



# The curriculum at Stannington Infant School.



## Our School Aims:

- To provide a challenging, creative and rich curriculum which will develop curiosity, confidence and independence.
- To provide an inclusive, safe, secure, healthy and happy environment.
- To encourage a caring and positive attitude amongst the children towards all others and their environment

## Our Core Values:

**We persevere** to gain the confidence and independence to have a go.

*We aim to be the best we can be.*

**We are resourceful** because we are creative and curious.

*We ask questions and discover.*

**We share our learning** and talents with our friends and our community.

*We value everyone.*

**We are thoughtful** and care about our learning, about others and the environment.

*We enjoy our learning.*

## Curriculum Intent

Our Curriculum is designed to develop curiosity, confidence and independence. To encourage our children to have a caring and positive attitude through wider personal development. It covers key areas of knowledge and skills progressively across all subjects; we ensure all children have access to an ambitious curriculum using a range of approaches.

## Our Curriculum drivers

The arts and creativity

Developing independence

The environment

Social, moral, spiritual and cultural

## Curriculum Implementation

We deliver most of our curriculum through themes. Delivering the curriculum in a thematic way allows us to link different subject areas and help the children to make sense of their learning. So, through the theme Sheffield the children will learn History, DT, Geography and Art, as well as English and Maths.

At the start of a theme we explore what the children already know about the areas of learning and ask them what else they would like to find out; this gives the children ownership of the curriculum.

During each theme we plan educational visits and invite visitors into school to stimulate learning. We use different stimulus to start each theme. A 'Stunning Start' is a launch event that engages children in their learning; for example in our theme 'Sheffield' we went on an 'eye spy' bus tour of the city to identify human and physical features and landmarks. We draw the learning together in a 'Fabulous Finish'. A 'Fabulous Finish' is a 'finale' to a sequence of learning that creates purpose to the children's learning, such as a performance assembly where visitors are invited or hosting a museum for parents.

Each term we also have themed or subject specific 'focus weeks' where we plan in depth learning. For example, in our Design Technology week the children design, make and evaluate a puppet. In our science week we focused on scientific enquiry such as Where does the water go in a flower? How far can a car travel on different surfaces?

Each year group has a Curriculum Map and teachers plan to ensure progression in the sequence of learning and coverage of the NC curriculum.

## English

### Intent

- Develop children's speaking and listening skills, to enable them to communicate confidently and effectively in a variety of circumstances.
- Build on pupils' strengths, interests and experiences and develop their confidence in their capacity to learn and work independently and collaboratively.
- Provide a rich language environment that promotes and celebrates a culture of reading and writing.
- Develop an interest and a love of books and literature which will stay with them for life.
- Develop children's confidence and encourage them to see themselves as readers and writers for pleasure and purpose.
- Equip children with the range of strategies necessary to develop reading fluency and accuracy.
- Give opportunities to express their creativity and explore their imagination through drama, play and in written forms.
- To personalise learning and support to ensure all pupils acquire and develop basic skills in literacy.
- Provide and enrich, structured and enjoyable teaching sequence.
- Equip children with the presentational skills necessary to develop effective writing (i.e. handwriting, spelling and punctuation).

### Implementation

We teach **English** through a school designed curriculum using a mastery approach which follows a structured teaching sequence.

During the first half term we teach narrative through a story such as Fantastic Mr Fox or The Gruffalo. Children learn a story and can retell it orally and through writing. We teach children spelling, punctuation and grammar skills that are applied into their storytelling.

During the second half of each term we have a non-fiction and poetry focus, these are linked to our themes. This approach builds confidence and develops skills across all year groups.

Phonics follow the Read Write Inc. scheme of work.

## Maths

### Intent

- To foster a positive attitude to maths for all children enabling them to approach mathematical activities with confidence, understanding and pleasure.
- To develop numerate children.
- Children who can communicate mathematical ideas and concepts using appropriate language.
- Understanding of mathematical symbols and conventions including mathematical language.
- Ability to select and use a range of mathematical resources.
- To value the process of enquiry as well as the answer and to appreciate that the definitive answer is not always possible.

### Implementation

We teach **maths** skills, through a mastery approach that allows children to apply taught skills to a range of reasoning problems. We use the White Rose scheme of work which is sequenced to meet the needs of the pupils and allows for spaced practice. Children develop mathematical skills through the use of pictorial representation, practical tasks and the opportunity to apply these skills to real life situations.



## History

### Intent

- To foster in children an active interest and curiosity about the past, and to develop an understanding that enables them to enjoy all that history has to offer;
- To enable children to see and appreciate how things have changed over time and will continue to change, and to understand how the past differs from the present;
- To develop a sense of chronology;
- To enable children to know about significant events in British history; To understand how Britain is part of a wider European culture;

- To have some knowledge and understanding of historical development in the wider world;
- To help children understand society and their place within it, so that they develop a sense of their cultural heritage;
- To help children to develop the skills of enquiry, investigation, analysis, evaluation and presentation – using a wide range of sources to find out about the past and asking questions: How? When? Why? Who? What?

### **Implementation**

History is taught through school designed themes and gives pupils a chance to explore a wide range of sources from which the past may come alive.

We encourage first hand experiences through handling real artefacts which broadens and enriches children's understanding. Wherever possible arranging educational visits to relevant sites of historical interest.

### **HISTORY:- NC Purpose of Study**

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

### **How can I be a historian?**

**Ask questions about the past** e.g. What was it like for people? What happened? How long ago?

**Find evidence to give us clues about the past** e.g. use primary and secondary sources and understand the difference

**Think critically** e.g. Can I talk about what type of evidence is reliable when finding out about the past?

### **Use historical vocabulary**

<https://www.bbc.co.uk/bitesize/topics/zs3487h/articles/ztnvgk7>



### **Geography**

#### **Intent**

- Develop an interest in and curiosity about their own immediate local environment and the wider world.
- Develop an awareness of climate and seasonal change and the effects upon living things.
- Begin to understand what it is like to live in Stannington, compared with other places.
- Develop positive images of other places in the world and the people who live there.
- Develop an awareness of the interdependence of people and resources and to develop an awareness of the relationships of people to the landscape and their environment.
- Develop a range of skills:
  - (i) Fieldwork – observing and comparing places and geographical features.
  - (ii) Communication – using appropriate geographical vocabulary
  - (iii) Measuring and recording (weather etc.)
  - (iv) Interpreting and using maps, atlases, globes, photographs, plans, satellite pictures, etc.
- Learn to ask questions about, and propose solutions to, environmental problems (i.e. litter, vandalism, pollution, etc.).
- Begin to learn about sustainable development.

### **Implementation**

Through Geography based themes pupils develop their knowledge of people and places to understand the physical, social and economic forces which shape those places and the lifestyles of the people who live there. They study the local area and issues and extend these studies into the wider world, so giving them a global awareness.

The children learn to use maps to locate cities, countries, mountain ranges, rivers, seas and oceans. They use atlases, photos and the internet to explore the environment of the countries they study. They then use the skills they have developed in literacy, numeracy and ICT to report and record their findings. Children learn about the value of being eco-friendly and belonging to a sustainable society. Educational visits make the learning more meaningful and enjoyable.

### **GEOGRAPHY:- NC Purpose of Study**

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

### **How can I be a geographer?**

**Research natural and human features during fieldwork** e.g. when studying the local area find out how many shops there are near the school. Are there hills or valleys in our local area?

**Ask geographical questions** e.g. What is it like to live in this place? How is this place different to where I live? How is the weather different? How are lifestyles different?

**Observe and record** e.g. the different types of trees in the school environment, what are their features? What buildings can be seen in Sheffield city centre, how are these similar or different to those in Stannington.

### **Use geographical vocabulary**

## **Science**

### **Intent**

- To build on the children's natural curiosity
- To develop scientific skills such as observation, investigation and experimentation
- To increase the children's scientific knowledge
- To enable children to question, investigate, predict and hypothesise
- To encourage children to communicate scientific information in many ways
- Children use the correct scientific vocabulary



### **Implementation**

We deliver much of the science curriculum through our Forest School learning and in focus weeks so that it is practical and relevant. Science is also a time for the children to be encouraged to work through whole class, group or individual investigations, designed to arouse the children's natural curiosity.

To enable us to produce inquiring and enthusiastic scientists we present opportunities for the children to make observations, explore, investigate, problem solve and experiment. We develop useful knowledge, skills and attitudes about the world in which we live such as healthy eating, investigations, plants/growth, materials, forces, sound and minibeasts.

### **SCIENCE:- NC Purpose of Study**

A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement

and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes

### How can I be a scientist?

**Ask scientific questions** e.g. What conditions do plants need to grow? Which objects will float?

**Make predictions and carry out experiments** e.g. I think .... Because....

**Observe and record** e.g. What happens when things are heated or cooled? How do seeds grow into mature plants?

**Use scientific vocabulary**

<https://www.bbc.co.uk/bitesize/topics/zqkk7ty>

## Design technology

### Intent

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high quality products.
- evaluate existing products and the products they make.
- understand and apply the principles of nutrition and learn how to cook.

### Implementation

#### **Foundation Stage**

Children's development within design and technology follows the Early Years Foundation Stage guidance as part of the Understanding of the World area of learning. In this area of development children will be developing skills in manipulating and joining materials, as well as using simple construction kits, matching, sorting, pattern making and developing relationships with numbers and shapes. This will be linked to current learning as part of the creative curriculum.

#### **Key stage 1**

At Stannington Infant School we follow the learning objectives as set out in the National Curriculum for teaching design and technology. Where ever possible links are made to other areas of learning. Work in science, investigating materials and their uses could be used to find a waterproof covering for a den for example. This approach enables us to reinforce learning.

Design and technology tasks usually follow a process.

#### **Investigate:**

Children will begin each DT project by investigating existing products e.g puppets, castle visit.

#### **Design:**

This is the part that develops the idea, based on a theme.

#### **Build:**

This is the aspect that has a focus on a specific skill or area of understanding– such as wheels and axels.

#### **Evaluate:**

This part is a reflection on what went well and what might have been improved, for future reference

### DESIGN TECHNOLOGY:- NC Purpose of Study

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

### How can I be an engineer?

**Evaluate and explore** e.g. I think .... because.... How does this work?

**Design and make** e.g. Can you make a castle with a moving part? Can you design a puppet for another child?

### **Use technological vocabulary**

<https://www.youtube.com/watch?v=D9I35Rqo04E>

<https://www.youtube.com/watch?v=RM04n0-QtNo>

## **Art**

### **Intent**

- for all pupils to explore their ideas and recording their experiences creatively
- for all pupils to become proficient in drawing, painting, sculpture and other art, craft and design techniques
- for all pupils to evaluate and analyse creative works using the language of art, craft and design
- for all pupils to know about great artists



### **Implementation**

#### **Foundation Stage**

Art in F.S is taught as part of 'Creative Development' under the specific areas Exploring & Using Media & Materials and Expressive Arts & Design. It is used to help strengthen the positive impressions that children have of themselves, their own culture and other cultures. Art is not only taught through continuous provision, but also as specific skill-based sessions, such as paint mixing, observational drawing or how to create effects using mixed media. Looking at and creating art from the children's interests or by using specific artists to link to a skill e.g. colour mixing based on Turner skies, provides scope for lots of questioning and discussion, developing skills that can be transferred to other areas of the F.S curriculum, such as Communication and Language. Very often the skills covered in the taught sessions will naturally direct teaching to include other curriculum areas such as RE (e.g. making Diva lamps from clay) and CLL – Communication, Language and Literacy (e.g. talking about different art/artists – how paintings have made them feel or how/why they have made a particular piece of art work).

#### **Key Stage 1**

As children move into Y1 and throughout Y2 we follow the learning objectives set out in the National Curriculum for teaching Art and focus on the following skills, building more complex activities into the Year 2 work and linking each area to a specific artist or group of artists:

- Drawing and observational work – Line, tone and shape.
- Painting and colour – Colour mixing and texture.
- Textiles – Pattern, texture, colour and shape.
- 3D Work and Clay – Shape, form and space.
- Printing and painting – Pattern, colour line and shape.
- 3D Work/ Sculpture (Photography) – Shape, form and space.
- Painting and textiles (Collage) – pattern, colour, line and shape.

#### **ART:- NC Purpose of Study**

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

#### **How can I be an artist?**

**Experiment and create** e.g. explore colour combinations, paint effects and using different media

**Think critically** e.g. What do you like or not like about this piece of art? How is this artist's style the same or different to another artist?

#### **Use technical vocabulary**

## **Computing**

### **Intent**

- To enrich and extend learning across the whole curriculum
- To enable the children to acquire confidence to develop and use technology skills, knowledge and terminology.
- To stimulate interest in new technologies, so that pupils become adaptable, taking advantage of the pace of technological change
- To create opportunities to work collaboratively, improving communication skills
- To create opportunities for independent study, investigation and analysis
- To develop a range of thinking and solving skills
- To support and motivate those with special educational needs, while extending and providing a challenge for the more able.
- To encourage children to find out about and identify the uses of technology in their everyday lives, and use computers, tablets, programmable toys and familiar equipment to support their learning and communication.



### **Implementation**

We follow the Sheffield scheme of work for computing.

In Foundation Stage, children will recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Children in Foundation Stage will enjoy 'tinkering time' to allow them to explore the way that we can control technology. Children will begin to use technology for a specific purpose, like using a ipads to take photographs. They will use a range of different software and programmable toys.

In KS1 Computing is taught both as discrete session to develop skills and as an integral part of the whole curriculum.

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

Online safety is taught through the computing and PSHE curriculum with some elements delivered by pupils in the Stannington Stay Safe Team.

## **PSHE**

### **Intent**

- To provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.
- Our school is welcoming, inclusive and is a place where everyone is valued.
- Our pupils and staff treat each other equitably, fairly, with kindness and with mutual respect.
- Our pupils and staff approach challenges with a 'can-do' attitude.
- The needs and interests of all pupils, irrespective of gender, culture, ability or aptitude, will be promoted through an inclusive and varied PSHE curriculum at our school.
- For all pupils to learn to understand and respect diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.
- Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning.



### **Implementation**

We use the Jigsaw curriculum which provides a series of sequential and developmental 'puzzles' across each year group.



Personal, social and health education (PSHE) helps to give children the knowledge, skills and understanding they need to lead confident, healthy and independent lives. It aims to help them understand how they are developing personally and socially, tackling many of the moral, social and cultural issues that are part of growing up. It teaches children about healthy choices and a healthy lifestyle.

In Foundation Stage the children are taught how to build upon their own experiences and work towards achieving the Early Learning Goal (ELG) for Personal, Social and Emotional Development. This is divided into three main areas of Making Relationships, Self-confidence and Self Awareness and Managing Feelings and Behaviours.

In KS1 the children are taught skills and rules for staying healthy and safe and for behaving well. Children are given opportunities to show they can take some responsibility for themselves and their environment. They begin to learn about their own and other people's feelings and become aware of the views, needs and rights of others. They learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying.

## **RE**

### **Intent**

- To ensure that all pupils in our schools develop socially, culturally, morally and spiritually so that they are able to understand themselves, understand others and develop a wide range of skills to benefit from and cope with the opportunities, challenges and responsibilities of living in a rapidly changing world..
- To enable pupils to understand their own faith or beliefs and to learn from their study of different faiths and beliefs
- To enable all children to understand the nature, role and influence of religion in the world.
- To enable all children to formulate and express reasoned opinion/argument.
- For children to understand and have respect for different beliefs and life-styles.



### **Implementation**

We follow the Sheffield syllabus for religious Education.

#### **Foundation Stage**

Religious Education in F.S is taught as part of the specific area 'Understanding the World'. It is used to help strengthen the positive impressions that children have of their own culture, community and/or faith as well as that of other cultures or faiths within their community.

#### **Key Stage 1**

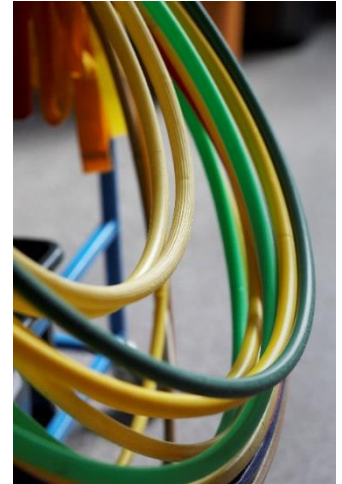
As children move into Y1 and throughout Y2 we follow the learning objectives set out in the National Curriculum for teaching R.E.

R.E is frequently linked to other areas in the K.S 1 curriculum such as Literacy, PSHE, Art/Drama and P4C. The children will now revisit the themes introduced in F.S, however they will now deepen their understanding of the different religions found in their community, linking them to their own experiences and ideas. They will be encouraged to think critically about quite deep religious concepts: Good vs Evil; Right and Wrong; The importance of being sorry; Forgiveness. Teaching will also be supported by visits that will take place throughout the year and visitors coming into school to speak and answer questions.

## **PE**

### **Intent**

- To develop a range of skills and give opportunities for the practise of them.
- To develop stamina and strength and increase mobility and flexibility.
- To encourage perseverance.
- To develop an understanding of the importance of exercise and a healthy lifestyle.
- To develop self-confidence and an understanding of the capabilities and limitations of themselves and others.
- To teach the safe use of apparatus.
- To teach safety procedures when lifting and carrying apparatus.
- Through games involving receiving, controlling and sending objects, give opportunities for the children to develop concepts of fair play and honest competition.



### **Implementation**

Our Physical Education curriculum is taught through three main areas:

**Dance** Movement to music, rhythm and beat linked to the overall topic where possible.

**Gymnastics** On the floor and apparatus: Travelling, awareness of space, balancing, awareness of body parts, prepositional language and linking movements.

Development of the **fundamental movement skills** (REAL PE progressive scheme) 12 key skills taught throughout the year including static balance, co-ordination (sending and receiving) and agility (reaction and response). Skills are differentiated to provide challenge for all pupils.

## **Music**

### **Intent**

- To sing and to use their voices expressively, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- To give opportunities for children to perform for one another, parents and community, thus developing their own self-esteem and motivation.
- To listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- To understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations
- To provide a means of self-expression and communication.
- To experience music as a subject in its own right, and as a means to enrich the wider curriculum.

### **Implementation**

The Charanga programme is being followed throughout school covering:

Listening and Appraising; Musical activities, Singing and Performing.

#### **Foundation Stage**

Music is used across the curriculum as a part of the Creative Development area of learning. There is an area

within the continuous provision where instruments are displayed for the children to select from and use

creatively.

#### **Key Stage 1**

Music curriculum is mainly delivered through subject specific lessons. Where links can be made, e.g. to story telling or to dance, teachers take a cross-curricular approach. Short daily sessions are used for singing, rhymes and basic rhythm games. Children in year 1 learn the ukulele and in year 2 children learn to play the recorder. All pupils are involved in at least one musical performance each year.

