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CROSSHALL INFANT SCHOOL
FOUNDATION

Curriculum Overview

A Guide for Parents
2010 -2011



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CURRICULUM INFORMATION

The purpose of this booklet is to inform parents about the different subject areas and how they are taught at Crosshall Infant School.

The curriculum for the 3-7 year age range is split into two key stages:

- **FOUNDATION STAGE - Nursery and Reception years**
- **KEY STAGE ONE - Years 1 and 2**

The subjects are divided into two categories:

CORE SUBJECTS

- English
- Mathematics
- Science
- Information and Communication Technology (ICT)

FOUNDATIONS SUBJECTS

- Art
- Design and Technology (DT)
- Geography
- History
- Music
- Physical Education (PE)
- Religious Education (RE)

For Nursery and Reception (Foundation Stage) these subjects are taught under different headings within the 'Early Learning Goals'.

The core areas are the main subjects to which at least 60% of teaching time is dedicated.

In this booklet each aspect of the curriculum is broken into four strands:

- (i) A general overview of the subject.
- (ii) The aims of the subject.
- (iii) The children's activities and experiences.
- (iv) Resources.

Equal Opportunities

All children are entitled to a curriculum, which caters for their needs, offers equal access and enables them to participate fully in all areas of learning.

The curriculum is regularly reviewed to ensure that it promotes understanding and equality of respect for all.

Differentiation

All work is matched to individual abilities. This is done in two ways:

1. Through an open-ended task.

This is where a task is set so that it can be achieved at different levels and allows children to do as much of it as they can.

2. Ability grouping.

Children are given different work according to their levels of understanding.

In reception this involves the children working in small groups within their own class. In years 1 & 2 the children are grouped into similar abilities and move across the year group.

All children's progress is carefully monitored and regularly discussed within year group meetings. Groupings are flexible to allow for each individual's pace of development and therefore children will move from one group to another where appropriate.

Planning

All curriculum planning adheres to Government guidance outlined in 'Curriculum 2000' and the National Literacy and Numeracy strategies. In addition the school has a policy document for all subject areas.

Stages of planning:



Assessment

The teachers keep an ongoing record of the progress and level of achievement of all children in the different subject areas. This information is then summarised in the Annual Report to Parents sent home in the summer term. (Additional detail about assessment in the core subjects is included in the relevant sections.)

ENGLISH

READING

Introduction

Learning to read is one of the most important things a child will do during their time at school. It is not only a skill to be learnt for its own sake, but it is also the key to learning across the whole curriculum.

It is our aim to develop children as independent readers who will read for pleasure and employ reading in their learning.

Which method is the 'best' to teach reading has always been the subject of much debate. Various approaches have been favoured at different times in the past with every trend having its supporters and opponents.

Our experience and achievement bear out the fact that no one teaching method used alone is fully effective in enabling children to become readers. The best teaching of reading can be seen where a range of approaches is used in combination. Therefore, at Crosshall we use a variety of methods based on the use of all types of books, learning phonic rules and whole words.

Books in School

In school we use a wide range of books to promote reading development. This includes many reading schemes; picture books; fiction and non-fiction.

The Reading Libraries (Book Coding System)

The organisation and use of the Reading Libraries is fundamental to our approach to reading.

The libraries contain an enormous quantity of children's reading books from picture books with no words, to substantial paperbacks. There are sets from various reading schemes as well as a wide variety of books by popular children's authors. These include traditional folk and fairy tales stories from other countries and cultures and non fiction. A significant factor in children being motivated to read and becoming independent comes from choosing their own books. It is for this reason that parents are not allowed to assist their children in selecting school books. While self-selection is most important, we recognise the need for guidance to ensure that:

- (a) Children select books appropriate to their reading ability
- and
- (b) They progress to more demanding books as their reading develops.

For this reason the books are colour coded in broad bands and children select from within one colour.

The colour coding system is purely for our organisational purposes only. Within each colour band there is a wide variety of literature and some range of difficulty. Between each colour band there is an overlap of difficulty. Whilst we acknowledge that the children are aware that there is a progression through the 'colours' we do not encourage an over-emphasis on the colour banding system because we find that then children see this as the most important aspect of reading.

In addition to the Year group Libraries each class has its own collection of fiction and non-fiction books.

Reading in School

Reading is taught across the curriculum in many different forms, of which reading from the children's 'reading book' is only a small part. The National Literacy Strategy stresses that teachers should spend less time on hearing individual children read and more on other reading activities. However, in the early years of school, we continue to read individually with children, introducing guided reading, reading in groups as soon as early reading skills have been developed.

Guided Reading

This is when the children read as part of a group, to the teacher. It is the time when the teacher can reinforce aspects of reading, which have been taught in other ways and the children can demonstrate their understanding and development as a reader. The teacher assesses this development and makes suggestions for further improvement.

We aim for all children to have a guided reading session approximately every seven school days. These guided reading sessions last a substantial length of time and enable the children to have more reading input than would be possible during shorter, more frequent reading sessions.

When the children have read with an adult in school, it will be recorded in the reading diary.

Reading Across The Curriculum

On a day-to-day basis children read in a wide variety of situations and their skills are continually being put into practice, for example:

- Whole class teaching sessions (on the carpet)
- Teacher writing/collaborative writing on the board.
- Story time, particularly using 'Big Books'.
- Spelling activities
- The writing process, children will always read their work to the teacher and often to the group or whole class.
- Quiet reading/Book Sharing times.
- Reading worksheets/instructions/labels and notices.
- Reading information books during 'topic activities'.



All children experience the examples above most weeks. This list is by no means exhaustive but gives some insight into the type of opportunities children have to read which extend beyond the guided reading session.

Progression of Skills

Children learn that books go from front to back; text goes from left to right and top to bottom; the pictures can be a valuable clue. As they read children begin to apply the phonic and whole word knowledge they are acquiring and in addition they begin to predict new words through their understanding of spoken language, story conventions and meaning.

Reading At Home

While we place a great emphasis on the teaching of reading in school we readily acknowledge the enormous value of reading at home.

In contrast to the guided reading session, at home we advocate a 'little and often' approach as this enables the children to put into regular practice the aspects of reading initiated in school. Ten to fifteen minutes four/five times a week is much better than a one-off longer session. This provides you with an excellent opportunity to share in your children's educational development and undoubtedly reap its rewards as he/she grows in confidence and reading ability. Comments and suggestions from the teacher in the reading diary will help you to encourage your children and reinforce the teaching points made in school.

The Reading Diary forms a record of the children's reading experience. A note of the date and title of each book brought home along with the page number reached, form the basic entry in the diary. In addition to this encouraging comments to your children and any other relevant observations you wish to make are extremely valuable. As well as informing us, they demonstrate to your children that reading is important and that you are working together with school to help him/her develop his/her reading skills.

Separate guidance on Reading at Home with your children is available in the back of the Reading Diary. There is an opportunity to attend a Reading Workshop for Reception parents during the Autumn term to learn more about the teaching of reading.

The skill of reading words is only part of the process of becoming a reader. Remember reading is not taught in isolation but as part of the whole curriculum.

READING COMPREHENSION

Aims

Our aim is to ensure that all children achieve their potential through a structured approach to a variety of reading material designed to match individual capabilities.

A very important part of the children's reading is to develop their enjoyment and understanding of what they read. This is known as reading comprehension. This is achieved by providing them with a variety of opportunities to develop their reading skills each week.

Progression of Skills

Within each year group we develop the children's reading comprehension skills in a variety of ways that have a clear progression, including individual reading conferences and guided reading session.

Here the children are encouraged to:



- Make sense of what they read.
- Discuss events or characters in the story.
- Predict what will happen next.
- Summarize what has happened.
- Give opinions about a story/book.
- Understand different story structures.
- Acquire and extract information from books.

Activities include: -

- Use of big books.
- Rhyming books.
- Construction and ordering of sentences, e.g. putting words in the correct order.
- Individual and group writing.

In each case the children are thinking about and making sense of what they are reading.

How We Assess children's progress

Listed below are some of the criteria used to establish their comprehension skills. We check to see whether the children:

- show an awareness that print carries meaning.
- pick up the pattern/rhythm of the text.
- express likes and dislikes.
- respond to the story by commenting.
- read fluently.
- read with expression.
- read with intonation.
- show an understanding of a story through re-telling and predicting.
- give opinions about the events in the text.
- understand main points of the story and summarize them.

- understand the vocabulary.

WRITING

We aim to:

- Provide children with a range of writing experiences for different purposes and different audiences.
- Develop children's understanding of the different forms of written language.
- Enable the children to become independent writers.

Progression

It is important that children learn to write independently from an early age. We use an approach called Developmental Writing, which encourages independence. Writing starts from simple mark making and develops into organised, imaginative and clear text by the end of Key Stage 1. Developmental writing is not just "having a go" - from the earliest stage teaching and conferencing the necessary skills ensures progression.

Progression in developmental writing is linked to both the children's learning in spelling and handwriting (i.e. practising letter shapes and joins).

In order to become a successful writer the child needs to be a reader, speller and hand writer. Therefore the teaching of reading, spelling and handwriting complement the writing process.

Range

The children experience writing in a range of forms and for different audiences.

These include:

- Narratives e.g. stories and diaries
- Poems
- Notes e.g. lists and captions
- Records e.g. observations
- Messages e.g. notices, invitations, letters and instructions

Children write for:

- Their teacher
- Their family
- Their peers
- Themselves



Modelling

It is important for children to regularly see an adult writing and so they take part frequently in composing, spelling and handwriting with the class as a whole. Emphasis in modelling is in teaching compositional (i.e. what to say) and transcriptional (i.e. how to write it) skills. The teacher talks through the writing process as she demonstrates it.

The Writing Conference (Marking)

This is a crucial part of the developmental writing process. It offers the children immediate positive feedback about their writing.

In the early stages of development the adult writes the conventional form underneath the children's writing. This gives the children an opportunity to see a standardised piece of writing being scribed. If the children are at an early stage of learning to write i.e. they will not recall what has been written with the passing of time, then conferencing is immediate. The teacher conferences the more advanced writers at a later stage.

Until the children can write clearly with only a few inaccuracies the 'conventional form' is always written underneath work. The children pay attention as the teacher does this. The teacher will select one or two common errors to focus on, e.g.

- "Can you find 'want' in the word bank?"
- "Watch how I write this word."
- "Now can you Look, Cover, Write, Check this word?"

As the children begin to write extended pieces it may not be practical or necessary for the conventional form to be written alongside.

As children's writing becomes more accurate the teacher will not scribe it. The children are encouraged to check their own work for miss-spellings, e.g. "Read back through your work to see if you can find any mistakes and put a small pencil line underneath them". After this self-check the teacher will read through the writing with the children identifying errors. The children will then be asked to find the correct spelling for some of the words these are written below the work.

Attention is drawn to a number of different aspects of the writing: -

- Content, use of creative ideas, descriptive language, structure of a story, this will depend on the original activity
- Handwriting, setting out of work, spacing
- Spelling
- Punctuation
- Language structure

SPELLING

Aims

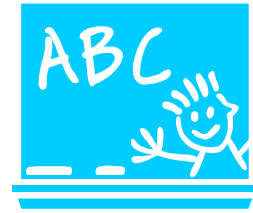
- To develop children's spelling skills in order that they are able to communicate in the written form
- To give children a range of strategies to use in spelling within their writing
- To enable children to develop a spelling vocabulary of common words
- To develop the visual awareness of individual letters, two/three letter blends
- To develop phonological awareness of individual and combined letters
- To develop an awareness of letter patterns, visual and auditory
- To teach children how to use spelling aids in the classroom, i.e. word banks, word cards, and dictionaries

Spelling is taught through a combination of phonic and visual recognition skills. Spelling is partly a visual and partly an auditory skill thus we do not encourage the children to rely solely on 'sounding' out a word. Phonetic breakdown of words is a very useful skill but it only works with a limited range of words. Therefore alongside phonics children are taught visual word recognition skills and to look at the common letter patterns within words.

Progression

Visual and phonic letter patterns are taught following the progression identified in Letters and Sounds documentation.

- Individual letters; recognition, names and sounds.
- Word building and simple rhyming words.
- Common letter blends.
- Common spelling patterns.
- Irregular spelling patterns.
- More sophisticated spelling strategies and rules.



The children are encouraged to use this knowledge when attempting spellings in their writing tasks.

Key Words

Alongside the learning of phonics children are taught to spell common words, which occur frequently in our language. These follow a progression based on the frequency of use, which is in line with the National Literacy Strategy- Letters and Sounds. These words form the basis of our class word banks and word lists, which the children use when writing. Many of these key words rely on visual recognition rather than common spelling patterns therefore we encourage the children to learn them using the method of **Look, Cover, Write and Check** both in school and at home.

In Year 2 children take spellings home weekly to learn

Spelling is assessed as an ongoing process during writing sessions, in addition to a weekly/ half termly spelling test.

GRAMMAR AND PUNCTUATION

Aims

Grammar and Punctuation are very important parts of the children's spoken and written language. An awareness and understanding of the rules of language are essential for the children to make sense of and bring meaning to what they read and write. Therefore our aim is to teach the children the rules that are applied to the English Language and through the use of punctuation, bring interest and meaning to what they read and write.

Progression

Within each year group we develop the children's grammar and punctuation skills through the key areas of English i.e. **Reading, Writing and Speaking and Listening**. This work is structured and planned according to individual needs.

In reading, through the use of big books, sentence stands and key words the children will look at the use of capital letters, full stops and question marks.

Similarly, when writing sentences the children will be asked questions like:

- What do I start my sentence with?
- Do I need a capital letter for a name?
- What comes at the end of the sentence?

In Speaking and Listening the children's grammatical errors are corrected as they speak.

In English sessions, including reading conferences, children will learn to:

- Speak with an awareness of Standard English.
- Read and write using capital letters and full stops.
- Use question marks, speech marks, commas, apostrophes and exclamation marks.
- Use the correct tense in their writing.
- Read with expression.
- Read with intonation.

HANDWRITING

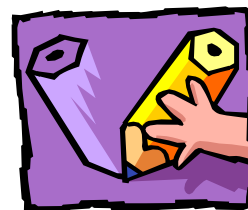
Aims

- To present work legibly, clearly and appropriately.
- To use correctly formed letter shapes.
- To develop comfortable, fluent handwriting.

Teaching Strategies

Handwriting is taught through a variety of strategies:

- Formal handwriting sessions.
- Teacher scribed writing -
 - On the board;
 - On displays;
 - On worksheets;
 - In books/on work.
- Formal letter and handwriting practice - in books/on sheets.
- Patterning sheets.
- A range of activities to develop fine hand control e.g. cut/stick, finger patterning (paint/sand etc.), modelling (clay/dough), tracing, painting/drawing, roll and write.



Requirements to develop good handwriting skills.

- Correct pencil grip
- Work from left to right.
- Establish left or right dominance.
- Correct posture - how to sit - feet on floor, position of paper etc.

Progression

- Fine hand control activities, as stated previously.
- Pattern sheets used in a specific progression.
- Writing forename in joined script.
- Introduction of individual letters
- Formation of numbers.
- Writing surname in joined script.
- Progression of joins i.e. looking at how certain letters join to others.
- Use of lined books/ sheets for formal handwriting practice.
- Children practise joins in a set progression. They practise the joins separately as well as the joins within words and sentences. They also progress to writing the date.
- The letter formation, orientation and joins are reinforced in key word practice.
- Formation of upper case letters.

Why do the children join their handwriting?

- To achieve the aims and requirements of the National Literacy Strategy, the Standard Assessment Tests and the school policy.
- To develop a neat, legible writing which can be produced at speed.
- To achieve a smooth transition into the Junior School.
- As an aid to spelling.

MATHEMATICS

Aims

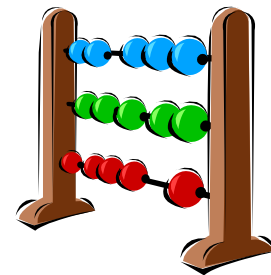
To develop:

- A positive attitude towards mathematics as an interesting and stimulating subject.
- Confidence and competence with numbers and measures using appropriate language.
- Mathematical skills and knowledge accompanied by quick recall of basic facts.
- An appreciation of mathematical pattern and the ability to identify relationships.
- An ability to think logically with independence of thought and a willingness to experiment.
- An awareness of mathematics in relation to everyday life and the world around us.
- To provide an environment which emphasises the use of practical activities and mental strategies as well as formal recording.

Teaching Strategies

Teaching strategies are the methods we use to teach the children the knowledge they need for understanding, using and applying mathematics.

- Teaching can be to the whole class or a small group.
- Children can work in small groups, pairs or individually.
- Teacher demonstrates, explains and illustrates the mathematical ideas.
- Daily oral and mental work provides rapid recall skills and develops calculation strategies.
- Teacher uses questions effectively, developing mathematical vocabulary.
- Children's activities are differentiated according to ability but also include independent investigation.
- Mathematical concepts are developed across other curriculum areas especially in I.C.T.
- Practical activities are used throughout.
- Recorded mathematics may be the children's own method of recording or a specifically taught method.
- Involvement with parents through homework.



Planning

Planning of the mathematics curriculum follows the Renewed Primary Framework. This is a detailed progression of mathematics knowledge and skills. We also use a commercial mathematics scheme 'Abacus' as a lesson support.

A programme of work for each half term is planned from Abacus scheme which links to the Primary Framework. Details of learning objectives and activities are included. Different groupings of children follow different programmes of work in each year group according to their level of development in maths.

Half-termly planning is further broken down into weekly planning specifying learning objectives and activities to be taught.

The learning outcomes of this weekly plan are evaluated at the end of each week and the following week's teaching planned accordingly.

Each numeracy lesson is planned to include a mental "starter", a main teaching focus, individual work and a short concluding session.

All children's progress is carefully monitored and regularly discussed within year group meetings. Groupings are flexible to allow for each individual's pace of development and therefore children will move from one group to another where appropriate.

Assessment

Assessing children's achievement is an ongoing process. The class teacher is continually monitoring how the children are coping with the demands of the curriculum, in addition to a formal assessment of progress at the end of each unit of work.

At the end of Year 2 children take the Standard Assessment Tests (SATs), which judge Mathematical ability in line with the National Standard.

SCIENCE

Introduction

Science is one of the four core subjects of the National Curriculum. It is essentially about developing children's sense of enquiry and in so doing, coming to a greater knowledge and understanding of the world around them.

In the Foundation Stage science is an integral part of Knowledge and Understanding of the World.

Science is not taught in isolation but will draw from, compliment and contribute to many other areas of the curriculum.

Young scientists learn through a range of methods including whole class, experimental learning, discovery learning, problem solving and open-ended investigations.

Skills covered include, observing, predicting, hypothesising, record keeping and drawing conclusions in ways appropriate to their stage of development.

Aims

To provide opportunities for appropriate practical experiences through which finding out occurs and science is taught.

To develop the children's:



- Enjoyment of science and foster a positive attitude to it;
- Natural curiosity;
- Sense of enquiry;
- Ability to ask questions which can then be made suitable for investigation;
- Awareness that all science investigations must be carried out fairly;
- Ability to observe closely using all appropriate senses;
- Ability to use prior experiences and knowledge to make predictions;
- Skills of drawing together their evidence and making appropriate conclusions from it;
- In light of the above, to know those findings may vary and that science does not always provide us with 'right answers'.

To develop an awareness of the relationship between science and everyday life including personal health and the environment.

For the children to be able to work like scientists:

- To develop investigative skills;
- Observing, collecting information, recording, interpreting, which enables them to find out more;
- To select and use appropriate equipment for use in their investigations;
- To develop their recording skills and become aware of the different methods which can be used. To select that which is appropriate for their task;
- To present findings scientifically through a variety of means;
- To develop an understanding of the need for a fair test;
- To recognise the need to work safely when carrying out scientific investigations.

Children's Activities and Experiences

A detailed scheme of work has been developed which allows progression through a range of scientific experiences and increases the challenge made to the children for quality and knowledge.

Planning ensures that children experience the whole range of activities with the appropriate re-visiting of some concepts.

"Finding Out" tables are the main focus for discovery learning in the Foundation Stage.

Resources

A wide range of resources used within each topic is provided in school. Use is also made of the outdoor environment area throughout the year. The children have access to a range of non-fiction books and videos. ICT is used for the collection, recording and presentation of scientific data.

Assessment

In key stage 1, Science assessment activities are carried out throughout the year and attainment is recorded by each class teacher. Parents/Carers are informed of their child's attainment in Science in the end of year school report.

Parents of year 2 children are also informed of the Teacher Assessment level their child has attained as part of the SATs assessments.

In the Foundation stage, assessment is carried out primarily through ongoing observation and is recorded on the foundation stage profile.

INFORMATION, COMMUNICATION and TECHNOLOGY (I.C.T.)

Introduction

All children are taught specific ICT skills in designated ICT timed sessions. The subject is planned to help children learn how to use IT equipment for communicating and manipulating information. They also use ICT when learning other subjects, topics or projects. In this way ICT is embedded across the curriculum and children are familiar with all aspects of ICT.

ICT is taught by all class teachers and Teaching Assistants and is accessible to all pupils with opportunities for individual and collaborative work.

The children have access to a computer suite, equipped with 15 networked computers. In addition to this there is a mobile trolley with 15 networked computers for use by classes, small groups or individuals in classrooms. All classrooms, the hall and the computer suite have interactive whiteboards that are used to support learning in all curriculum areas.

Children in school have the opportunity to experiment with digital cameras and digital video recorders to make slide shows and films. Programmable toys and digital microscopes are also available to support the curriculum.

Year 2 children also have an opportunity to join a Computer Club that expands on their skills with a specific project.

Aims

- To produce learners who are confident and effective users of ICT.
- To develop an interest in, and enjoyment of, ICT.
- To enable all children to develop the necessary skills.
- To ensure that all children become autonomous users of ICT.
- To encourage all children to evaluate the benefits of ICT and its impact upon society.
- To meet the requirements of the Foundation Stage and the National Curriculum and help the children to achieve the highest possible standards.
- To embed ICT into all curriculum areas



Children's Experiences and Activities

- A detailed scheme of work has been developed which allows progression through a range of ICT experiences and increases the challenge made to the children for quality and knowledge.
- The children have the opportunity to work in the ICT suite once a week and have ongoing opportunities to use computers in their classroom.

The scheme of work is broken down into areas of study for each year group.

	TERM 1	TERM 2	TERM 3
Reception	1A - Assembling text.	1C - Information around us.	1B - Using a Word Bank.
Year 1	1D - Labelling and Classification. 1E - Representation of information graphically.	1F - Under-standing instructions and making things happen.	2A - Writing stories.
Year 2	2B - Creating pictures.	2C - Finding information. 2C - Routes controlling flow of data.	3C - Introduce to Databases.

ART

Introduction

Art is a foundation subject that supports and enhances many areas of the curriculum as well as being a subject in its own right. It is a subject that is taught by all class teachers with opportunities for the children to work individually and collaboratively. In addition there are opportunities for children to sometimes work in small groups with a teaching assistant. The children also have access to ICT software to develop creative skills.

Aims

- To develop an understanding and appreciation of art through a wide range of activities and experiences.
- To develop the children's creative and technical skills through a range of art skills.
- To encourage the children to express and communicate their ideas and opinions about their own work and that of others.
- To develop imaginative and original thought and experimentation with a variety of media.
- To develop the ability to work collaboratively.
- To develop and apply their ICT knowledge and skills through the use of computer art programs.



Children's Activities and Experiences

There is a detailed scheme of work, which allows progression through a range of experiences challenging the children to develop and broaden their skills. They have the opportunity to use a wide range of media and equipment. They look at, discuss and produce work in the style of various artists and are encouraged to respond to ideas, images and artefacts from other cultures.

Resources

- A wide variety of media and equipment is readily available to all year groups. The school is well equipped with artefacts, books and picture packs to support activities and experiences.

DESIGN and TECHNOLOGY

Introduction



"Design and Technology prepares pupils to participate in tomorrow's rapidly changing technologies" (National Curriculum)

Children take part in a variety of designing and making activities, including cooking.

Through practical projects, using a variety of different materials, children are taught to think imaginatively, to explore how things work and to use tools and equipment safely. There is a progression of skills throughout Reception, Year 1 and Year 2 and children learn to plan, develop ideas, make and evaluate their products.

Class teachers teach the subject to all children and they then work in small groups with a teaching assistant or parent helper.

Aims

- To develop a range of designing and making skills.
- To apply these skills across the curriculum.
- To understand the need for, and follow safety procedures.

Children's Experiences and Activities

- Frequent opportunities are provided for design and technology activities, including cooking.
- A detailed scheme of work has been developed to allow progression through a range of design and technology experiences. See table below.

Cooking

If a parent helper is available, small groups are taken into the children's kitchen each week. All children are encouraged to make a contribution towards the ingredients used and are usually able to take their "results" home for sampling!

Sometimes it is possible to relate the cooking recipe to the topic being covered e.g. gingerbread men while doing traditional stories, bread and butter when doing "The Victorians" and insect biscuits when doing "Creepy Crawlies".



Resources

- Design Technology is well resourced throughout the school.
- Each unit has a trolley for design and technology equipment as well as a central storage area. Equipment may consist of the following:
 - Tools (e.g. saws, drills, hammers).
 - Materials (e.g. clips, pins, sticks, rubber bands, wood, nails etc.)

The school has a children's kitchen, which is kept clean and fully stocked.

RECEPTION

SKILLS	ACTIVITIES
Manipulation, co-ordination and assembling.	Construction kits.
Communication of ideas.	Drawing a design, discussion of how it will be made?
Joining, Finishing, Health and Safety, Evaluation.	Free and structured box modelling. Hammering, sanding, use of tools. Discussion of finished models.

YEAR ONE

SKILLS	ACTIVITIES
Manipulation, assembling, following instructions.	Free and structured construction kits.
Communication of ideas. Choosing appropriate tools.	Draw design for model and identify tools and materials required.

YEAR TWO

SKILLS	ACTIVITIES
Manipulation, co-ordination.	Free and structured construction kits.
Communication of ideas and selection of tools and materials.	Design 2D and 3D models and identify tools and materials required.
Interpretation of a design, Health and Safety aspects, Finishing techniques, Evaluation.	Make a model for a purpose e.g design a coat or vehicle. Investigate the mechanics of a model e.g. a wheel and axle Discuss strengths and weaknesses of models, suggest improvements.
Investigate simple mechanical objects.	Look at mechanical objects and identify different parts.

GEOGRAPHY

Introduction

Geography is taught as part of cross-curricular topics in order to incorporate it's links with other subject areas within the curriculum, as well as being seen as a subject in it's own right. In geography the children will learn to ask and answer geographical questions and use geographical skills in order to develop their knowledge and understanding of places, patterns and processes. They will begin to learn about environmental change and continuing development.

Geography skills are taught throughout the school with opportunities to work collaboratively and individually. In geography the children first learn by drawing on the immediate environment of home and school. They then investigate the local environment before finding out about and comparing other locations in the UK. Finally they begin to find out about far away places in the wider world.

Teachers encourage children's interest in their locality and the wider world.

Through their geography learning the development of skills such as speaking and listening, writing, drawing and the use of ICT are all seen as important learning outcomes.

Aims



- To stimulate the children's interest in their surroundings and the variety of human/physical conditions over the earth.
- To foster children's sense of wonder at the beauty of the world around them.
- To help children develop informed concern about the quality of the environment and the future of the world.
- To enhance children's sense of responsibility for the care of the earth and its people.

Children's Experiences and Activities

The children have frequent opportunities for geographical activities and learning. The geography scheme of work is broken down into areas of study for each year group. In each topic there are frequent opportunities for 'hands-on' learning which might involve the use of visits, visitors, fieldwork, computer programs and CD ROMs.

FOUNDATION STAGE	Year 1	Year 2
	KEY STAGE ONE	
"Home to school and back again"	"All that Rubbish!" (Caring for the environment and recycling)	"Going to the Seaside" (Investigating features of a seaside locality)
"Around our School"	"Where we Live" (Investigating the local environment)	Every colour under the sun (Finding out about China, India, Africa and Australia) "St. Lucia" (Finding out about aspects of life, climate and landscape in St.Lucia)
"Getting About"	"Where in the World is Barnaby Bear" (Learning about different countries and places)	

Resources

- Geographical artefacts
- Photographs
- Maps
- Globes
- Videos
- Computer programs
- CD ROMs
- Books(fiction and non-fiction)
- Role-play areas

HISTORY

Introduction

History is a subject designed to help children develop a knowledge and understanding of events, people and changes that have taken place in the past, within a chronological framework. History is taught throughout the school with opportunities for individual and collaborative work. In history the children learn by drawing on their own experiences and memories and those of others, by listening to stories, interviewing visitors, participating in educational visits and engaging imaginatively in the historical topics taught in school. Teachers encourage children's interest in the past and promote quality in their responses to the topics taught. The development of skills such as talking, drawing and the use of ICT are all seen as important learning outcomes.

Aims

- To develop an interest in history for its own sake and a desire to know its influence on the present.
- To teach historical facts and the skills to make comparisons and historical enquiries.
- To provide opportunities for the children to communicate their awareness and understanding of history.
- To encourage children to ask questions about the past on the basis of simple observation.
- To allow children to begin to identify some of the different ways in which the past is represented and to find out about the past from a range of sources of information.
- To provide opportunities for children to recognise why people in the past acted as they did and to appreciate human achievements.
- To help the children begin to develop an understanding of chronology and the general passing of time.
- To help the children to distinguish between fact and fiction.
- To allow children to have equal access to history and to experience success and enjoyment in the subject.



Children's Experiences and Activities

The history scheme of work is broken down into areas of study for each year group. (There are frequent opportunities for learning through historical activities and visits and the use of video recorders, computer programs and CD ROMs.)

NURSERY AND RECEPTION FOUNDATION STAGE	YEAR 1	YEAR 2
	KEY STAGE ONE	
"All about Me"	"Now and then"	"Going to the Seaside"
"Grandparents Day"	(Way of life in 1940's and 50's and Family tree, old and new toys)	Oh I do like to be beside the seaside. (seaside holidays in the past)
"Celebrations" (Birthdays, Christening ...)	"Where we live" (Local history and changes in Eaton Socon)	"Victorians" (Life in Victorian England, work, school, home, leisure) 'Famous People' (The impact of a variety of famous people in history.)

Resources

Historical resources are essential to fire children's imagination and bring the topics alive. At Crosshall we are very lucky to be well resourced and the children will have the opportunity to experience: -

- Historical artefacts.
- Video recorders - to record visits.
- Computer programs and IWB resources
- CD ROMs.
- Books (fiction and non-fiction).

- Role-play areas.
- Photographs.
- Visits.
- Visitors

As in many areas of the curriculum, contributions from home are valued and are central to the children's understanding of the topics covered; such as 'visitors', 'family trees', 'artefacts', 'costumes', 'booklets made at home' and photographs' and questionnaires about school experiences.

MUSIC

Introduction

Music is a foundation subject that is taught by all class teachers as well as being used to support other areas of the curriculum including dance and drama. Through the skills of performing, composing and listening to a variety of music from different times and cultures, each child will be given opportunities to enhance and develop their own feelings and expression towards music in a positive way.

Aims

- To develop a love for music for it's own sake through a wide range of musical experiences.
- To develop a sensitivity and creative ability in all children
- To provide for the expression and development for individual children but also encourage the need to share, co-operate and listen to each other.
- To allow all pupils to have equal access to music and to experience success and enjoyment in their music work.
- To develop an awareness of music through time and an empathy with many types of music
- To be able to express ideas, thoughts and feelings through music.

The range of activities that the children will experience includes: -

- Weekly whole school singing assemblies.
- Whole school performances such as the Christmas concert for Years 1 and 2, Reception Nativity and Harvest assemblies.
- Year groups perform in concerts to parents and Year 2 children perform with other schools in the annual St.Neots Music festival and their leavers concert at the end of the year.
- Weekly whole class music time with a specialist music teacher and/or class teacher which includes singing, playing instruments, reading rhythms, performing, recoding,listening and evaluating their work.
- Group work where children will sing and play instruments to accompany a song
- Individual performances
- Listening and taking part in performances by visiting musicians
- Listening to a wide variety of music from different cultures and times.
- Year 2 children have the opportunity to join a choir and learn to play the guitar and the recorder.
- Reception classes participate in a Summer concert to parents which includes a variety of songs they have learnt throughout the year.
- Year 2 visit a retirement home for a Christmas Extravaganza of singing
- As a 'Singing School' we are working towards our silver award in the 'Sing up challenge'.

Resources

Music resources are located in the music room and in the Main hall.

Within the music room there is a wide range of pitched and non-pitched instruments including:-

2 Wind Chimes	13 Egg Shakers
30 Pairs of claves	8 Indian Bells
4 Sleigh Bells	4 Shaker Bells
6 Guiros	3 Pairs of Coconuts
2 Swanee Whistles	2 Wooden Blocks
10 Wooden Tulip Blocks	4 Wooden Agogos
6 Sandpaper Blocks	15 Finger Castanets
2 Table Castanets	23 Recorders
1 Stereo	1 Bugle
1 Violin	1 Bass Xylophone
2 Xylophones	1 Bass Drum
5 Drums	3 Bongos
18 Tambours	2 Large Cabasas
2 Small Cabasas	2 Beaded Cabasas
12 Half Moon Tambourines	10 Tambourines
4 Hand Cymbals	1 Large Cymbal
2 Medium Cymbals	1 Vibraslap
4 African Drums	1 Pair of Bongos
4 Seed Shakers	1 Wind Chime
1 Large Rain Maker	2 Small Metal Shakers
1 Didgeridoo	1 Keyboard + Stand
1 Class set of Boomwhacker	1 Class set of Handbells
1 class set of egg shakers	1 Caterpillar scraper
2 Lollipop tambours with beaters	

Music resources include:-

- Pre recorded tapes and CD's
- Personally recorded tapes and CD's relevant to the topics
- A wide variety of music books for children and staff to use
- Each class has it's own tape recorder and CD player.

PHYSICAL EDUCATION

Introduction

Physical Education should be seen as an integral part of the curriculum where children are able to express themselves through movement, express their emotions and be able to listen, appraise and perform for the enjoyment of others.

Physical Education is designed to help children to learn about their body, the way it moves and how it can respond to varying stimuli. It is designed to help them understand that exercise can contribute to a healthier life style and that everyone can succeed regardless of ability.

Physical Education is a foundation subject and taught by all class teachers. All children take part and participate individually, in small groups and as part of a whole class.

Aims

- To develop an awareness of the need for exercise for healthy growth and development and its impact on strength, stamina and suppleness.

- To encourage a positive attitude to the variety of physical activities which should encourage a habit of exercise for life.
- To promote a secure environment in which there is a sound balance between co-operation and competition with enough scope for each child to succeed.
- To ensure the Early Learning Goal and National Curriculum requirements are met within the planning and practice of P.E.
- To create stimulating environments within which the children can use their natural play instincts and use up energy.
- To promote a good level of fitness in the children, regardless of ability.
- To develop an understanding of how to respond, through movement, to a variety of situations.
- To encourage awareness that practise can produce greater quality of movement.
- To develop an understanding of fair play and co-operation.
- To create the confidence to cope with both success and failure.
- To provide an understanding of the changes which happen to the body during physical exercise.
- To ensure an awareness of the safety implications in P.E. and the importance of -
 - warm up
 - good posture
 - hygiene
 - correct handling of equipment
 - appropriate clothing
 - controlled behaviour.



Children's Activities and Experiences

Schemes of work ensure that there is continual progression throughout the school, which increase in the level of difficulty. Children in the Foundation stage undertake PE once a week, and are given the opportunity of physical exercise during Outdoor Activity Sessions. Key stage One children undertake PE twice a week. All children have the opportunity of physical exercise during lunchtimes and playtimes.

Children are taught in mixed ability classes. Planning and progression is built into programmes in three stages - Reception, Year 1 and Year 2.

Each class is timetabled for one half time per week.

There is a set overall yearly plan for each year group to cover the three main areas of study - gym, games and dance.

The recording of coverage in the Curriculum Planning Booklet ensures progression and continuity.

Resources

For Games we have a variety of different shaped and sized balls. These range from soft tactile balls to large footballs.

We have numerous types of striking implements such as cricket bats, tennis rackets and plastic hockey sticks.

As well as balls and bats we also have quoits, beanbags and skipping ropes.

The equipment is easily accessible for the children to use and stored behind the curtain in the hall and along the outside walls.

We are very well resourced in school. All the P.E. equipment is stored in the two cupboards in the hall and along the outside walls.

Games, warm-up ideas and apparatus plans are filed in the P.E. drawer in the hall. Other resources are in the staff room or with the P.E. Co-ordinator.

Games Equipment

4 large boxes each containing a variety of sized, shaped ball range striking implements.

Dance

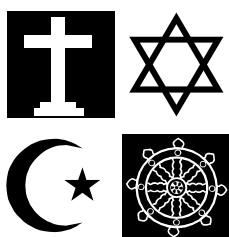
A selection of dance packs, musical instruments and, tapes in each unit, relevant to the particular topic.

RELIGIOUS EDUCATION

Introduction

Religious Education is a legal obligation for schools and the planning for this subject is based on the Cambridgeshire agreed syllabus. Although it is non-denominational it reflects the predominantly Christian culture in which we live, but also fosters an awareness of other religious beliefs and practices such as Hinduism, Islam and Judaism. It is not taught by means of doctrine but by trying to help children to understand and appreciate values and beliefs.

Religious Education plays an important part in the broad-based curriculum provided for our children. It supports the spiritual, moral, social and cultural development of the children as well as areas such as Personal and Social Development and Creative Development.



The Act of Collective Worship and Religious Education are planned together as a rolling programme over three years in half-termly blocks. Assembly at the beginning of the week introduces the theme for the week, which is subsequently supported in further assemblies. This is then followed up in the classroom in R.E. lessons. Most of the follow-up work takes the form of creative work, exploration and discussion to give the children plenty of opportunity to ask questions and explore often very sensitive issues and

concepts within a secure classroom environment. A wide variety of resources are used to support the learning process.

In the foundation stage Religious Education is incorporated within the knowledge and understanding element of the Early Learning Goals.

Aims

The aims of religious education are to enable pupils:

- to acquire knowledge and understanding of Christianity and the other principal religions represented in Great Britain ;
- to develop the ability to explore, to reflect on and to respond to human experience, drawing on their study of religion .

Religious education should help pupils to develop:

- their skills of exploring, investigating and learning as exercised in their study of Christianity and the other principal religions represented in Great Britain;
- their spiritual, moral, cultural and social selves by:- growing more aware of the fundamental questions of life raised by human experiences and of how religious and other beliefs relate to them;
 - responding to such questions with reference to their own understanding and experience and to the practices and teachings of religions, and to secular world views;
 - exploring and reflecting on their own experiences, values and beliefs in the light of their study;
- their ability to make responses to religious and moral issues based on information and reason;
- positive attitudes towards: - other people, respecting their right to hold different beliefs from pupils' own;
 - living in a society of diverse religions, beliefs and cultures;
 - religion as a significant element in human experience;
- understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures.

Children's Experiences and Activities

The learning activities are planned under six half-termly themes.

AUTUMN TERM		SPRING TERM		SUMMER TERM	
Self and Community	Festivals and Fasts	Places and Writing	Rites of passage / Worship	Natural World	People

Throughout the year and over a three-year period knowledge of another principal religion is introduced. The religions we focus on are Islam, Judaism and Hinduism

Resources

The school has a wide variety of resources for each of the theme and faith covered. These include pictures, photos, artefacts, poems and stories. There is also a large and comprehensive selection of storybooks to support each theme.

PERSONAL, SOCIAL, HEALTH and CITIZENSHIP EDUCATION (P.S.H.C.E.)

Personal, Social, Health and Citizenship Education (PSHCE) forms part of the school curriculum policy. It's prime aim is to enable children to become healthy, independent and responsible members of society. As a school we believe that all children in our care must feel that they belong, are valued and are fairly treated. They are encouraged to play a positive role in contributing to the life of the school and the wider community. It is hoped that through such experiences they will develop their sense of self worth.

PSHE and citizenship is implicit within all aspects of learning and is central to school life. It is developed through a range of teaching and learning styles. We also follow the SEAL programme which focuses on five social and emotional aspects of learning: self awareness, managing feelings, motivation, empathy and social skills.



There is a timetabled session each week where the children are involved in discussions, investigations and problem solving activities. Children are taught to recognise their achievements and personal ambitions. Other topics covered include resolving conflicts, setting classroom rules and keeping themselves safe. In addition our annual Healthy Week enables the children to further develop their knowledge of how to keep themselves fit and well.

A large proportion of PSHCE is covered through our assemblies and religious education lessons. We also develop citizenship through the School Council. Representatives from each class meet regularly to discuss school matters and will collect information from the rest of their class to feed back at meetings. Initiatives have included Healthy Eating and the publication of a Healthy Eating Recipe Book; planning the Quiet Garden; running a football club, manning the Friendship Stop, encouraging the children to take responsibility for litter in the playground and promoting the recycling of waste paper within school.

Children's achievements, both in social and academic terms are celebrated in a number of ways. Class teachers use stampers on children's work and stickers to commend extra special effort. Within each classroom is a rocket or beanstalk which children move up to reward their efforts in their work or behaviour. Each week a 'Star of the Week' is selected from each class. They receive a certificate and have their photograph displayed in the Main School Hall. Children are also encouraged to commend and support each other. Children who have achieved highly, tried particularly hard or behaved well can be selected by a member of staff to receive a head teacher's award.

It is hoped that by the time the children leave us, they have begun to develop a real sense of who they are, how they can contribute to the world around them and have learned skills that will stand them in good stead for the rest of their lives.

SPECIAL EDUCATIONAL NEEDS

Introduction

Should a child be identified and assessed as having a special need, a set 'Graduated Response' procedure (as directed by the DfES) is followed to enable the child to achieve his/her potential. Progress is closely monitored, re-assessed and reviewed. Consultation with the parents is sought throughout.

A child is acknowledged as having a special need if he/she has noticeable difficulties in certain aspects of his/her development. These may be short term or long term. A difficulty in learning could be related to any or a combination of the following: -

1. Intellectual development.
2. Social development.
3. Emotional development.
4. Physical development.

If a child has a medical condition any of the above areas may be affected.

The Graduated Response is based on the principles that:

- Provision for a child with special education needs should match the nature of their needs.

- There should be regular recording of a child's special educational needs, the action taken and outcomes.

The **Graduated Response** at **Foundation Stage** takes the form of:

- Early Years Action.
- Early Years Action Plus.
- Request for Statutory Assessment.
- Statement of Special Educational Needs.

At **Key Stage 1**, the **Graduated Response** takes the form of:

- School Action
- School Action Plus
- Request for Statutory Assessment
- Statement of Special Educational Needs

Aims

- To "include" each child regardless of his/her need within our setting.
- To make early identification of a child's special educational needs.
- To involve a child with special educational needs in planning and reviewing his/her education when possible.
- To provide appropriate provision for all children and monitor this regularly.