



Four Lanes Infant School

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<i>Governing Committee Responsible:</i>	<i>Children and Learning Committee</i>

Curriculum Policy

Introduction

At Four Lanes Infant School, the curriculum comprises all the learning and other experiences planned for pupils. The National Curriculum is a fundamental part of the school curriculum providing pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement. The National Curriculum provides an outline of core knowledge around which exciting and stimulating units of work are built. This promotes the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.

Four Lanes Infant School is committed to developing the whole child. The curriculum is a powerful tool that promotes a love of learning, willingness to explore and gain success. Children will have the opportunity to be creative, to be physically active and to be academically challenged.

The school curriculum is continually reviewed and improved. It is evolving according to the needs of children and to the aspirations of the staff and community.

Values

- We value the unique child. The curriculum promotes respect for the views of each individual child, as well as for people of all cultures.
- We value each child's spiritual, moral, social, cultural and emotional development as well as their intellectual and physical growth.
- We value the rights of every person in our society and we provide equal opportunities for all the children in our school.
- We value our environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.
- We value our parents and work in partnership with them to enrich the curriculum.

Aims

At Four Lanes Infant School we aim to give each child a 'flying start' to their education. The National Curriculum subjects may be linked into meaningful topic themes or taught as discrete units when appropriate.

We aim to:

- Fulfil the requirements of the National Curriculum, Early Years Curriculum and Hampshire Agreed Syllabus for Religious Education and Personal Social and Health Education (PSHE).
- Provide a safe, stimulating and supportive learning environment.
- Empower and inspire each child so that they know and believe they are capable of being successful and reaching their full potential.
- Provide an exciting and engaging enriched curriculum with appropriate challenge.
- Develop a sense of belonging within the school and wider community, inspiring children to be positive citizens in society.
- Continue to develop positive partnerships with parents and carers.
- Develop children as independent learners and thinkers, problem solvers who are not afraid to take risks.
- Provide outstanding teaching and learning opportunities for all children.
- Encourage each child to flourish as a whole person, developing confidence and respect for others.
- Encourage children to have a positive attitude towards learning and acquire a lifelong love of learning.
- Encourage creativity through art, dance, music, drama and design technology.
- Show understanding and respect for other cultures.
- Show an understanding of right and wrong.
- Show an understanding of the importance of truth and fairness, so that they grow up committed to equal opportunities for all.
- Enable children to have respect for themselves, develop high self-esteem and to be able to live and work co-operatively with others.
- Gain first-hand experience through a range of trips and visitors to the school.

Organisation and Planning

In Key Stage 1, the curriculum is planned in three phases: long-term plan which indicates what topics/subjects are to be taught in each half-term. Medium-term plans give clear guidance on the objectives and teaching strategies used when teaching each topic or subject and short-term or weekly plans which are developed in response to assessment for learning as well as curriculum coverage. The curriculum is planned carefully, so that there is coherence and full coverage of all aspects of the National Curriculum (or the Early Years Curriculum) and there is planned progression in all curriculum areas.

Key Skills

The following skills have been deemed 'key skills' in the revised National Curriculum:

- Communication;
- Application of number;
- Information technology;
- Working with others;
- Improving own learning and performance;
- Problem-solving.

We strive to develop these skills across the curriculum.

Extra-Curricular Activities

The curriculum is extended by offering extra-curricular activities including: Eco-Club, Cookery Club, Computer Club, Sports Coaching, Recorder Club and Choir.

The Role of each Subject Leader

The role of the subject leader is to:

- Provide a strategic lead and direction for the subject;
- Support and offer advice to colleagues on issues related to the subject;
- Monitor pupil progress in that subject area;
- Provide efficient resource management for the subject.

It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned into schemes of work.

Monitoring and Review

The governing body's Children and Learning Committee is responsible for monitoring the way the school curriculum is implemented. We have named governors for key curriculum areas. The governors liaise with the subject leaders of these areas, and monitor the way the school teaches these subjects through governor visits to school. The Headteacher is responsible for the day to day organisation of the curriculum. The Headteacher monitors the curriculum through planning, classroom observation, liaising with the Curriculum Leaders and School Leadership Team. Subject leaders monitor the way their subject is taught throughout the school. They examine planning, and ensure that appropriate teaching strategies are used. Subject leaders have responsibility for monitoring standards and ensuring that teachers have the skills and resources they need.

Appendix 1: ENGLISH

At Four Lanes Infant School we aim to provide a happy, secure, caring and stimulating learning environment where every child develops their speaking, listening, reading and writing skills and knowledge, to attain the highest standard of personal achievement. We build on children's previous learning, developing their creativity and imagination. We work in partnership with parents and encourage them to be actively involved in their children's development.

Objectives:

This policy aims to raise awareness of the principles we follow in order to teach English in a way that will motivate and inspire.

Aims:

At Four Lanes Infant School we aim for a child to be able to:

- Speak, listen, read and write with confidence, fluency and understanding, using a range of independent strategies to self-monitor and correct.
- Communicate effectively.
- Speak confidently and express themselves clearly in a variety of situations.
- Listen attentively and respond to others, having respect for the different opinions of others.
- Develop the skills needed for group discussion.
- Participate in and respond to drama.
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- Have a developing phonological awareness to enable them to access reading and writing opportunities to their fullest.
- Become confident, independent readers, through an appropriate focus on word, sentence and text-level knowledge.
- Read fluently and with good understanding.
- Develop the habit of reading widely and often, for both pleasure and information.
- Become enthusiastic and reflective readers through contact with a range of texts including stories, poems and information texts.
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.

Reading:

Through focused teaching on word reading (including synthetic phonics and exception words) and comprehension, we aim that all pupils:

- Read easily, fluently and with good understanding.
- Develop the habit of reading widely and often, for both pleasure and information.
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.

Writing including spelling:

Through transcription (spelling and handwriting) and composition, we aim that all pupils:

- Write clearly, accurately and coherently, beginning to adapt their language and style in and for a range of contexts, purposes and audiences.
- Can spell accurately a wide range of common exception words as well as using phonics to spell.

- Develop a neat joined handwriting style.
- Read their own writing, edit and improve it.
- Punctuate their work effectively.
- Use increasing range of sentence structures.

Spoken language aims:

- Use discussion in order to learn.
- Speak clearly, explaining their understanding and ideas.
- Speak clearly to an audience.
- Read their own writing.
- Listen to others and be involved in dialogue.

Phonics:

- In KS1 and Foundation Stage, teachers deliver daily phonics sessions where children are grouped by ability across each year group to fine tune differentiation.
- This provision is based on the 'Letters and Sounds' synthetic phonics document (DFES 2007).

Handwriting:

- The importance of gross motor movements influencing fine motor skills influences the activities in YR. Children have opportunities to develop fine motor control and improve their pencil grip. Activities include: threading beads, tracing, colouring, handwriting patterns, manipulating small objects and dough.
- When children have appropriate pencil grip, letter and number formation are introduced.
- When children can form letters in a recognisable way, a pre-cursive style is introduced with a lead-in from the line.

Early Years Foundation Stage:

A variety of activities are planned (reacting on children's interests) in order to work towards the Early Learning Goals in Communication and Language, Reading and Writing.

	Communication & Language (Listening & attention, Understanding and Speaking)	Reading	Writing
YR	Working towards the early learning goals: <ul style="list-style-type: none"> - <i>Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give attention to what others say and respond appropriately, while engaged in another activity.</i> 	Working towards the early learning goal: <ul style="list-style-type: none"> - <i>Children read & understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking to others about what they have read.</i> 	Working towards the early learning goal: <ul style="list-style-type: none"> - <i>Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</i>

	<ul style="list-style-type: none"> - <i>Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</i> - <i>Children express themselves effectively, showing awareness of the listeners' needs. They use past, present and future forms accurately and when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</i> 		
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Appendix 2: MATHS

At Four Lanes Infant School we aim to develop positive attitudes towards mathematics and to give children a sense of achievement. We want to raise their confidence with numbers and the number system and develop the ability to solve problems through decision - making and reasoning in a range of contexts. We want to promote an understanding of the importance of mathematics in every-day life.

The National Curriculum is the basis for implementing the statutory requirements at KS1, with age-related expectations for the end of Y1 and Y2. In Foundation Stage, the Development Matters documentation provides age-related expectations on the journey towards achieving the early learning goals in Maths.

Objectives:

- Stimulate a natural curiosity to ask questions, explore patterns and explain their reasoning, through discussion in small groups or as a whole class.
- Provide opportunities to apply mathematics to other areas of the curriculum and develop a healthy and enthusiastic attitude towards mathematics that will stay with them.

Aims:

- To develop strategies for solving mental calculations and fluency in recalling number facts, and written calculations including problem solving in real-life contexts.
- Encourage children to ask mathematical questions as well as answer them.
- Encourage children to explain their thinking and calculation strategies.
- Oral and mental work to feature strongly in each lesson.
- Use of a wide range of resources such as Numicon, counting objects, number lines, number squares, digit cards and small apparatus to support their work.

Programmes of study for maths

Key Stage 1:

	Number	Measurement	Geometry	Statistics
Y1	Number & place value Addition, subtraction, multiplication & division Fractions	Length, height, mass/weight, capacity and volume Money Time	Properties of shapes: 2D & 3D	
Y2	Number & place value Addition, subtraction, multiplication & division Fractions	Length, height, mass/weight, capacity and volume & use of standard units Money Time	Properties of shapes: 2D & 3D Position and direction	Interpret and construct pictograms, tally charts, block diagrams and simple tables

Early Years Foundation Stage:

	Number	Shape, space and measure
YR	<p>Working towards the Early Learning Goal:</p> <ul style="list-style-type: none">- Count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number.- Using quantities and objects, add and subtract 2 single-digit numbers and count on or back to find the answer. Solve problems, including doubling, halving and sharing.	<p>Working towards the Early Learning Goal:</p> <ul style="list-style-type: none">- Use everyday language to talk about size, weight, capacity, position, distance, time and money.- Compare quantities and objects and to solve problems.- Recognise, create and describe patterns.- Explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Appendix 3: SCIENCE

A high quality science education provides the foundations for understanding the world. Children should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

Aim:

- To develop scientific knowledge and conceptual understanding.
- To develop an understanding of the nature, processes and methods of science through different types of scientific enquiries that will help to answer specific questions about the world.
- To equip children with scientific knowledge required to understand the uses and implications of science today and in the future.

Children need to experience and observe phenomena, looking more closely at the natural and humanly constructed world around them. They should be encouraged to be curious and ask questions about what they notice and helped to develop their understanding of scientific ideas (working scientifically) by using different types of scientific enquiry to answer their own questions, including:

- observing changes over a period of time
- noticing patterns
- grouping and classifying things
- carrying out simple comparative tests
- finding things out using secondary sources of information

They should begin to use simple scientific language to talk about what they have found out and communicate their ideas to a range of audiences in a variety of ways. Most of their learning should be through the use of first hand, practical experiences with some use of secondary sources such as books, photographs and videos. In addition, they should read and spell scientific vocabulary appropriate for their age.

Programmes of study for science

Key Stage 1:

	<u>Plants</u>	<u>Animals, including humans</u>	<u>Everyday materials</u>	<u>Seasonal changes</u>	<u>Working scientifically</u>
Y1	Identify & name common wild & garden plants (including deciduous & evergreen trees) Identify & describe the basic structure of common flowering plants, including	Identify & name a variety of common animals, including fish, amphibians, reptiles, birds & mammals, including if they are carnivores, herbivores and omnivores. Describe & compare the structure of a	Distinguish between an object and the material from which it is made. Identify & name a variety of materials, including wood, plastic, glass, metal, water & rock. Describe simple properties of variety	Observe changes across the four seasons. Observe & describe weather associated with the seasons and how day length varies.	Asking questions & recognising they can be answered in different ways. Observing closely, using simple equipment.

	trees.	variety of common animals. Identify, name & draw basic parts of the human body. Say which part of the human body is associated with each sense.	of everyday materials. Compare & group together a variety of everyday materials on basis of simple physical properties.		Performing simple tests. Identifying & classifying. Using their observations & ideas to suggest answers to questions. Gathering and recording data to help in answering questions.
	<u>Living things & their habitats</u>	<u>Plants</u>	<u>Animals, including humans</u>	<u>Uses of everyday materials</u>	
Y2	Observe & compare differences between things that are living, dead, and things that have never been alive. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals & plants and how they depend on each other. Identify & name a variety of plants and animals in their habitats, including micro-habitats. Describe how animals obtain their food from plants & other animals, using the idea of a simple food chain, identifying and naming different sources of food.	Identify and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	Notice that animals, including humans, have offspring which grow into adults. Find out about and describe basic needs of animals, including humans, for survival (water, food, air). For humans: describe the importance of exercise, eating the right amounts of different types of food, and hygiene.	Identify & compare uses of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	

In the Foundation Stage, children are taught about the world. They are working towards the Early Learning Goal:

- *Children know about similarities and differences in relation to places, objects, materials and living things. Also to talk about features of their immediate environment and how environments may vary from one to another. They make observations of animals and plants and explain why some things occur, and talk about changes.*

Appendix 4: ART & DESIGN

In KS1, we will teach children to:

- Use a range of materials creatively to design and make products.
- Use drawing, painting and sculpture to develop and share their ideas, experience and imagination.
- Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- Appreciate the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

In Foundation Stage, children are taught to explore with different media and materials. They are working towards the Early Learning Goal:

- *Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.*

Appendix 5:

COMPUTING

At Four Lanes Infant School, KS1 pupils are taught to:

- Understand what algorithms are; how they can be implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.
- Create and debug simple programs.
- Use logical reasoning to predict the behaviour of simple programs.
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
- Recognise common uses of information technology beyond school.
- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the Internet or other online technologies.

In Foundation Stage, children are taught to about Technology. They are working towards the Early Learning Goal:

- *Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.*

Appendix 6:

DESIGN AND TECHNOLOGY

Through a variety of creative and practical activities in a range of different contexts, children will be taught the knowledge, understanding and skills needed to engage in designing and making.

Design:

- Design purposeful, functional and appealing products for themselves and other users based on design criteria.
- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and information technology.

Make:

- Select from and use a range of tools and equipment to perform practical tasks eg., cutting, shaping, joining and finishing.
- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients.

Evaluate:

- Explore and evaluate a range of existing products.
- Evaluate their ideas and products against design criteria.

Technical Knowledge:

- Build structures, exploring how they can be made stronger, stiffer and more stable.
- Explore and use mechanisms in their products eg., levers, sliders, wheels and axles.

Cooking and nutrition:

- Use the basic principles of a healthy and varied diet to prepare dishes.
- Understand where food comes from.

In the Foundation Stage, children are taught to be imaginative. They are working towards the Early Learning Goal:

- *Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.*

Appendix 7: GEOGRAPHY

Through a range of topics and learning, we aim to inspire children's curiosity and fascination about the world and its people.

At Four Lanes Infants, we will teach children:

Locational Knowledge:

- Name and locate the world's seven continents and five oceans.
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

Place Knowledge:

- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.

Human and Physical Geography:

- Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
- Use basic geographical vocabulary to refer to:
 - Key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.
 - Key human features including: city, town, village, factory, farm, house, office, port, harbour and shop.

Geographical Skills and Fieldwork:

- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.
- Use simple compass directions (North, South, East, West) and locational and directional language (eg., near, far, left and right) to describe the location of features and routes on a map.
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.
- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

In the Foundation Stage, children are taught to notice and talk about differences in their environment including weather and things growing. The Early Learning Goal in relation to 'The World' is combined with Science (see above).

Appendix 8: HISTORY

Through a high quality history education pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should use a wide vocabulary of everyday historical terms and ask/answer questions about what they are learning.

At Four Lanes Infant School, we will teach children about:

- Changes within living memory. Where appropriate revealing aspects of change in national life.
- 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. Some comparing aspects of life in different periods.
- Significant historical events, people and places in their own locality.

In the Foundation Stage children we will learn how to talk about themselves, their families and sequencing their daily routines. They are working towards the Early Learning Goal:

- *Children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others, and among families, communities and traditions.*

Appendix 9: MUSIC

We aim to engage and inspire children to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement.

At Four Lanes Infant School, we will teach children to:

- Use their voices expressively and creatively 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.
- Experiment with, create, select and combine sounds.

In the Foundation Stage, children are taught to sing songs, speak chants and rhymes and experiment with a range of musical instruments. They are working towards the same Early Learning Goal as Art (see above).

Appendix 10: PHYSICAL EDUCATION

Physical activity is important for children's health and wellbeing as well as having an impact on confidence and coordination. We teach a range of gymnastics, dance, games and athletics throughout the school from YR to Y2.

At Four Lanes Infant School, children are taught to:

- Master basic movements including running, jumping, throwing and catching.
- Develop balance, agility and coordination.
- Begin to apply the above skills in a range of activities and games.
- Participate in team games, developing simple tactics for attacking and defending.
- Perform dances using simple movement patterns.

Appendix 11: Religious Education (RE) and Personal, Social & Health Education (PSHE)

These subjects are a vitally important part of the school curriculum but are not detailed within the National Curriculum. Separate policies exist for these subjects which contain greater detail about how they are taught in school. The Hampshire guidance is used for both of these subjects.

Appendix 11: CURRICULUM MAPS FOR KS1

Year 1:

	Autumn 1 Ourselves & Traditional Stories	Autumn 2 Celebrations	Spring 1 Titanic	Spring 2 A Magical Land	Summer 1 Heroes	Summer 2 Paddington Bear Explores the UK
Science	Ourselves & Materials	Seasons Forces	Animals	Plants	Plants	Animals
History	Change in our Lives	Toys	Titanic		Florence Nightingale & Mary Seacole	
Geography	Local Area		Maps	Maps		The United Kingdom
Computing	Drawing, E-Safety	Programming	E-Safety Programming	E-Safety	Programming, Word Processing	Word Processing & Art
PE	Games	Performance	Dance	Gymnastics	Gymnastics, Multi-Skills	Athletics
Art	Drawing	Sculpture	Collage	Painting & Colour Mixing	Exploring colour with painting	Printing
D&T		Puppets	Hinges, Flaps & Levers	Structures		Food Technology
Music	Composition	Singing & Performance	Dynamics	Structure: rhythm & pattern	Texture	Duration
PSHE	Working Well Together	Other People are Special Too	Taking Care of Ourselves	Helping Each Other	Keeping Safe	Changes
RE	Belonging	Diwali & Christmas	Stories Jesus Told	Easter	Special Clothes	Water Rituals in Christianity & Hinduism

Year 2:

	Autumn 1 Kings & Queens	Autumn 2 The Jolly Postman	Spring 1 Off to Kenya!	Spring 2 The Great Fire of London	Summer 1 Healthy Eating	Summer 2 Travel
Science	Plants	Materials	Forces	Plants	Animals including humans	Animals including humans
History	Queen Elizabeth			Great Fire of London		Travel
Geography		Local environment	Kenya		Maps & symbols	The World
Computing	E-Safety	Programming	Adventure simulation games	Word processing	Word processing & graphics	Programming
PE	Games	Dance	Gymnastics & Dance	Gymnastics & Dance	Ball skills	Athletics
Art	Drawing	Painting - portraits	Sculpture	Collage	Collage	Printing
D&T	Textiles			Wheels & Axles	Fruit kebabs	
Music	Retelling story with music	Singing & performance	Pitch	Dynamics	Duration & structure	Performance
PSHE	Who is in Charge?	Taking Charge	Differences	My body is important	Changing friendships	Looking Forward
RE	Rules & Values in Our Community	Special Journeys	Holi	Welcoming	Creation	Rites of Passage