



CURRICULUM PROVISION AT JACKFIELD INFANT SCHOOL

Our curriculum is carefully planned to motivate, challenge and inspire all children to want to learn to become independent and lifelong learners. It is our aim to provide a curriculum that meets the needs of all children by providing hands on experience, inviting interesting visitors to the school, and offering extended learning opportunities through educational visits, extra-curricular activities outside the normal school day, curriculum days and theme weeks. We aim to prepare children of today to become good citizens of the future and to get it.....

“Right from the Start”

FOUNDATION STAGE

FOUNDATION STAGE TOPICS

Children in the Foundation Stage follow the Early Years curriculum. Within the curriculum the children have learning experiences built around the seven areas of learning set out below.

Characteristics of Effective Learning
Playing and Exploring – Engagement Finding out and exploring Playing with what they know Being willing to 'have a go'
Active Learning – Motivation Being involved and concentrating Keeping trying Enjoying achieving what they set out to do
Creative and Thinking Critically – Thinking Having their own ideas Making links Choosing ways to do things

Area of Learning and Development	Aspect
Prime Areas	
Personal, Social and Emotional Development	Making Relationships Self-confidence and Self-awareness Managing Feelings and Behaviour
Physical Development	Moving and Handling Health and Self-care
Communication and Language	Listening and Attention Understanding Speaking
Specific Areas	
Literacy	Reading Writing
Mathematics	Numbers Shape, Space and Measure
Understanding the World	People and Communities The World Technology
Expressive Arts and Design	Exploring and Using Media and Materials Being imaginative

In the Foundation Stage topics are taught on a two year rolling programme to ensure the children experience a wide range of learning opportunities. Themes are taught across a whole term and are planned with the children and reflect their interest. The topics currently are:

Autumn	Spring	Summer
Amazing Me	Stories and Rhymes	Holidays
People Who Help Us	To infinity and beyond	Growing

The full Development Matters document can be found by using the link below:

<http://www.foundationyears.org.uk/files/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf>

KEY STAGE 1

At the end of the Foundation Stage children move into Key Stage 1 where the National Curriculum is followed. The statutory subjects taught are: Mathematics, English, Science, Computing, History, Geography, Art and Design, P.E. and Music. R.E. and Personal, Social and Health Education (P.S.H.E.) are also taught.

Year 1 Yearly Overview

The blocks can be taught in any order throughout the year. Consideration should be given to seasonal teaching and learning and school, local, national, and worldwide events.

BLOCK 1	BLOCK 2	BLOCK 3
English Subject Content and attainment focus to be taken from the National Curriculum with consideration of children's needs		
Mathematics Subject Content and attainment focus to be taken from the National Curriculum with consideration of children's needs		
Science: Plants	Science: Everyday Materials	Science: Animals including Humans
Seasonal Change		
Art and Design: Drawing Using colour, pattern, texture, line, shape, form and space Artist	Art and Design: Painting Using colour, pattern, texture, line, shape, form and space Craft Maker	Art and Design: Sculpture Using colour, pattern, texture, line, shape, form and space Designer
Computing: Internet Safety Animation Research CD Rom & Internet	Computing: Internet Safety Beebots Research CD Rom & Internet Algorithms	Computing: Internet Safety Text and Images Research CD Rom & Internet Simulation
Design and Technology: Design, Make and Evaluate Structure	Design and Technology: Design, Make and Evaluate Mechanism	Design and Technology: Design, Make and Evaluate Structure
Geography: UK Locational Knowledge	Geography: UK Place Knowledge	Geography: UK Human and Physical Geography
Weather Patterns/Geographical Skills and Fieldwork		
History: Historical person and event within the child's living Memory	History: Significant historical event/person/place within their own locality.	History: Life of significant Individuals in the Past who have contributed to national achievements
Music: Voices Appreciation of live and recorded music	Music: Instruments Appreciation of live and recorded music	Music: Create and Combine Appreciation of live and recorded music
RE: What is a Christian and what do they believe? Belonging to a family/community Places of worship Relevant celebrations	RE: How and why do we celebrate special and sacred times? Belonging to a faith Welcoming ceremonies Relevant celebrations	RE: Who is a Muslim and what do they believe? What makes some places sacred? Features & symbols (additional Qu'ran from Y2 e.g respect) Include printing symbols (art objectives & assessment) Relevant celebrations
PSHE: Me & my relationships Circle Time/SEAL	PSHE: Safety (week) Circle Time/SEAL	PSHE: Growing & changing Circle Time/SEAL
PE: Gymnastics Games	PE: Swimming Dance	PE: Games

Year 2 Yearly Overview

The blocks can be taught in any order throughout the year. Consideration should be given to seasonal teaching and learning and school, local, national, and worldwide events.

BLOCK 1	BLOCK 2	BLOCK 3
English Subject Content and attainment focus to be taken from the National Curriculum with consideration of children's needs		
Mathematics Subject Content and attainment focus to be taken from the National Curriculum with consideration of children's needs		
Science: Plants Living things and their habitats	Science: Animals including humans Living things and their habitats	Science: Uses of everyday materials
Art and Design: Drawing Using colour, pattern, texture, line, shape, form and space Artist	Art and Design: Painting Using colour, pattern, texture, line, shape, form and space Craft Maker	Art and Design: Sculpture Using colour, pattern, texture, line, shape, form and space Designer
Computing: Internet Safety Research CD Rom & Internet Algorithms	Computing: Internet Safety Animation Research CD Rom & Internet Algorithms	Computing: Internet Safety Text and Images-Microsoft Research CD Rom & Internet Simulation
Design and Technology: Design, Make and Evaluate Structure	Design and Technology: Design, Make and Evaluate Mechanism	Design and Technology: Design, Make and Evaluate Structure
Geography: Continents Locational Knowledge	Geography: Continents Place Knowledge	Geography: Continents Human and Physical Geography
Weather Patterns/Geographical Skills and Fieldwork		
History: Historical person and event beyond the child's living Memory	History: Significant historical event/person/place within their own locality.	History: Life of significant Individuals in the Past who have contributed to international achievements
Music: Voices Appreciation of live and recorded music	Music: Instruments Appreciation of live and recorded music	Music: Create and Combine Appreciation of live and recorded music
RE: What can we learn from sacred books? What does it mean to belong to a faith community? Places of worship Relevant celebrations	RE: How should we care for others and the world, and why does it matter? Belonging to a faith Welcoming ceremonies Relevant celebrations	RE: How and why do we celebrate special and sacred times? Features & symbols (additional Qu'ran from Y2 e.g respect) Include printing symbols (art objectives & assessment) Relevant celebrations
PSHE: Me & my relationships Circle Time/SEAL	PSHE: Safety (week) Circle Time/SEAL	PSHE: Growing & changing Circle Time/SEAL
PE: Swimming Gymnastics Games	PE: Dance	PE: Games

Children's progress and attainment are assessed against the school Assessment Tool created in line with the National Curriculum 2014. The documents that form the National Curriculum may be found on the DFE website at the address below:

<http://www.education.gov.uk/schools/teachingandlearning/curriculum/primary>

The Jackfield Curriculum is fully inclusive and further information about the adaptation of the curriculum to support individual needs can be found in our SEND Information Report. (See Key Information > SEND)

READING AT JACKFIELD INFANT SCHOOL

At Jackfield it is our aim to foster a love of reading and have an extensive range of exciting reading materials to be used for storytelling, reading for pleasure, guided reading and home reading books. We do not have one set reading scheme but a selection of stimulating, challenging and relevant books for the children to enjoy. Reading scheme books are colour banded and children are encouraged to read at home and at school with an adult and independently.

Some of the published reading schemes we use include Oxford Reading Tree, Rigby Star, Storyworld and many others. We also encourage children to read 'real' books.

THE TEACHING OF PHONICS AT JACKFIELD INFANT SCHOOL

The approach we use to teaching phonics at Jackfield is by following the 'Letters and Sounds' document. Phonics is taught in each year group.