



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.

Early Years Foundation Stage (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 child led 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.
- Personal, Social, and Emotional Development.
- Physical Development.
- Literacy.
- Mathematics.
- Understanding the World.
- Expressive arts and design



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EYFS Cont.

Characteristics of Effective Teaching and 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.
- **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 mathematics.



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KS1 – Year 1 & Year 2

During their time in KS1 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 *Lets Pretend*.

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.

SPEAKING AND LISTENING

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development.

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.

ENGLISH

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. Take a look at the following link for guidance. <https://youtu.be/UCI2mu7URBc> This link shows the correct way to pronounce the letter sounds.

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 the book. 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. 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

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

When the children start school they will be developing their fine motor skills through playing with construction, threading, using playdough and many other activities which help develop their physical readiness for writing. The children initially learn letter formation through practical activities such as writing with chalks, paint pens and big brushes and water and other mark making resources. They also begin to learn correct pencil grip and begin to use a pencil to write. The children in the EYFS learn to form their letters with a flick in readiness for joining letters in Year 1. For example *a b c d e*. This will be supported by our letter join scheme.

As the children move into KSI the children are taught how to join letters by learning cursive handwriting using our chosen Letter-join font (used in this section). By the end of KSI we aim for the children to have developed neat joined handwriting.



What do we mean by Phonics?

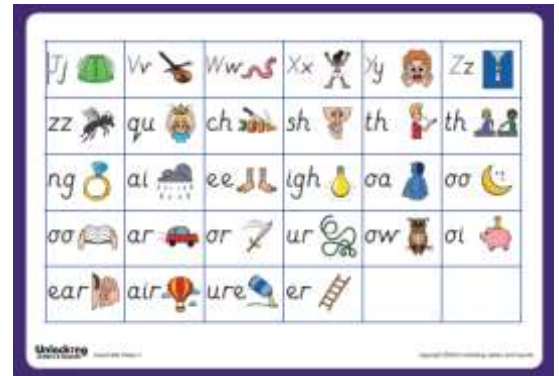
Phonics is a way of teaching children how to read and write. It helps children hear, identify and use different sounds that distinguish one word from another in the English language.

We use Unlocking Letters and Sounds which was validated by the DfE. We begin teaching phonics in the first few weeks of term 1 in Reception. Children begin to learn the main sounds heard in the English Language and how they can be represented, as well as learning 'Common Exception' words for Phases 2 to 5. They use these sounds to read and write simple words, captions and sentences. As the children progress through the school they will begin to learn alternative pronunciations and spellings. Phonic lessons are daily and last around 20 minutes.



Within these lessons your children will be:

- ◆ 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 Common Exception Words that can't be read or spelt using a phonic approach such as: they, were, was.



How do we teach phonics?



Each sound is taught using an action and showing the children what the sound looks like in its written form. The lesson format consists of:

- Revisit- children recap sounds/ common exception words learned already.
- Teach- New sound and common exception word
- Practise- Children will read and spell words containing the new sound.
- Apply- Children will read or write a sentence with the new sound.

One of the ways we develop the children's understanding of letters and their sounds at the start of Reception is by using magnetic letters. This helps to reinforce the letter sounds and the children can also start to form words even though they may not be able to write them with a pencil.





How you can help your child at home?

They will start in the EYFS by bringing home a booklet that contains the sounds in phase 2 and 3 and their actions. 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.

Please see our website for videos on how to pronounce and perform the actions of phase 2 and 3 sounds.

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

What is in your child's bookbag?

- Every child should have one fully decodable book and a reading for pleasure book from the classroom.
- The decodable book is for your child to read to you.
- The other books are for you to read and enjoy with your child.

We encourage re-reading decodable books three times- for decoding, fluency and comprehension.

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.

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.

Modelling how to read the book 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 and we have incentives to encourage the children to read as often as possible.

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 a sharing book in which adults can read and enjoy the book with your children.
- provide daily 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 about what they have read. More information about how to use decodable books is on our website under 'English'.
- talk about the vocabulary used both in the decodable book and the sharing book.
- encourage your child to re-read the decodable book 3 times. Once for decoding, second for developing fluency and third for comprehension.
- 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.



Reading Charter cont.

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.



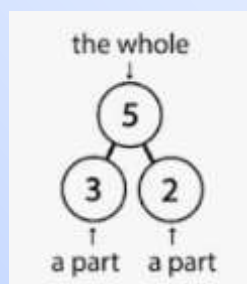
Other ways to encourage reading

- 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.

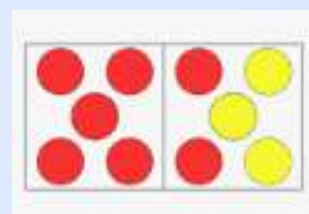
It is also very important to let your child see you reading. You are their role-model. If they see you enjoying books or magazines then the children will see reading as an enjoyable experience. Parents and adults in the home are all role-models to young children.

MATHEMATICS

Mathematics in Wootton Bassett Infants' School delivers the National Curriculum Objectives for each year group. EYFS delivers the Early Learning Goals and Development Matters. The primary aim is to deliver a curriculum that not only develops mathematical understanding but also develops and nurtures the love of maths. This is achieved by ensuring lessons are practical, purposeful, differentiated and fun. Our approach of teaching mathematics is teaching for mastery. We are members of the Mobius Hub which is part of the NCETM (National Centre of Excellence Teaching Mathematics). Teaching for Mastery has five big ideas which underpin our whole class teaching approach. Children use manipulatives and pictorial representations to develop their mathematical understanding.



Mastering Number Programme from the NCETM was introduced in September 2022. This project aims to secure firm foundations in the development of good number sense for all children from Reception through to Year 1 and 2. The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number. Attention will be given to key knowledge and understanding needed in Reception classes, and progression through KS1 to support success in the future.



Supporting Maths at Home



We subscribe to Doodle Maths . It uses the latest adaptive technology, DoodleMaths creates every child a unique work programme that fills gaps in their knowledge, targets tricky topics and consolidates their learning, helping them to get ahead in maths.

Key Instant Recall Facts

KIRFs (Key Instant Recall Facts) are designed to support the development of the mental skills that underpin much of the maths work in schools. They are particularly useful when calculating, be it adding, subtracting, multiplying or dividing.

An important part of maths development has always been root learning of certain maths facts. For many years this has included practising times tables and addition facts, such as number bonds and doubles. It is important that they know these facts thoroughly and can recall them instantly. Whilst children have a wide range of abilities in mathematics, the KIRFs are designed to be a set of facts that need to be learnt thoroughly as they build on each other year on year. Again, we stress that the children must aim to know their KIRFs inside out, back to front and with instant recall. Please see the school website for a termly breakdown for each year group.



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 recognise the importance of play to help the development of the whole child. Play gives children time to explore and think, build strong relationships with peers and adults and develop a greater enthusiasm for learning. Learning through experience children explore the world around them through play. Our aim with this approach is to ensure our children are:

- Happy
- Confident
- Feel successful and
- Motivated in their learning

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.

Learning through play at our school is known as "Busy Time": our children are "busy" in "purposeful" play.

Using play to support learning

When our children are engaging in play-based activities, we aim for our children to showcase these skills:

- **MAKING:** the children are planning, tinkering, exploring resources and the environment.
- **TALKING:** the children are communicating, collaborating, questioning concepts.
- **PRETENDING:** the children are imagining, story-telling, role-playing scenarios.
- **THINKING:** the children are problem-solving, challenging themselves, improving designs in their play.
- **NEVER GIVING UP:** we encourage the children to keep persevering, practising new skills and concentrating towards an end goal.

In order to ensure this approach is effective, we ensure that we provide the children with:

- An enabling environment which allows children to access learning opportunities independently
- An exciting curriculum which is used to inspire their play
- stimuli for high-quality talk opportunities



- supportive and enthusiastic adults
- a set of expectations to ensure play is effective for all pupils.

The teachers and teaching assistants interact with the children in their play rather than interfere and interrupt the learning that is happening. Our adults take the time to:



- Observe and join in with the play
- Listen to the children's conversation and join the flow of the talk
- Model particular play skills to show how equipment can be used in effective play.
- Ask questions at appropriate times
- Find "hooks" to help the children deepen their understanding and extend learning opportunities
- Praise children for using specific play 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
- ◆ The children have access to sand and water play
- ◆ The classroom has construction areas or construction resources for the children to build with and create.
- ◆ There are opportunities for Small world play such as dolls houses, castles and loose parts to create fantasy worlds.
- ◆ We have an emphasis on supporting children to be physically strong with resources such as bikes, scooters, climbing equipment and smaller resources to build muscle strength.

As a school we also value the use of our outdoor space and the children have ample opportunity to access outdoor learning throughout the day in small groups or as a whole class learning activity. Each class has a specialist Outdoor Learning Afternoon once a term to allow our children to immerse themselves in the outdoors, supporting their physical and emotional well-being with a variety of learning sessions.



SUBJECTS

History

History is taught in a cross curriculum way and skills are investigated through topics such as Narnia and Evacuees, and what it was like to live in a castle. In the EYFS this is part of Understanding of the World where the children learn about Mary Seacole.

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 and Space travel. In EYFS this is part of the Understanding of the World.

PE

In PE we teach a variety of skills including dance, gymnastics, team games and ball skills. They take part in yoga sessions and they find out how exercise can help them to remain healthy. In the EYFS this is part of Physical Development where children focus on the fundamental movement skills such as hopping, skipping, rolling and jumping.

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,. Throughout the school, the emphasis is on practical and manipulative skills. In the EYFS the children develop a curiosity and interest in the made world through investigating, talking and asking questions about familiar products.

Computing

We recognise that computing is a key skill for everyday life. Children begin to understand technology by taking part in Computational Thinking activities such as patterns making, debugging, tinkering and collaboration. The children have opportunities to 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. In EYFS this is part of Expressive Arts & Design.

Religious Education

Our religious education reflects the mainly Christian religious traditions of Great Britain, as well as teaching and practises of the other principle religions and worldviews represented in Britain today. 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. In EYFS this is part of Expressive Arts & Design.

PSHE

PSHE (Physical, Health, Social, Economic) is taught specifically and as part of the wider curriculum. The children are provided with the knowledge, understanding and practical skills to live healthy, safe, productive and fulfilled both now and in the future. They are also reminded of our school values and how these can be followed.



SPECIAL EDUCATIONAL NEEDS

We are committed to the learning and development of all pupils and encourage them to participate and achieve in every aspect of school life. We aim for equal opportunities for all members of our school community and are committed to being a fully inclusive school.

Wootton Bassett Infants' School aims to:

- Set suitable learning challenges that respond to individual pupils' needs in a way to overcome potential barriers to learning.
- We welcome all pupils and staff, irrespective of race, colour, creed or impairment.
- Every member of staff shares the responsibility to remove barriers to learning for all pupils, including those with a disability.
- We are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. Not all pupils with disabilities have special educational needs and not all pupils with SEN meet the definition of disability. We monitor progress carefully to ensure provision is appropriate and suitable to the child.

If a teacher, or you as a parent, feel that your child is having difficulties at school we encourage communication between class teacher and/or SENCO to ensure this can be discussed. We believe that the closer we work together the more successful any help will be.

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

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

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.

BRITISH VALUES

We have a duty to 'actively promote' the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. The British values form part of a schools' work to promote the spiritual, moral, social and cultural development of children. We teach the children about these values across the curriculum, taking good opportunities to discuss these such as during assemblies, PSHE lessons and School Council meetings.

ASSESSMENTS

In the EYFS, the children are assessed on entry against age related bands and then again at the end of term 2 and term 4. At the end of the EYFS the children are assessed against the Early Learning Goals which are the end of Foundation Stage statements.

At the end of year 1 children undertake a statutory phonics and reading check.

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 make sure that data is:

- used fairly, lawfully and transparently
- used for specified, explicit purposes
- used in a way that is adequate, relevant and limited to only what is necessary
- accurate and, where necessary, kept up to date
- kept for no longer than is necessary

handled in a way that ensures appropriate security, including protection against unlawful or unauthorised processing, access, loss, destruction or damage

