



PRIMARY CULTURAL PASSPORTS

At Isaac Newton Academy, we believe that cultural activities are a vital part of life and play a very important role in children's social development. The pupils will participate in a range of cultural activities organised by the Academy, to enrich their lives and create great memories. Some cultural activities may also be completed in the children's own time outside the Academy, with family and friends.

There are three Cultural Passports to complete during the children's time at Isaac Newton Primary Academy; one for Reception, Year 1 and Year 2, the next for Years 3 and 4 and finally one for Years 5 and 6.

Within each passport there are a range of cultural activities to complete and they are split into the following four categories:

- Outdoor and nature
- Community
- Creative
- Global

ROLE OF THE PUPILS

Every pupil takes part in planned cultural activities within school. They use writing, drawings or photographs to recount and reflect upon their experience, within the relevant pages of their cultural passport. The pupils present their record of the experience to their class teacher in order to receive a sticker of acknowledgement. The children are given planned lesson time to complete their record of their experience and hand in to their class teacher. The class teacher then acknowledges with the relevant sticker. If the pupil chooses to complete the cultural activity at home, they need to record their reflections at home. The children then presents this to their class teacher, either through a conversation, or the class teacher could ask the child to present to the class or group. The child then receives an acknowledgement note (e.g. Went on a family bear hunt), with the teacher's initials, date and the relevant sticker, on the back page of the Cultural Passport.

ROLE OF THE CLASS TEACHERS

At least half-termly, class teachers plan the agreed cultural experience to take place within school time. They give the children time to reflect upon the experience within the relevant pages where they can write, draw pictures or add photos. Once the experience has been recorded, the class teacher awards each child with the relevant sticker. If a child completes a cultural activity in their own time, the class teacher reviews the child's reflections, which they would have completed at home. If the class teacher wishes, the child could present to a group or whole class. The class teacher is to record the acknowledgement of the activity, on the back page of the passport, where they note the experience, add their initials, date and relevant experience sticker. The class teacher then updates Cultural Passport Tracker spreadsheet to note the completion of the experience along with the date.



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ROLE OF THE YEAR TEAM LEADER

Year Team Leaders map out the different cultural activities to be covered over the academic year. There should be at least one covered each half-term. The Year Team Leader will also oversee the Cultural Passport Tracker spreadsheet, to ensure that updates are made by class teachers accordingly. This spreadsheet is kept on the shared area, as class teachers and Year Team Leaders from different Year Groups will need to access the same spreadsheet as the passports span over multiple Year Groups.

ROLE OF THE PARENT

Parents are aware of the cultural experiences that are in the Cultural Passport for their child's phase, which will have been communicated through parent workshops, and items published in the newsletter. Parents encourage their child to carry out cultural experiences at home linked to the passport. If a cultural experience listed in the passport is carried out in the child's own time, out of school, parents support their child in recording their experience in words, diagrams, drawings, labels and/or photo graphs, and rehearse how they will present their evidence to their class teacher/class. Parents are informed of the presentation and recording system of activities carried out at home, and of those activities that are carried out in school. Parents are also be informed that there are planned opportunities for the children to have their listed cultural experiences during school time, therefore discouraging for every experience to be covered and recorded outside of school time.

See below the activities that will be covered in each academic year.

Term	Year Reception	Year 1	Year 2
Autumn 1	<ul style="list-style-type: none"> Go on a bear hunt Eat an exotic fruit or vegetable 	<ul style="list-style-type: none"> Grow and care for a plant from a seed Create some wild art 	<ul style="list-style-type: none"> Promote healthy eating
Autumn 2	<ul style="list-style-type: none"> Take part in a traditional celebration 	<ul style="list-style-type: none"> Go for a boat ride 	<ul style="list-style-type: none"> Visit a pantomime
Spring 1	<ul style="list-style-type: none"> Make a mud pie 	<ul style="list-style-type: none"> Design and make a game or toy 	<ul style="list-style-type: none"> Donate to a charity
Spring 2	<ul style="list-style-type: none"> Grow and release a butterfly 	<ul style="list-style-type: none"> Meet and put questions to an author 	<ul style="list-style-type: none"> Learn to play a musical instrument Take part in a charity event
Summer 1	<ul style="list-style-type: none"> Have a picnic 	<ul style="list-style-type: none"> Create a minibeast house 	<ul style="list-style-type: none"> Visit a library
Summer 2	<ul style="list-style-type: none"> Visit a farm 	<ul style="list-style-type: none"> Visit a museum 	<ul style="list-style-type: none"> Build a sandcastle Collect shells on a beach
When appropriate over the year		<ul style="list-style-type: none"> Perform in a class assembly 	



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Term	Year 3	Year 4
Autumn 1	<ul style="list-style-type: none"> Hunt for fossils and bones Hold a scary beast 	<ul style="list-style-type: none"> Create big art
Autumn 2	<ul style="list-style-type: none"> Help to prepare for a traditional family celebration 	<ul style="list-style-type: none"> Go pond dipping Communicate in a language other than English
Spring 1	<ul style="list-style-type: none"> Play a song on a musical instrument 	<ul style="list-style-type: none"> Build a float a model boat
Spring 2	<ul style="list-style-type: none"> Invent something Have a pen pal in a different country 	<ul style="list-style-type: none"> Fly a kite Identify flags in different countries
Summer 1	<ul style="list-style-type: none"> Volunteer Build a den 	<ul style="list-style-type: none"> Climb a tree Visit an art gallery
Summer 2	<ul style="list-style-type: none"> Read a classic novel Join a library Learn to ride a bike 	<ul style="list-style-type: none"> Make a meal for someone Promote healthy living Cook food you have grown yourself
When appropriate over the year	<ul style="list-style-type: none"> Learn to swim 	<ul style="list-style-type: none"> Perform in an event across the academy

Term	Year 5	Year 6
Autumn 1	<ul style="list-style-type: none"> Publish you own work 	<ul style="list-style-type: none"> Go to a ballet or an opera
Autumn 2	<ul style="list-style-type: none"> Design and write a computer programme 	<ul style="list-style-type: none"> Bake a cake
Spring 1	<ul style="list-style-type: none"> Read a classic novel 	<ul style="list-style-type: none"> Learn and perform a circus skill
Spring 2	<ul style="list-style-type: none"> Feed and care for an animal 	<ul style="list-style-type: none"> Create 3D art and have it displayed
Summer 1	<ul style="list-style-type: none"> Catch a fish in a net Build a raft Find your way with a map and a compass Cook a hot meal for a group of people 	<ul style="list-style-type: none"> Visit an unusual geographical feature
Summer 2	<ul style="list-style-type: none"> Organise a charity event 	<ul style="list-style-type: none"> Go rock-pooling



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	<ul style="list-style-type: none">• Promote a safe and healthy life-style	<ul style="list-style-type: none">• Climb a huge hill• Find a geocache
When appropriate over the year	<ul style="list-style-type: none">• Represent a sporting team• Perform on stage outside of school	<ul style="list-style-type: none">• Travel abroad• Request food in a shop abroad

Reviewed July 2020