



## PRIORY INFANT SCHOOL CURRICULUM

We want our children to love learning and be excited and motivated to find out as much as they can about **EVERYTHING!**

We plan child-centred topics that we hope will give children purposeful reasons for learning across all the curriculum subjects, and we try to ensure that we build in as many meaningful and memorable real life experiences as we can.

We have recently compiled “Priory’s 50 Things....” these are the memorable experiences we believe every child should have before they leave us, and we are trying very hard to build them all into our curriculum topic work.

<p><b>Make mud pies</b></p> <p>Splash in puddles</p> <p>Roll/play in a pile of leaves</p> <p>Dig a hole big enough to sit in</p> <p>Build a sandcastle with a moat</p> <p>Build a den</p> <p>Bury some treasure (or dig some up!)</p> <p>Plant a seed</p> <p>Grow something and then eat it</p> <p>Toast marshmallows around a fire</p>	<p>See an egg hatch</p> <p>Hold /stroke a wild/ native animal</p> <p>Go pond dipping</p> <p>Go bug-hunting</p> <p>Go on a train</p> <p>Spend some money</p> <p>Meet and write with an author</p> <p>Have a story by torchlight/ candlelight</p> <p>Meet an athlete/ Olympian/ para-athlete</p> <p>Be part of a team</p> <p>Go on a Bear Hunt</p>	<p>Work with a real life artist</p> <p>Make something to keep out of clay</p> <p>Sew or knit something to keep</p> <p>Visit an art gallery or exhibition</p> <p>Tie dye some fabric</p> <p>Meet and talk to an elderly person</p> <p>Interview people about their jobs</p> <p>Taste new foods</p> <p>Skype or e mail someone in a different country</p>	<p>Sing or act in a concert or show</p> <p>Solve a mystery</p> <p>Travel in time</p> <p>Follow clues on a treasure map</p> <p>Make their own picnic</p> <p>Bake a cake</p> <p>Watch an explosion</p> <p>Make a film</p> <p>Vote for someone / something</p> <p>Meet someone from a different culture/ religion</p>	<p>Build an igloo</p> <p>Roll down a hill</p> <p>Make bread</p> <p>Take part in a debate</p> <p>See tadpoles turn into frogs</p> <p>Watch caterpillars become butterflies</p> <p>Find something in a rockpool</p> <p>Send a postcard</p> <p>Take part in an event with children from another school</p> <p>Give a tour of Priory Infant School</p>
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# Priory Infant School Curriculum

The curriculum encompasses **everything** the children learn when they are in school. We have designed our curriculum to be much more than just meeting the requirements of the National Curriculum subjects and Early Years Foundation Stage. Our curriculum covers **how** children learn as well as **what** they learn. Through our Super Learning Powers we teach children lifelong learning skills that will stay with them and stand them in good stead throughout their lives.

## We want our curriculum to be:

- Purposeful – so that the children can see **why** they are learning
- Motivating – so that they **want** to learn, and to keep learning
- Personal – so that every child feels **included**
- Memorable – so that children can **feel proud** of their achievements



## Wherever you go in our school you will be able to see our curriculum in action:

- Vibrant displays and resources across all the different subject areas which reflect our curriculum ethos and current topics. Recent children's work and photographs of the children exploring and learning are displayed in every area of the school.
- Exciting topic-openers that get the children "hooked" into the learning straight away.
- Learning happening inside and outside – we use the school grounds every day as an outdoor classroom. Eg. problem solving on the playground for design technology and maths projects, taking photos or video of seasonal changes, pond dipping or gardening.
- OLI the octopus' Super Learning Powers– you will hear children and adults talking about the learning powers they have been using / will need to use to achieve a task and see them displayed around the school
- Children who want to have a go and are not afraid to make mistakes – they know that challenging ourselves makes us better learners and that finding something hard, practising it and improving it, makes our brains grow!
- Powerpoints and films of school events, visitors, visits etc are shown on the screen in our front entrance area so that visitors to the school can get a flavour of all the wonderful things our children get to do

Please read about how we teach each specific subject below and see our Schemes of Work for the content of what we cover in each subject.

## ENGLISH

**Communication and Language:** It is vital that children learn how to be good communicators, whether at home or at school. As a life skill, this is probably the most important thing we can teach our children.

Throughout the whole curriculum we aim to develop children's communication skills – primarily through teaching them to be confident speakers and considerate listeners. In every lesson and activity we encourage children to share their thoughts and ideas – sometimes with a learning partner or an adult, sometimes with a group, sometimes with the whole class (or whole school).

Through a high adult child ratio in the Reception classes we model good spoken language in play and work activities, encouraging children to practise and develop new vocabulary. As children move through the school they take part in a wide range of carefully planned opportunities to develop their spoken communication skills through: talk partners, role play, drama, discussions/debates, learning poetry, group tasks, circle time, investigations, acting in school productions, taking part in assemblies, meeting and talking to visitors, interviewing familiar adults, joining the school council etc.

For children who may need additional support for speech and language we have a range of schemes in school which are used to boost confidence and enable children to master the key skills, such as Language For learning, Talk for Writing and TalkBoost. We also employ a specialist Speech and Language Therapy Assistant who works with children in class and individually on specific SALT programmes.

**Phonics:** Helps children to “crack the code” of reading.

We use the Sounds-Write scheme so that systematically and thoroughly children learn to hear, say, recognise and write letters. They learn to blend letter-sounds together to read words and to segment words into letter-sounds to help them to spell. Parent workshops are offered in each year group to show parents how we teach phonics and give them ideas on how they can help at home.

**Reading:** This is one of the greatest gifts we can give our children. If a child is a confident reader they have access to a whole world of information, pleasure and exploration. The world is their oyster! We encourage children to choose books to take home every day because we know that parents have a huge impact on their child's reading progress. Children who read regularly at home with a trusted adult make better progress than those who don't. We run workshops for parents every year to show them how to support their child's reading progress.

We prioritise reading across the whole curriculum and supply the children with a wide range of high quality books both fiction and non-fiction in all the different topic and subject areas. Great books are



the “way in” to a new topic for many children. An exciting story or a fascinating information book can often be the trigger to get children to want to learn more about a subject.

We develop reading for meaning from the very beginning, so that children know that reading is not simply a mechanical process. They talk about what they have read and answer questions to show they have understood the text. They are taught how to use the contents page and index to find information quickly in non fiction books.

Instead of relying on one “reading scheme” we use “Book Banding” across the school. This means that a huge range of story, non-fiction and poetry books have been graded according to difficulty and given a colour band. Children are told which colour band to choose books from, so that they can access a wide range of books within their ability level. We encourage children to choose books that interest them from the relevant colour band as this increases motivation for reading. Teachers use colour-banded books to teach reading to children in class. These “teaching books” have been carefully selected to develop phonics and word recognition in a gradual and confidence-building format. During the week every child will read 1:1 with the teacher or TA *and* participate in at least one Guided Reading session. A small group read the same book with the teacher and are taught strategies to develop word recognition and comprehension skills. This enables the children to begin reading with independence and to talk about the books they read with others, developing appreciation and comprehension skills. As well as being given at least two opportunities a week to read with an adult, teachers also plan for their class to experience reading in the context of all other subjects.

## Writing

Writing is one of the hardest skills young children have to learn. It is a complex, many-layered process. It requires physical dexterity to hold the pencil and form the letters correctly, knowledge of what you are going to write – composing the sentences and phrases first, then spelling the words and adding punctuation. Children need to be confident speakers and readers before they can master writing as a form of communication and expression. There are many different ways we teach writing – all are designed to give young children the confidence to “have a go” and build up their skills towards becoming independent writers.



**Writedance** – is a fun, active music and movement programme designed to develop gross (large scale) and fine (small scale) physical skills. This enables children to develop co-ordination, confidence and arm and wrist strength when making large-scale patterns and shapes in chalks and crayons. Gradually we make the patterns smaller and more controlled which then leads into learning how to write individual letters of the alphabet correctly and neatly.

**Handwriting** – After Writedance the children are taught letter formation and copy writing in handwriting lessons to practice writing in a neat, quick style. We use the Nelson handwriting scheme as a model. As soon as they are confident with forming each letter correctly and consistently we teach children how to join up their letters in the cursive style (usually in Year 2).

**Composition** Through topic work and literacy activities children are given a clear purpose for learning to write in an appropriate form. eg. They stories, poems, lists, explanations, letters, facts. They learn that writing has a purpose and that they must consider the audience and the style of

writing they do. They also learn punctuation – so that they can use capital letters and full stops correctly, and put in speech marks, exclamation marks and question marks where needed.

**Spelling** – is taught daily through the Sounds-Write phonics scheme. This includes spelling regular phonic words that can be “sounded out” and other spelling patterns for more tricky words. Each class has a “word wall” with key spelling words displayed which helps children to self-check those common words that are hard to sound out (eg. said, was, they, saw ) Teachers help children to learn to spell these common exception words correctly. We **do not** give the children “spelling tests” but we do check their spelling progress by doing dictation exercises every week where teachers assess the spelling patterns that have been taught. Parent workshops in each year group explain this more fully and greater detail. Alongside spelling children are also taught to use the correct grammar and punctuation in their writing so that it makes sense when read back.

## MATHEMATICS

The maths curriculum covers:

- Mental maths skills (being able to work out the answers quickly in your head)
- Problem solving and investigation skills
- Reasoning (explaining what to do /how you worked it out)
- A thorough understanding of maths concepts and vocabulary at each stage

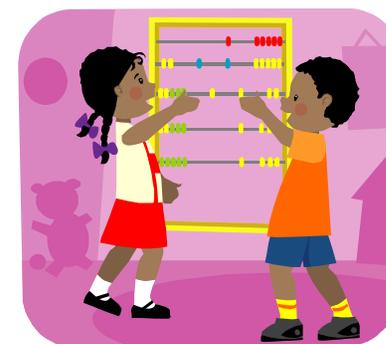
In our teaching, maths is applied to real life situations through a wide variety of practical activities and games.

We use varied, high quality resources and use ICT to support learning in all areas of maths. The areas of maths we cover are:-

- Number and calculations
- Problem solving and reasoning
- Measurement and geometry (including shape)
- Statistics (handling and interpreting data)

Children are taught as a whole class, in small groups and individually. Some maths lessons are taught in ability groups so that children can be challenged and assessed, at other times the children work together in mixed ability groups or pairs and the teacher and TA will make sure that each child has an appropriate task within the lesson. Fun maths homework activities are planned to support and develop children’s learning.

In each year group maths workshops are run for parents – who learn about a maths concept and then have time to work on a related activity with their child.





## SCIENCE

Children will have the opportunity to develop an understanding of the way things work, the natural world, properties of materials, the human body and senses through a variety of practical activities. They are encouraged to observe and investigate scientific concepts through topic based learning. etc etc. They learn by exploration and recording what they see and touch. Our environmental area supports the children's learning and provides first hand experiences. Themed "Investigations Weeks" help children to focus on specific scientific questions and encourages independent thinking. We use our wildlife pond area and vegetable garden frequently to support our science work.

## COMPUTING

Computing and technology skills are taught across the whole curriculum and in every subject. We have a 16 station computer suite with internet access and each class has at least three computers with internet access and a printer. There are 18 ipads which are shared by all classes. These are used on a daily basis to enable children to develop ICT skills across the whole curriculum. All classes have interactive whiteboards which are used in most lessons.



The children also learn how to use programmable toys such as Roamer, Pixie and Bee Bots. They use microphones, walkie-talkies and metal detectors in their play. They are taught how to use recorders to play and record and have access to digital cameras and a digital voice recorder. Online safety is taken very seriously and all children are taught how to stay safe when using the internet and only approved children's search engines and educational websites are used. Please see the online safety pages on the school website for more information and some useful links for parents.

## RELIGIOUS EDUCATION

Religious Education is taught according to the Local Authority's agreed syllabus and covers the main Christian festivals, beliefs and Bible stories as well as teaching children about other faiths – in Key Stage 1 the children learn about Judaism and Hinduism. We encourage children to see the similarities and differences and to ask questions eg. by comparing the celebrations of Diwali, Hannukah and Christmas. We aim to make RE as

“hands on” as possible – with visits to the local church and synagogue, using video and music, welcoming visitors, exploring real artefacts and tasting foods.

**Collective Worship:** We have a whole school assembly every morning, usually led by the Headteacher or Deputy Head. The children are encouraged to join in by singing songs, answering questions, sharing their thoughts and ideas, and sharing quiet thinking time about the theme of the assembly. Through assemblies we give the children a real sense of being part of our school community. We celebrate achievements and learn about the Golden Rules and how we all have a part to play in making our community a happy and safe place. We build awareness of the needs of others as well as ourselves by sharing experiences, expressing emotions, and talking about events past, present and future.

We aim to make assemblies acceptable to all creeds, denominations and those with secular views. We investigate and celebrate major world religious festivals eg. Easter, Christmas, Divali, Chinese New Year, Eid and Hanukkah. We invite parents of other faiths to assembly to share with us their cultural dress, symbols, books and music.

We look at relevant news items or current affairs that are suitable for infants (eg. the Olympics and Paralympics, Children In Need etc etc).

Our assembly programme is designed so that each term we cover at least one of the British Values in the context of the stories and themes we are exploring, and these usually relate the wider PSHE curriculum for that term as well.

*Parents, if they wish, have the right to request that their child be excused from taking part in religious worship or religious education. Pupils, at parents' request, may also be withdrawn from the school for such periods as are reasonably necessary to receive religious instruction in accordance with their own faith.*

*Parents are entitled to withdraw their child from assemblies by discussing the matter with the Headteacher.*

## ART & DESIGN

We take art and creative work very seriously at Priory. The school has earned Gold level ArtsMark in reflection of the wide and stimulating arts curriculum we offer. Children are given many opportunities to be artists, using different materials and tools and to develop a wide range of art and design skills. They learn a variety of techniques in order to communicate their ideas visually – both in 2d and 3d form. Art is a very important part of the infant curriculum – children who may find expressing themselves difficult in other areas of the curriculum often find it easier to express their thoughts and ideas in paint, clay or chalk for example. Children are also taught to respond aesthetically to others art work – both that of their friends in class and by looking at and talking famous art works and learning about the artists who made them. Our annual Art Week, focusing on various artistic themes and skills always produces excitement, enjoyment and brilliant displays. Children in Year 1 and 2 have opportunities to take part in nationally recognised Arts Award activities at Discover or Explore level.



## DESIGN TECHNOLOGY

Each year children will design, make and evaluate projects ranging from using construction kits, junk modelling, food technology, e.g. designing a fruit salad, cookie making, using simple mechanisms to make windmills or a moving toy. Each term, children will explore various construction kits and they will learn new design techniques and learn how to use a range of tools and equipment safely linked to their topic work. Eg. building a “huff and puff proof house” for a little pig using a glue gun; designing and making a Christmas party hat using a die cutter.

## MUSIC

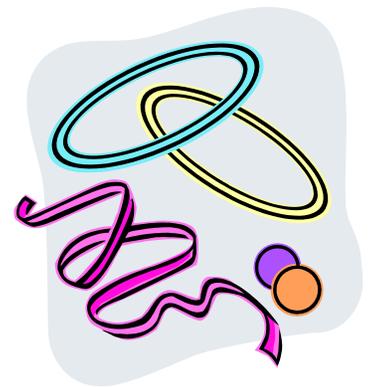


Music is an important aspect of a young child’s life and we endeavour to develop their experience through a range of musical activities. Every child has an opportunity to experience a wide variety of music through listening, composing and performing. We have an extensive range of percussion instruments for the children to use and follow the LCP and Music Express schemes for KS1. A Golden Time “musical theatre group” is very popular with Year 1 and Year 2 children and we offer after school choir, percussion and ukulele clubs throughout the year. Children love to perform and we plan in opportunities for them to learn to sing & perform rhymes, songs and routines as they take part in the annual Christmas Production and end of year Leaver’s Show. Children experience a variety of styles of music from around the world as they listen to live performances from invited musicians. We often host “Big Sing” events and invite other local schools to come along and join us.

## PHYSICAL EDUCATION

PE in the infant stage is all about having fun whilst developing movement competence. Each class has 2 PE lessons each week. Children in this school take part in music and movement, gymnastics, dance and games. Through the use of small apparatus such as balls, quoits, skipping ropes, bats, hoops, jumping frames and mats children develop the skills of running, skipping, jumping, throwing, catching, kicking, aiming and balancing. Young children need to express themselves through movement. PE helps children develop co-ordination, agility and control of the body and the mind.

By the time children reach Year 2 they will have progressed from working as individuals, to learning to co-operate in small groups and finally being a member of a team. They will participate in simple football skills games, ball passing games and general team games. They will be able to co-ordinate a sequence of dance and gymnastics moves and talk about their own work and that of others. The school offers after school sports clubs in football, cricket, yoga, multisport and dance to Year 2 and Year 1 children. (Limited numbers apply.)



## **HISTORY**

We teach history through topic work to provide children with a broad understanding of past events and the order they happened. Children will be encouraged to develop skills and knowledge by using photos, artefacts, drama and role play, video and stories to help them understand the past and how things have changed over time. Much of our history work lends itself to visits and visitors and creative activities. Topics covered have included Toys in Victorian times, Harvest, Scott of the Antarctic, The Great Fire of London, Seaside Holidays in Victorian Times, the story of Titanic, Amy Johnson, the moon landings, Helen Sharman- space explorer, Evacuees in World War 2, how chocolate was discovered.

## **GEOGRAPHY**

Geography is covered within general topic work throughout the year. In Reception and Key Stage 1, geography mainly concerns the local environment. Children are taught to use their observational skills to talk about their immediate surroundings. They will be encouraged to follow directions, talk about journeys, use and make maps and describe how people have affected the environment. In Years 1 and 2 the children will be taught about the countries that make up the UK and celebrate the diversity of our country. They use large scale maps and globes to explore the world, the continents and the oceans. We teach an awareness of the wider world by finding out about where people go on holiday linking this to our topic work, assembly themes and charity collections. We hold “Around the World” weeks and special themed days where children are immersed in the tastes, sights, sounds and smells of different countries.



**Our School Curriculum also includes the following:-**

### **EQUALITY, DIVERSITY AND MULTICULTURAL EDUCATION**

Since our country is a multicultural, multifaith society, we follow the policy laid down by the Local Authority in promoting understanding, tolerance, respect and interest in a wide range of nationalities and cultures. Topics on The Paralympics and “Around the World Week” help children to understand more about different nationalities and cultures and to be more aware of the achievements of people with disabilities. We often have visits from a partially sighted person and his guide dog. Special provision is also arranged for working with bilingual pupils. The school takes a strong line against racist behaviour and this will not be tolerated. Copies of the Anti-Racism Policy are available from the school. The school has an Equality Policy and actively promotes gender equality and disability equality.

## PERSONAL, SOCIAL & HEALTH EDUCATION

### Personal, Social and Health Education

Our aim is to develop the “whole child”, which includes intellectual, physical, aesthetic and spiritual development. This is the basis of the schools curriculum, but underlying this is each child’s emotional, moral and social development. Our PSHE and citizenship curriculum enables children to become healthy, responsible, independent members of society. We purposely adopt a practical and play-based approach to PSHE topics and involve drama and role play as much as possible, believing this to be the best way forward for young children to explore the issues involved. All staff at Priory Infant School are aware of the need to develop these aspects whenever the opportunity arises. Therefore our main aims are:-

- To encourage each child to develop as an individual and grow in confidence as they learn to deal with and cope with the more difficult emotional experiences of life
- To encourage each child to respect other children and adults and be sensitive to their views even if they differ from their own
- Consider others needs, thoughts and feelings and try to build a good relationship with them
- Help each child understand the need for authority and to adhere to rules

We hold the Healthy Schools Charter. Our health education is integrated into topic work and is mainly connected with the science topics "Ourselves" for the younger children and “Healthy Living” for the older children. Children are taught about:

- an understanding of what health is
- the knowledge that will enable them to minimise the risk of injury and disease including road safety knowledge
- an understanding of the use and misuse of medicines and other drugs
- the ability to begin to make thoughtful and rational decisions as they gradually become more aware of themselves as individuals.



### British Values

Through our PSHE and wider curriculum we teach children the core British values, which are:

Democracy

Mutual Respect

Tolerance

Rule of law

Individual liberty

To find out how we make this appropriate and meaningful to infants please look at the information and resources we have on our school website!

## **Sex Education**

The school has a Sex Education Policy which outlines how we teach children to be aware of growth and reproduction of plants, insects and animals through their own observations and study of nature at school. We also talk about family life and relationships in an age appropriate way. Questions about human reproduction will be answered honestly and openly and children will be encouraged to ask their own parents or carers for fuller explanations. Teachers will talk to parents at the end of the day if their child has asked any questions that we feel it best for the parent to answer!

## **EXTRA CURRICULAR ACTIVITIES**

The school provides a wide range of after-school and lunchtime clubs as well as choices of activities for children to “sign up” for during Friday afternoons’ “Golden Time”.

Only a limited number of children can attend so places are allocated on a rota basis. Some clubs run at specific times of the year only.

After school clubs are mostly run by outside providers and a charge is made for these, payable at the start of each term. After school clubs change termly, throughout the year we offer:

- |                      |             |            |
|----------------------|-------------|------------|
| ○ Cricket /rounders  | Gymnastics  | Sewing     |
| ○ Art & Craft        | Tennis      | Choir      |
| ○ Basketball/netball | Multisports | Percussion |
| ○ Dance              | French      | Ukelele    |