS INCLUDING HUMANS (CIRCULATORY & DIGESTIVE SYSTEMS)	LIVING THINGS AND HABITATS	SCIENCE: 'CONSOLIDATION INVESTIGATIONS' ALL TOPICS COVERED
GEOGRAPHY	LOCATING AND POSITIONING MAJOR CITIES, COUNTRIES AND ENVIRONMENTAL REGIONS OF THE WORLD, FOCUSING ON NORTH AMERICA. HUMAN AND PHYSICAL GEOGRAPHY OF A REGION IN NORTH AMERICA: YELLOWSTONE NATIONAL PARK		HUMAN AND PHYSICAL GEOGRAPHY OF A REGION MAP SKILLS & FIELDWORK			
COMPUTING	E-SAFETY, LGFL.NET – CYBERPASS – GAP ANALYSIS QUIZ	DIGITAL LITERACY / E-SAFETY	BLOGGING	CODING	ICT – POSTERS / ADVERTISING	ICT - DICTATION / AUDIO BOOKS
ART D&T	PAINTING CONSTRUCTION	ICT PHOTOGRAPHY MOVEMENT	DRAWING	PRINTING	SCULPTURE FOOD	COLLAGE



Curriculum Overview

Everyone at Oak Hill Academy welcomes you and your child to Year 3! We are looking forward to a fun-filled and productive year. Our main topic this half term is '**Location, Location, Location.**' underpinned by our Aspirations focus: **Belonging**. This will include: English, Maths, Geography, Computing, Wellness and Art. In addition to this, during Specialism Days, children will have lessons in: Spanish, Music, PE and RE.

English

During our first half term, Year 3 will be beginning the year by reading:

'Katie goes to London' by James Mayhew

We will also be reading a range of non-fiction texts about the UK to inspire us when creating our own information texts.

Children will also undertake a variety of punctuation and grammar activities to consolidate their writing skills.

In spelling we will focus on homophones, prefixes and suffixes.

Maths

During Maths this half term, Year 3 will be focusing on:

Number sense and exploring calculation strategies

Solving number and practical problems, including estimation and checking

Adding and subtracting money to give change in pounds and pence

Place Value

Identifying, representing and estimating numbers in different contexts

Recognising and using place value of 3-digit numbers in calculations

Graphs

Interpreting and presenting data using charts and tables

Solving one and two-step problems using presented information

'No limits' curriculum

Our half term topic focus is: '**Location, Location, Location!**'

This half term, we will be learning all about The United Kingdom. Within this topic, the children will be using their enquiry skills to research different human and physical features of The UK. They will also develop their map reading skills to locate many different parts of the UK on an atlas. Acting as Tour Guides, the children's end product will be an exciting Tourism Booklet. In Science, the children will be learning about the rocks and soils that are found in the different regions of the UK. As artists, the children will be creating a line drawing of a London Landmark which they will add to their Tour Guide booklet.

Other News

PE: Please can you make sure that your child wears their PE kit in school **every** Specialism Day and every Wednesday which includes track suit bottoms and jumper as one P.E lesson takes place outside.

Wellness

In **Wellness** this term, the children will discuss what makes a good friend and how to be one. Through the lessons, they will discover how to be supportive with each other and celebrate being unique.

Home learning is an important continuation of the educational opportunities offered to children by the school. We will be uploading homework to Google Classroom every Friday and the children will need to hand in or upload their homework every Wednesday.

SATS Results

Year 6 cohort 2018 to 2019

Year 6 Attainment Data (2018-19)	SATS RESULT July 2019		National Data 2019		Scale Scores	National Scale Scores
	EXP	GD	EXP	GD	EXP	EXP
Reading	78%	36%	73%	27%	106	104
Writing	86%	30%	78%	20%		
GPS	84%	56%	78%	36%	110	106
Maths	92%	47%	79%	27%	109	105
Science	85%		83%			
Combined	76.3%	16.1%	65%	10%		

* Oak Hill Academy's Attainment was above National in all subjects for Expected and the Higher Standard (Greater Depth) and also for Combined.

* SATS tests did not take place nationally in May 2020 due to the Coronavirus pandemic. Therefore, the July 2019 grades are the last national data set we have.



ACORNS TO OAKS ACTIVITY CLUBS



Acorns to Oaks (A2O) & A2O Holiday Clubs / INSET day Services

We are very pleased to be able to offer all Feltham Hill Infant and Oak Hill Academy parents a wraparound extended day childcare provision.

Acorns to Oaks Club started in September 2018 and has been both very popular and a huge success.

Acorns to Oaks is open every Monday to Friday during term time.

We offer a **Breakfast Club** from 7:15am until 9am each morning for £5 per session and an **After School Club** from 3:15pm until 6pm for £9 per session. At 5pm your child will be given a hot meal, we offer vegetarian or meat options. The latest collection is 6:00pm. Children who attend the infant school are walked over to their school in the mornings and are collected from their school at 3:20pm.

We ask that you register as a member then pay for your chosen session(s) using the online School Gateway 24 hours in advance.

It is our aim to offer parents a flexible childcare service that works around your own commitments. Parents are required to **book and pay online in advance**, we offer a "Pay as you go" service. There are no additional costs or hidden fees. If you need childcare one day but not another that is fine by us. For safeguarding and safety reasons, we are not able to accept children who have not booked on 24 hours in advance. Parents of Feltham Hill Infant children (aged 4 years +) are very welcome to use our services right now, you do not have to wait to join Oak Hill in Year 3 to attend! Please spread the word to families you know.

Holiday Clubs & INSET day Childcare Provision

We offer Holiday Club every October half term, February half term, at Easter and for 4 weeks in the Summer holidays. Our resident Premier Sports Coaches run the holiday day clubs offering children a mixture of sports, activities and fun games between 8am and 5pm on weekdays in holidays. Senior Leaders at Oak Hill oversee the clubs and are on hand for any Safeguarding or welfare needs should they arise.

INSET Days: We offer childcare provision for INSET days when Oak Hill Academy is closed.

Contact Us

If you have any further questions on any of the Acorns to Oaks provision above please contact our administrator:

Mr Nathan Smith - **A2O mobile number 07444 548303** or email him at nsmith@oakhill-aspirations.org



Clubs at O'HALL



In accordance with current Government guidelines at the time of producing this booklet (Autumn2020), we have been able to start providing a selection of After School Clubs. These are being run with Covid19 Health and Safety measures in place.

When we are permitted to reinstate our full Clubs Programme, the children can sign up to partake in some very varied and exciting activities such as:

- ★ Gymnastics
- ★ Choir/Drama
- ★ Drawing
- ★ Football
- ★ Fizz Pop Science