

Ditton Infant School



The Early Years Foundation Stage Curriculum

The Early Years Foundation Stage Curriculum is the statutory curriculum, provided by the Department for Children Schools and Families, for all children from birth to 5 years and is used in our Reception classes.

It sets out:

- The legal welfare requirements that everyone registered to look after children must follow to keep your child safe and promote their welfare
- The 7 areas of learning and development which guide professionals' engagement with your child's play and activities as they learn new skills and knowledge
- Assessments that will tell you about your child's progress through the EYFS
- Expected levels that your child should reach at age 5, usually the end of the reception year; these expectations are called the "Early Learning Goals (ELGs)" Each area provides expectations for a child's development within specific age brackets

There is also guidance for the professionals supporting your child on planning the learning activities, and observing and assessing what and how your child is learning and developing.

The curriculum is divided as follows:

| <u>The Early Years Foundation Stage Curriculum</u> | | | |
|--|---|---|---|
| The Prime Areas | | | |
| 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 | | | |
| Literacy Reading and Writing | Maths 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 |

These 7 areas are used to plan your child's learning and activities. The professionals teaching and supporting your child will make sure that the activities are suited to your child's unique needs. This is a little bit like a curriculum in primary and secondary schools, but it's suitable for very young children, and it's designed to be really flexible so that staff can follow your child's unique needs and interests.



Ditton Infant School

September 2014 National Curriculum

The National Curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. The National Curriculum is just one element in the education of each child. There is space and time in the school day to range beyond the National Curriculum specifications. The National Curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons. All state school are also required to make provision for a daily act of collective worship and must teach religious education.

Key Stage 1 Curriculum

Our curriculum is broad and balanced with a keen focus on the acquisition of basic skills and core knowledge. All classes have a daily Literacy and Maths lesson.

Language and Literacy

Teachers develop pupil's spoken language, reading, writing and vocabulary as integral parts of every subject. English is a subject in its own right as well as well as a medium for teaching. Fluency in the English language is essential for success in all subjects.

Speaking and Listening

Speaking and listening is a very important part of the new English National Curriculum. At Ditton Infant School speaking and listening is part of all lessons. New words are taught and practised and children work with "Talk Partners" to explore ideas and embed their knowledge. These mixed ability pairs enable children who are confident with speech and language to work alongside their peers and model good speaking and listening skills. We also use drama and role-play to develop speaking and listening - as this is the foundation for reading and writing skills, and indeed essential for all learning. Talk for Writing is an approach we use for children to orally rehearse stories and non-fiction texts. Reading aloud and reciting rhymes and poetry are also important.

Reading

At Ditton Infants we use a wide variety of reading scheme books and real books to ensure that children are exposed to different vocabulary, styles of text and genre. Children are encouraged to

take books home regularly to share with adults. Children are taught to use a range of reading strategies and are encouraged to read for enjoyment. All children will be encouraged to read widely across both fiction and non-fiction to develop knowledge of the world on which they live and establish a love of reading.

Phonics is taught for 20 minutes a day, in ability groups and we use Letters and Sounds as a basis for our Phonic teaching. Please see the link below which will show you how to produce each phoneme that your child will be learning. Class teachers will recommend activities you can do at home or on the computer to support your child with their learning in Phonics. All Year 1 children take part in a statutory phonic screen in Term 6 of each academic year.

Some children will need additional reading support to help gain more independence and confidence. In school we deliver programmes such as Better Reading Partnership led by trained Teaching Assistants as well as providing additional interventions for able readers.

Year 1

- Children are expected to know all 40 phonemes [sounds made by letters or groups of letters]
- Read accurately by blending these sounds
- Read common exception words [words that cannot be sounded out but we use constantly e.g. the, was, who,
- Read words with two or more syllables
- Read words with contractions - I'm, I'll etc. and know that the apostrophe represents a missing letter

Year 2

In addition to what children have learned in Year 1, children will:

- Read and hear a wide range of stories, poems, plays and information books
- Express views about their reading, discussing favourite words and phrases
- Learn an increasing range of poems by heart
- Check that what they have read makes sense
- Answer and ask questions
- Make predictions about what may happen

Writing

Children's independent writing is encouraged and praised from the earliest efforts. They are taught to write by working in small groups alongside an adult. Teachers demonstrate and model writing daily and there are numerous opportunities for children to practise their skills. Please ask your child's teacher for a copy of our school handwriting script if you do not have the one given to you when your child started school.

Y1

Children will be taught to:

Spelling

- spell words containing the 40 phonemes already learned

- spell common exception words e.g. he, she, the, they, was,
- spell the days of the week
- name the letters of the alphabet in order
- use the endings -s and -es
- use the prefix un- e.g. unhappy unhelpful
- use the -ing, -ed, -er and -est endings
- write simple dictated sentences
- use phonically plausible sounds to try their own spellings

Handwriting

- hold a pencil correctly
- form lower case [small] letters correctly
- form capital letters
- form numbers 0-9

Vocabulary, grammar and punctuation

- leave spaces between words
- use 'and' in sentences
- use full stops, capital letters, question marks and exclamation marks
- use a capital letter for names of people, places, the days of the week and 'I'
- know these terms: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark

Y2

In addition to the Y1 programme of study, children will be taught:

Spelling

- alternative spellings
- to spell common exception words e.g. many , people, Mrs
- how to use an apostrophe correctly e.g. the girl's book
- some common homophones e.g. pair pear, hair hare, sea see
- to add suffixes - ment, -ness, -ful, -less, -ly

Handwriting

- to form lower case letters in an even size
- to join some letters and know which letters are best not joined
- to write capital letters and lower case letters of the correct size relative to each other

Composition

- to write a range of stories, recounts, poetry and non-fiction
- proof read and correct their work
- use full stops, capital letters, exclamation marks, question marks, commas in lists and apostrophes
- add detail, e.g. the blue butterfly

- to use the present and past tense correctly
- to use when, if, that, because, or, and, but

Grammar

In addition to Year 1 terminology, children will be taught:

- noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense [past, present] apostrophe, comma

Maths

The national curriculum for mathematics aims to ensure that all pupils become fluent in the fundamentals of mathematics, reason mathematically and can solve problems.

At our school we aim to make maths fun and engaging from the very beginning. Teachers use a wide range of wonderful practical resources including numicon, games and ICT to support and challenge at every level. Maths is taught daily, starting with mental maths, where children gain confidence as they count in number sequences, recall number bonds, add and subtract numbers etc. Through continued good teaching, our children develop their skills, concepts and knowledge in number, shape, space and measure. Problem solving challenges demonstrate how maths is part of our everyday life and gives the children opportunities to apply their learning. Children are encouraged to talk about the maths that they are doing. Parents are encouraged to support their child's learning through activity ideas sent home on termly newsletters and weekly homework letters.

Yr1

Pupils will be taught to:

Number and place value

- count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s
- given a number, identify 1 more and 1 less
- identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
- read and write numbers from 1 to 20 in numerals and words

Number - addition and subtraction

- read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs
- represent and use number bonds and related subtraction facts within 20
- add and subtract one-digit and two-digit numbers to 20, including 0
- solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$

Number - multiplication and division

•solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher

Number - fractions

- recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity
- recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity

Measurement

- compare, describe and solve practical problems for:
 - lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]
 - mass/weight [for example, heavy/light, heavier than, lighter than]
 - capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]
 - time [for example, quicker, slower, earlier, later]
- measure and begin to record the following:
 - lengths and heights
 - mass/weight
 - capacity and volume
 - time (hours, minutes, seconds)
 - recognise and know the value of different denominations of coins and notes
 - sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]
- recognise and use language relating to dates, including days of the week, weeks, months and years
- tell the time to the hour and half past the hour and draw the hands on a clock face to show these times

Geometry - Properties of shape

- recognise and name common 2-D and 3-D shapes, including:
 - 2-D shapes [for example, rectangles (including squares), circles and triangles]
 - 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]
- describe position, direction and movement, including whole, half, quarter and three-quarter turns

Yr2

Number - number and place value

Pupils will be taught to:

- count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward
- recognise the place value of each digit in a two-digit number (10s, 1s)
- identify, represent and estimate numbers using different representations, including the number line
- compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs
- read and write numbers to at least 100 in numerals and in words

- use place value and number facts to solve problems

Number - addition and subtraction

- solve problems with addition and subtraction:
 - using concrete objects and pictorial representations, including those involving numbers, quantities and measures
 - applying their increasing knowledge of mental and written methods
- recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
- add and subtract numbers using concrete objects, pictorial representations, and mentally, including:
 - a two-digit number and 1s
 - a two-digit number and 10s
 - 2 two-digit numbers
 - adding 3 one-digit numbers
- show that addition of 2 numbers can be done in any order (commutative) and subtraction of 1 number from another cannot
- recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems

Number - multiplication and division

- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs
- show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot
- solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts

Number - fractions

- recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity
- write simple fractions, for example $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$

Measurement

- choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
- compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$
- recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
- find different combinations of coins that equal the same amounts of money
- solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change

- compare and sequence intervals of time
- tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times
- know the number of minutes in an hour and the number of hours in a day

Geometry - properties of shapes

- identify and describe the properties of 2-D shapes, including the number of sides, and line symmetry in a vertical line
- identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
- identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]
- compare and sort common 2-D and 3-D shapes and everyday objects

Geometry - position and direction

- order and arrange combinations of mathematical objects in patterns and sequences
- use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)

Statistics

- interpret and construct simple pictograms, tally charts, block diagrams and tables
- ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity
- ask-and-answer questions about totaling and comparing categorical data

Computing

We value the contribution that ICT can make for the benefit of our whole school community, and especially for our pupils. The School actively promotes and utilises ICT opportunities to empower our children to make relevant and safe choices and to be flexible as they develop their personalised learning in line with our whole school vision. This is a core subject in the school curriculum. Each class is equipped with an LCD screen and has laptops for the children to use. There is a class group of laptops which are used to support the children with their learning in all curriculum areas. The school uses software covering mathematics, language, reading, paint programmes, graphs and word processing. The children also have the opportunity to use a range of ICT equipment such as digital cameras, bee-bots and digital microscopes. The core of computing is computer science in which pupils are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming.

Religious Education

RE covers religious traditions and moral issues and the application of religious insights into the children's own lives. We use the Kent Agreed Syllabus, where Christianity, Hinduism and Judaism are the major religions studied. We also recognise the variety of religious and non-religious families from which our pupils come.

The 1944 Education Act allows for parents to withdraw children from RE on religious grounds. Children who are withdrawn from RE are supervised by a member of staff and given alternative tasks.

Personal Social and Health Education (PSHE)

At Ditton Infants, we aim to promote healthy, independent and responsible members of the community. We encourage all our pupils to play a positive role in contributing to school life through class discussion and the school council. Our pupils are given opportunities in lessons and assemblies to develop confidence and self-motivation through our termly thematic approach covering themes such as *New Beginnings*, *Getting on and Falling out*, *It's Good to be Me* and *Changes*.

Science

We believe that Science is a fascinating subject and aim to enthuse the children. The subject is taught through the Kent Science Scheme. The activities at Ditton Infants are aimed at developing the child's intellectual and practical skills, thus empowering them to explore and investigate the world in which they live. Each topic is designed to develop pupils' enjoyment and interest in Science by building on their curiosity and sense of awe of the natural world. It includes a planned range of investigations and practical activities to give pupils a greater understanding of the concepts and knowledge of Science and develop their scientific vocabulary. We use careful questioning to encourage the children to give thoughtful responses and develop their thinking skills.

The Creative Curriculum

The creative curriculum is delivered through a thematic approach. The children are encouraged to plan the topics with the teachers, so that particular interests and enthusiasms can be incorporated into the planned learning. At every possible opportunity we link our theme to an educational visit or have a special event to launch (*Stunning Start*) or conclude (*Fabulous Finish*) our theme. We work hard to ensure that there are as many real life experiences as possible, whilst taking every opportunity to use the broad range of topics as further stimulus for learning basic skills, especially literacy. Staff plan together in their year groups to ensure consistency and progression across the classes.

Art and Design

The visual world and our perception of it are fundamental to how we think, act and feel. Art enables children to express their ideas, observations and feelings creatively. We provide our children with the experience of using a wide range of tools and materials to practise their skills in two and three dimensions. Children should know how art and design reflect and shape our history and contribute to the culture of our nation.

Design and Technology

Design Technology is an important life skill. Activities include cooking, sewing and making and learning about a variety of structures and mechanisms. This is where our future designers and engineers begin to develop the understanding needed to produce the innovations of the future. It is also an opportunity to learn and practise mathematical skills in a meaningful context. Children will be taught to design, make, evaluate and use their technical knowledge.

History

Our children begin sequencing recent events in their own lives. They then begin to learn about the differences between life in the present and in the past, major events in history and something of the lives of famous people. Where possible, we use primary sources, such as visits, artefacts and people, such as elderly visitors talking about such topics as school life in the past. Historical role play areas, where children can act out some aspect of life in the past, also help young children to begin to develop an historical understanding.

Geography

The geography curriculum is concerned with children learning about their own locality whilst developing an interest and knowledge in the world beyond their own environment. Emphasis is placed on the teaching of geographical skills, subject specific vocabulary and practical fieldwork activities. The children are encouraged to develop an appreciation of the world around us and an awareness of the influence that man has on the world. Through geography, children are introduced to a sense of belonging, not only to our local community, but to the global community. We provide a range of cross cultural activities and experiences, such as visits from musicians from other countries and workshops on life in other countries.

Music

We use the Charanga scheme as a basis to ensure that there is a development of knowledge and skills. This is supplemented by units of work and activities that provide cross-curricular links with our topics. Children experience a range of musical activities which include singing, performing with simple instruments, and listening and responding to music. A high quality music curriculum should engage and inspire pupils to develop a love of music and their talent as musicians.

P.E

Throughout the year, all Key Stage 1 classes participate in gymnastics, dance and games lessons. Each class has 2 hours a week timetabled for Physical Education and this can include sessions in the hall or outside in our large playground. It is also possible to plan for some lessons to take place on the shared playing field. At Ditton Infants, we are keen to place a high emphasis on enjoyment and all children take part at their own level, gradually improving their skills and techniques as they move through the school. As well as an emphasis on physical activity, the children learn about the importance of being healthy and leading active lives. We work closely with a company called PASS who provide a coach to support our teachers deliver high quality PE lessons as well as delivering 'Change for Life' workshops and taster sports sessions each term.

HEALTH & SAFETY DURING PE

In accordance with the rules laid down by the Local Education Authority, no child is permitted to do PE wearing any kind of earrings including stud earrings. No teacher or member of staff is permitted to remove these studs, so either the parent must remove them before school or the child must be able to do so for themselves and be able to replace them. Long hair must be tied back for PE, and pupils usually work with bare feet in the hall.

