

Perryfields Infant School



Curriculum 2014

A rich, creative curriculum which inspires all children to develop independence and a passion for life-long learning.

Our School Curriculum

From September 2014, schools need to follow a new [National Curriculum](#). This sets out what pupils should be taught but it is for schools to choose how they organise their school curriculum. (Academies and free schools do not need to follow the National Curriculum.)

Perryfields Infant School curriculum 2014 aims

At Perryfields Infant School, we follow a creative 'topic-based' approach to the curriculum. This means that wherever possible, we group our subjects around a topic. The topics we choose depend on two factors: what areas of the National Curriculum we must cover and the interests and needs of the children. For example, older children told us they would love to find out about the past so we had a 'Back in time' theme – there's so much great learning that can take place within such a topic, it would be a shame to miss out on this idea!

"It has outstanding features in the rich and interesting curriculum, and pupils' very positive attitudes to learning" (Ofsted 2012).

"Lessons are carefully planned and topic themes link learning creatively between subjects. Pupils become involved in shaping aspect of their learning by suggesting what they might want to learn at the start of each topic! (Ofsted 2012).

Not all subjects can naturally 'fit' within a topic and so these subjects are taught separately. Religious Education does not usually link with a topic and so it's taught separately by the teachers. Science can lend itself to lots of very engaging topics – space and plants both offer lots of scope – whereas other Science areas will be taught as 'mini-topics' – a two week theme of Solids and Liquids, for example.

Our topics are varied, engaging and relevant and are never repeated. This makes the learning new and exciting for both the children and teaching team. To ensure that the National Curriculum for the KS1 phase is fully covered we plan using a National Curriculum coverage sheet. All children develop at different rates and through our flexible approach to

the curriculum children will access the objectives from different year groups and through planned differentiation.

Our Big Autumn Term Topics in 2014 – 2015 are:

Foundation Stage

Spots and stripes!

- 'My mum and dad make me laugh!' Largely based around the popular book by Nick Sharratt.
- 'What the ladybird heard' by Julia Donaldson
- 'Hooray for fish'

Year 1

Land Ahoy!

- Handa's Surprise – a visit to Africa through the Power of reading to develop literacy skills.
- Going on a dinosaur hunt – dinosaur land
- Fairy tales set in woods

Year 2

From Farm to Fork

- Using 'Lila and the Secret of Rain' through the Power of reading to develop communication, language, reading and writing skills.
- All food comes from plants or animals
- Food has to be farmed, caught or grown

Parents are given information sheets stating what their children will be focusing on and learning about each term in their new theme. See below for additional information (topic wheels).

National Curriculum

The National Curriculum states that all state schools in England and Wales should provide a balanced and broadly based curriculum that:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- prepares pupils at the school for the opportunities, responsibilities and experiences of adult life

At Perryfields Infant School, learning is organised into two phases:

- **Early Years Foundation Stage:** at Perryfields Infant School, this applies to children aged 4-5 – just our Reception Classes
- **Key Stage 1:** ages 5-7 (Years 1-2)

At Key Stage 1, the statutory subjects that all pupils must study are:

- English
- Mathematics
- Science
- Art and design
- Computing
- Design and technology
- Geography
- History
- Music
- Physical education

Religious Education (RE) and Personal, Social, Health and Education (PSHE) must also be provided at Key Stages 1.

Reception Class

We know how important the first year of school is for you and your child. At the age of four years when children start school the curriculum is of a practical nature. This is called the Early Years Foundation Stage. The curriculum in the Foundation Stage, although play based, is carefully structured. Teachers match the different levels of young children's needs to carefully planned learning experiences both indoors and out. The children's activities are based around seven different areas of learning which form the basis of the curriculum. These areas are made up of prime areas and specific areas.

The **prime areas** are:

- Personal, social and emotional development (making relationships; self-confidence and self-awareness; managing feelings and behaviour)
- Communication and language (listening and attention; understanding; speaking)
- Physical development (moving and handling; health and self-care)

The **specific areas** are:

- Literacy (reading and phonics; writing)
- Mathematics (numbers; shape, space and measures)
- Understanding the world (people and communities; the world; technology)
- Expressive arts and design (exploring and using media and materials, being imaginative)

Each area of learning has a set of related early learning goals.

Year 1 and Year 2

Year 1 and Year 2 make up Key Stage One.

Like all schools in England, we must follow the National Curriculum – it sets out subjects and content which we must teach. Within this, however, there is flexibility so that we can interpret and plan to meet the needs and interests of our children now and for the future. We are using the Chris Quigley Essentials curriculum as our overarching framework for coverage and assessment.

Our curriculum is:

Creativity = imaginative, purposeful activity + originality + with value

Skills = communication + mathematics + ICT + improving own learning and performance

+ working with others + problem-solving

How we deliver our curriculum

Perryfields Infant School is a 'two-form entry' school. This means we take two classes each year and so have two classes in each year group. Classes are limited to a maximum of 30 children in Reception, Year 1 and 2.

The delivery of the curriculum is usually based on the child's own class: most subjects and skills are taught by the same class teacher, but occasionally children learn with children from other classes or different members of staff. For example, older children might support younger children (under supervision) in reading or PE games. Not only does this help younger children to acquire new skills, but older children's social skills and self-esteem can improve, too. We also make use of many visitors to school who have particular skills or interests, especially in PE and literacy.

Religious Education and Assemblies

Religious Education is taught in line with recommendations laid down by the Essex scheme of work for RE at Key Stage 1. It is usually taught as a separate subject but where possible it will be linked to a theme. This means children learn about all religions (and that some people choose to have no faith) based around a theme, which could be Festivals, Buildings or Special Places. Teaching in this way helps children to compare and consider everybody, ultimately leading to greater understanding and respect.

Assemblies – technically termed 'daily acts of collective worship' – are a legal requirement. Our assemblies promote values which complement and reinforce faiths; they tend to promote positive relationships and self-awareness, and focus around our whole-school Core Values which underpin our school ethos. These 8 core values are selected by the children, parents, governors and teaching team and are:

- Curiosity
- Caring
- Thoughtfulness
- Responsibility
- Enthusiasm
- Perseverance
- Honesty
- Individuality

Parents have a statutory right to withdraw their children from Religious Education and assemblies.

Non-negotiables for Perryfields Infants Curriculum

- High expectations and challenge, closing the gap through precise differentiated work targets.
- Daily literacy and maths lessons.
- High quality literature through the 'Power of Reading' with emphasis on phonics, key vocabulary and the spoken word.
- Celebration of similarities and differences using the core values and half termly Religious Education topics.
- Half-termly emphasis on e-safety.
- Termly Design and Technology project.
- Development of progressive art skills and techniques.
- Teaching which facilitates children's ability to take risks and apply their skills to solve problems.