

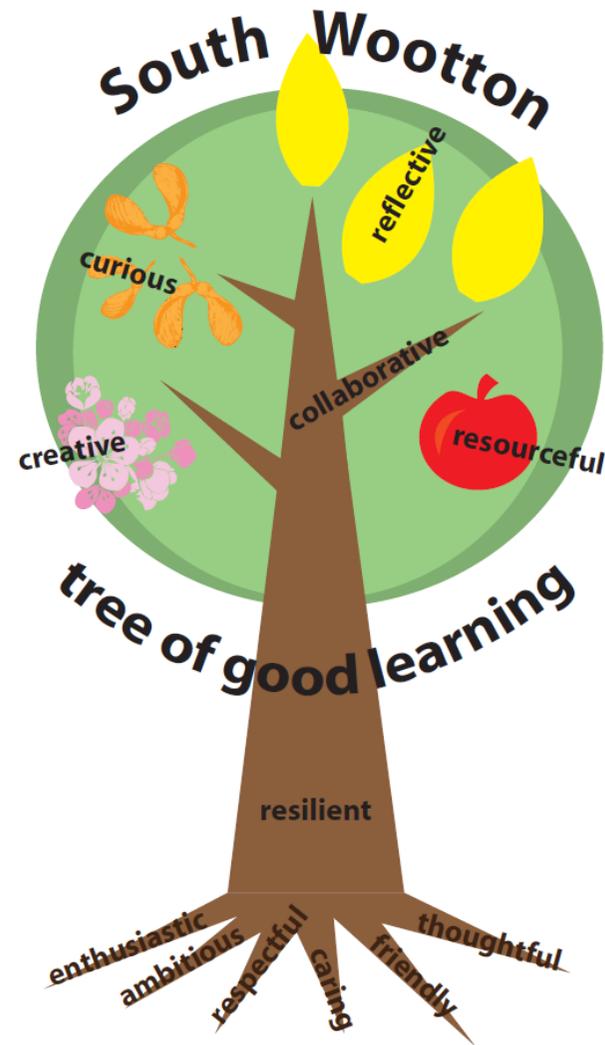
Curriculum Statement

September 2021

At South Wootton Infant School, we are very proud of our approach to learning which aims to develop confident and responsible learners who have a broad knowledge base. 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 and beyond.

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 a clear vision for our learners, wanting every individual to Smile, Work, Inspire, Succeed. Our Tree of Good Learning embodies the personal and learning behaviours which underpin all of our work at SWIS.



School Topics

Year Group	Autumn Term	Spring Term	Summer Term
EYFS	Who am I and who will I be? Why squirrels hide their nuts	Can a Polar Bear live next door? Do cows drink milk?	Why do ladybirds have spots? Who likes to be beside the seaside?
Year 1	Tell Me a Story	Big Bang Theory	Turrets, Tiaras and Tails
Year 2	Heroes and Villains	Changing Landscapes	On the High Seas

The topics have been carefully selected to meet the objectives of the National Curriculum, as well as providing a range of other learning experiences for the children. When possible, English and Maths teaching and learning are integrated into the topics.

Topics often begin with a “Stunning Start” and end with a “Fabulous Finish”. Examples of these include: a Ladybugs Ball, Meet the Pirate, Astronaut training camp, Mobile Planetarium visit and Mary Anning Cathedral 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.

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, using the Storytime phonics scheme.

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 National Curriculum 2014. Religious Education is taught in line with the Norfolk Agreed Syllabus . PSHE is taught separately using a scheme and supplementary units on relationships and sex 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.

YEAR 1 TOPICS

	Autumn Term – Tell me a Story		Spring Term – The Big Bang		Summer Term- Turrets, Tiaras and Tails	
	Traditional tales	Tales from the past	Space	Dinosaurs	Castles	Dragons
Science	To observe changes across the 4 seasons To observe and describe weather Identify, name, draw and label the basic parts of a human body Investigate senses	Distinguish between object and material it is made from Identify and name a variety of everyday materials	To observe changes across the 4 seasons To observe and describe how day length varies	Identify and name a variety of common animals Group herbivores, carnivores and omnivores Describe and compare structure of a variety of common animals	To observe changes across the 4 seasons Identify and name a variety of common wild an garden plants Identify and name basic structure of flowering plants	Describe the simple physical properties of everyday materials Compare and groups variety materials on basis of simple properties
History		Compare life now and in the past Creating a timeline of an historical event Talk about old/new and the passing of	Consider events from the past and find out about lives of significant people	Recognising objects as being old or new and observing these to find answers to simple questions Sequence pictures from different time	Comparing life then and now Suggesting and explaining what an object in the past might be used for Identifying	

		time then/now Show knowledge and understanding of past through roleplay / drawing/ orally recalling stories		periods		difference and similarities in ways of life from different periods
Geography	Identify seasonal/daily weather patterns in the UK Identify physical features of school and grounds Use locational and directional language Devise simple picture maps	Identify four countries in the British Isles		Use maps, atlases and globes to identify countries and oceans		Name four countries in Britain and identify on a map
Art	DRAWING Use increasing range of drawing tools Explore lines and pattern Show control when drawing shapes SCULPTURE Experiment with different materials to create art	COLOUR Name primary colours Begin to give reasons for colour choices	PAINTING Use a range of tools and technique Show increasing control when painting shapes	COLLAGE Begin to match colours appropriate for an image Experiment with techniques such as folding layering and curling	PRINTING Print with a range of hard and soft materials Create repeating patterns COLOUR Name primary and secondary colours Mix primary colours to make secondary colours	SCULPTURE Cut coil and arrange materials eg clay to create shapes
Music	Charanga	Charanga	Charanga	Charanga	Charanga	Charanga

Design Technology	BRIDGES Design a product Use existing knowledge to generate original ideas Develop ideas by talking and drawing Select from range of tools and materials		MOON BUGGIES Know about movement of simple mechanisms eg wheels Begin use correct technical vocab Talk about how to make designs better Measures marks out and cuts most materials		CASTLE Plans process of making model Talk about how to make better Understand how to make simple lever	
PE	Gym	Dance	Bikeability	Games	Games	Athletics
Computing	Online safety Instructs a robot to move Begin to use word algorithm	Online safety	Online safety Use internet texts to gather information	Online safety	Online safety Use technology to create and present ideas Use keyboard or word bank to enter text Save information and retrieve	Online safety
PSHE		Celebrating Difference	Dreams and goals	Healthy Me	Relationships	Changing me

YEAR 2 TOPICS

	Autumn Term – Heroes and Villains	Spring Term – Changing Landscapes	Summer Term- On the High Seas
Science <i>Working scientifically throughout all 3 terms</i>	Identify and compare materials including suitability for particular purposes Describe how seeds and bulbs grow into plants and investigate what plants need to grow and stay healthy	Name and sort animals Order simple food chains Explore and compare living, dead and never lived Identify habitats and how provide for basic needs animals	Life cycles Identify and describe functions of different parts of a plant Investigate if plants can grow anywhere
History	Recognising what is evidence Recognising how our lives today have been shaped by events and people from past Knowing and recounting episodes from stories and significant events in history and the lives of important historical figures Sequence artefacts and events and create timelines		Using stories and accounts to distinguish between fact and fiction Sourcing and selecting evidence to find out about past Learning about British explorers and their impact on the wider world Comparing two versions of an historical event – fact and fiction Describing significant individuals from the past
Geography	Recall countries of UK and be able to name capital cities Find where they live on map of the UK	Recognise difference between a village, town, city, country and continent. Name the continents and the world oceans and locate them on a map. Understand geographical similarities and differences through studying the human and physical geography of the locality and a small area in a non-European country	Use simple compass directions Devise a simple map and use and construct basic symbols in a key
Art	Drawing and Painting Explore effects of different drawing tools Use lines and patterns to create effects and texture Explore shade and tone Sketch portraits and self-portraits	Painting and Collage Explore and start to name different shades Start to explore the link between colour and mood Select/evaluate best tools and techniques when painting	Printing and Sculpture Explore creating own printing materials Create increasingly complex patterns and shapes when printing Shape and manipulate materials eg clay to make more complex sculptures

	Show control when painting different shapes	Sort and group materials for different collage purposes Show increasing control when using techniques to add texture	Make simple joins Use different tools to create texture and patterns
Music	Charanga	Charanga	Charanga
Design Technology	Think of an idea and plan what to do next Choose materials and tools and explain why they have been chosen Explain what went well with the work Join materials and components in different ways	Use simple design criteria to develop ideas Selects from a range of tools, materials and components according to their characteristics Assembles, joins and combines materials and components Understand simple mechanisms such as wheels and axels Talk about how to make their products better	Design and plan a lighthouse Measure materials to use in my structure Understand how structures can be made stronger, stiffer and more stable. Name and sort foods into 5 groups Prepare a range of simple dishes using techniques such as cutting, chopping, peeling and grating
PE	Ball games	Gym/Dance	Athletics
Computing	Understand online safety Explain how/why use technology at school and at home Navigate web to find information Give simple instructions for others to follow and understand this basis of algorithms	Understand online safety Understand what algorithms are and program a robot Test and amend a set of instructions. Find errors and amend	Understand online safety Use programming software to make objects move Use technology to organise and present their ideas in different ways Use a keyboard Save and open files in the device they use
PSHE	Celebrating Difference	Dreams and goals Healthy Me	Relationships Changing me



