



Curriculum Statement

September 2015

At South Wootton Infant School, we are very proud of our approach to learning which aims to develop confident and responsible learners. We want our children to be successful in the future, whatever their strengths, so are committed to valuing and developing learning attributes as well as meeting the requirements of the National Curriculum.

Our curriculum is based on a topic based approach to learning where real links and connections are made between subjects so that children can make sense of their learning in the context of the world around them. We are committed to give the children practical, real life experiences that will also be fun whilst at the same time challenging and meeting the curriculum requirements.

We have six values which underpin all the work we do. These are Respect, Resilience, Collaboration, Independence, Curiosity and Reflection. We want our learners to reflect these values throughout their time at SWIS, both inside and outside the classroom.

Three Year Creative Learning Cycle

Whole School Topics

Term	Year A 2014-15	Year B 2015-16	Year C 2016-17
Autumn 1	Animal Magic	Rainbow	Heroes
Autumn 2	Bright Sparks	In the Attic	Toys
Spring 1	Frozen	Space	Castles and Dragons
Spring 2	Once Upon a Time	Islands	Local Study
Summer 1	Gardens of the World	A Bug's Life	Food Glorious Food
Summer 2	The Sea	Pirates	Dinosaurs

The topics have been carefully selected to meet the objectives of the new National Curriculum, as well as providing a range of other learning experiences for the children. The whole school theme is then taken in age-appropriate directions by the different year groups within the school. When possible, English and Maths teaching and learning are integrated into the topics.

Topics begin with a “Stunning Start” and end with a “Fabulous Finish”. Examples of these include: a Rainbow lunch, a Rainbow dress up day, Astronaut training camp, Mobile Planetarium visit and Edith Cavell museum trip. The learning within the topics is enhanced where possible with visits and visitors. Classrooms and other areas are decorated to create immersive environments for the children.

At the beginning of a new topic the children are asked to identify what they already know about the theme as well as what they would like to find out. At the end, they are asked to review their learning and see if they can answer their own questions from the start.

Each term, parents are provided with a Topic Web which shows the outline of the learning for the term. More detail is provided through the weekly learning objectives which are communicated to parents through either Tapestry or the website. This can be used as a starting point for discussions about your child's learning.

Home Learning is also based on the topics and each half term a grid of home learning suggestions is sent out. Children are expected to complete at least half of the activities and are able to choose how they present their learning. Completed home learning is displayed in class and shared with the other children.

Curriculum Overview

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. The Early Years Foundation Stage is important in its own right and it prepares children for later stages of education.

The curriculum of the Foundation Stage underpins all future learning by promoting and developing the prime areas of:

- Personal, social and emotional development
- Communication and language
- Physical development

And the specific areas of

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

The Teaching Environment

We strive to create an environment that encapsulates play and makes learning a fun and challenging experience. We value both the indoors and outdoors environment for all areas of learning and take into account the children's interests and development in planning rich and stimulating experiences. **Play** helps the children make sense of their world. They practice their ideas and begin to understand the need for rules. Children are given the opportunity to think creatively and solve problems both alongside others and independently.

The EYFS curriculum

Work towards the Early Learning Goals is planned through whole school topics and these are adapted based on the children's interests and fascinations. The children are taught through a carefully balanced provision of adult-led and child-initiated learning sessions. Children have access to a range of carefully selected resources to enhance their learning, including free-flow access to the outdoor environment throughout the day.

The activities planned, both focused and independent, reflect all seven areas of the EYFS. Each class follows children's interests linking to the EYFS and special times and festivals are celebrated together across the year group.

The children have daily phonics input in the Reception classes, based on Letters and Sounds.

Throughout the day every opportunity is taken to develop mathematical concepts and awareness. Children have daily maths experiences and planning for this is consistent across the Reception year group.

Careful planning ensures a broad and balanced range of play-based learning based on good early years practice.

Key Stage One

In Year 1 and 2 , learning is planned based on the new National Curriculum 2014. Religious Education is taught in line with the Norfolk Agreed Syllabus . PSHE is taught through PATHs and supplementary units on aspects of health and relationships education.

<https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4/the-national-curriculum-in-england-framework-for-key-stages-1-to-4>

There is a focus on basic skills with reading, writing and maths taught daily.

Subjects are taught through a topic-based approach, covering the knowledge, skills and understanding outlined in the curriculum.

Geography

Investigate the world's continents and oceans.

Investigate the countries and capitals of the UK

Compare and contrast a small area of the UK with a non-European country.

Explore weather and climate in the UK and around the world.

Use basic geographical vocabulary to refer to and describe key physical and human features of locations.

Use world maps, atlases and globes.

Use fieldwork and observational skills.

History

Learn about the lives of significant individuals who have contributed to our national achievements, such as scientists, medical pioneers, creative geniuses or explorers.

Learn about key events in the past that are significant nationally and globally, particularly those that coincide with festivals or other events commemorated throughout the year.

Significant historical events, people and places in their locality.

Art and Design

Use experiences and ideas as the inspiration for artwork.

Share ideas using drawing, painting and sculpture.

Explore a variety of techniques.

Learn about a range of artists, artisans and designers.

Music

Use their voices expressively by singing songs and speaking chants and rhymes.

Play tuned and un-tuned instruments musically.

Listen with concentration and understanding to a range of high quality live and recorded music.

Make and combine sounds.

Design and Technology

Design purposeful, functional appealing products for themselves and other users based on design criteria.

Generate, develop, model and communicate their ideas through talking, drawing, templates and, where appropriate, ICT.

Select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping and joining.

Select from and use a wide range of materials and components.

Build structures, exploring how they can be made stronger and more stable.

Explore and use mechanisms such as levers, sliders, wheels and axles.

Use basic principles of a healthy and varied diet to prepare dishes.

Understand where food comes from.

Science

All scientific knowledge and skills should be learned though working scientifically

Biology

Plants

Identify, classify and describe the basic structure.

Observe and describe growth and conditions for growth

Habitats

Look at the suitability of environments and food chains.

Animals including humans

Identify, classify and observe.

Look at growth, basic needs, exercise, food and hygiene.

Chemistry

Materials

Identify, name, describe, classify, compare properties and changes.

Look at the practical uses of everyday materials.

Physics

Light

Look at sources and reflections

Sound

Look at sources

Forces

Describe basic movements

Physical Education

Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities

Participate in team games, developing simple tactics for attacking and defending

Perform dances using simple movement patterns.

Computing

Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of instructions.

Write and test simple programs

Organise, store, manipulate and retrieve data in a range of digital formats.

Communicate safely and respectfully on-line and recognise common uses of IT beyond school.

Mathematics

Count and calculate in a range of practical contexts.

Use and apply mathematics in everyday activities and across the curriculum

Repeat key concepts in many different practical contexts.

Explore numbers and place value up to at least 100.

Add and subtract using mental and formal written methods in practical contexts.

Explore the properties of shape.

Use everyday language to describe position, direction and movement,

Use and apply in practical contexts a range of measures including time.

Handle data in practical contexts.

English

Spoken Language

Engage in meaningful discussions in all areas of the curriculum.

Listen to and learn a wide range of subject specific vocabulary.

Speak to small and larger audiences with confidence.

Practise and rehearse sentences and stories.

Debate issues and formulate well-constructed points.

Reading

Listen to and discuss traditional tales and a range of other texts.

Learn some poems by heart

Discuss books

Use phonic knowledge to decode unfamiliar words and build up sight vocabulary of tricky words.

Read a range of books fluently and with understanding.

Writing

Write a range of stories set in familiar places, with imaginary settings, that use the language of traditional tales and that mimic authors.

Write labels, lists, captions, instructions, recounts and non-chronological reports.

Write poems that use pattern, rhyme description and humour.