



Wootton Bassett Infants' School

PART 2 – THE CURRICULUM



Where learning is fun

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THE CURRICULUM



A Guide for Parents and Carers...

We have put together this guide to help you understand the curriculum, how we teach it and how you can help your child.

At school, the children will be given opportunities in:

- ♦ Literacy
- ♦ Mathematics
- ♦ Science
- ♦ History
- ♦ Geography
- ♦ PE
- ♦ Design Technology
- ♦ Computing
- ♦ Music
- ♦ Religious Education
- ♦ Art
- ♦ PSHE & RSE

Some of these subjects will be taught discreetly but the majority will be taught through a topic based approach which embraces cross-curricular activities.

We do not necessarily teach lessons named after all individual subjects. Topics are planned to involve a range of subjects in the study of a theme e.g. *Living & Growing* or *People Who Help Us*.

The children work individually, in groups or as a whole class. The teaching staff carefully determine which approach is appropriate at any one time.

In a formal school week 21 hours and 20 minutes are spent on teaching, including Religious Education but excluding the statutory daily act of collective worship, registration, breaks and lunch hour.

The curriculum statements for each subject are published on the school website. Full policies are available upon request.

All children have equal access to all areas of the curriculum.

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EYFS

When children join us in Reception they continue to follow the Early Years Foundation Stage (EYFS). The EYFS sets the standards for learning from birth to 5 years and is a continuation of learning from pre-school and nursery

Children are taught through a combination of play based and adult directed learning, with an emphasis on practical activities, including opportunities for outdoor learning.

The Early Years Foundation Stage is divided into 7 areas of learning

- Communication and language development.
- Physical development.
- Personal, social, and emotional development.
- Literacy development.
- Mathematics.
- Understanding the world.
- Expressive arts and design



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EYFS

Characteristics of Effective Learning also form an important part of the EYFS curriculum:

Playing and Exploring - children investigate and experience things, and 'have a go';

Active Learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and **Creating and Thinking Critically** -

children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

At the end of the Reception year children's levels of progress will be assessed against Early Learning Goals in each area of learning.

Assessments are based on classroom observations and focus on a holistic view of the children, placing equal importance on communication, physical and social skills, as well as literacy and numeracy.



LITERACY

Teachers do not expect children to know their alphabet or be able to write sentences when they start school. Skills such as rhyming and identifying which sound a word begins with would be helpful. Sharing songs and books is a really good way to support this. You could also say the sounds that letters make, along with their names as you come across them day-to-day.

Encourage your child to develop an interest in books and other forms of text, for example comics, postcards, labels and posters. You could visit your local library and encourage your child to choose books they would like to listen to and look at. Read with your child and discuss what you have read, for example, ask what they liked about it. You can also develop an interest in reading by reading notices and labels when away from home and postcards or greetings cards from family members or friends.

'Name Treasure Hunts' can be a fun way of getting your child to recognise their name. Write your child's name on pieces of paper and hide them around the house. Encourage your child to find them all. Other names (or words) can then be introduced to encourage your child to look carefully at each letter of their name.

A good foundation to being able to write is to develop your child's fine motor skills. This is because good fine motor skills enable a child to hold a pencil firmly as they are writing. Threading is a great way to develop fine motor skills, whether it is with beads or buttons, or making necklaces out of dried pasta. Weaving wool around a cardboard template or strips of card through each other are also other simple activities that you could do at home. As is playing with handheld construction toys, small toys and cutting and sticking activities. If your child is ready and interested in writing, encourage them to write simple words or sentences. Initially, begin by focussing on your child's name as this will also help with reading and name recognition. Encourage them to write their name into greetings cards, onto artwork they have done or onto letters and postcards for friends and family concentrating on lower case letters rather than capital letters, with the exception of the first letter in your child's name.

Writing in school is supported by good quality texts and topics that interest the children and gives them good examples and ideas to inform their own.

As the children move into KS1 they will improve their stamina in writing with grammar and spelling being developed alongside.

The children write many different types of writing and for a variety of purposes and this is assessed at the end of KS1 along with reading, maths and science.

Early writing activities

1. Encourage children to look for print in their environment - road signs, food packets, shops, catalogues etc.
2. Try activities to develop fine motor skills e.g. cutting, using playdough, using tweezers, using clothes pegs, tracing.
3. Use a chalkboard to write family messages on.
4. Make labels for things around the house.
5. Write a shopping list - real or imaginary! Or any other sort of list.
6. Letter formation - practise forming letters using paint, in sand, using playdough or pastry.
7. Let your child write their own Christmas cards or birthday cards to people.
8. Use magnetic letters - your child can leave a message on the fridge.



Encourage and praise early squiggles and marks which show your child is beginning to understand writing.

HANDWRITING

As the children move into KS1 the children are taught how to write capital letters, printed letters, and numbers and symbols alongside cursive handwriting using our chosen Letter-join font (used in this section). By the end of KS1 we aim to improve letter formation, orientation of letters and stamina for writing through regular practice and to support spelling, grammar and punctuation alongside their writing activities. All children are able to access Letter-join at home. Details will be sent out at a later date.



PHONICS

What do we mean by Phonics?

We follow a teaching programme called letters and sounds alongside the phonics scheme Jolly Phonics to teach the children the letters of the alphabet and the sounds these letters make in words.



We teach the children how the alphabet works by:

Developing speaking and listening skills. These skills are very important in all areas of learning but are needed in order for children to say letter sounds correctly and hear letter sounds in words.

- ◆ Learning letter sounds
- ◆ Learning to blend letters (say sounds together) to learn to read
- ◆ Learning to segment letter sounds (say sounds individually that you can hear in words) to learn how to spell
- ◆ Learning tricky words that can't be read or spelt using a phonic approach



How do we teach letter sounds?

At Wootton Bassett Infants we teach the children the sounds of the letters using the Jolly Phonics resources.

Each letter is taught using a story and a song and the children learn an action to go with each letter.

One of the ways we develop the children's understanding of letters and their sounds in the classroom is by using magnetic letters. This means that the children learn through touch and manipulation of the letters. This helps to reinforce the letter sounds and the children can also start to form and re-form words even though they may not know all the letter sounds or be able to write them with a pencil.

The children will have a booklet in their reading folder which shows the actions we teach to go with each letter.





How you can help your child at home?

Your child will have a sound book which they will bring home in their reading folder. You can go through these with your child to reinforce the letter sounds and their actions as we learn them in school.

Look out for letters when you are out and about, for example on signs.

Look for certain letters in a favourite book, for example how many of the letters can you see?

Play games such as "I spy", or look for as many objects as you can around a room that all begin with the same sound. Hearing letter sounds in words is a very important skill to aid both reading and writing.

Play with puzzles and games which involve letters and letter shapes.

All children in Year 1 take part in a national Phonics check. This takes the form of a short individual reading test carried out by the child's teacher. Parents will be informed whether their child has reached the required level. We hold a parents workshop to inform you how we teach phonics and how the phonics check works.

HELPING YOUR CHILD WITH READING

Reading at Home

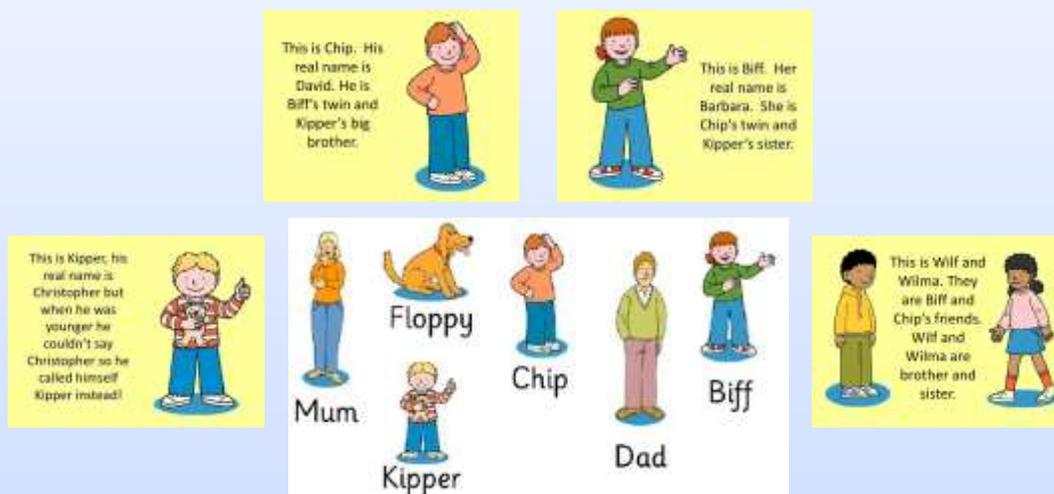
Your child will bring their reading books home on a regular basis. We aim to change reading books twice a week.

How to share a reading book

To begin with, the reading books the children will bring home will be picture books without words. Even if your child can already read some words, this is an important part of their reading development. This will help your child to learn to tell stories and develop their story language.

It will also help them to learn about the characters in some of the books we use.

These are some of the characters you may come across in your child's reading books.



The children will also bring home books which link to their phonics level. These come with ideas to use with your child to develop their fluency and their understanding of the book.

Looking at books without words will help the children to tell the story from the pictures. Using pictures is an important strategy to help your child to recognise and read words later on.

First, look at the book together and talk about the pictures and the story, and then when your child moves onto books with words, let your child read aloud to you.

Sometimes you could take it in turns to read a page or a sentence.

If you have time after this - read the book to your child with interest and expression.

Please sign their reading record book when you have heard them read and add a comment if you wish. There is an expectation that the children will read at home at least 5 times during the week.

If they don't get the word then tell them - don't wait too long or they will lose the meaning of the story.

Always remember to praise and encourage your child when hearing them read.

Please make sure that books are kept clean and that they are returned to school.

Reading Charter

School:

We will-

- promote reading through well- resourced book corners, stimulating displays and reading inspired visits and events.
- read good quality texts to the children every day to inspire a love of reading.
- offer a book inspired cross curricular approach to learning which encourages the children to read a range of text types.
- ensure the children read a balance of fiction, non -fiction and poetry.
- ensure the children read individually with an adult at least once a week and record it in their reading record book.
- offer the children decodable books that support their phonics progression and develop their fluency and pleasure for reading.
- provide the children with reading books from colour coded bands alongside.
- provide regular guided reading sessions.
- promote reading for pleasure through initiatives like the 100 Books to read before you leave WBI and the 150 club.

Parents:

We expect you to-

- support your child's 'reading journey' through regular reading at home. Reading to and with your child every evening for at least ten minutes can make a dramatic difference to your child's achievement within school. A report from the Oxford University Press highlighted the importance of parents reading with their children. 'Children who read outside of class are 13 times more



- likely to read above the expected level for their age'.
- make time to read- even ten minutes a day. Reading is a special time together.
 - choose different types of books- read anything.
 - take turns to read.
 - talk about the book- asking your child questions (you will find a bookmark in your child's reading folder to guide you).
 - pay attention to the language.
 - enjoy reading and be a good role model.
 - talk about the books with your child (you will find a bookmark in your child's reading folder to guide you).
 - Record your child's read in their reading record book every day.
 - Celebrate your child's reading achievements.

Children:

We would expect you to-

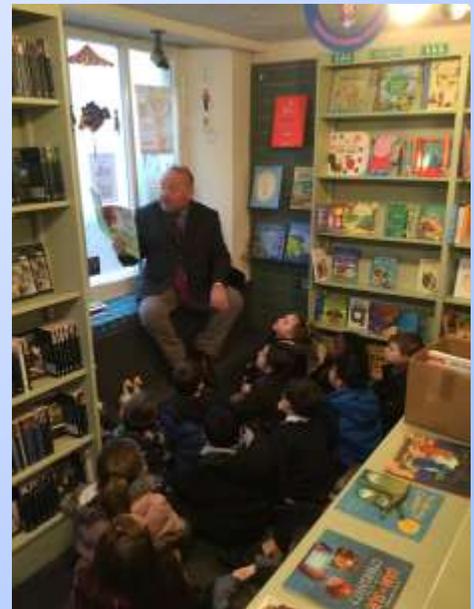
- bring your reading folder to school every day.
- bring your reading record in every day.
- change your reading books if you need to with an adult during the school day.*
- read with an adult every day- either at home or school.
- look after the books in school.

And hopefully you will love books and enjoy listening to stories, poems and rhymes.

Other ways to encourage reading

- You can borrow books from the library - always remember that there are information books as well as stories in the library. Some children are more interested in this type of book.
- Looking at comics
- Share bedtime stories
- Look at labels and signs when you are out and about for example in the supermarket. You could look out for certain letters or words.

It is also very important to let your child see you reading. You are their role-model. If they see you enjoying books or magazines then the children will see reading as an enjoyable experience. Parents and adults in the home are all role-models to young children.



SPEAKING AND LISTENING

Here are some ideas to help your child to develop their speaking and listening skills:

- Speaking to babies and young children and reading them bedtime stories has a direct impact on how well they do at school.
- Research shows that unfortunately, watching television or playing on an iPad does not benefit language development.
- You should speak directly to your baby, some children can hear up to 12,000 new words a day.
- Reading books aloud is an interactive experience for children.
- Nursery Rhymes and songs really help to build up a child's vocabulary.
- Switch off the television and laptops well before bedtime and chat or read a bedtime story.
- Try to give your child your full attention, don't check your mobile phone while they're talking to you, it may only take a few seconds! Show that you're listening and ask them questions.
- Frequent verbal interaction on a daily basis can boost your child's educational performance.
- Play games like I-Spy.
- Be patient, try not to interrupt or finish sentences.
- Retell stories or even make up your own.
- Use story CD's in the car.
- Talk about favourite foods, the school day, friends, a journey or trip, special events or something in the newspaper.
- Encourage your child to be a good listener, make eye contact and use facial expressions.



Remember, language development in babies and toddlers is key to them doing well when they start school.

HELPING YOUR CHILD WITH MATHS

Maths development in the Foundation stage covers the key skills below.

Maths is all around us and we use it everyday and if children are absorbed in daily activities which promote mathematical understanding they will develop these skills which will help them at school.

Counting and numbers

Children can count anything! For example, how many lampposts are on the street, how many houses have a red door, how many pieces of fruit are in the bowl etc. You can also do this when giving things out for example: "an ice cream for you, an ice cream for Susie and one for me - 1,2,3 ice creams!" Encourage reliable one to one counting by showing your child how to point to each item as they count, or to move the items as they count so they do not count each item more than once. Give them mini tasks at the supermarket to help you. e.g. put 6 carrots in a bag. Get them to look at numbers on doors and signs so they recognise them.



Working with numbers and finding patterns

Play number games with cards, dominoes and simple board games. Through discussions children will begin to understand number order, numbers which are larger or smaller than others and what a number actually represents.

Sorting and matching

- ◆ Let the children sort the washing!

Matching pairs of socks is a great way to start thinking about odd and even numbers. You could look for patterns too. Talk about the shape and size of objects, e.g. big car, little car, round ball, square table, rectangular book and ask your child questions such as 'Can you pass me the biggest box?', or 'Which is the smallest shoe?'.

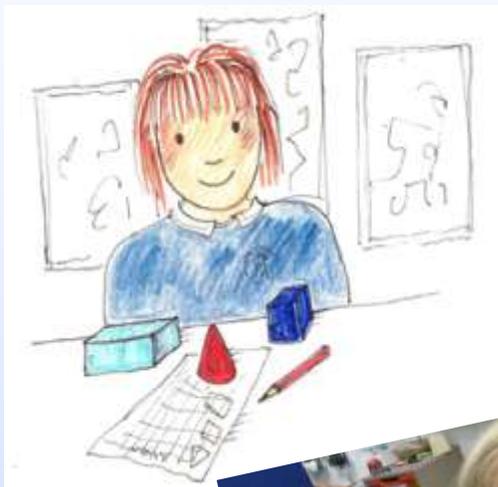
Measures

This covers weight, length and time. Why not have fun baking cakes and weighing out ingredients, comparing toys and shopping? What items are heavy or light? Which teddy is tallest? Which is the shortest? Talk about the days of the week and months. When their birthday is and which are school days? What time they go to bed or have tea etc.

Mathematical talk is an essential part of everyday learning and this enables your child to learn and develop numeracy skills for life.

So whenever you are in the park, shop or at home –remember the most important thing is to make learning maths fun.

Mathematical understanding is developed through stories, songs, games and imaginative play. There are lots of fun activities you can do to support your child at home.



HELPING YOUR CHILD WITH SCIENCE



At Wootton Bassett Infants' we want our children to investigate the world around them. We encourage them to observe, explore and raise their own questions.

Physical Processes

Use toys at home to encourage discussion about forces of 'push' and 'pull'.

Can you speed your car up? Can you slow your car down?

At bath time test out ideas on floating and sinking using everyday objects and toys.

Talk about light and the various sources of light in your home.

Discuss where electricity is used in the home and stress the dangers of electricity.

Think about the sounds we hear at home, in the garden, out on visits. Discuss high/low, soft/loud, sounds near and far away.

The science curriculum contains three main areas of study:

- Life processes and living things (Biology)
- Materials and their properties (Chemistry)
- Physical processes (Physics)

Life processes and living things

Grow plants and vegetables in the garden. All garden activities are good starting points for extending knowledge.

Use the four seasons as a focus to encourage discussion-all the variations of plant and animal life during the seasons can be used to the full.

Talk about nutrition and why we need certain foods to grow.

Teach basic hygiene, the importance of exercise, sleep and rest.

Materials and their properties

Cooking activities at home will help develop ideas. Look closely at the raw and cooked state of foods and compare.

Make ice lollies. Talk about how freezing changes materials.

Look at the different materials used in the home. Talk about their origins e.g. "What is the table made from?"

Sort materials into sets e.g. hard/soft; rough/smooth; shiny/dull.



In all aspects of our science work the children are encouraged to use their five senses.

Try to encourage this approach at home too. Aim to ask questions that your child can respond to such as "What happens if..?"

As with all things - keep it fun, keep it simple!



LEARNING THROUGH PLAY

Why is play important?

We understand the importance of play. Play provides fun, safe and secure opportunities to learn and to develop skills. Learning should be fun and this is central to our thinking, in fact our motto is "Where learning is fun". Play is the natural way for children to develop socially and academically.

Learning through experience children explore the world around them through play.

While children are playing they can solve problems and be creative. They can take risks and use trial and error to find things out. This may involve playing alone or playing with others.

Play may either be:

- Structured adult led play - this can extend and focus the children's learning.
- Child initiated play - where the children have more choice in their play and they can reinforce and embed their learning.

Using play to support learning

Through play the children can:

- Explore and develop learning experiences that help them to make sense of the world.
- Practise and build up ideas, concepts and skills.
- Learn how to understand the need for rules.
- Take risks and make mistakes.
- Think creatively and imaginatively.
- Talk to others to develop speaking and listening skills.



What does this look like in the classroom?

- ◆ We teach through a topic based approach where different curriculum areas are linked
- ◆ We have role play areas throughout the school which are linked to the topics being taught
- ◆ Sand and water play
- ◆ Construction play e.g. Lego, Duplo, wooden bricks, Mobilo, Knex etc
- ◆ Small world play e.g. dolls houses, farms, play mobile etc
- ◆ Outside play - taking learning outside - for example treasure hunts - looking for hidden letters, numbers or words, outside art, bubbles, chinks, playing in the sand or water outside
- ◆ Physical play - bikes, scooters and space hoppers and also P.E. times
- ◆ Encourage your child to be active. Help them to explore climbing equipment in a local park, play running games, practise riding a bike or a scooter and play simple games with a ball or frisbee.



HISTORY

History is taught in a cross curriculum way and skills are investigated through topics such as Narnia and Evacuees and, for younger children, looking at families.

GEOGRAPHY

The geography curriculum involves looking at the children's immediate environment where they begin to explore maps and physical features. They move on to look at the wider area of the united kingdom and they also use world maps, atlases and globes. Again, geography is generally taught through topics such as around the World in 80 days.

PE

In PE we teach a variety of skills including throwing & catching. Children take part simple games in small team groups. They take part in dance sessions, often with external professionals, and they find out how exercise can help them to remain healthy.

DESIGN TECHNOLOGY

In Design and Technology the children are given the opportunity to design and make a variety of products for specific needs and purposes, They are encouraged to develop vital skills such as thinking creatively through problems and how to use their knowledge and practical skills

COMPUTING

We recognise that computing is a key skill for everyday life. Children begin to understand technology by using a range of digital technologies . We also teach the children to stay safe whilst using computers.

MUSIC

The teaching of music gives children the opportunity to listen, appraise, perform and compose in a variety of ways. It gives an opportunity for personal expression and can play an important part of the personal development of an individual.

RELIGIOUS EDUCATION

The children learn about Christianity and other world religions. We look for opportunities to celebrate diversity in the local area and the wider world.

ART

Art is taught as part of topic work and is used to enhance children's understanding in other curriculum areas such as history and geography. The children are given the opportunity to use a range of high quality materials such as acrylic and water colour paint.

PSHE

PSHE is taught specifically and as part of the wider curriculum. The children are taught to understand their feeling and the feelings of others, They are reminded of our school values and how these can be followed.



SPECIAL EDUCATIONAL NEEDS

A fundamental objective of the school is to help each child realise his or her maximum potential. For the majority of children their educational achievement will either match or surpass the level of attainment considered appropriate for their age. However, some children will not reach a level achieved by most of their peers. As a school we identify these children at an early stage and, in accordance with the 'Code of Practice', we will:

- ♦ Provide additional help to the child, as funds allow, using educational support assistants.
- ♦ Look to establish individual programmes of work.
- ♦ Bring in outside agencies (i.e. health authority, educational psychologist) to offer advice and support.

At all times parents are told if we have any concerns about an individual child and together we establish a plan to help the children to progress.

Children receiving extra support are monitored closely to ensure they are making appropriate progress.

In the past 12 months the majority of children have achieved their targets and some have even exceeded them. Early intervention has been most beneficial.

The progress of all children is celebrated no matter how small the step might be.

We believe that all children should be educated in their local mainstream school as long as the school can match the child's needs.

Due to the nature of the layout of the school with its sloping playground and steps, access to the classrooms and main building is limited for wheelchair users.



RACE EQUALITY

Our school is committed to working towards race equality, promoting positive approaches to difference and opposing all forms of racial prejudice and discrimination. Language or behaviour which is racist or potentially damaging to any ethnic or racial group is not tolerated and will always be challenged.

KEY STAGE 1 NATIONAL CURRICULUM ASSESMENTS

In the first half of the summer term, before transfer to Junior School our Year 2 children undertake National Curriculum Tests (SATs) in Reading and Maths. They are also assessed by their teacher in Writing, Maths and Science.

The staff and governors use the Assessments as part of their monitoring and evaluating programme.

OUR GDPR PRINCIPLES

- We will process all personal data fairly and lawfully
- We will only process personal data for specified and lawful purposes
- We will endeavour to hold relevant and accurate personal data, and where practical, we will keep it up to date
- We will not keep personal data for longer than is necessary
- We will keep all personal data secure