

Halfway Nursery Infant School



Curriculum Policy

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Signed (Headteacher)	D Shepherd
Signed (Chair of Governors)	
Minute Number	

HALFWAY NURSERY INFANT SCHOOL

Curriculum Policy

Vision and Aims

Our vision statement - At the heart of all we do are our children. We would like them to enjoy their childhood and be valued for their individuality, culture and heritage. We would like our children to go into the wider world as well rounded, happy, healthy and responsible citizens who care for the world and all the people who live in it. We strive for every child to be aspirational and forward thinking in all they do, and remain life-long learners who are reflective, resilient and adaptable to the challenges of life in the 21st century.

As a school community we are **CHILDREN** centred and strive to -

Care for the children we teach, challenge them to achieve their goals and celebrate their efforts and achievements.

Harness an atmosphere of harmony, happiness and friendship throughout school.

Inspire children through an innovative and creative curriculum which encompasses outstanding teaching.

Learn together and work as a team.

Develop high self-esteem and high expectations within every child.

Respect the values and beliefs of every member of our learning community and the wider world.

Engage, enthuse and excite children in a safe, but stimulating environment.

Nurture the needs and talents of every single child to ensure they learn, succeed and achieve at Halfway Nursery Infant School!

Curriculum Intent and Rationale

What is it that we want for our children, and 'Why this curriculum for these children at this time?'

Our vision and aims underpin our curriculum model.



Our Curriculum Intent

At Halfway Nursery Infant School, the children and our community are at the forefront of our curriculum. We provide a bespoke and inspiring curriculum, designed to spark our children's interests and provide opportunities to develop a deep love of learning. Our passionate and talented staff encourage and nurture the children of Halfway Nursery Infant School to develop their understanding and knowledge of the ever-changing world in which we live.

The curriculum at Halfway Nursery Infant School provides a breadth and depth of skills and knowledge whilst also motivating our children's curiosity. Our innovative and inspiring curriculum encourages our children to take risks, understand that learning is a journey and that mistakes are stepping stones to a bright and successful future.

Every child should have the opportunity to thrive, therefore we provide well planned learning opportunities designed to overcome any learning barriers. We also understand that a range of enrichment opportunities are key to a child's development and this is interwoven into our curriculum in order to develop each child to become a well-rounded member of society.

Collaborative learning is used to ensure that children are self-motivated whilst being challenged effectively. Children will be given the tools they need to be independent learners with the freedom and safety to express and reflect on their ideas and opinions. Our curriculum provides this through the use of critical thinking, analysis and reasoning.

We ensure coverage of appropriate and clear objectives, linked to both national policy and our overarching vision and ethos. Our curriculum follows the Statutory Framework for the Early Years (2023), as well as the non-statutory Development Matters and the National Curriculum for KS1, and is planned and sequenced so that new knowledge and skills build on what has been taught before and towards clearly defined end points, and that all aspects of statutory requirements are fully met. Our curriculum has breadth, depth and relevance, and develops a deep body of knowledge; it meets the needs of all pupils, and prepares them well for their next stage in their education.

To us, the curriculum goes far beyond the statutory elements of the National Curriculum documentation, and involves enrichment opportunities that we want our children to experience to give them the best possible start to their education. An important part of this incorporates spiritual, moral, social and cultural development (SMSC) and the active promotion of fundamental British values within our school, along with encouraging parental engagement in learning, as well as the wider school experience.

Our broad and balanced curriculum ensures sequences of learning and clear skills progression in each subject, to ensure children have the opportunity to develop accuracy, rehearse prior learning and retrieve information to commit learning from the working/short term memory to long term memory, and build upon their knowledge, skills and understanding. Content is sequenced to ensure that components of knowledge lead to conceptual understanding, with opportunities for pupils to practise what they know so they can deepen their understanding.

Our curriculum takes into consideration our local context and our pupils' backgrounds. For example, cross curricular and extra-curricular opportunities, including visitors/visits and indoor and outdoor learning opportunities, inspire and extend pupils' knowledge and understanding and improve their language and independent learning skills in a range of areas. We feel this helps to develop 'Cultural Capital' (the essential knowledge that children need to be educated citizens and needed to prepare them for their future success). We also ensure that learning at Halfway Nursery Infant School is flexible, and broadens the aspirations, values and opportunities for every child as they grow and develop. Our curriculum is constantly evolving to ensure that we are responding to a rapidly developing world around us, and that we are offering our children the best start to their lives as successful citizens in the 21st Century.

We believe children learn better when they are excited and actively engaged, and when they have a clear purpose for learning. Quality first teaching and learning engages children and motivates and challenges them to demonstrate what they are capable of achieving. When there is joy in what they are doing, they learn to love learning. The curriculum at Halfway Nursery Infant School reflects this.

Our school curriculum aims -

TO DEVELOP A SENSE OF COMMUNITY	To ensure children understand, value and feel part of the school community they are given opportunities to learn about the local, national and global community to become caring, confident, independent and responsible citizens.
TO VALUE OTHERS' BELIEFS	To help children to appreciate their own beliefs and culture and to respect those of others. Children will explore opportunities to learn about religion, music, art and traditions from a range of cultures and beliefs, thus giving them a greater awareness and appreciation of our multicultural society.
TO BE HAPPY, SAFE AND HEALTHY	To keep children safe in school so they feel confident enough to express themselves, take risks in their learning, effectively manage their feelings/actions and make appropriate choices. Alongside this, children will be encouraged to lead healthy lifestyles and have a growing understanding of how to stay safe and well, both physically and emotionally.
TO DEVELOP INDEPENDENCE AND RESILIENCE	To offer challenge, enquiry and problem solving opportunities for children in order to allow them to build skills such as perseverance and

	resourcefulness, as well as deepen learning. Children will be encouraged to develop independence and will be taught the skills needed to ensure they are flexible, resilient and adaptable learners ready for their lives in the 21 st century.
TO CONSERVE THE WORLD WE LIVE IN	To appreciate all the wonders our beautiful world has to offer, to gain a greater knowledge of how to preserve what is special about the world we live in and how we can care for our world and protect it from harm for generations to come.
TO LEARN TO WORK AS PART OF A TEAM	To work collaboratively with other members of our school community to learn together and share knowledge and skills, and to value and respect the efforts and contributions others make to our lives.
TO COMMUNICATE EFFECTIVELY WITH OTHERS	To develop effective speaking and listening skills, underpinning the development of effective reading and writing skills, to enable them to communicate with others. Children will also be supported to widen their use of vocabulary to support their learning and express their thoughts and feelings, forging and maintaining friendships with others in our school and the wider community.

Curriculum Implementation

How is teaching and assessment fulfilling the intent?

We implement the curriculum through this policy to ensure the expectations and agreed pedagogy around the intent, implementation and intended impact of our curriculum is clear, along with our child centred approach to ensure learning is personalised to meet the needs of our learners.

The curriculum at Halfway Nursery Infant School is carried out through the use of an integrated, child centred and inclusive approach to teaching and learning. From the Early Years Foundation Stage right through to Year 2, the children are taught through the use of creative and exciting concept based approaches which provides a wealth of opportunity and experience for the children to learn in a context which is interesting and relevant to them, but also one which ensures skills and knowledge are built progressively in all areas.

EYFS

In the Foundation Stage, staff use the Statutory Framework for the Early Years (2023), as well as the non-statutory Development Matters documentation to plan stimulating, creative and engaging learning opportunities. The curriculum and quality first teaching and learning ensure that progression in learning is made towards the Early Learning Goals by the end of EYFS. Key distinguishing features of our Early Years Foundation Stage curriculum is the highly effective thematic approach which responds to children's interests, and our strong belief and passion that children learn more effectively through play. Hence, Halfway Nursery Infants operates a play based Foundation Stage curriculum which encompasses our dedication to active learning. This too is reflected in our school's vision to ensure that learning in the Foundation Stage takes place, not just in the confines of the classroom, but in the outside learning environment too. All overarching concepts in the Foundation Stage include elements of:

The 3 prime areas:

- communication and language
- physical development
- personal, social and emotional development

The 4 specific areas:

- literacy
- maths
- understanding the world

- expressive arts and design

For more information regarding the Early Years Foundation Stage curriculum, please see the Early Years Foundation Stage Policy.

Please see Appendix 1 for our curriculum overview for EYFS.

KS1

Our KS1 curriculum is based upon the primary National Curriculum. Each half term has a distinct key concept, underpinned with key subject drivers that are clearly mapped out throughout the year/ key stage to ensure coverage, as well as progression within the key knowledge and skills.

In Key Stage 1 we teach English and Mathematics each day including phonics and reading sessions, and focus on the wider curriculum subjects each afternoon (though our timings are flexible), sometimes 'blocking' certain subjects to cover a unit discretely when appropriate. For example, it may be much more beneficial to teach a whole unit of Design and Technology in a series of afternoon sessions, rather than shorter and less frequent sessions over the course of a half term.

Subjects taught in KS1 are -

- **English**
- **Maths**
- **Science**
- **Physical Education**
- **Computing**
- **History**
- **Geography**
- **Art and Design**
- **Design and Technology**
- **Music**
- **RE**

We also teach RSHE, PSHE and citizenship

Please see Appendix 2 for our curriculum overview for KS1.

Please see Appendix 3 for an example of a subject yearly overview.

Phonics, reading and spelling

At Halfway Nursery Infant School, we believe that all our children can become fluent readers and writers. This is why we teach reading through *Little Wandle Letters and Sounds Revised*, which is a systematic and synthetic phonics programme. We start teaching phonics in Nursery/Reception and follow the [Little Wandle Letters and Sounds Revised progression](#), which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

As a result, all our children are able to tackle any unfamiliar words as they read. At Halfway Nursery Infant School, we also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

At Halfway Nursery Infant School, we value reading as a crucial life skill. By the time children leave us, our aim is that they read confidently for meaning and regularly enjoy reading for pleasure. Our readers are

equipped with the tools to tackle unfamiliar vocabulary. We encourage our children to see themselves as readers for both pleasure and purpose.

Further information and detail about our Early Reading Programme can be found in our Early Reading Policy.

Curriculum Maps

Each half term families receive their child's Curriculum map, which shares with them what their child will be learning in each area of the curriculum that half term and ways in which they can support their child at home.

An example of a Curriculum map can be found in appendix 4.

Curriculum leadership and ownership

Subject leaders at all levels have clear roles and responsibilities to carry out their role in curriculum design and delivery, such as overseeing knowledge/skill progression and sequencing of learning. CPD helps to equip them with the knowledge, expertise and practical skills to design and implement a curriculum to ensure curriculum requirements and pupils' learning needs are met. Leaders ensure that interventions are appropriately delivered to enhance pupils' capacity to access the full curriculum.

Leaders ensure curriculum progression and depth, and curriculum mapping ensures sufficient coverage across the subject over time, and leaders at all levels, including governors, review and quality assure the curriculum to ensure that it is implemented sufficiently well, including effective distributed subject leadership.

Child Progress and Assessment

Assessments help to measure progress and attainment and shape future learning.

The Statutory Framework for the Early Years (2023), as well as the non-statutory Development Matters and the National Curriculum for KS1 makes expectations for all learning and attainment explicit to pupils, parents/carers, teachers, governors, employees and the public. These frameworks establish national standards for the performances of all pupils in the stated subjects/key stages. These standards enable schools to measure progress and attainment.

The national standards and the criteria for each National Curriculum year group for each subject are used to measure performance and achievement. These standards are also used to set targets for improvement, measure progress towards those targets, and monitor and compare performance between individuals, groups of children and other schools.

Formal national assessments

These are done at each stage of a child's education:

- **Early Years Foundation Stage** – Reception Baseline Assessments are completed for each child when they first start F2, and the Early Years Foundation Stage profile is completed during the Reception year, ending in July with a summary of the child's achievements and whether they have achieved GLD (Good Level of Development).
- **Year 1** – The phonics screening check is completed in June each year and assesses the children's ability to decode and read a list of 40 words. 20 of the words are pseudo words, and the rest are real words.
- **Key Stage 1 (Year 2)** – Y2 SATs (Standardised Assessment Tests) are no longer compulsory. However, as a school we will continue to use them to support our teacher judgements and transition to year 3.

In-school/ongoing assessments

This comprises of

- **Continuous assessment** - completed by the teachers in all year groups to determine whether a child has learned/achieved a particular concept. It helps determine the next stage in a child's development.
- **Termly assessments** - these are used to track progress through the National Curriculum year group attainment targets/EYFS stages of development. This summative assessment reflects knowledge, skills and understanding at a specific point in time (recorded across school using the PITA/Point in Time Assessment system). Teachers use this information to analyse gaps in learning and inform future teaching. Regular moderation takes place to support judgements, including in-school moderation as well as across schools with our local family of schools.

Reporting to parents/carers-

- Parents' Evenings are held in the Autumn and Spring terms to discuss individual children's progress
- Annual Reports are sent to parents/carers at the end of the Summer Term, with an option to discuss this further with teachers where necessary.

(For further information see our school's Assessment Policies etc.)

Religious Education and Assembly

The Education Act (1994) requires our school to provide a daily, corporate act of worship. At Halfway Nursery Infant School, we undertake a daily act of worship/reflection with the children through either an in-class assembly/circle time/reflection or a collective assembly with multiple classes together. The School has no affiliation to any specific religious denomination. Our acts of worship largely have a Christian ethos, but cover other faiths and include stories from other major world religions. Halfway Infants has a fully integrated R.E. policy and follows the Sheffield City Council Agreed Syllabus.

Please see Appendix 5 for our assembly overview.

Parents/carers wishing to withdraw their children should contact the Head teacher. For further information, please see the school's policy on Collective Worship.

Educational Visits/Visitors/ Enrichment opportunities

We recognise visits/visitors are invaluable to gain first-hand experience linked to an area of study as it enriches learning and can bring learning to life. We believe in extending the experience of our children wherever possible, and, therefore, we encourage visits and visitors as often as possible. These are mapped out in our curriculum overview.

Children also work regularly with specialist PE coaches, and SEND specialists where necessary.

Homework

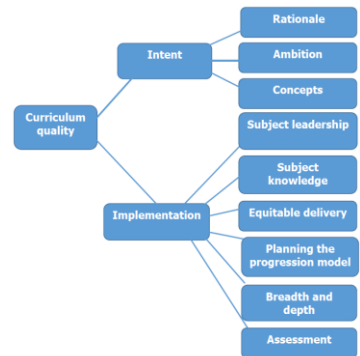
Homework is an important element of the Home/School partnership. From the outset, it gives parents/carers the opportunity to support their children in their learning whilst enabling them to reinforce and practise the learning covered at school. There are varying age-appropriate tasks which are set, which include weekly reading, phonics practise, spellings, maths practise and, where appropriate, wider curriculum work.

Entitlement

Equal Opportunities

Our broad, balanced and relevant curriculum enables all our pupils to develop their social, intellectual and physical potential as well as develop their moral and cultural knowledge and awareness of, and respect for, the beliefs and practices of other communities. Our rich and exciting curriculum links very closely to the demands placed upon us by the Equalities Act and protecting the characteristics of age, disability, race, sex, gender reassignment, maternity/pregnancy, religion and belief, sexual orientation and marriage and Civil Partnership. For example, we avoid stereotypes and gender bias, address discrimination and bias, promote respect, differentiate tasks to challenge and support, promote tolerance and understanding, and make every attempt to include all children in every area of the curriculum regardless of any disability etc.

Our staff have high expectations and aspirations for all, and our nurturing and caring environment gives all pupils equal opportunities to succeed. The curriculum secures for all pupils, irrespective of social background, culture, race, gender, differences in ability and disabilities, an entitlement to all areas of learning and the development of knowledge, understanding, skills and attitudes.



APPENDIX 1 – EYFS CURRICULUM OVERVIEW

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	The Best Me I can Be 'All About Me'	Let's Celebrate! 'Celebrations'	Innovation and Imagination 'Everyone's an Artist'	Time and Change 'How Does Your Garden Grow?'	Our Wonderful World 'British Bird Project'	What's next? 'Moving on and Growing up'
Books and Texts	<p>'Here We Are' Oliver Jeffers</p> <p>'Our Class is a Family' Shannon Olsen</p> <p>'All are Welcome' Alexandra Penfold</p> <p>'Fantastic Families' Omari McQueen</p> <p>'Family Tree' Kate Ferdinand</p> <p>'You are loved' Sofia Snachez</p> <p>'Under the Love Umbrella' Davina Bell</p> <p>'Elmer' David McKee</p> <p>'The Gruffalo' Julia Donaldson</p>	<p>'Dipal's Diwali' Twinkl Original</p> <p>Range of non-fiction Diwali texts</p> <p>Range of fiction and non-fiction Christmas texts Eg Father Christmas stories, Elves, Christmas Traditions</p>	<p>'The Colour Monster' Anna Llenas</p> <p>'The Day the Crayons Quit' Oliver Jeffers</p> <p>'Mixed' Aree Chung</p> <p>'The Smeds and the Smoos' Julia Donaldson</p> <p>The Noisy Paintbox Barb Rosenstock</p> <p>The Dreamy Giant : inspired by Wassily Kandinsky</p>	<p>'Oliver's Vegetables' 'Oliver's Fruit Salad' both by Vivian French</p> <p>Jack and the Beanstalk Fairytale</p> <p>'Anywhere Farm' Phyllis Root</p> <p>'A Tiny Seed' Eric Carle</p>	<p>'Owl Babies' Martin Waddell</p> <p>'Birdsong' Ellie Sandall</p> <p>'A Tale of two feathers' Twinkl Original</p> <p>Range of Non-fiction texts about uk birds</p>	<p>'The Mega Magic Teacher Swap' Rochelle Humes</p> <p>'Think Big' Kes Gray</p> <p>'The Koala who Could' Rachel Bright</p> <p>'Oh the Places you'll go' Doctor Seuss</p> <p>Range of non-fiction texts about careers. Eg hairdresser, postal worker, mechanic etc.</p>
Enrichment, trips and visitors	<p>Meet the Grown-ups, a tour around school</p> <p>Library/librarian visit</p> <p>Fire Engine Visit (ready for Bonfire night first week after the half term)</p>	<p>Remembrance Day Bonfire Night Road Safety Week Diwali Exploring Hinduism - RE visitor</p> <p>Christmas celebrations</p> <p>Nativity performances</p>	<p>In school Art Gallery</p> <p>Artist Visit - James Brunt natural art</p>	<p>Big Green Day</p> <p>Planting and Halfway Garden Centre Sale</p> <p>Litter picking</p>	<p>Owl/Falconry visit</p> <p>Incubators and eggs</p> <p>Chicken day</p>	<p>Class trip to the Tropical Butterfly House</p> <p>Caterpillar to Butterfly kit</p> <p>KS1 buddy visit</p>

APPENDIX 2 – KS1 CURRICULUM OVERVIEW

KS1 Curriculum Overview

2023-2024	Autumn Term		Spring Term		Summer term	
Term/length	Autumn 1 7 weeks	Autumn 2 8 weeks (+ Christmas)	Spring 1 5 weeks	Spring 2 6 weeks	Summer 1 6 weeks	Summer 2 7 weeks (Transition)
Focus	Art - (Transition project - 2 weeks) Geography	History/ D&T	Art	History/ D&T	Geography/ Art	History/ Geography
Title	Me and my local area	Time and Change	Everyone's an Artist	Inspirational Individuals	Our Wonderful World	Near and Far
Year 1 focus	Art (2 week Transition) Andy Warhol inspired repeating printing patterns (pattern and colour) Geography - Place Knowledge <ul style="list-style-type: none"> Local area - Halfway and surrounding areas E.g. Mosborough, Beighton, Eckington. What can be found in my local area? (Morrisons) 	History - Significant events beyond living memory <ul style="list-style-type: none"> How did the Great Fire of London impact the UK? D&T - Mechanisms <ul style="list-style-type: none"> Lever and sliders 	Art - Line and space <ul style="list-style-type: none"> Artist Study - Edvard Munch 	History - Lives of significant individuals - Heroines <ul style="list-style-type: none"> How have women changed the world? Florence Nightingale and Mary Seacole D&T - Structures <ul style="list-style-type: none"> Building structures 	Art - Observational drawing <ul style="list-style-type: none"> Line, pencil use Geography - Location Knowledge <ul style="list-style-type: none"> What countries make up the UK? Countries, capital cities, human and physical features and surrounding seas, weather, seasons. 	History - Significant places in our own locality. <ul style="list-style-type: none"> How were schools different in the past? Victorian Schools Geography - Contrasting Environments <ul style="list-style-type: none"> Coasts
Year 2 focus	Art (2 week Transition) Self portrait clay tile (shape and form). Geography - Place Knowledge <ul style="list-style-type: none"> Local area - Sheffield What can be found in my city? How can we travel around Sheffield? 	History - Significant events beyond living memory <ul style="list-style-type: none"> How has public transport progressed and changed through time? D&T - Mechanisms <ul style="list-style-type: none"> Joins, wheels and axles. 	Art - Tone and texture <ul style="list-style-type: none"> Artist Study - Van Gogh 	History - Lives of significant individuals - Explorers <ul style="list-style-type: none"> How have explorers changed the world? Christopher Columbus and Neil Armstrong D&T - Textiles (sewing) <ul style="list-style-type: none"> Astronaut gloves 	Art - Sculpture <ul style="list-style-type: none"> Wire sculpture Geography - Place knowledge <ul style="list-style-type: none"> What makes our world wonderful? UK comparison to Australia (non-European country) Continents, oceans, landmarks, physical and human features, compass skills. 	History - Significant historical events <ul style="list-style-type: none"> The Titanic - what caused the Titanic to sink? Geography - Contrasting Environments <ul style="list-style-type: none"> Arctic Recycling/ environmental issues

APPENDIX 3 – SUBJECT YEARLY OVERVIEW EXAMPLES

	Autumn term 1-	Autumn term 2-	Spring term 1-	Spring term 2-	Summer term 1-	Summer term 2-
PS1	<p>Humans Development Matters UTW</p> <ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. • Begin to make sense of their own life-story and family's history. • Understand the key features of the life cycle of a plant and an animal. <p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and tooth brushing. <p>Expressive Arts and Design</p> <ul style="list-style-type: none"> • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. 	<p>Forces Development Matters UTW</p> <ul style="list-style-type: none"> • Explore how things work. • Explore and talk about different forces they can feel. • Talk about the differences between materials and changes they notice. <p>Expressive Arts and Design</p> <ul style="list-style-type: none"> • Join different materials and explore different textures. 	<p>Living things and their habitats Development Matters UTW</p> <ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Begin to understand the need to respect and care for the natural environment and all living things. <p>Mathematics</p> <ul style="list-style-type: none"> • Describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind'. • Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'painty', 'spotty', 'blobs' etc. • Extend and create ABAB patterns – stick, leaf, stick, leaf. <p>Expressive Arts and Design</p> <ul style="list-style-type: none"> • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. 	<p>Plants Development Matters UTW</p> <ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. (SNOW) • Explore collections of materials with similar and/or different properties. • Plant seeds and care for growing plants. • Understand the key features of the life cycle of a plant and an animal. • Begin to understand the need to respect and care for the natural environment and all living things. <p>Mathematics</p> <ul style="list-style-type: none"> • Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'painty', 'spotty', 'blobs' etc. <p>Expressive Arts and Design</p> <ul style="list-style-type: none"> • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. 	<p>Animals including humans Development Matters UTW</p> <ul style="list-style-type: none"> • Understand the key features of the life cycle of a plant and an animal. • Begin to understand the need to respect and care for the natural environment and all living things. <p>Mathematics</p> <ul style="list-style-type: none"> • Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'painty', 'spotty', 'blobs' etc. <p>Expressive Arts and Design</p> <ul style="list-style-type: none"> • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. 	<p>Materials UTW</p> <ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about the differences between materials and changes they notice. Links with other areas of learning. <p>Expressive Arts and Design</p> <ul style="list-style-type: none"> • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures.
Provision	<p>Light UTW • Explore how things work.</p> <p>Electricity UTW • Explore how things work.</p> <p>Sound UTW • Explore how things work.</p>	• Talk about the differences in materials and changes they notice.				

Art Curriculum

KS1 Overview

Substantive Concepts

Substantive Knowledge:

Artist
Style of art
Period of art

Disciplinary Concepts

Disciplinary Knowledge:

Interpretation of elements
How they are used
How they are combined to create effect

Each one of these concepts should be explored and covered through each topic.

Y1

Y2

Autumn 1

All about me (pattern and colour)

Andy Warhol inspired repeating printing patterns

Aims:

- To begin to become proficient in drawing and painting
- To produce creative work, exploring ideas

Subject content:

- To develop a wide range of art and design techniques in using colour and pattern
- To learn about 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

All about me (shape and form)

Self-portrait tiles using clay

Aims:

- To become proficient in sculpture and other art, craft and design techniques
- To produce creative work, exploring their ideas and recording their experiences

Subject content:

- to use a range of materials creatively to design and make products
- To use sculpture to develop and share ideas, experiences and imagination.
- To develop a wide range of art and design techniques in using shape and form
- To learn about 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

Spring 1

Artist Study Artist: Edvard Munch (line and space)

Aims:

- To know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.
- To evaluate creative works using the language of art, craft and design

Subject content:

- To use a range of materials creatively to design and make products
- To use drawing, painting to develop and share their ideas, experiences and imagination
- To develop a wide range of art and design techniques in using line and space
- To learn about 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

Artist Study Artist: Van Gogh (tone and texture)

Aims:

- To know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.
- To analyse creative works using the language of art, craft and design
- To begin to become proficient in drawing and painting

Subject content:

- To use drawing, painting to develop and share their ideas, experiences and imagination
- To develop a wide range of art and design techniques in using colour and texture.
- To learn about 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
- To learn about 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

History Curriculum

KS1 Overview

Substantive Concepts

Substantive Knowledge: Knowledge about the Past

Empire
Trade
Monarchy
Government
Technology
Transport
Education
Environment
Religion

Disciplinary Concepts

Disciplinary Knowledge: Knowledge about how historians investigate the past and construct claims, arguments and accounts.

Cause & Consequence
Chronology
Change & Continuity
Similarity & Difference
Sources & Evidence
Historical Significance & Interpretations

Each one of these concepts should be explored and covered through each topic.

Y1

Y2

Autumn

The Great Fire of London

1666

Monarchy, Government and Technology

How did the Great Fire of London impact the United Kingdom?

Significant Individual(s) – Samuel Pepys

Public Transport

1814 – Present Day

Technology, Environment, and Transport

Local
History

How has public transport progressed and changed through time?

Significant Individual(s) -

Spring

Heroines

1805 – 1881 and 1820 – 1910

Empire, Technology and Education

How have women changed the world?

Significant Individuals – Florence Nightingale & Mary Seacole

Explorers

1451 – 1506 and 1493 - 2012

Technology, Education, Empire and Trade

How have explorers changed the world?

Significant Individuals – Neil Armstrong & Christopher Columbus

Summer

Victorian Schools

1837 – 1901

Education and Technology

Local
History

How were schools different in the past?

The Titanic

1909 – 1912

Technology, Environment, Trade and Transport.

What caused the Titanic to sink?

APPENDIX 4 – CURRICULUM MAP EXAMPLE

Community & Culture

Let's Celebrate!

Foundation Stage 2
Autumn 2 2023

Stories



Subject Drivers: Understanding the World (RE and History), Art, Design Technology.

Enrichment: The Nativity Performances, Baking for Christmas, Christmas Party Day and perhaps a visit from the Elf if we're lucky enough!

Skills we will develop . . .

<p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> - See themselves as a valued individual - Express their feelings and consider the feelings of others. - Identify their own feelings socially and emotionally. - Know and talk about the different factors that support their overall health and wellbeing. - Being a safe pedestrian. (Road safety week) 	<p>Communication and Language</p> <ul style="list-style-type: none"> - Explore and use new vocabulary learnt from discussions and books read in class - Engage in story times, listening carefully - Develop participation in small groups one to one discussions offering their own ideas. - Use talk to help work out problems 	<p>Physical Development</p> <ul style="list-style-type: none"> - Continue to refine: Rolling, crawling, walking, jumping, running, hopping, skipping, climbing and moving around safely in space. - Follow instructions and stop safely and develop control when using equipment. - Follow a path taking turns, working co-operatively with a partner. - Develop a pincer grip—I may still be determining which hand to use. - Continue to develop the skills they need to manage the school day successfully: lining up and queuing at mealtimes 	
<p>Literacy</p> <p>Phonics and reading</p> <ul style="list-style-type: none"> - Learning new phonemes ff, ll, ss, j, v, wx, y, z, zz, qu, ch, sh, th, ng, nk - Learn to read new tricky words: as, has, his, her, go, no, into, she, he, of, we, me, be - Blend phonemes so that they can read short words made up of known letter-sound correspondences (see above and previously learnt in Aut 1) - Read some letter groups (digraphs this half term—two letters that make one sound) that each represent one sound and say sounds for them: ff/ll/ss/zz/qu/ch/ sh/th/ng/nk. <p>Writing</p> <ul style="list-style-type: none"> - Continue to develop fine motor skills for handwriting - Form lower-case and capital letters correctly for graphemes we have learnt (see above) - Spell words by identifying the sounds and then writing the sound with letters. 	<p>Maths</p> <ul style="list-style-type: none"> - Count objects, actions & sounds accurately - Compare and subitise numbers 1-5 - Understand the 'one more than/one less than' relationship between consecutive numbers: 1-5 - Link the number symbol (numeral) with its cardinal number value. - Explore the composition of numbers to 10. - Automatically recall number bonds for numbers 0-5 and some to 10. - Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. 	<p>Understanding the World</p> <p>History and RE</p> <ul style="list-style-type: none"> - Name and describe people who are familiar to them. - Understand that some places are special to members of their community. - Recognise that people have different beliefs and celebrate special times in different ways. 	<p>Expressive Arts and Design</p> <ul style="list-style-type: none"> - Use and refine a variety of artistic effects - Create collaboratively, sharing ideas, resources and skills. - Move to and talk about music, expressing their feelings and responses. - Sing in a group or on their own following the melody.

Me and my Local Area



Skills we will develop

<p>Science</p> <p>Children will explore the different habitats of our wonderful world. Such as: polar, desert, woodland, ocean, rainforests.</p> <p>We will focus on the micro-habitats of the school grounds and we will locate them on a map of our school grounds. We will observe what creatures live in these micro-habitats such as: woodlice, worms, birds and squirrels.</p> <p>We will record our data using bar charts.</p>	<p>English</p> <p>To write a non-chronological report based on the book 'The Most Important Animal of All' by Penny Worms.</p> <p>To create a leaflet on Sheffield and its landmarks and the modes of public transport.</p> <p>Children will recap capital letters, full stops, conjunctions and adjectives through a range of activities.</p> <p>Children will create headings and subheadings which are relevant to the 3 sentence paragraphs created.</p>	<p>Mathematics</p> <p>Children will follow the white rose small steps to develop addition and subtraction facts within 100.</p> <p>Children will use a range of concrete resources and flash cards, number cards to add single digit numbers. Match number bonds to 10, 20 and related facts to bond to 100. e.g. 3 + 7 = 10 13 + 7 = 20 30 + 70 = 100.</p> <p>We will develop adding 2 2-digit numbers and subtracting 2 2-digit numbers by making tens and exchanging.</p> <p>34 + 48 = 70 + 12 = 82</p>
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Home learning ideas:

- Be healthy and go for a walk or choose a new exercise to try.
- Visit a place of worship such as a mosque, church or temple.
- Visit your local area to find different landmarks such as a church, supermarket, library and tram stop.
- Practise counting in 1s, 2s, 5s, 10s and 3s using BBC Supermovers songs.

<p>RSHE</p> <p>Create an online safety poster.</p> <p>Sort different scenarios into bullying and not.</p> <p>Sort information into information you can share and information you should not.</p> <p><i>We will follow the Sheffield RSHE scheme.</i></p>	<p>RE</p> <p>Complete a Hannukah Quiz.</p> <p>Create a Christmas Story Booklet</p>	<p>Computing</p> <p>Create posters to show how to be safe online.</p>	<p>PE</p> <p>Children will develop their fundamental ball skills such as throwing, catching, rolling, hitting a target, dribbling with both hands and feet and kicking, ordination and balance.</p>
	<p>DT</p> <p>Create a model mode of Transport</p>	<p>History</p> <p>Complete a quiz on Modes of Public Transport.</p> <p>Create a poster on Modes of Public Transport from the past.</p>	<p>Music</p> <p>Singing assembly (weekly)</p> <p>Children will learn to find the pulse creatively using a variety of classic songs</p>

HNIS Assembly and Playtime Plan 2023-2024

Autumn 1



	Monday	Tuesday	Wednesday	Thursday	Friday
7 week half term	<p>Golden Rules and Characteristics of learning KS1 in hall EYFS in class</p> <p>10.20-10.45am</p>	<p>Let's Chat <i>Topical/Class focus/British Values</i> In class</p> <p>10.20 - 10.45 with Teacher or TA</p>	<p>Singing Songs for Every Assembly/Season EYFS in class KS1 in hall</p> <p>10.20-10.45am</p>	<p>World and Local Community</p> <p>EYFS in class KS1 in hall</p> <p>10.20-10.45am</p>	<p>Celebration</p> <p>EYFS in class KS1 in hall</p> <p>9am</p>