

## Wallisdean Infant School

### OUR CURRICULUM 2020/21

We follow the DfE national requirements and new programmes of study for all the core and foundation subjects through a unique, personalised and creative curriculum incorporating what the children should be expected to know and be able to do at the age of 7.

#### **CORE SUBJECTS**

English  
Mathematics  
Science  
Computing  
Religious Education

#### **FOUNDATION SUBJECTS**

Art, Design & Technology,  
Geography, History,  
Music, Physical Education

Each year group personalises their curriculum depending on the needs and interests of each new cohort so our topics are continually evolving.

#### Recovery Curriculum 20/21

In our Recovery Curriculum, we are aiming to identify gaps from the previous year's learning, whilst at the same time ensuring the current year group expectations are provided. We will do this through:

- ensuring that children's mental health, wellbeing and social/emotional needs are identified and met
- flexible and adaptive assessment and teaching
- Continuing Professional Development (CPD) training for all staff to prepare for and deliver the Recovery Curriculum
- our provision for blended learning, where children receive appropriate work during any periods of self-isolation or local lockdown

Year R

<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Transport</b>	<b>Traditional Tales</b>	<b>Pirates</b>	<b>Superheroes</b>	<b>Animals</b>	<b>Seaside Carnival</b>
Communication and Language Physical Development Personal Social and Emotional Development Media and Materials Music: Timbre	Communication and Language Personal Social and Emotional Being Imaginative Music: Duration	Personal Social and Emotional The World Media and Materials Being Imaginative Music: Dynamics	Health and Self-Care Peoples and Communities Being Imaginative Music: Structure, Pitch and Tempo, Duration.	The World Technology Media and Materials Music: Texture, Dynamics, Tempo and Duration	Peoples and Communities Moving and Handling The World Media and Materials Being Imaginative Music: Structure, Timbre and Texture.

<u>Year 1</u>				
Autumn 1	Autumn 2	Spring 1	Spring 2/Summer 1	Summer 1/Summer 2
<b>Dinosaurs</b>	<b>Toys</b>	<b>Houses and Homes</b>	<b>The Navy</b>	<b>Animals and Habitats</b>
<p><b>History:</b> Timelines</p> <p><b>DT:</b> Design and Make Dinosaur Models/Joining materials</p> <p><b>Science:</b> Seasonal changes, Everyday Materials</p> <p><b>Art:</b> Colour mixing/Painting</p> <p><b>Music:</b> Duration and Pitch</p> <p><b>RE:</b> Concept Sharing (Christianity, Harvest)</p> <p><b>PE:</b> Football</p> <p><b>Gym:</b> Shapes and Travelling</p> <p><b>Computing:</b> Creating content, 2 Publish and 2 Paint</p>	<p><b>History:</b> Past and Present</p> <p><b>Science:</b> Plants and animals including Humans (Senses), Everyday Materials</p> <p><b>Art:</b> Artist Coco Fronsac, Observational drawings</p> <p><b>Music:</b> Dynamics, Tempo and Pitch and performance songs</p> <p><b>RE:</b> Concept: Journeys (Nativity and Baboushka)</p> <p><b>PE:</b> Tag Rugby</p> <p><b>Dance:</b> Toy Dance</p> <p><b>Computing:</b> Programming and Debugging</p>	<p><b>Geography:</b> Local environment, Physical and Human features. Place Knowledge, Map work</p> <p><b>DT:</b> Wheels/Axles</p> <p><b>Science:</b> Everyday Materials</p> <p><b>Music:</b> Timbre</p> <p><b>RE:</b> Concept: Remembering (Hinduism and Holi)</p> <p><b>PE:</b> Basketball and Netball</p> <p><b>Gym:</b> Creating Sequences</p> <p><b>Computing:</b> Creating, Activ inspire, 2publish</p>	<p><b>History:</b> Past/Present, Similarities/Differences</p> <p><b>Science:</b> Everyday Materials, Science Day focus</p> <p><b>DT:</b> Design and make a product (Money Matters)</p> <p><b>Art:</b> Colour mixing, Observational drawings.</p> <p><b>Music:</b> Texture and Timbre</p> <p><b>RE:</b> Concept: Sadness to Happiness (Easter)</p> <p><b>PE:</b> Hockey</p> <p><b>Gym:</b> Travelling and creating sequences.</p> <p><b>Computing:</b> Creating, Activ inspire, 2create</p>	<p><b>Geography:</b> Physical and Human features. Place Knowledge</p> <p><b>DT:</b> Design and build structures with Modroc</p> <p><b>Science:</b> Plants and animals including Humans</p> <p><b>Art:</b> T-shirt printing, Cut and join different fabrics.</p> <p><b>Music:</b> Duration and Carnival performance</p> <p><b>RE:</b> Concept: Power (Hinduism, Ganesha). Concept: God (Christianity and Hinduism)</p> <p><b>PE:</b> Athletics and Multisports</p> <p><b>Dance:</b> Maypole and Animal Dance</p> <p><b>Computing:</b> Data Handling, 2graph, 2 calculate Internet Research</p>
<p><b>Computing:</b> E- Safety threaded throughout year</p> <p><b>Science:</b> Experiments, Collecting Data and Fair Testing threaded throughout year</p>				

Year 2

Autumn Term	Spring Term	Summer Term
<b>Africa, Antarctic and Arctic</b>	<b>Portsmouth, Fareham and Titchfield</b>	<b>The 1960's</b>
<p><b>History:</b> Significant Individuals (Explorers) and Events</p> <p><b>Geography:</b> Location Knowledge (continents and oceans), Weather patterns and Physical/ Human features.</p> <p><b>Science:</b> Animals including Humans, Plants, Living Things and Habitats, Food Chains, Materials Experiments, Collecting Data and Fair Testing</p> <p><b>Art:</b> Sketching and Observational drawing</p> <p><b>Music:</b> Duration and Pitch (structure) and Nativity Performance</p> <p><b>RE:</b> Concept: Special (Harvest and Last Supper) Concept: Candlelight (Divali and Advent)</p> <p><b>PE:</b> Football and Tag Rugby</p> <p><b>Gym:</b> Climbing, Movement, Travelling and Jumping</p> <p><b>Computing:</b> Creating content, FreeMind, Word, PowerPoint and Internet research</p>	<p><b>Geography:</b> Local environment, Physical and Human features. Place Knowledge, Map work</p> <p><b>DT:</b> Design and perform practical task (tower building) , Design and make a product (Money Matters)</p> <p><b>Science:</b> Materials, Science Day focus, Experiments, Collecting Data and Fair Testing</p> <p><b>Art:</b> Local Artists, Sketching, Observational drawing, Mixing colours and Texture</p> <p><b>Music:</b> Duration (structure), Dynamics and Texture,</p> <p><b>RE:</b> Concept: Authority (The life of Jesus) Concept: Welcoming (Palm Sunday)</p> <p><b>PE:</b> Basketball, Netball and Hockey</p> <p><b>Gym:</b> Climbing, Movement, Travelling and Jumping</p> <p><b>Dance:</b> Sequences (comparing, evaluating and improving)</p> <p><b>Computing:</b> Algorithms, Programming and Debugging</p>	<p><b>History:</b> Significant Individuals and Events.</p> <p><b>Art:</b> Artists (differences and similarities), Materials and Techniques and Sculpture.</p> <p><b>DT:</b> Design and build structures with Modroc and fabrics</p> <p><b>Science:</b> Experiments, Collecting Data and Fair Testing</p> <p><b>Music:</b> Timbre, Tempo, Texture and Carnival Performance</p> <p><b>RE:</b> Concept: Rituals (River Ganges and Baptism) Concept: Ideas about God (Christianity and Hinduism)</p> <p><b>PE:</b> Hockey, Athletics and Multisports</p> <p><b>Dance:</b> Sequences (comparing, evaluating and improving)</p> <p><b>Computing:</b> Internet research, Creating content, Algorithms, Programming and Debugging</p>
<p><b>Computing:</b> E- Safety threaded throughout year</p>		

## **BRITISH VALUES**

The DfE have reinforced the need "to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs."

At Wallisdean Infant School these link very closely to the culture and ethos of our school and to the values we promote through the wider curriculum.

Remembrance Day is commemorated annually. Significant National events such as the Queen's 90<sup>th</sup> birthday, birth of Prince Louis and the 2018 Royal wedding were all celebrated in school. Within our curriculum children learn about the lives of some significant people and events in British history.

## **RULE OF LAW**

**Our 3 school rules - Think First, Be Kind, Be Polite -** are consistently reinforced in all parts of the school, in lessons as well as when dealing with behaviour and through school assemblies. Children are taught the reasons behind our three school rules, and the consequences for the safety and wellbeing of themselves and for others if rules are not kept.

## **INDIVIDUAL LIBERTY**

There are many opportunities within the school day for children to make choices and exercise their personal freedom. Boundaries are set clearly and reinforced consistently to ensure the school is a safe environment. Children are supported and encouraged to manage their own behaviour and make sensible choices using our Six Strands behaviour policy and Power Words. Through assemblies and PSHE (Personal, Social and Health Education) children learn about their personal freedoms and take part in discussions about how to exercise these safely, for example through e-safety, road safety. Children have opportunities to make choices in their learning, choose from a range of after school clubs and choose weekly Golden Time activities.

## **MUTUAL RESPECT**

Children enjoy lessons and are active learners who display good behaviour because they understand the right of all children to learn and thrive in an atmosphere of mutual respect. The school promotes respect for others and this is reiterated through our Behaviour Policy, the achievement of Level 1 Rights Respecting School award and our school rules.

Children take part in Circle Time and Philosophy for Children discussions when they are expected to treat the opinions and views of others with respect, even if they differ from their own. All adults in school model mutual respect in their conversations and actions towards the children and towards one another.

## **TOLERANCE OF THOSE OF DIFFERENT FAITHS AND BELIEFS**

From their first day in school children are supported to develop the language to express their views, emotions and feelings so that children are able to negotiate with their peers and resolve any disagreements respectfully. We actively seek opportunities through our school curriculum to enhance pupils' understanding of their place in a culturally diverse society through a multicultural curriculum. Assemblies and discussions involving prejudice and bullying are being followed and link with learning in RE and PSHE. We introduce children in all classes to P4C (Philosophy4Children), where they are encouraged to take part in discussions, justify and sometimes change their opinions, give reasons for their viewpoint and listen to those of others.

## **DEMOCRACY**

Democracy is embedded in the school life. Pupils are listened to by adults and are taught to listen to each other, respecting the right of every individual to have their opinions and voices heard. Children are encouraged to air their opinions and ideas. This is through a variety of ways including class assemblies, P4C lessons and Pupil Questionnaires. Our School Council shares the opinions and ideas from individual classes and is elected solely on pupil votes and so demonstrates democracy in action.

## SMSC

SMSC stands for **spiritual, moral, social and cultural** development. All schools in England must show how well their pupils develop in SMSC.

**Spiritual Development** relates to the beliefs, feelings and emotions through which pupils acquire worthwhile insights into their own lives and all areas of the curriculum may contribute to the pupils' spiritual development. This may involve asking reflective questions and thoughts - eg What if.... why/how did the sunflower grow from such a tiny seed...

**Social development** relates to the skills and personal qualities necessary for individuals to live and function effectively in society such as being able to make friends and understanding the qualities of being a good friend.

**Moral development** refers to the pupils' knowledge, understanding, intentions, attitudes and behaviour in relation to what is right and wrong. Children may talk about whether you should spend or save pocket money or discuss if it is ever OK to....

**Cultural development** refers to pupils' increasing understanding and response to those elements which give societies, and groups, their unique character. Children encounter many opportunities to embrace special themed weeks such as Hindu, Chinese New Year and Harvest around the World.



## **ENGLISH**

### **Phonics and Reading**

We use the Read, Write Inc programme to teach Phonics. The Read Write Inc programme was created by a head teacher called Ruth Miskin. Her Read Write Inc programmes are published by Oxford University Press and used extensively both in the UK and around the world to improve literacy standards. Read Write Inc is a synthetic phonics programme that ensures early success in reading, writing and spelling. It provides a systematic approach to teaching reading, writing and comprehension, with lively resources for pupils which include phonics storybooks, all supported by teacher resources and a full training package to ensure its implementation. The Read Write Inc programme is for primary school children learning to read. It enables every child to become a confident and fluent reader. At the core of Read Write Inc is the vigorous teaching of synthetic phonics. The children learn forty-four sounds and the corresponding letters/letter groups using simple picture prompts. Pure sounds are taught so that your child will be able to blend the sounds into words more easily. Children move up through the school following the colour bands. They are assessed to move up the reading bands using PM benchmarking which includes not only a reading assessment but a comprehension assessment to test their understanding of what they are reading. Every child in a class is heard reading by an adult, 1:1, once per week. When needed children participate in daily individual focus reading and guided reading groups. Children can take home individual reading books, a reading record and a school library book.

### **Writing**

Through Read, Write Inc the children learn to write the letter/letter groups which represent the 44 sounds and learn to write words by saying the sounds and graphemes. Children are then taught to use these sounds to write cvc words and then begin to move onto sentence level work. Children are taught a variety of genres of writing including punctuation and grammar using a variety of books, stories, topic links and short films. We use Pie Corbett talk for writing strategies so that children are able to orally rehearse before writing. Children are also given discrete grammar spelling and punctuation lessons.



### Spoken Language

Children are taught spoken language skills across the curriculum. They are also taught group work skills across the curriculum through roles and responsibilities such as chairperson or reporter.

### Handwriting scheme

We use cursive writing across the school. Children are given discrete handwriting lessons and also handwriting practise sessions.

Please find below examples of the cursive handwriting we use.

a b c d e f g h i j k l m n o p q r s t u v  
w x y z

### MATHEMATICS

Children are encouraged to use mathematical skills across all the curriculum areas in a variety of ways with a focus on mental maths fluency, reasoning and problem solving. Children use suitable age appropriate approaches to enable them to understand the basic principles of mathematics in a practical and meaningful way, understanding how mathematics fits into their everyday lives.

We develop an understanding of the rules of addition, subtraction, multiplication and division to enable our children to use them with confidence. It is vital that children can recall number facts off by heart (number bonds to ten and twenty, 10 more and 10 less, knowing x2, x3, x5 and x10 multiplication tables) and can identify patterns and connections between the four maths concepts such as knowing that addition and subtraction are the inverse of one another.

See our Progression in Calculations Policy - [click into the Policies signpost](#)

## SCIENCE & DESIGN TECHNOLOGY

Science stimulates a natural curiosity in young children about their world. We believe that it is important to enable children to actively learn by teaching them the skills they need to find answers to questions so as to increase their scientific knowledge and extend their vocabulary. Children enjoy using new scientific words within the correct context and to explain new discoveries - transparent, dissolve, liquid, solid, opaque and permeable.

As our children progress we seek to develop their ability to carry out their own independent enquiries and to become confident in expressing and explaining their own views and conclusions through fair testing. "Did all dinosaurs have the same shaped teeth?" "What material would be best to use to prevent my ice lolly from melting?" "Do all the leaves change colour at exactly the same time?"



Many areas of science are linked with Design Technology allowing children to carry out scientific practical understanding through hands on experiences, allowing them to design, make and evaluate a real life product. Children may experience making a football net, a sculpture or tower or junk model dinosaurs.

They have the opportunity to use a wide range of materials and resources including mod roc, clay and wooden doweling.

## **COMPUTING**

All classes spend at least an hour a week in the Computer Suite under supervision to learn a variety of word processing, data handling, research and presentation skills at an age appropriate level. The children are also introduced to simple programming, coding and computer algorithms (*a list of rules to follow in order to solve a problem.*)

All classes and the hall have Interactive Screens which the children use to self-register on and to interact with a range of lessons during the day. All computers are networked and linked to the Internet and Wi-Fi. The use of digital and video cameras, iPads and recording equipment enables our pupils to experience a wide range of information technology.

## **RELIGIOUS EDUCATION**

To encourage children's spiritual, moral, social and cultural development we consider ideas and practices in Christianity and Hinduism in accordance with "Living Difference", the agreed syllabus in RE in Hampshire. The children explore religious stories, festivals, artefacts, rituals and beliefs to develop their understanding of themselves and the world around them.

Wherever possible we bring in visitors and experiences for the children to interact with such as a Hindu dance workshop during Diwali and American Indian drumming during our celebrations of Harvest Around the World.

## **PHYSICAL EDUCATION**

All children take part in dance, games and gymnastics activities at a level to develop their skills, confidence and enjoyment in the tasks as part of a healthy lifestyle.

External coaches from PH Sports visit the school weekly to enhance and expand the skills taught in school and work with every class to teach the children a variety of games skills. Children in Year 2 also take part in Yoga sessions with a trained Yoga Instructor.

We use large and small apparatus in the hall and playground. For PE, children are expected to get themselves changed into shorts and tee shirts with trainers and long sleeved top and trousers for outside games or bare feet for dance and gym. Long hair needs to be tied back and all jewellery removed (by the child if they are able to or by their parent/carer before they come into school). Stud earrings must be covered with surgical tape.

PE kit/bags are available from the school office and all items of clothing must be clearly named. All PE kit needs to be taken home regularly to be washed (holiday periods) to keep them fresh and to check that items still fit (eg trainers). PE kits should be kept in school at all times during the school week.



**PSHE**  
**(Personal, Social and Health Education)**

All children follow a PSHE programme that ensures they develop the necessary knowledge, skills, attitude and values which are vital for them to lead a happy, safe, healthy, fulfilled and productive life.