



School Prospectus

2026 - 2027

Welcome to Our School

Welcome to Wheatlands Primary School. We hope to work in partnership with you and your child to ensure that he/she is happy, successful and has high expectations of themselves. We aim to provide an education of the highest standard for all children.

In order to achieve this we will:

- Provide excellent teaching
- Produce motivated learners
- Effectively use ICT to enhance learning
- Maintain high standards of behaviour and respect for others
- Encourage regular attendance at school
- Promote healthy lifestyles
- Provide extended provision for children beyond the normal school day

We regularly consult parents and children to evaluate what we are doing and to inform our planning for school improvement. The voice of the children is represented by the School Council and the Eco Team, whilst parents may also become Governors.

Wheatlands is a Community Primary School for children aged 3 to 11 years on the southern outskirts of the seaside town of Redcar. It was built in 1993 and provides modern facilities. More information about our school can be found on our website at www.wheatlandsprimary.co.uk

In April 2018 we converted to be an Academy and joined 9 other local schools to form Galileo Multi-Academy Trust.

School Aims

At Wheatlands we aim to:

- To create a happy and supportive community that promotes children's attainment and progress.
- To value each individual child, member of staff, governor and parent/carer.
- To give a high priority to creating a close and supportive liaison between home, school and the wider community.
- To ensure that children are able to work to the best of their ability continually maximising their potential.
- To ensure that learning is a rewarding, enjoyable experience; in which children are proud of their accomplishments.
- To foster in children the very highest standard of achievement and behaviour through the school's high expectations.
- To provide a relevant, broad and balanced curriculum that allows for attainment in both academic and creative areas appealing to all learning styles.
- To promote the principles of fairness and justice for all encouraging the children to develop as responsible members of their local community.
- To ensure that all children have equal access to the full range of educational opportunities.
- To embrace diversity and learn about life in different cultures.
- To promote a sustainable healthy lifestyle.

Should you wish to discuss any detail of this prospectus, then we would be happy to hear from you either by phone or e-mail. Visitors to the school are also very much welcomed.

Mrs S Pyle
Head Teacher



The Wheatlands Promise

We will:

Be kind, share things and look after people

Try to be good all of the time

Work hard and do our best

Make friends and not say things that hurt anyone

Listen carefully to everyone and not shout or interrupt

Be polite, well-mannered and helpful

Walk sensibly around the school and not run or push

Not lose control of our tempers

Not hit, kick or hurt anyone in any way

The Wheatlands Promise was drawn up by the children and staff and best summarises the ethos of the school.

Staff at Wheatlands

Teaching Staff

Mrs S Pyle	Head Teacher, Designated Safeguarding Lead
Mrs S Wilkinson-Black	Deputy Head Teacher and Phase Leader for Year 1 - Year 3
Miss A Gribbon	Nursery Teacher
Mrs J Simpson	SENDCo
Mrs C McGregor	Early Years Leader
Mrs C O'Malley	
Miss C Earle	
Mrs V Gilbey-Jackson	
Mrs A Carling	
Mrs K Friston	
Mrs V Hall	
Mrs L Dinsdale	
Mrs L Edson	Phonics Leader
Miss N Vickers	Y4 - Y6 Phase Leader & Maths Leader
Miss S Booth	
Mrs J Dunne	Reading Leader
Mrs S Percival	
Mrs K McCusker	
Miss N Wilkinson	
Mr J Arnott	

Support Staff

Mrs S Griffiths
Mrs N Wales
Mrs L Ball
Mrs E Dick
Mrs S Robson
Mrs L Endrodi
Mrs L Tate
Mrs E Wimble
Miss L Hart
Mrs L Barton
Miss L Cuthbert

School Office

Mrs G Harwood
Mrs N Blackburn

School Caretaker

Mr Martin Clarke

Governors at Wheatlands

Parent Governors

1. Miss Emma Mullen
2. Mr Philip Taylor
3. Mr David Wimble (Chair)

Staff Governors

1. Mrs Samantha Pyle

Co-opted Governors

1. Mrs Clare Tennyson
2. Mr Kris Kerr-Morgan
3. Mrs Anne Alderton
- 4.
- 5.

The School Day

We encourage our parents and children to walk to school. This is a healthy option and cuts down on the amount of traffic congestion outside our school. If a car is used can we ask that you park with consideration for other road users and residents. We suggest that you park in Sainsbury's car park.

Nursery	08.30 – 11.30am	12.15 – 3.15pm
Reception – Year 6	08.45am – 3.15pm	

Lunch Time

Rec & Y1: 11.45 – 12.45

Y2 – Y6: 12.00 - 1.00

For safety reasons parents are requested to ensure that children do not arrive before 08.35 am.

Breaktime Refreshments

Wheatlands promotes healthy eating. Sweets are not allowed at break but children can bring fruit or raw vegetables as a snack. Children in Foundation Stage and Key Stage 1 are provided with fruit as part of the Government's fruit scheme.

Lunchtime Arrangements

Lunches are served in the school hall. Children in Reception, Year One and Year Two are entitled to a universal free school meal. There is always a choice of food, including salad provided for those children who have school dinners and provision can be made for children with diagnosed dietary requirements. Menus for the half term can be accessed on the school website and are displayed in the school hall.

A free school meal is provided for those children whose parents or carers are on a low income. Forms are available from the school office. Every enquiry will be dealt with in strictest confidence.

Packed lunches may be brought in suitable named containers. Drinks must not be in glass bottles or cans. If you do send a packed lunch we would ask you to think carefully about what goes into it. Please let us know a week in advance if you plan to change your lunch time arrangements.

Admissions

We are an inclusive school that welcomes children from all backgrounds and abilities.

The school has adopted the Trust's policy for admissions. If required, further information regarding admissions can be obtained from the school. A priority for admission is residence within the Admission Zone as defined by the LA. For the purpose of determining whether a child lives within the zone, only the address at which the parent or carer ordinarily resides and with whom the child normally lives is taken into account.

Nursery Admission

Our school has a spacious and well-resourced nursery. It is staffed by one nursery teacher and two teaching assistants depending on numbers. There are places for 78 children, 39 each morning and afternoon.

Children are admitted after their third birthday as soon as there is a place available in accordance with strict criteria.

A nursery booklet is available to provide more information regarding organisation in the nursery.

Transition to Reception

In line with Redcar and Cleveland's admission's policy all children will commence full time school in the September of the academic year in which they are five. Parents must apply for a place in school for their child in the spring term before they start in Reception. Parents/carers will receive an application form through the post. Staff will be able to assist with the completion of these forms if required.

To help towards the smooth transition into full time school there is a planned programme of visits from the nursery, including time in the classroom, on the playground and an opportunity to try a school lunch in the dining hall. Parents and carers are invited into the school to meet the Reception staff, see the teaching areas and ask questions.

Equal Opportunities

We see the promotion of equal opportunity for all as the right of every member of the school community. The staff makes every effort to ensure that all children have equal access to the full range of educational opportunities provided by the school. They challenge stereotyping and discrimination by virtue of gender, race or disability.

Meetings with Parents and Carers

Normally consultations with parents are organised on a termly basis when parents are invited to discuss progress and targets towards improvement. Parents also receive an annual written report towards the end of the summer term. There are also more informal opportunities for parents to come in with their child to look at work on the walls, in books and around the rest of the school.

Each year group organises parental engagement sessions when parents work alongside their child. From time to time staff also organise short informal talks on the curriculum for parents.

We know that positive and supportive relationships with parents is of benefit to the academic and social development of the child, therefore class teachers and the head teacher are available if there is a particular concern. It is advisable to contact school to arrange a mutually convenient time.

The Friends of Wheatlands

The school community values the tireless work of the Friends. We also recognise the enormous benefits the work of the Friends brings to enrich the school curriculum. Fundraising and social events are always well attended. The Friends arrange discos, Fairs at various times of the year, sponsored walks and the purchase of large equipment such as interactive whiteboards and play equipment.

Membership is open to anyone interested in the school and meetings are held on a regular basis. In addition to the officials of the group, a list of willing helpers is maintained whose services are called upon to help at the various functions.

Complaints Procedure

The Head and staff work very hard to build positive relationships with parents and carers. However the school is obliged to have procedures in place in case there are complaints by parents. If any parent has any concerns regarding school, we encourage that person to talk to the class teacher immediately. Most matters of concern are dealt with in this way. Where a person feels the situation has not been resolved they should make an appointment to see the Head. The school has a complaints policy which is available from the office and on the website.

Our Behaviour Policy

It is a primary aim of our school that every member of the school community feels valued and respected. We hope that Wheatlands is viewed as a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live together in a supportive way. It aims to provide an environment where everyone feels happy, safe and secure.

We expect a high standard of behaviour from all our children. Behaviour, which does not meet our expectations, is dealt with through a series of agreed sanctions. Parents of children who persistently misbehave will be informed so that all parties can work together to improve the situation.

School Uniform

We encourage all children to wear school uniform based on the notion that school uniform:

- Promotes a sense of pride in the school
- Engenders a sense of community and belonging towards the school

- Is practical and smart and comfortable
- Prevents the children from coming to school in fashion clothes that could be distracting in class
- Is considered good value for money by most parents

Whilst the wearing of uniform is not compulsory, all of our children adhere to our request. We do not allow children to wear jewellery in our school.

We encourage children to wear sensible shoes to school and therefore discourage the wearing of platform shoes or high heels. We also prefer children not to wear trainers to school unless it is for PE. We require all children to wear shoes as stated on the uniform list.

PE Kit

Children should wear a white T-shirt (not the same T-shirt as they wear for school) and black shorts for indoor PE and may bring a tracksuit for outdoor activities. PE shoes should be worn for indoor PE and trainers for outdoor. PE kits should remain in school for the half term. Jewellery may not be worn for PE.

Healthcare

We would be grateful if you could inform school of any information regarding medical conditions of your children. If your child has regular medication such as inhalers or epi-pens we have specific forms to be completed, regarding frequency of use and special circumstances when this needs to be administered. If your child becomes ill during the day and is deemed too ill to remain at school you will be contacted. We maintain a list of contact numbers in case of illness or emergency and it is vital that these numbers are updated regularly.

In the interest of safety we do not normally administer medicines in school. An exception is made if a child has specific prescribed medicines which must be given at regular intervals. Again there is a form to be completed which is in the school office.

There are regular medical inspections in school and you will be informed when these are taking place. Our school nurse is happy to take referrals and if you have any medical or developmental concerns she will be pleased to help. Ask at the office for a form.

Safeguarding

Our designated safeguarding leads are Mrs S Pyle, Mrs Wilkinson-Black and Mrs J Simpson

Parents and carers should be aware that the school has a duty to take reasonable action to ensure the welfare and safety of all its pupils. In cases where school staff have cause to be concerned that a child may be subject to ill treatment, neglect or other forms of abuse, staff will follow the school's Child Protection Procedures. Details of the safeguarding team can be found displayed around school.

Attendance

Regular attendance at school is vitally important although we understand that from time to time children may need to be absent due to illness. In these circumstances parents should contact school by telephone before 9.15am to inform us of the circumstances of the absence. Holidays in term time will not be authorised and any taken will be referred to the Attendance Welfare Officer.

Reading and Phonics

At Wheatlands Primary School we actively promote reading for pleasure. We seek to provide our children with stimulating reading environments and quality reading material. Children take an active role in choosing books and leading the way in developing reading skills.

There has been a huge shift in the past few years in how we teach reading in UK schools. This is having a big impact and helping many children learn to read and spell. Phonics is recommended as the first strategy that children should be taught in helping them learn to read. It runs alongside other teaching methods such as Guided Reading and Shared Reading to help children develop all the other vital reading skills and hopefully fosters a real love of reading. We follow the Read, Write, Inc programme.

How can I help my child?

As a parent, you are your child's first and most important teacher. When you help your child learn to read, you are opening the door to a world of books and learning. Reading aloud to children is the best way to get them interested in reading. Before long they will grow to love stories and books. Eventually they will want to read on their own.

With the help of parents, children can learn how to read and can practise reading until they can read for their own enjoyment. Then they will have a whole world of information and knowledge at their fingertips!

Reading can be a family activity. Spending time with word games, stories, and books will help your child to:

- gather information and learn about the world
- enrich topics that your child is learning about in school
- learn how stories and books work – that they have beginnings, endings, characters, and themes build a rich vocabulary by reading and talking about new words
- learn how to listen and how to think
- learn the sounds of language and language patterns fall in love with books

It's natural to want to compare your child's reading abilities with those of other children of the same age, but not all children develop reading skills at the same pace. What's important is that you are aware of your child's reading level so that you can choose books and activities that will help him or her improve. Work with your child's teacher and others to improve your child's reading skills.

What tips can I use to help my child learn to read?

Tip 1 – Talk to Your Child

- Oral language is the foundation for reading. Listening and speaking are a child's first introduction to language.
- Talking and singing teach your child the sounds of language, making it easier for him or her to learn how to read.
- Here are some things you can do to help your child build an appreciation for words and language:
- Tell family stories about yourself, your child's grandparents, and other relatives.
- Talk to your child as much as possible about things you are doing and thinking.
- Ask your child lots of questions.
- Encourage your child to tell you what he or she thinks or feels.
- Ask your child to tell you about his or her day – about activities and games played.
- Be patient! Give your child time to find the words he or she wants to use.
- Sing songs, such as the alphabet song, and recite nursery rhymes, encouraging your child to join in.
- Play rhyming and riddle games.

Tip 2 – Make Reading Fun

- Reading aloud can be a lot of fun, not just for parents but for all family members. Here are some ways to get the most out of reading to your young child:
- Read with drama and excitement! Use different voices for different characters in the story. Use your child's name instead of a character's name. Make puppets and use them to act out a story.
- Re-read your child's favourite stories as many times as your child wants to hear them, and choose books and authors that your child enjoys.
- Read stories that have repetitive parts and encourage your child to join in.
- Point to words as you read them. This will help your child make a connection between the words he or she hears you say and the words on the page.

- Read all kinds of material – stories, poems, information books, magazine and newspaper articles, and comics.
- Encourage relatives and friends to give your child books as gifts.
- Take your child to the library and look at interactive CD-ROMs and the Internet, as well as books.
- Subscribe to a magazine for your child. He or she will love receiving mail!

Tip 3 – Read Every Day

Children love routine, and reading is something that you and your child can look forward to every day. By taking the time to read with your child, you show him or her that reading is important and fun to do. Try to read with your child as often as possible. It's the best thing you can do to help him or her learn at school! It also allows you to spend time together in an enjoyable way and to build a strong and healthy relationship.

- Start reading with your child when he or she is very young.
- Set aside a special time each day when you can give your full attention to reading with your child.
- Choose a comfortable spot to read, where you can be close to your child. Make it your "reading place"! Set aside a special shelf in that area for your child's books.
- Choose a variety of books.
- Vary the length of reading time according to your child's age and interests. For young children, several short sessions (of 10 minutes each) may be better than one long session (of 30 minutes). Read slowly so that your child can form a mental picture of what is happening in the story.
- Praise your child for his or her ideas and participation!
- When you and your child are away from home, take along books, magazines, and books-on-tape for your child to read and listen to.
- Keep reading to your child even after he or she has learned to read. By reading stories that will interest your child but that are above his or her reading level, you can stretch your child's understanding and keep alive the magic of shared reading.

Tip 4 – Set an Example

As a parent, you are your child's most important role model. If your child sees you reading, especially for pleasure or information, he or she will understand that reading is a worthwhile activity. You can also share many daily reading activities with your child. Here are some ideas:

- Read recipes, food labels, schedules, maps, instructions, and brochures.
- Read traffic signs and signs in stores and restaurants.
- Look up information in cookbooks, manuals, phone books, atlases, and dictionaries.
- Read greeting cards, letters, and e-mail messages to and from relatives and friends.

Tip 5 – Talk About Books

Talking about the books you read is just as important as reading them. Discussing a story or a book with your child helps them understand it and connect it to his or her own experience of life. It also helps enrich your child's vocabulary with new words and phrases.

Here are some ways to help your child acquire skills in comprehension, reasoning, and critical thinking:

- Ask your child about the kinds of books he or she would like to read.
- Talk to your child about your favourite books from childhood, and offer to read them.
- Encourage your child to ask questions and to comment on the story and pictures in a book – before, during, and after reading it.
- Look at the cover and the title of a book with your child, and ask your child what he or she thinks might happen in the story.
- Encourage your child to think critically about the story. Does he or she agree or disagree with the author? Why?

- Think out loud about the story as you read, and encourage your child to do the same. For example, ask, "Does this make sense? Why or why not?"
- Give your child time to think about the story, and then ask him or her about it again a few days later.

Tip 6 – Listen to your child read

As your child learns to read, listen to him or her read aloud. Reading to you gives your child a chance to practise and to improve his or her reading skills. As you listen to your child, remember that your reactions are important. Above all, listen without interrupting. Be enthusiastic and praise your child as often as you can. If possible, be specific with your praise so that your child knows what he or she is doing well.

- Show your child that you are enjoying the story by indicating interest and by asking questions.
- Practise reading both green and red words regularly to improve fluency and pace.
- Give your child time to figure out tricky words, and show your child how he or she can learn from mistakes.
- Try to have your child read aloud to you at times when there will be no interruptions.
- Make sure that your child reads their given Read Write Inc. book and don't worry if the books appear easier than the ones he or she reads at school. They will have practised all the words they are expected to read.
- Encourage your child to "listen" to his or her own reading. Listening will help him or her hear mistakes and try to fix them.
- Take turns reading with your child, especially if he or she is just beginning to read, or try reading together.
- Talk about a story after your child has read it, to make sure that he or she understands it.

Tip 7 – Show that you value your child's efforts

Remember, your child needs to know that you value his or her efforts. Children learn to read over time, with lots of practice and support from parents and teachers. Here are some ways you can show your child that you have confidence in his or her ability to learn:

- Be aware of your child's reading level, but use that information in a positive way. Choose books and activities that are at the right level and that will help your child improve his or her reading skills.
- Be patient and flexible in your efforts to help your child.
- Show your child that you see him or her as a growing reader, and praise his or her efforts to learn.

Your Child's Teacher

When children see their parents and teachers working together, they feel more secure and confident. Taking an interest in your child's education will help your child do better in school. Your child's teacher can provide advice about helping your child learn to read. Here are some topics you could discuss with the teacher:

- your child's reading level
- the reading goals for your child and how you can support your child in working towards those goals
- books that your child could read easily and books that he or she would find more difficult
- books and authors your child might enjoy
- the level of your child's interest in reading – for example, whether he or she chooses to read for enjoyment
- reading strategies your child could use
- books or guides that could help you help your child

Your child's teacher can suggest a variety of strategies that your child can and should use to learn how to read, and especially to get through difficult passages. For example, your child's teacher may suggest some or all of the following strategies for your child to try if he or she gets stuck on a word:

- Think about what word would make sense in the story or sentence.
- Sound the word out using 'Fred Talk'.
- Think of a word that looks and sounds similar.
- Look for parts of the word that are familiar.
- Think about what word would sound right in the sentence.
- Check the pictures and the punctuation marks for clues.
- Go back and read again.
- Ask for help with the word.

Please do not hesitate to speak to a member of Wheatlands Primary School staff should you have any worries, concerns or questions. We are here to help and support you.

The Curriculum

Wheatlands follows the National Curriculum 14. A great deal of information about the curriculum is available on our website.

Education within the Nursery and Reception classes (The Foundation Stage)

The foundation stage has a curriculum that covers seven areas of learning, with each area then split up further:

Personal, Social and Emotional Development

Self-regulation

Managing Self

Building Relationships

Communication and Language

Listening, Attention and Understanding

Speaking

Physical Development

Gross Motor Skills

Fine Motor Skills

Literacy

Comprehension

Word Reading

Writing

Mathematics

Number

Numerical Patterns

Understanding of the World

Past and Present

People, Culture and Communities

The Natural World

Expressive Arts and Design

Creating with Materials

Being Imaginative and Expressive

Although the seven areas are taught through play in both Nursery and Reception, the main focus in Nursery is the Prime Areas of **Personal, Social and Emotional Development, Communication and Language** and **Physical Development**.

In Reception all 7 areas are taught with equal emphasis on Prime and Specific Areas of learning.

Within KS1 and KS2 the children are taught a wide range of subjects that make up the National Curriculum 2014. The core subjects are English, Mathematics, Science, and Religious Education. The Foundation subjects are Computing, History, Geography, Art, and Design, Design Technology, Physical Education and Music.

Wheatlands School also has a comprehensive curriculum programme for the development of Personal, Social, Emotional and Health Education (including Drug Education) and Citizenship. Part of the curriculum is delivered through topics which include a number of subject areas. All teachers and support staff plan their work carefully and identify those curriculum areas which can be taught through a topic-based approach. There are many occasions when aspects of some subjects are taught separately.

Your child will experience group work, whole class teaching, individual work, collaborative tasks, investigations, explorations, experiments, revision and reinforcement activities. Teachers and classroom support staff are well-supported in developing and using a variety of teaching styles, recognising that children learn in different ways. Staff work in teams to plan, review and evaluate the effectiveness of teaching and learning at Wheatlands School and to monitor pupil progress.

Mathematics

We aim to develop a positive and independent approach to mathematics so that maths is fun. Mathematics involves much more than simply doing sums, although basic skills in arithmetic are essential. Mathematics involves investigative work, problem solving, word problems and many direct practical experiences to develop understanding. Effective use of ICT assists learning for all children. In line with the National Curriculum 2014, the emphasis in learning mathematics (certainly through to year 3) is upon practical work and encouraging children to work through their own strategies and recording their work informally. By regularly explaining their reasoning and listening to the way in which other children have tackled the same problem, each child is able to modify their strategies in the light of their experience. As they move into Year 4 the children are also introduced to more formal methods of recording calculations.

Planning is based upon the learning objectives in the National Curriculum 2014 and each child's progress in achieving the key objectives is regularly assessed and this information is used to inform our planning.

Science

In building upon your child's natural curiosity we are principally concerned with developing an inquiring mind capable of approaching problems or investigations in a scientific way. We aim to develop careful observational and thinking skills which will allow children to explore the world in a scientific way. Children are presented with many experiences that provide opportunities to question, interpret, predict, hypothesise and to draw conclusions. To support these skills we foster attitudes of open-mindedness, perseverance, flexibility and co-operation to enable scientific exploration to occur.

Children in the Foundation Stage learn through structured play eg: using materials such as sand, water, clay, scrap, building with bricks and blocks, food, wood and a variety of construction equipment. Similar practical experiences underpin learning throughout KS1.

KS2 children continue to develop their knowledge, skills and understanding in Science as they experience the science activities and topics as set out in the scheme of work. Science activities are frequently linked to topic work in both KS1 and KS2.

History and Geography

Both of these subjects are planned for within a scheme of work and incorporated into well-structured topic work. In History the emphasis is upon developing a sense of the passing of time and an awareness that the circumstances we experience today have been shaped by our past. We begin at a personal level with your child's direct experiences and gradually introduce wider historical issues as defined in the National Curriculum 2014.

When teaching Geography we begin with your child's experience within the neighbourhood and then plan progression so that they are introduced to:

- A wider knowledge of the world
- The relative position of the countries
- The effects of mankind on the landscape and an investigation into geographical issues.

Environmental Issues

Environmental issues are taught as part of the broader curriculum, including aspects of Citizenship, Geography and History and Science. Wheatlands Primary School has an active eco-team who has developed an Environmental Code of Practice that encourages all the school community to reduce waste, recycle and re-use. Wheatlands is recognised as an Eco-School.

Design and Technology

Design and Technology activities are often presented as problem solving tasks which challenge children and offer them the chance to find solutions in practical ways. Children plan (design) a solution before a practical attempt is made to solve a problem.

Prior to design there is often scope for research and discussion of the problem and identification of possible solutions. Testing, modification and evaluation of the solution is an important part of the learning process. Design and Technology projects include such tasks as designing and making a puppet with moving parts, researching, making and testing (tasting!) a healthy sandwich or designing and making slippers. Young children may end up making a new chair for Baby Bear or a shaker to use in their musical activities.

Physical Education

Children in the Foundation Stage (Nursery and Reception classes) follow a programme of activities, both indoors and outside, to provide experiences to develop motor skills and physical development in line with the Early Years Foundation Stage Curriculum Guidance. On entering KS1, children will follow the PE National Curriculum Programme of Study. All children take part in PE lessons unless there is a medical reason why they should not do so. If your child is to be excused from PE please put the reason in writing or mention it to the class teacher.

Our aim is that every child will experience success and grow to recognise that taking part in sport and physical activity is of great personal value. All children are taught skills applicable to a variety of team games such as football, netball and rounders. Children from Year 4 onwards have the opportunity to take part in swimming lessons. We concentrate on trying to teach as many children as possible to swim rather than developing further skills with capable swimmers.

After school activities are led by both teachers and qualified coaches who offer a variety of games skills and sports.

Wheatlands is part of the Rye Hills Sports Partnership and therefore can offer a wide variety of sporting opportunities, competitions and tournaments to children in both key stages.

Music

All Children are provided with the opportunity to explore and develop their own ideas through music. The teaching of music is based on three elements: Listening, Composing and Performing. Participation and enjoyment play an important part of the musical curriculum. From an early age children participate in a wide variety of musical appreciation from our own and other cultures.

A variety of peripatetic music teachers are in school each week to teach groups of KS2 children. Parental support (eg making sure that children regularly practice the instrument) is also very important.

We invite adult musicians into school to perform as this helps to further each child's understanding and appreciation of different instruments and the beauty of a 'live' performance. There are also regular enrichment activities such as percussion workshops and class music activities led or supported by Tees Valley Music Service.

Art

Art is taught as a distinct subject as well as being linked with other areas of the curriculum eg: topic work or ICT. The units of study are intended to offer progressive experiences of different materials and ways of working. Emphasis is also placed on careful observation both in drawing and painting. This assists in the organisation of thought, ideas and interpretation to enable children to express themselves in a creative way.

Religious Education

Specific aspects of RE are taught from Reception to Year 6, within Education. Your child will learn about different religions so that tolerance and respect for others may develop through an understanding of the similarities and differences between people.

We also seek to give children a rich variety of experiences through which they can develop the necessary attitudes and knowledge to formulate their own beliefs and social values. The development of self-awareness, moral values and positive relationships with others are elements of our work with your child. This also forms part of the Personal, Social and Emotional Curriculum within the Nursery and Reception.

Collective Acts of Worship

It is a statutory requirement that daily assembly is mainly Christian in nature. We provide acts of worship as specified by the Education Reform Act 1988. Regular whole school assemblies, help to promote key themes of trust, faithfulness, responsibility and respect taking into account the age and needs of the children. Celebration assemblies are held weekly.

Members of the clergy from local churches conduct assemblies, we also visit local churches and places of worship as part of the curriculum and to celebrate events such as Christmas or Easter.

Should you wish to withdraw your child from assembly or any aspect of RE, please inform the Head teacher so that suitable arrangements can be made.

PSHCE

Personal, social, health and citizenship education (PSHCE) helps to give children the knowledge, skills and understanding they need to lead confident, healthy and independent lives. It aims to help them understand how they are developing personally and socially, tackling many of the moral, social and cultural issues that are part of growing up.

It is in these sessions, your child will learn about: bullying, citizenship, drug education, healthy eating, physical activity, mental and emotional health, wellbeing, and sex and relationships.

Learning opportunities take place in specific lessons as well as in assemblies, circle time, special school projects and other activities that enrich pupils' experiences.

Modern Foreign Languages

At Wheatlands we teach French. During these lessons which initially focus on oral skills and the reading of French, the children develop a range of vocabulary.

Homework

Homework is anything that a child does outside the normal school day that contributes to their learning in response to guidance from the school. Homework encompasses a whole variety of activities instigated by teachers and parents to support children's learning.

It is essentially used to consolidate and reinforce learning done in school and to allow children to practice skills taught at school. For example, a parent who spends time reading a story to their child before bedtime is helping with homework. From nursery your child will be encouraged to bring home books to share with you.

Homework plays an important role in raising a child's level of attainment. We also acknowledge the importance of play and free time in a child's development so whilst homework is important; it should not prevent children from taking part in the whole range of after school clubs and organisations that play an important part in the lives of so many children.

Extra-Curricular Activities

There are many and varied opportunities for children to participate in activities beyond the classroom to enrich and support their educational experiences.

Example activities include:

Weekend city visits, residential visits to outdoor activity centres, cricket, tag rugby, rounders, football, netball, music, gym, homework and craft.

Sex Education

Sex education is taught as an integral part of health topics or other cross-curricular themes.

Should a question arise within this context, it is expected that this would normally be answered as concisely as is appropriate to the occasion and with due respect to the age of the child and to moral considerations and the value of family life.

During the course of their final year in school the Year 6 children experience a planned programme around growing up.