

# The Curriculum

## The Early Years Foundation Stage.

In our Foundation Stage unit we aim to provide the children with a solid grounding from which they can grow both emotionally and academically. We follow a play-based curriculum that we believe is developmentally appropriate for the children in Reception. We have incorporated aspects of the HighScope approach to support the children in becoming independent and active learners. This is an approach that flows through the EYFS and KS1 provision. We ensure that children are respected as individuals and that all of the children receive a developmentally appropriate curriculum that caters for their individual needs.

### The Provision

The children in the EYFS learn through active involvement with people, materials, events and ideas. All of our topics have a 'hook' to excite the children and stimulate their interests. This may be a visitor coming in to talk to them, an outing to visit somewhere of interest or a hands on exploration session in the unit. Where ever possible the children engage with real-life equipment and natural resources e.g. pine cones, pebbles, shells, sticks rather than plastic play equipment e.g. trees, pirate ships, in order to stimulate their imagination and creativity.

We want the children to become independent, responsible and confident - ready for school - ready for life. Our curriculum holds the overall focus of ensuring they are "Key Stage 1 ready". This involves ensuring the children have a rounded experience during their time in the EYFS and have opportunities to develop socially, emotionally and academically.

As part of their daily routine the children spend a large part of each day experiencing and engaging with the Plan, Work and Recall session. The children learn to plan many of their own activities, carry them out, and talk with other children and their teachers about what they have achieved and what they have learnt.

The programme focuses on the key characteristics of effective learning and ensures opportunities for the children in playing and exploring, active learning and creating and thinking critically. It also ensures the children gain knowledge and skills in important curriculum areas.

### The Curriculum

Within the statutory guidance there are seven areas of learning and development.

- Personal, Social and Emotional Development - The ethos of the unit and supportive nature of the adults within the unit ensures the children feel safe

and secure during their time in Reception. The shared classroom environment means the children experience plenty of opportunities to develop socially with their peers. The timetable also includes weekly slots for circle times focusing on Personal, Social and Emotional development. The children in Reception also undertake activities reflective of the whole school endeavour to achieve its 'Rights Respecting School' status.

- Physical Development - The children have free-flow access to the outside area throughout the Plan, Work and Recall session - whatever the weather! The equipment provided encourages the children's gross motor development including bikes, large construction materials, balancing beams, balls, hoops, beanbags, etc. Within the classroom environment staff plan topic based activities to develop fine motor control e.g. threading, lacing, playdough, puzzles, small construction, etc. The children also have a daily whole class active time session led by an adult in either the hall or outside environment.
- Communication and Language - Skills in this area underpin all aspects of the Foundation Stage curriculum. The planning and recall sessions encourage the children to talk through their activities and choices with both adults and children in a range of situations. This is a large focus of the first terms activities, building the children's confidence in communication and language skills, enabling future success in school.
- Literacy - The children in Reception begin their journey within the Read, Write, Inc phonics programme and this underpins all reading and writing teaching and learning. Within the unit there is a focused reading corner for children to explore and develop their love of books and reading and also a writing room where children are encouraged to plan and carry out their own writing activities.
- Mathematics - In Reception the children begin developing their understanding of number and calculation through the first part of the Big Maths programme used across the school. The week is split and the children have 3 sessions focused on number and calculation and 2 sessions focused on their knowledge and understanding of shape, space and measures. In addition to these adult led sessions the children are encouraged to explore maths within the Plan, Work and Recall session.
- Understanding the World - This covers People and Communities, The World and Technology. Many of the opportunities within this area are fed into the topics that the children focus on in Reception including, Minibeasts, Our Local area, Diwali, Around the World, Technology around us.
- Expressive Arts and Design - The children enjoy exploring and using different media and materials and are encouraged to use them in imaginative ways. Opportunities are planned in both the indoor and outdoor

environments. The children are encouraged to explore with 2D and 3D forms, different colours and textures through a range of topic based tasks.

### The Topic Based Approach - Key Stage 1 (KS1)

The staff in school have developed a skills based curriculum appropriate for the age of the children. This curriculum is topic based encouraging cross-curricular links between the subjects. Each topic begins with a 'hook' to engage and stimulate the children's curiosity and interest e.g. a trip, a visitor, an exploratory session. This is then followed by a variety of activities linked to the topic in which the children learn and apply new and learnt skills. At the end of each topic children are given the opportunity to review and evaluate their learning and experiences. We also teach the children explicit learning skills through our learning to learn characters

The following skills are developed throughout their time with us:

English	Maths	Science	Religious Education (RE)
History	Geography	Music	Physical Education (PE)
Personal Social Health Citizenship Education (PSHCE)	Computing	Art & Design	Design and Technology (D&T)

### Assessment

Assessment of your child is an integral part of teaching. It is used to identify the next steps in learning and is used to monitor the progress that children make. Assessment is about informed observation, monitoring of work and effective questioning which enables us to note what your child can do and what they need to do next.

At Mundeford Infants School formal assessments are completed and reported to the local authority and parent/carers at the end of reception and Year 2. The assessments are;

**Reception:** Early Years Foundation Stage Profile.

**Year 1 :** Phonics Reading test in June

**Key Stage 1:** SATs (Standard Assessment Tests) are completed in June.

Less formal assessments of your child will take place continually during the year to assess and to identify the next step in their learning.

## **Reading and Writing**

Literacy plays an invaluable role in enabling every member of society to interact and communicate effectively through both the spoken and written word. By promoting high standards we support children to develop essential key skills that will in turn enhance their social, emotional, intellectual, cultural and spiritual development. This high quality provision is underpinned by encouraging a love of literature through providing widespread, meaningful and purposeful opportunities to read and write. Our aim is to support children to become confident and enthusiastic communicators. All literacy is taught using a stage not age approach so that children are given appropriate levels of support and challenge to match their developing needs regardless of their age.

Reading is taught through Read, Write Inc, a synthetic phonics programme which children begin in Reception. This teaches children the basic sounds that they will need in order to begin to read. Each step of Read, Write Inc is carefully designed to build on existing skills meaning that children are supported to become confident readers who learn to read with fluency and expression using a range of engaging storybooks as well as non-fiction books that are closely matched to their ability. To help children continue to improve and promote enthusiasm in reading the children can borrow books from school to read at home from Read, Write Inc books to a range of book banded school reading books and opportunities to borrow from the school library. We also run a bookworm challenge and later in the school reading passports where reading at home is rightly recognised and celebrated as an essential feature of a child's reading success.

Read, Write Inc also provides relevant opportunities for writing based on texts that the children have read and understood, these are closely matched to their developing skills. Our clear understanding of the way that children progress with their handwriting is shown through the consistent approach that we use throughout the school again with children building on their existing skills so that they are able to continue to improve. These targets are shared with parents so that you are also able to support your child at home. We spend time helping children to gain a secure understanding of stories through drama then encourage them to develop their own ideas building on their experiences. We follow a consistent strategy throughout the school encouraging children to think it, say it, write it then read it, developing oral sentence building skills and the ability to check back through their work. Spelling, punctuation and grammar are

taught in line with National Curriculum expectations throughout literacy sessions.

The end of the week and afternoons are structured so that children are able to explore a range of writing genres through our motivating and engaging topics that mean children are enthusiastic and have a purpose for their writing. Examples of topic related learning include making leaflets about caring for a pet, writing stories for younger readers, making wanted posters for story characters and writing newspaper reports about the great fire of London.

For more information about the teaching of literacy in Reception please read the EYFS curriculum area of the website and for any further information please speak to your child's class teacher.

## **Mathematics**

Mathematics is a crucial tool in everyday life. It enables children to explore and make sense of their world. We aim to provide settings where children can make sense of maths and enjoy investigating numbers and solving problems.

In Reception children are given the freedom to explore numbers through planned practical experiences which have meaning, e.g. counting the number of children in class, shopping, cooking, etc.

Children also learn to apply these number concepts, interpret data, study shape and space and explore measurement through practical investigations and problem solving activities.

Throughout the school the children learn maths through the teaching and learning pedagogy of "Big Maths" which is focused on number and calculation.

## **Science**

The main focus of our school's science curriculum is to enable the children to experience and observe both natural and man-made phenomena in the world around them. The children are encouraged to be curious and ask questions about what they notice.

By learning about different types of scientific enquiry the children are further encouraged to answer their own questions by observing changes over time, noticing patterns, grouping and classifying things, carrying out simple comparative tests and finding out information from other sources e.g. books, photographs and the internet.

Through this learning the children begin to use simple scientific language to talk about what they have found out and they show what they have learnt in a range of ways e.g. presenting information in tables, charts and displays.

Even though science is taught discreetly in Key Stage 1 links are made to other subjects and topics where appropriate. School trips, visitors and the local area are all used to enhance the science learning that takes place. The school grounds are also vital for science teaching as every term we plan for the children to spend time in our garden area where each class has a bed for which they are responsible for growing plants, fruit and vegetables. As part of this time the children experience a very "hands on" approach to science, learning about seasonal changes, life cycles and care for the environment and living things.

For information about how science is taught in Reception please see the EYFS section.

## Geography and History

The main focus of our school's geography curriculum is to stimulate the children's interest and fascination about the world, the United Kingdom and their locality through learning about:

- Locational knowledge e.g. naming and locating continents and oceans
- Place knowledge e.g. understanding geographical similarities and differences
- Human and physical geography e.g. identifying hot and cold areas of the world and using basic geographical vocabulary to refer to key physical and human features of a place
- Geographical skills and fieldwork e.g. using world maps, atlases and globes to locate places and using simple fieldwork and observational skills to study the geography of their school

The main focus of our school's history curriculum is to develop the children's knowledge and understanding of Britain's past and that of the wider world. Through their learning the children are encouraged to be curious about the past and to develop an awareness of how past events influence their lives and those around them today. The children develop many historical skills by learning about:

- Changes within living memory
- Events beyond living memory that are significant nationally or globally

- The lives of significant individuals in the past who have contributed to national and international achievements
- Significant historical events, people and places in their own locality.

In Key Stage 1 the children's geography and history learning occurs through cross curricular topics such as Where in the World, Food Glorious Food, Pirate Island and Deadly 60 (geography) and Toys, Medieval Mayhem, Creepy Christchurch and Winston Churchill (history). These topics inspire and interest the children in a context which engages and motivates them and allows them to have fun while they learn vital knowledge and skills. Visits and visitors to the school are also used to enhance the children's geography and history learning.

For information about how geography and history are taught in Reception please see the EYFS section.

### **Physical Education**

Mudeford Infants School is committed to delivering a high quality curriculum that inspires all pupils to succeed in competitive sports and other physically demanding activities. We provide opportunities for all our pupils to become confident and to support their health and fitness.

We ensure that all pupils have opportunities to excel in a wide range of physical activities, that children are physically active for sustained periods of time. Children are engaged in competitive sports and activities and can make choices that will lead to healthy and active life styles.

Mudeford Infants School physical education curriculum comprises of three main elements these are, dance, games and gymnastics. These are taught discreetly each week as a programme of study both inside our hall and during the spring and summer terms outside in our playground. Dance is mainly taught through our topic based curriculum for example in reception the children are taught the movement of animals from around the world from our "Around the World" topic.

At Mudeford Infants School we follow a very successful programme developed in Australia known as "Fundamentals of Movement" This develops children's balance, co-ordination and body agility which are essential for all sporting activities. Children are involved in the processes of planning, performing and evaluating their performances. Health related exercise is also integral to this

curriculum and the children learn about the changes that occur to their bodies as they exercise and the importance of a healthy and active lifestyle.

## **Personal, Social, Health and Citizenship Education**

At Mudeford Infants School, the PSHCE and Rights Respecting Schools scheme of work is taught through the six main SEAL (Social and Emotional Aspects of Learning) themes:

- New beginnings
- Getting on and falling out
- Going for goals
- Good to be me
- Relationships
- Changes

PSHCE / RRS sessions are taught through weekly class inputs, involving games, discussions, debates and role-play. The PSHCE programme helps give pupils the knowledge, skills and understanding they need to lead confident, healthy and independent lives. They learn to reflect on experiences and tackle any moral and social issues with sensitivity and respect. The pupils learn to understand and celebrate diversity and differences enabling them to form effective relationships with others. The Reception classes also follow the Early Years Foundation Stage statutory framework.

We are currently working towards achieving the Level 1 Rights Respecting Schools Award. Lessons are taught as part of the children's PSHCE inputs as well as through whole school Rainbow Days. During these Rainbow Days, the children are given the opportunity to engage in a wide variety of activities based on one of the main articles (e.g. the right to be healthy) from the UNCRC, in order to deepen the sense of respect, appreciation and understanding of their own and others' rights.

'Learning to Learn' is an additional part of our PSHCE scheme of work. It is taught using five fun characters, giving children the skills they need to become successful learners (e.g. responsibility, resilience and resourcefulness). These inputs are taught through alternating class and whole school assemblies.

At our school, we offer all parents the opportunity to sign up to our very successful Family SEAL parenting programme, which has been designed to create links between home and school. The ethos of the SEAL programme has become integral our school and how we plan for the children's learning.

## Computing

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate - able to use, and express themselves and develop their ideas through, information and communication technology - at a level suitable for the future workplace and as active participants in a digital world.

At Mudeford Infant School we teach computing through a variety of resources including computers, cameras, video cameras, tablets, microphones and programmable toys. The core skills needed to use equipment and access programmes are taught in reception and then built upon in years 1 and 2.

The programmes used to teach computer science including coding, debugging and algorithms are part of our espresso package of ICT which the children can also access from home to explore other subjects of our curriculum.

The children have weekly opportunities during computing lessons to learn the vocabulary and skills associated with ICT and how to use the internet safely.

In addition to Espresso we also use programmes such as 2 paint and 2 simple to teach word processing skills.

## Religious Education

The school follows the Dorset Agreed Syllabus for Religious Education. This syllabus is based upon an enquiry model where the children not only learn about religion and beliefs but they also learn from religion and beliefs.

The syllabus states...

"The principal aim of RE in Dorset is to engage pupils in **enquiring** into big questions arising from the study of religion, belief, philosophy and ethics. In so doing, Religious Education will support pupils' own personal moral, philosophical, ethical and spiritual development and promote respect for others."

Along with Christianity the children also learn about another world faith in each year group: Hinduism in Year R, Islam in Year 1 and Judaism in Year 2. The teaching of R.E. in our school is non-denominational and therefore it is about informing the children about world religions and not about imparting a faith.

Parents have the right to withdraw their child from the teaching of Religious Education. Please contact the Head teacher if you wish to discuss this further.

## Music

Mundeford Infants School captures the very essence of children's experiences to music that are developed from a very early age, for example nursery rhymes, playground songs and games, and background music. We aim in school to nurture and build upon these experiences in order to develop an understanding and enjoyment of music.

All children are given the opportunity to sing, play a variety of simple percussion instruments, explore sounds, compose, perform and listen to music from a range of times and cultures. This includes singing in the classroom and assemblies, learning how to play an African drum, and listening to music from around the world!

Through our topic based curriculum this approach engages and inspires the children to develop a love of music and develops their creativity and increases their self-confidence and sense of achievement.

## **Art and Design**

Mudeford Infants School is committed to delivering a high quality curriculum that inspires all pupils to produce creative work, exploring their ideas and recording their experiences. Through our topic based curriculum all children become proficient in drawing, painting, sculpture and other art, craft and design techniques and they learn about other great artists and designers and how to evaluate and analyse creative works.

In practical lessons children are given the opportunity to experiment and explore a wide range of media and are taught specific skills and techniques, for example, sculpture, printing, painting, drawing, textiles and clay.

## **Design and Technology**

Mudeford Infants School is committed to delivering a high quality curriculum that inspires all pupils to succeed in creative and practical activities for the process of designing and making. At Mudeford Infants School the children work in a range of relevant contexts for example within the classroom, our amazing outdoor gardens and our food technology environments.

Children are taught a wide range of skills through our topic based curriculum for example in year two children design and make their own cars, they select from and use a range of tools and equipment for cutting, shaping, joining and finishing. In reception children are taught through food technology how an egg changes and make scrambled eggs!

All children build upon their experiences of investigation and play, they learn how to think imaginatively and can talk about what they like and dislike when designing and making. All children learn how to use tools safely and ICT as part of their design and technology learning.

## Learning to Learn Characters and Themes



### Autumn 1 - Danny Dog (Responsible)

- Getting on with it
- Ask for help
- Have a go

### Autumn 2- Tommy Tortoise (Resilient)

- Stay focussed
- Practise (and 'being inspired by others- Francesca Fox)
- Stick at it / be positive



### Spring 1- Francesca Fox (Resourceful)

- Use my imagination
- Ask questions
- Have a go

### Spring 1- Michelle Meerkat (Reasoning)

- Think about what someone has said
  - Explain something to others
- Get involved in pair, group and class discussions



### Summer 1- Olly Owl (Reflective)

- Listen to each other
- Stay calm / learn from my mistakes
- Think about what I have done and learnt