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CROSSHALL INFANT SCHOOL
ACADEMY TRUST

Curriculum Overview

A Guide for Parents
2023-2024



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CURRICULUM INFORMATION

The purpose of this booklet is to inform parents about the different subject areas and how they are taught at Crosshall Infant School.

The curriculum for the 3-7 years' age range is split into two key stages:

- **FOUNDATION STAGE - Nursery and Reception years**
- **KEY STAGE ONE - Years 1 and 2**

The subjects are divided into two categories:

CORE SUBJECTS

- English
- Mathematics
- Science
- Computing

FOUNDATIONS SUBJECTS

- Art
- Design and Technology (DT)
- Geography
- History
- Music
- Physical Education (PE)
- Religious Education (RE)

For Nursery and Reception (Foundation Stage) these subjects are taught under different headings within the 'Early Learning Curriculum'

The core areas are the main subjects to which at least 60% of teaching time is dedicated.

In this booklet each aspect of the curriculum is broken into four strands:

- (i) A general overview of the subject.
- (ii) The aims of the subject.
- (iii) The children's activities and experiences.
- (iv) Resources.

Equal Opportunities

All children are entitled to a curriculum, which caters for their needs, offers equal access and enables them to participate fully in all areas of learning.

The curriculum is regularly reviewed to ensure that it promotes understanding and equality of respect for all.

Differentiation

All work is matched to individual abilities. This is done in two ways:

1. Through an open-ended task.

This is where a task is set so that it can be achieved at different levels and allows children to do as much of it as they can.

2. Ability grouping.

Children are given different work according to their levels of understanding.

In reception this involves the children working in small groups within their own class. In years 1 & 2 the children are grouped into similar abilities for maths and phonics and move across the year group.

All children's progress is carefully monitored and regularly discussed within year group meetings. Groupings are flexible to allow for each individual's pace of development and therefore children will move from one group to another where appropriate.

Planning

All curriculum planning adheres to Government guidance. In addition, the school has a policy document for all subject areas.

Stages of planning:



Assessment

The teachers keep an ongoing record of the progress and level of achievement of all children in the different subject areas. This information is then summarised in the Annual Report to Parents sent home in the summer term. (Additional detail about assessment in the core subjects is included in the relevant sections.)

ENGLISH

READING

Introduction

Learning to read is one of the most important things a child will do during their time at school. It is not only a skill to be learnt for its own sake, but it is also the key to learning across the whole curriculum.

It is our aim to develop children as independent readers who will read for pleasure and employ reading in their learning.

Which method is the 'best' to teach reading has always been the subject of much debate. Various approaches have been favoured at different times in the past with every trend having its supporters and opponents.

Our experience and achievement bear out the fact that no one teaching method used alone is fully effective in enabling children to become readers. The best teaching of reading can be seen where a range of approaches is used in combination. Therefore, at Crosshall Infant School we use a variety of methods based on the use of all types of books, learning phonic rules and whole words.

Books in School

In school we use a wide range of books to promote reading development. This includes decodable books, many reading schemes; picture books; fiction and non-fiction.

The Reading Libraries (Book Coding System)

The organisation and use of the Reading Libraries is fundamental to our approach to reading.

The libraries contain an enormous quantity of children's reading books from picture books with no words, to substantial paperbacks. There are sets from various reading schemes as well as a wide variety of books by popular children's authors. These include traditional folk and fairy tale stories from other countries and cultures and non fiction. A significant factor in children being motivated to read and becoming independent comes from choosing their own books. While self-selection is most important, we also recognise the need for guidance to ensure that:

- (a) Children select books appropriate to their reading ability
and
- (b) They progress to more demanding books as their reading develops.

For this reason, the books are colour coded in broad bands and children select from within one colour.

The colour coding system is purely for our organisational purposes only. Within each colour band there is a wide variety of literature and some range of difficulty. Between each colour band there is an overlap of difficulty. Whilst we acknowledge that the children are aware that there is a progression through the 'colours' we do not encourage an over-emphasis on the colour banding system because we find that then children see this as the most important aspect of reading.

The children will initially begin their reading journey with us by being introduced to a range of decodable books. These contain simple words and sentences that the children have been taught as part of their daily phonics lessons. As the children move through the colour bands, they will have access to a wider range of decodable books while they develop both fluency and confidence in their reading.

In addition to the Year Group Libraries each class has its own collection of fiction and non-fiction books.

Reading in School

Reading is taught across the curriculum in many different forms, of which reading from the children's 'reading book' is only a small part. In the early years of school, we read individually with children, introducing guided reading and reading in groups as soon as early reading skills have been developed.

Guided Reading

This is when the children read as part of a group, to the teacher or teaching assistant. It is the time when the teacher can reinforce aspects of reading, which have been taught in other ways and the children can demonstrate their understanding and development as a reader. The teacher assesses this development and makes suggestions for further improvement.

We aim for all children to have a guided reading session approximately every seven school days in Key Stage 1. These guided reading sessions last a substantial length of time and enable the children to have more reading input than would be possible during shorter, more frequent reading sessions.

When the children have read with an adult in school, it will be recorded in the reading diary.

Reading Across the Curriculum

On a day-to-day basis children read in a wide variety of situations and their skills are continually being put into practice, for example:

- Whole class teaching sessions (on the carpet)
- Teacher writing/collaborative writing on the board.
- Story time, particularly using 'Big Books'.
- Spelling activities
- The writing process, children will always read their work to the teacher and often to the group or whole class.
- Quiet reading/book sharing times.
- Reading worksheets/instructions/labels and notices.
- Reading information books during 'topic activities'.
- Reading labels around the classroom.



All children experience the examples above most weeks. This list is by no means exhaustive but gives some insight into the type of opportunities children have to read which extend beyond the guided reading session.

Progression of Skills

Children learn that books go from front to back; text goes from left to right and top to bottom; the pictures can be a valuable clue. As they read children begin to apply the phonic and whole word knowledge they are acquiring and in addition they begin to predict new words through their understanding of spoken language, story conventions and meaning.

Reading at Home

While we place a great emphasis on the teaching of reading in school we readily acknowledge the enormous value of reading at home.

In contrast to the guided reading session, at home we advocate a 'little and often' approach as this enables the children to put into regular practice the aspects of reading initiated in school. Ten to fifteen minutes four/five times a week is much better than a one-off longer session. This provides you with an excellent opportunity to share in your children's educational development and undoubtedly reap its rewards as he/she grows in confidence and reading ability. Comments and suggestions from the teacher in the reading diary will help you to encourage your children and reinforce the teaching points made in school.

The Reading Diary forms a record of the children's reading experience. A note of the date and title of each book brought home along with the page number reached, form the basic entry in the diary. In addition to this encouraging comments to your children and any other relevant observations you wish to make are extremely valuable. As well as informing us, they demonstrate to your children that reading is important and that you are working together with school to help him/her develop his/her reading skills.

Separate guidance on reading at home with your children is available in the back of the Reading Diary. There is an opportunity to attend a Reading Workshop for Reception parents during the Autumn term to learn more about the teaching of reading.

The skill of reading words is only part of the process of becoming a reader. Remember reading is not taught in isolation but as part of the whole curriculum.

READING COMPREHENSION

Aims

Our aim is to ensure that all children achieve their potential through a structured approach to a variety of reading material designed to match individual capabilities.

A very important part of the children's reading is to develop their enjoyment and understanding of what they read. This is known as reading comprehension. This is achieved by providing them with a variety of opportunities to develop their reading skills each week.

Progression of Skills

Within each year group we develop the children's reading comprehension skills in a variety of ways that have a clear progression, including individual reading conferences and guided reading session.

Here the children are encouraged to:



- Make sense of what they read.
- Discuss events or characters in the story.
- Predict what will happen next.
- Summarize what has happened.
- Give opinions about a story/book.
- Understand different story structures.
- Acquire and extract information from books.

Activities include: -

- Use of big books.
- Rhyming books.
- Construction and ordering of sentences, e.g. putting words in the correct order.
- Individual and group writing.

In each case the children are thinking about and making sense of what they are reading.

How we assess children's progress

Listed below are some of the criteria used to establish their comprehension skills. We check to see whether the children:

- show awareness that print carries meaning.
- pick up the pattern/rhythm of the text.
- express likes and dislikes.
- respond to the story by commenting.
- read fluently.
- read with expression.

- read with intonation.
- show an understanding of a story through re-telling and predicting.
- give opinions about the events in the text.
- understand main points of the story and summarize them.
- understand the vocabulary.

WRITING

We aim to:

- Provide children with a range of writing experiences for different purposes and different audiences.
- Develop children's understanding of the different forms of written language.
- Enable the children to become independent writers.

Progression

It is important that children learn to write independently from an early age. We use an approach called Developmental Writing, which encourages independence. Writing starts from simple mark making and develops into organised, imaginative and clear text by the end of Key Stage 1.

Developmental writing is not just "having a go" - from the earliest stage teaching and conferencing the necessary skills ensures progression.

Progression in developmental writing is linked to both the children's learning in spelling and handwriting (i.e. practising letter shapes and joins).

In order to become a successful writer, the child needs to be a reader, speller and hand writer. Therefore, the teaching of reading, spelling and handwriting complement the writing process.

Range

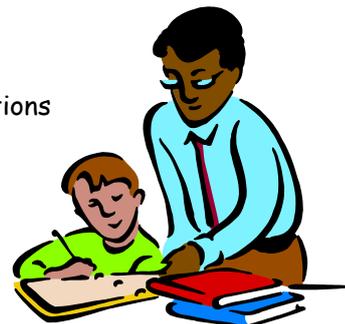
The children experience writing in a range of forms and for different audiences.

These include:

- Narratives e.g. stories and diaries
- Poems
- Notes e.g. lists and captions
- Records e.g. observations
- Messages e.g. notices, invitations, letters and instructions

Children write for:

- Their teacher
- Their family
- Their peers
- Themselves



Modelling

It is important for children to regularly see an adult writing and so they take part frequently in composing, spelling and handwriting with the class as a whole. Emphasis in modelling is in teaching compositional (i.e. what to say) and transcriptional (i.e. how to write it) skills. The teacher talks through the writing process as she demonstrates it.

The Writing Conference (Marking)

This is a crucial part of the developmental writing process. It offers the children immediate positive feedback about their writing.

In the early stages of development, the adult writes the conventional form underneath the children's writing. This gives the children an opportunity to see a standardised piece of writing being scribed. The teacher provides feedback to the child throughout the writing session, with a final conference taking place once the writing is completed. This conference is immediate wherever possible.

Until the children can write clearly with only a few inaccuracies the 'conventional form' is always written underneath work. The children pay attention as the teacher does this. The teacher will select one or two common errors to focus on, e.g.

- "Can you find 'want' in the word bank/key word card?"
- "Watch how I write this word."
- "Now can you Look, Cover, Write, Check this word?"

As the children begin to write extended pieces it may not be practical or necessary for the conventional form to be written alongside.

As children's writing becomes more accurate the teacher will not scribe it. The children are encouraged to check their own work for miss-spellings, e.g. "Read back through your work to see if you can find any mistakes". After this self-check the teacher will read through the writing with the children. Attention is drawn to a number of different aspects of the writing: -

- Content, use of creative ideas, descriptive language, structure of a story, this will depend on the original activity
- Handwriting, setting out of work, spacing
- Spelling
- Punctuation
- Language structure

In Year 1 and 2 the teacher will then identify aspects of the writing that are particularly pleasing and mark them with a green highlighter, in particular, where the learning objective for the piece has been met. They will then select one area for the child to work on in future pieces of writing and mark this with an orange highlighter. This is seen as an area for the child to grow and develop in. This system is called 'green for great' and 'amber for action'.

SPELLING

Aims

- To develop children's spelling skills in order that they are able to communicate in the written form
- To give children a range of strategies to use in spelling within their writing
- To enable children to develop a spelling vocabulary of common words
- To develop the visual awareness of individual letters, two/three letter blends
- To develop phonological awareness of individual and combined letters
- To develop an awareness of letter patterns, visual and auditory
- To teach children how to use spelling aids in the classroom, i.e. word banks, word cards, and dictionaries

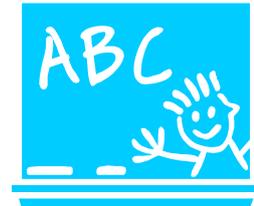
Spelling is taught through a combination of phonic and visual recognition skills. Spelling is partly a visual and partly an auditory skill thus we do not encourage the children to rely solely on 'sounding' out

a word. Phonetic breakdown of words is a very useful skill but it only works with a limited range of words. Therefore, alongside phonics children are taught visual word recognition skills and to look at the common letter patterns within words.

Progression

Visual and phonic letter patterns are taught following the progression identified in Letters and Sounds and Assertive Mentoring documentation.

- Individual letters; recognition, names and sounds.
- Word building and simple rhyming words.
- Common letter blends.
- Common spelling patterns.
- Irregular spelling patterns.
- More sophisticated spelling strategies and rules.



The children are encouraged to use this knowledge when attempting spellings in their writing tasks.

Key Words

Alongside the learning of phonics children are taught to spell common words, which occur frequently in our language. These follow a progression based on the frequency of use, which is in line with the Letters and Sounds and Assertive Mentoring documentation. These words form the basis of our class word banks and word lists, which the children use when writing. Many of these key words rely on visual recognition rather than common spelling patterns therefore we encourage the children to learn them using the method of **Look, Cover, Write and Check** both in school and at home.

In Year 1 and 2 children take spellings home weekly to learn

Spelling is assessed as an ongoing process during writing sessions, in addition to a weekly/ half termly spelling test.

GRAMMAR AND PUNCTUATION

Aims

Grammar and Punctuation are very important parts of the children's spoken and written language. An awareness and understanding of the rules of language are essential for the children to make sense of and bring meaning to what they read and write. Therefore, our aim is to teach the children the rules that are applied to the English Language and through the use of punctuation, bring interest and meaning to what they read and write.

Progression

Within each year group we develop the children's grammar and punctuation skills through the key areas of English i.e. **Reading, Writing and Speaking and Listening**. This work is structured and planned according to individual needs.

In reading, through the use of big books, sentence stands and key words the children will look at the use of capital letters, full stops and question marks.

Similarly, when writing sentences, the children will be asked questions like:

- What do I start my sentence with?
- Do I need a capital letter for a name?
- What comes at the end of the sentence?

In Speaking and Listening the children's grammatical errors are corrected as they speak.

In English sessions, including reading conferences, children will learn to:

- Speak with an awareness of Standard English.
- Read and write using capital letters and full stops.
- Use question marks, speech marks, commas, apostrophes and exclamation marks.
- Use the correct tense in their writing.
- Read with expression.
- Read with intonation.

HANDWRITING

Aims

To present work legibly, clearly and appropriately.

To use correctly formed letter shapes.

To develop comfortable, fluent handwriting.

Teaching Strategies

Handwriting is taught through a variety of strategies:

- Formal handwriting sessions.
- Teacher scribed writing -
 - On the board;
 - On displays;
 - On worksheets;
 - In books/on work.
- Formal letter and handwriting practice - in books/on sheets.
- Patterning sheets.
- A range of activities to develop fine hand control e.g. cut/stick, finger patterning (paint/sand etc.), modelling (clay/dough), tracing, painting/drawing.



Requirements to develop good handwriting skills.

- Correct pencil grip
- Work from left to right.
- Establish left or right dominance.
- Correct posture - how to sit - feet on floor, position of paper etc.

Progression

- Fine hand control activities, as stated previously.
- Pattern sheets used in a specific progression.
- Writing forename in joined script.
- Introduction of individual letters
- Formation of numbers.
- Writing surname in joined script.

- Progression of joins i.e. looking at how certain letters join to others.
- Use of 'sky/grass/mud' sheets in Year 1 and 2 to help identify the size and position of letters.
- Use of lined books/ sheets for formal handwriting practice.
- Children practise joins in a set progression. They practise the joins separately as well as the joins within words and sentences. They also progress to writing the date.
- The letter formation, orientation and joins are reinforced in key word practice.
- Formation of upper case letters.

Why do the children join their handwriting?

- To achieve the aims and requirements of the Standard Assessment Tests and the school policy.
- To develop a neat, legible writing which can be produced at speed.
- To achieve a smooth transition into the Junior School.
- As an aid to spelling.

MATHEMATICS

The National Curriculum 2014 for mathematics aims to ensure that all pupils:

- Become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- Reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- Can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

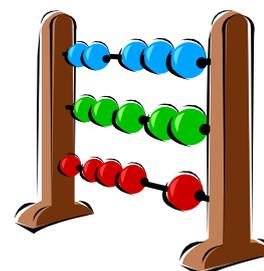
At Crosshall Infant School Academy Trust we aim to develop:

- A positive attitude towards mathematics as an interesting and stimulating subject.
- Confidence and competence with numbers and measures using appropriate language.
- Mathematical skills and knowledge accompanied by quick recall of basic facts.
- An appreciation of mathematical pattern and the ability to identify relationships.
- An ability to think logically with independence of thought and a willingness to experiment.
- An awareness of mathematics in relation to everyday life and the world around us.
- To provide an environment which emphasises the use of practical activities and mental strategies as well as formal recording.

Teaching Strategies

Teaching strategies are the methods we use to teach the children the knowledge they need for understanding, using and applying mathematics.

- Teaching can be to the whole class or a small group.
- Children can work in small groups, pairs or individually.
- Teacher demonstrates, explains and illustrates the mathematical ideas.
- Daily oral and mental work provides rapid recall skills and develops calculation strategies.
- Teacher uses questions effectively, developing mathematical vocabulary.



- Children's activities are differentiated according to ability but also include independent investigation.
- Mathematical concepts are developed across other curriculum areas especially in computing.
- Practical activities are used throughout.
- Recorded mathematics may be the children's own method of recording or a specifically taught method.
- Involvement with parents through homework.

Planning

Planning of the mathematics curriculum follows a scheme called 'Abacus' which ensures we are covering all the areas of The National Curriculum 2014. This is a detailed progression of mathematics knowledge and skills. A programme of work for each half term is planned using the Abacus scheme detailing the learning objectives and activities. Children are grouped according to ability and will therefore follow a series of lessons which reflect their development in maths.

Half-termly planning is further broken down into weekly planning specifying learning objectives and activities to be taught.

The learning outcomes of this weekly plan are evaluated at the end of each week and the following week's teaching planned accordingly.

Each numeracy lesson is planned to include a mental "starter", a main teaching focus, individual work and a short concluding session.

All children's progress is carefully monitored and regularly discussed within year group meetings. Groupings are flexible to allow for each individual's pace of development and therefore children will move from one group to another where appropriate.

Assessment

Assessing children's achievement is an ongoing process. The class teacher is continually monitoring how the children are coping with the demands of the curriculum, in addition to half termly assessments using the Assertive Mentoring programme.

At the end of Year 2 children take the Standard Assessment Tests (SATs), which judge Mathematical ability in line with the National Standard.

SCIENCE

Introduction

Science is one of the four core subjects of the National Curriculum. It is essentially about developing children's sense of enquiry and in so doing, coming to a greater knowledge and understanding of the world around them.

In the Foundation Stage science is an integral part of Understanding of the World.

In Key Stage 1 Science is taught on a weekly basis with a particular focus each half term.

Young scientists learn through a range of methods including whole class, experimental learning, discovery learning, problem solving and open-ended investigations.

Skills covered include, observing, predicting, hypothesising, record keeping and drawing conclusions in ways appropriate to their stage of development.

Aims

To provide opportunities for appropriate practical experiences through which finding out occurs and science is taught.

To develop the children's:



- Enjoyment of science and foster a positive attitude to it;
- Natural curiosity;
- Sense of enquiry;
- Ability to ask questions which can then be made suitable for investigation;
- Awareness that all science investigations must be carried out fairly;
- Ability to observe closely using all appropriate senses;
- Ability to use prior experiences and knowledge to make predictions;
- Skills of drawing together their evidence and making appropriate conclusions from it;
- In light of the above, to know those findings may vary and that science does not always provide us with 'right answers'.

To develop an awareness of the relationship between science and everyday life including personal health and the environment.

For the children to be able to work like scientists:

- To develop investigative skills;
- Observing, collecting information, recording, interpreting, which enables them to find out more;
- To select and use appropriate equipment for use in their investigations;
- To develop their recording skills and become aware of the different methods which can be used. To select that which is appropriate for their task;
- To present findings scientifically through a variety of means;
- To develop an understanding of the need for a fair test;
- To recognise the need to work safely when carrying out scientific investigations.

Children's Activities and Experiences

A detailed scheme of work has been developed which allows progression through a range of scientific experiences and increases the challenge made to the children for quality and knowledge.

Planning ensures that children experience the whole range of activities with the appropriate re-visiting of some concepts.

"Finding Out" tables are the main focus for discovery learning in the Foundation Stage.

Resources

A wide range of resources used within each topic is provided in school. Use is also made of the outdoor environment area throughout the year. The children have access to a range of non-fiction books. ICT is used for the collection, recording and presentation of scientific data.

Assessment

In key stage 1, Science assessment activities are carried out throughout the year and attainment is recorded by each class teacher. Children are assessed independently, every term. Parents/Carers are informed of their child's attainment in Science in the end of year school report.

In the Foundation stage, assessment is carried out primarily through ongoing observation and is recorded on the foundation stage profile.

COMPUTING

Introduction

All children are taught specific computing skills in designated timed sessions. The subject is planned to help children learn how to use different technology for programming, communicating and manipulating information. They also use technology during other subjects, topics or projects. In this way computing is embedded across the curriculum.

Computing is taught by all class teachers and Teaching Assistants and is accessible to all pupils with opportunities for individual and collaborative work.

The children have access to a computer suite, equipped with 15 computers. In addition to this there is a mobile trolley with laptops for use by classes, small groups or individuals in classrooms. Each year group has a small number of netbooks available for use in all subject areas. All classrooms, the hall, the music room and the computer suite have interactive screens that are used to support learning across all curriculum areas.

Children are taught to program using a variety of hardware and software including Beebots and Scratch Junior. They have the opportunity to experiment with digital cameras and video recorders.

Aims

- To produce learners who are confident and effective users of ICT.
- To develop an interest in, and enjoyment of computing.
- To encourage all children to evaluate the benefits of computing and its impact upon society.
- To meet the requirements of the EYFS and the National Curriculum and help the children to achieve the highest possible standards.
- To embed computing into all curriculum areas



Children's Experiences and Activities

- A detailed scheme of work has been developed which allows progression through a range of computing experiences and increases the challenge made to the children for quality and knowledge.

- The children have the opportunity to work in the Computer Suite once a week and have ongoing opportunities to use technology within the classroom.

The scheme of work is broken down into areas of study for each year group.

	TERM 1	TERM 2	TERM 3
Reception	<p>Understand technology can be used for different purposes - using a variety of different games and software.</p> <p>E-Safety - introduce the importance of staying safe while using technology using the school E-Safety poster.</p>	<p>Simple programming - Beebots</p> <p>Recognising technology used in different places such as homes and schools.</p> <p>Complete a simple program - Charlie Chimp and Simple City.</p> <p>E-Safety - continue to reinforce the importance of staying safe while using technology.</p>	<p>Simple programming - Beebots</p> <p>Recognising technology used in different places such as homes and schools.</p> <p>Introducing the internet and understanding its many purposes. - Fotor.com, Google Maps and Google Earth</p> <p>Retrieve and display digital content - postcard project on Fotor.com</p> <p>E-Safety - continue to reinforce the importance of staying safe while using technology.</p>
Year 1	<p>Use technology purposefully to create and retrieve -Christmas placemat.</p> <p>E-safety - who is safe to contact?</p> <p>Use technology purposefully to create - design and create an under the sea/habitat picture.</p>	<p>Programming using a range of software and hardware</p> <p>Use technology purposefully to create -create a castle in the style of Paul Klee.</p> <p>Use technology purposefully to create, manipulate and retrieve digital content - edit photograph to add a superhero mask, making a film.</p> <p>Recognise common uses of information technology beyond school - internet research, making a film and using Google Earth.</p> <p>E-safety - photographs and staying safe online.</p> <p>Introduce algorithms and logical reasoning with and without technology - Instructions, Beebots and Flobot</p> <p>Use of beebots to program and debug.</p>	<p>Use technology purposefully to store and organise - using data handling software to represent data collected.</p> <p>E-safety - using internet games safely.</p>
Year 2	Recognise common uses of	Use technology purposefully to	Use algorithms, programming

<p>information technology beyond school - internet research about Hunstanton and St, Neots, Google Earth</p> <p>Use of beebots to program and debug.</p> <p>Use technology purposefully to create, manipulate and retrieve digital content - design an E-safety poster.</p> <p>E-safety - create a poster to inform others of the dangers of the internet.</p>	<p>create, manipulate and retrieve digital content - make a film.</p> <p>Recognise common uses of information technology beyond school - make a film.</p> <p>Use technology purposefully to create and organise - create a PowerPoint presentation.</p> <p>Explore and interact with the internet website - www.bbc.co.uk/schools (Victorians) to find out more about the Victorians through games and research.</p>	<p>and debugging and logical reasoning -Scratch Junior.</p> <p>Use technology purposefully to create - beach scene, Fotor.com to create a postcard to send to another class.</p> <p>Recognise common uses of information technology beyond school - internet research and sending findings via email.</p> <p>E-safety - using email.</p>
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ART

Art is a foundation subject that supports and enhances many areas of the curriculum. It encourages creative thinking, and problem solving, as well as the teaching of specific artistic skills. It is a subject that is taught by all class teachers with opportunities for the children to work individually and collaboratively. The children also have access to computing software to develop creative skills such as photography and basic photo editing. They also have many opportunities to consolidate their skills in the five areas of drawing, painting, clay, textiles and printing.

Aims

- To develop an understanding and appreciation of art through a wide range of activities and experiences.
- To develop the children's creative and technical skills through a range of art skills.
- To encourage the children to express and communicate their ideas and opinions about their own work and that of others.
- To develop imaginative and original thought and experimentation with a variety of media.
- To develop the ability to work collaboratively.
- To develop and apply their ICT knowledge and skills through the use of computer art programs. software to develop creative skills



Children's Activities and Experiences

There is a detailed scheme of work, which allows progression through a range of experiences challenging the children to develop and broaden their skills. They have the opportunity to use a wide range of media and equipment. They look at, discuss and produce work in the style of various artists and are encouraged to respond to ideas, images and artefacts from other cultures.

Resources

- A wide variety of media and equipment is readily available to all year groups. The school is well equipped with artefacts, books and picture packs to support activities and experiences.

DESIGN and TECHNOLOGY

Introduction



"Design and Technology prepares pupils to participate in tomorrow's rapidly changing technologies" (National Curriculum)

Children take part in a variety of designing and making activities, including cooking.

Through practical projects, using a variety of different materials, children are taught to think imaginatively, to explore how things work and to use tools and equipment safely. There is a progression of skills throughout Reception, Year 1 and Year 2 and children learn to plan, develop ideas, make and evaluate their products.

Class teachers teach the subject to all children and they then work in small groups with a teaching assistant or parent helper.

Aims

- To develop a range of designing and making skills.
- To apply these skills across the curriculum.
- To understand the need for, and follow safety procedures.

Children's Experiences and Activities

- Frequent opportunities are provided for design and technology activities, including cooking.
- A detailed scheme of work has been developed to allow progression through a range of design and technology experiences. See table below.

Cooking

Children take part in a range of cooking activities during their time at the school. These activities are led by school staff and children are introduced to a range of age appropriate key cooking skills throughout their time at Crosshall Infant School. Under direct, close supervision children are taught how to weigh and measure ingredients and how to use a variety of kitchen utensils.

Sometimes it is possible to relate the cooking recipe to the topic being covered e.g. gingerbread men while doing traditional stories, bread and butter when doing "The Victorians" and flat bread with cucumber dip when learning about 'Around the World'. Children get the opportunity to participate in whole school cooking during our 'Christmas Week' and 'Healthy Week'. Areas are thoroughly cleaned after every use and high standards of food storage and preparation are practiced.

Resources

- Design Technology is well resourced throughout the school.
- Each unit has a trolley for design and technology equipment as well as a central storage area.
Equipment may consist of the following:



- Tools (e.g. saws, drills, hammers).
- Materials (e.g. clips, pins, sticks, rubber bands, wood, nails etc.)

The school has a children's kitchen.

RECEPTION

SKILLS	ACTIVITIES
Manipulation, co-ordination and assembling.	Construction kits.
Communication of ideas.	Drawing a design, discussion of how it will be made?
Joining, Finishing, Health and Safety, Evaluation.	Free and structured box modelling. Hammering, sanding, use of tools. Discussion of finished models.
Cooking - hygiene, measuring, mixing, using simple utensils, kneading and cracking an egg, knife skills.	Apple crumble, bread, fruit salad, banana muffins, frittatas, rainbow salad, fruit and vegetable smoothie.

YEAR ONE

SKILLS	ACTIVITIES
Manipulation, assembling, following instructions.	Free and structured construction kits.
Communication of ideas. Choosing appropriate tools.	Draw design for model and identify tools and materials required.
Cooking - hygiene, measuring, mixing, use of various utensil, kneading, knife skills.	shortbread, rainbow salad, jewelled couscous salad, pasta sauce, healthy pizza

YEAR TWO

SKILLS	ACTIVITIES
Manipulation, co-ordination.	Free and structured construction kits.
Communication of ideas and selection of tools and materials.	Design 2D and 3D models and identify tools and materials required.
Interpretation of a design, Health and Safety aspects, Finishing techniques, Evaluation.	Make a model for a purpose e.g design a coat or vehicle. Investigate the mechanics of a model e.g. a wheel and axle Discuss strengths and weaknesses of models, suggest improvements.
Investigate simple mechanical objects.	Look at mechanical objects and identify different parts.
Cooking - measuring with the introduction of scales, mixing, hygiene, use of various utensils, using induction hob, knife skills.	Butter making, shortbread, rainbow salad, jewelled couscous salad, pasta sauce.

GEOGRAPHY

Introduction

Geography is taught as part of cross-curricular topics in order to incorporate its links with other subject areas within the curriculum, as well as being seen as a subject in its own right. In geography the children will learn to ask and answer geographical questions and use geographical skills in order to develop their knowledge and understanding of places, patterns and processes. They will begin to learn about environmental change and continuing development.

Geography skills are taught throughout the school with opportunities to work collaboratively and individually. In geography the children first learn by drawing on the immediate environment of home and school. They then investigate the local environment before finding out about and comparing other locations in the UK. Finally, they begin to find out about far away places in the wider world. Teachers encourage children's interest in their locality and the wider world. Through their geography learning the development of skills such as speaking and listening, writing, drawing and the use of ICT are all seen as important learning outcomes.

Aims



- To stimulate the children's interest in their surroundings and the variety of human/physical conditions over the earth.
 - To give children an understanding of places which are near to them and places that are further afield.
 - To foster children's sense of wonder at the beauty of the world around them.
 - To help children develop informed concern about the quality of the environment and the future of the world.
- To enhance children's sense of responsibility for the care of the earth and its people.

Children's Experiences and Activities

The children have frequent opportunities for geographical activities and learning. The geography scheme of work is broken down into areas of study for each year group. In each topic there are frequent opportunities for 'hands-on' learning which might involve the use of visits, visitors, fieldwork and computers. Year groups all have access to atlases and globes to support their learning.

Resources

- Geographical artefacts
- Photographs
- Maps
- Globes
- Videos
- Computer programs
- Books (fiction and non-fiction)
- Role-play areas

HISTORY

Introduction

History is a subject designed to help children develop a knowledge and understanding of events, people and changes that have taken place in the past, within a chronological framework. History is taught throughout the school with opportunities for individual and collaborative work. In history the children learn by drawing on their own experiences and memories and those of others, by listening to stories, interviewing visitors, participating in educational visits and engaging imaginatively in the historical topics taught in school. Teachers encourage children's interest in the past and promote quality in their responses to the topics taught. The development of skills such as talking, drawing and the use of computing are all seen as important learning outcomes.

Aims

- To develop an interest in history for its own sake and a desire to know its influence on the present.
- To teach historical facts and the skills to make comparisons and historical enquiries.
- To provide opportunities for the children to communicate their awareness and understanding of history.
- To encourage children to ask questions about the past on the basis of simple observation.
- To allow children to begin to identify some of the different ways in which the past is represented and to find out about the past from a range of sources of information.
- To provide opportunities for children to recognise why people in the past acted as they did and to appreciate the contributions significant individuals have made both nationally and internationally.
- To help the children begin to develop an understanding of chronology and the general passing of time.
- To help the children to distinguish between fact and fiction.
- To allow children to have equal access to history and to experience success and enjoyment in the subject.
- To identify significant historical events, people and places in our local area.



Children's Experiences and Activities

The history scheme of work is broken down into areas of study for each year group. (There are frequent opportunities for learning through historical activities and visits and the use of video recorders and computer programs.

NURSERY AND RECEPTION FOUNDATION STAGE	YEAR 1	YEAR 2
	KEY STAGE ONE	
"Me and my school" "Celebrations" (Birthdays, Christening ...)	"Toys" (Old and new toys) "Heroes" (Local history and changes in Eaton Socon. Personal history of how we grow and change.) "Castles" (Life in Medieval England.)	Space (Space exploration) "Victorians" (Life in Victorian England, work, school, home and, leisure) 'Famous Authors' (The impact of a variety of famous people in history.) "Out and About" (Significant historical events in their own locality, St Neots.)

Resources

Historical resources are essential to fire children's imagination and bring the topics alive. At Crosshall we are very lucky to be well resourced and the children will have the opportunity to experience: -

- Historical artefacts.
- Video recorders - to record visits.
- Computer programs and IWB resources
- Books (fiction and non-fiction).

- Role-play areas.
- Photographs.
- Visits.
- Visitors

As in many areas of the curriculum, contributions from home are valued and are central to the children's understanding of the topics covered; such as 'visitors', 'family trees', 'artefacts', 'costumes', 'booklets made at home' and photographs' and questionnaires about school experiences.

MUSIC

Introduction

Music is a foundation subject that is taught by all class teachers as well as being used to support other areas of the curriculum including dance and drama. Through the skills of performing, composing and listening to a variety of music from different times and cultures, each child will be given opportunities to enhance and develop their own feelings and expression towards music in a positive way.

Aims

- To develop a love for music for its own sake through a wide range of musical experiences.
- To develop a sensitivity and creative ability in all children.
- To provide for the expression and development for individual children but also encourage the need to share, co-operate and listen to each other.
- To allow all pupils to have equal access to music and to experience success and enjoyment in their music work.
- To develop an awareness of music through time and an empathy with many types of music.
- To be able to express ideas, thoughts and feelings through music.

The range of activities that the children will experience includes: -

- Weekly whole school singing assemblies
- Whole school performances such as the Christmas concert for Years 1 and 2, Reception Nativity and Harvest assemblies.
- Year groups perform in concerts to parents and Year 2 children perform their Leavers concert at the end of the year.
- Weekly whole class music time with a specialist music teacher and/or class teacher which includes singing, playing instruments, reading rhythms, composing, performing, recording, listening and evaluating their work.
- Group work where children will sing and play instruments to accompany a song.
- Individual performances.
- Listening and taking part in performances by visiting musicians.
- Listening to a wide variety of music from different cultures and times.
- Year 2 children have the opportunity to join a choir and learn to play the recorder.
- Reception classes participate in a summer concert to parents which includes a variety of songs they have learnt throughout the year.
- Year 2 visit 2 retirement homes for a Christmas Extravaganza of singing.
- As a 'Singing School' having achieved our Silver and Gold award and now our Platinum Award in the 'Sing up challenge'. We are an 'Ambassador School' for singing.
- An opportunity to have Band-based peripatetic lessons offered by a music service called **RockSteady**. It is an inclusive programme that is accessible to all pupils, supports wellbeing and contributes to academic progress.

- One to one music intervention is given by the specialist music teacher. Children who will benefit for these sessions are identified by their class teacher.

PHYSICAL EDUCATION

Introduction

Physical Education should be seen as an integral part of the curriculum where children are able to express themselves and their emotions through physical activity and be able to listen to, appraise and perform for the enjoyment of themselves and others.

Physical Education is designed to help children to learn about their body, the way it moves and how it can respond to varying stimuli. It is designed to help them understand that exercise can contribute to a healthier life style and that everyone can succeed regardless of ability.

Physical Education is a foundation subject and taught by all class teachers. All children take part and participate individually, in small groups and as part of a whole class.

Aims

- To develop an awareness of the need for exercise for healthy growth and development and its impact on strength, stamina and suppleness.
- To encourage a positive attitude to the variety of physical activities which should encourage a habit of exercise for life.
- To promote a secure environment in which there is a sound balance between co-operation and competition with enough scope for each child to succeed.
- To ensure the Early Learning Goal and National Curriculum requirements are met within the planning and practice of P.E.
- To create stimulating environments within which the children can use their natural play instincts and use up energy.
- To promote a good level of fitness in the children, regardless of ability.
- To develop an understanding of how to respond, through movement, to a variety of situations.
- To encourage awareness that practise can produce greater quality of movement.
- To develop an understanding of fair play and co-operation.
- To create the confidence to cope with both success and failure.
- To provide an understanding of the changes which happen to the body during physical exercise.
- To ensure an awareness of the safety implications in P.E. and the importance of -
 - warm up
 - good posture
 - hygiene
 - correct handling of equipment
 - appropriate clothing
 - controlled behaviour.



Children's Activities and Experiences

Schemes of work ensure that there is continual progression throughout the school, which increase in the level of difficulty. Children in the Foundation stage undertake PE once a week, and are given the opportunity of physical exercise during outdoor activity sessions. Key stage One children undertake PE

once a week. Each class is timetabled for one half time or outdoor time per week. Children are taught in mixed ability classes. All children have the opportunity of physical exercise during lunchtimes and playtimes and through planned cross curricular events such as Healthy Week.

Planning and progression is built into programmes in three stages - Reception, Year 1 and Year 2. There is a set overall yearly plan for each year group to cover the three main areas of study - gymnastics, games and dance. The recording of coverage in the Curriculum Planning Booklet ensures progression and continuity.

PE Resources

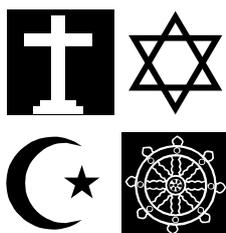
- Balls of different shapes and sizes.
- Striking implements such as cricket bats, tennis rackets and plastic hockey sticks.
- Quits, beanbags, hoops and skipping ropes.
- A selection of music, videos, musical instruments and dance ribbons and scarves.
- A selection of small and large climbing apparatus and safety mats.
- Adventure playground and Pirate Ship.

RELIGIOUS EDUCATION

Introduction

Religious Education is a legal obligation for schools and the planning for this subject is based on the Cambridgeshire agreed syllabus. Although it is non-denominational it reflects the predominantly Christian culture in which we live, but also fosters an awareness of other religions and world views such as Islam and Sikhism. It is not taught by means of doctrine but by trying to help children to understand and appreciate values and beliefs.

Religious Education plays an important part in the broad-based curriculum provided for our children. It supports the spiritual, moral, social and cultural development of the children as well as areas such as Personal and Social Development and Creative Development.



The Act of Collective Worship and Religious Education are planned together in half-termly blocks. Each year group plans one full day of activities based on a world view per half term. Most of the Religious Education work takes the form of creative work, exploration and discussion to give the children plenty of opportunity to ask questions and explore often very sensitive issues and concepts within a secure classroom environment. A wide variety of resources are used to support the learning process.

In the foundation stage Religious Education is incorporated within the specific area Understanding the World of the Foundation Stage Profile.

Aims

The aims of religious education are to enable pupils:

- to develop religious literacy;
- to acquire and develop knowledge and understanding of Christianity and the other principal religions and world views represented locally, nationally, and globally;
- to develop an understanding of the influence of the beliefs, values and traditions on individuals, communities, societies, and cultures;
- to develop attitudes of respect towards other people who hold views and beliefs different from their own;

- to develop the ability to make reasoned and informed judgements about religious issues, with reference to the principal religions and world views represented locally, nationally, and globally

Religious education should help pupils to develop:

- to read fluently;
- to enable them to ask questions;
- to discover information, to approach new material with empathy;
- to reflect on their learning. Pupils should not only acquire knowledge but also be able to use their knowledge to understand their world, build community, and develop their personal position.

Children's Experiences and Activities

The learning activities for Key Stage 1 are planned under themes.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Celebrations Christianity - Harvest Islam	Christianity Celebrations Christmas	Islam Festivals and Celebrations	Celebrations Christianity - Easter	Self and Community Christianity Islam - moral stories	Christianity belonging to a faith
Year 2	Celebrations Sikhism	Christianity Celebrations Christmas	Sikhism Knowledge and belief	Celebrations Christianity - Easter	Sikhism meaning and purpose (belonging)	Christianity - Harvest Self and community

Resources

The school has a wide variety of resources for each of the world views covered. These include pictures, photos, artefacts, poems and stories. There is also a large and comprehensive selection of storybooks to support each world view.

PERSONAL, SOCIAL, HEALTH and CITIZENSHIP EDUCATION (P.S.H.C.E.)

Personal, Social, Health and Citizenship Education (PSHCE) forms part of the school curriculum policy. Its prime aim is to enable children to become healthy, independent and responsible members of society. As a school we believe that all children in our care must feel that they belong, are valued and are fairly treated. They are encouraged to play a positive role in contributing to the life of the school and the wider community. It is hoped that through such experiences they will develop their sense of self worth.

PSHE and citizenship is implicit within all aspects of learning and is central to school life. It is developed through a range of teaching and learning styles. We also follow the Cambridgeshire Primary Personal Development programme which focuses on five social and emotional aspects of learning: self awareness, managing feelings, motivation, empathy and social skills.



There is a timetabled session each week where the children are involved in discussions, investigations and problem solving activities. Children are taught to recognise their achievements and personal ambitions. Other topics covered include resolving conflicts, setting classroom rules and keeping themselves safe. In addition, our annual Healthy Week enables the children to further develop their knowledge of how to keep themselves fit and well.

A large proportion of PSHCE is covered through our assemblies and religious education lessons. We also develop citizenship through the School Council. Representatives from each class meet regularly to discuss school matters and will collect information from the rest of their class to feed back at meetings. Initiatives have included Healthy Eating; manning the Friendship Stop; interviewing prospective teaching staff; ordering new signs and games for the playground; fundraising for chosen charities.

Children's achievements, both in social and academic terms are celebrated in a number of ways. Class teachers use stampers on children's work and stickers to commend extra special effort. Within each classroom is a rocket or beanstalk which children move up to reward their efforts in their work or behaviour. Each week a 'Star of the Week' is selected from each class. They receive a certificate and have their photograph displayed in the Main School Hall. Children are also encouraged to commend and support each other. Children who have achieved highly, tried particularly hard or behaved well can be selected by a member of staff to receive a head teacher's award.

It is hoped that by the time the children leave us, they have begun to develop a real sense of who they are, how they can contribute to the world around them and have learned skills that will stand them in good stead for the rest of their lives.

SPECIAL EDUCATIONAL NEEDS

In September 2014 the government introduced a new Special Educational Needs Code of Practice. This replaced the Special Educational Needs Code of Practice (2001). The new Code of Practice 'Special Educational Needs and Disabilities' (SEND) is statutory guidance. It is for all organisations who work with and support children and young people, up to the age of 25, with special educational needs and disabilities.

At Crosshall Infant School Academy Trust we fully support the new Code of Practice. We continually strive to ensure that all children who have a special educational need or disability receive the best possible support to enable them to make good progress.

A child is assessed as having a special educational need if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

Alternatively, he/she is working at a level that is below average compared to the majority of other children in his/her year group. This may be short term or long term.

Different Areas of Need

A difficulty could be related to any, or a combination of the following: -intellectual, social, emotional or physical development. If a child has a medical condition any of these areas may be affected. At Crosshall Infant School Academy Trust we provide for a wide variety of needs.

Our Policy for Identifying and Assessing Needs

It is initially the class teacher's responsibility to identify and assess a child's specific needs. This may be done in conjunction with staff in the year group team who may work with the child. The school's Special Needs Co-ordinator (SENCo) may also be involved and where necessary external specialists.

Contact Information

The school's Special Needs Co-ordinator is: Mrs Karen Hurrell (01480 475980)

The Governor responsible for Special Educational Needs is: Mrs Stephanie Kemp

Parental Involvement

Parents are also involved in helping to identify and assess a child who may have specific needs. Once specific needs have been assessed and a plan of action agreed, parents are involved as much as possible in helping their child progress. Regular meetings, both informal and formal, ensure that parents are involved and know how to support their child at home. A child with special educational needs will be given a Learning Plan (LP), which is shared and discussed with parents each term. Parents are able to contribute to this plan by adding their views and comments. They are able to contact the school at any time either by telephone, by email or speaking directly to the child's class teacher to make an appointment time.

Child Involvement

The class teacher and staff who work with the child will involve the child in all aspects of their learning and ask the child for his/her views. The child is encouraged to talk about what he/she does well and also what is harder and how any difficulties can be helped. All children are made aware of what they need to work on in order for their learning to progress.

Assessment of Progress

The class teacher and staff who work with the child regularly assess and review progress that is made in line with next steps and targets set. This is then shared with parents in a variety of ways including: informal discussion, Learning Plan review meetings, meetings involving different professionals, and in an annual report. The progress made by a child is closely monitored by the class teacher and staff who work with the child and the school's Special Needs Co-ordinator. Where a child is not making good progress further support and different strategies are put in place, in discussion with parents.

Transition in Education

There are four transitions at Crosshall Infant School Academy Trust namely: Nursery to Reception, Reception to Year 1, Year 1 to Year 2 and Year 2 to Year 3. At all of these phases there is a carefully planned transition programme to ensure that all children's needs are met and staff are aware of individual needs any child may have. This is applied also to children who transfer from other pre-settings or schools.

Our Approach to Teaching Children with Special Educational Needs

We have high expectations and aspirations for all children, regardless of their needs or disabilities. Teaching in the school is of a high quality to ensure that all children make good progress. All staff work hard to 'go the extra mile' to put in place extra provisions to help children achieve their best.

Adaptations to the Curriculum and Learning Environment for Children with Special Educational Needs

All children have equality of opportunity regardless of their needs.

The curriculum is broad and offers a wide variety of interesting and exciting activities to stimulate all children. All activities are modified to ensure that all children can and are encouraged to join in and learn at their level of development. The site is fully accessible and meets all requirements of the Equalities Act 2010.

Expertise and Training of Staff

All staff have on going staff development in all aspects of the curriculum including training in specific aspects of special needs. The Special Needs Co-ordinator meets regularly with all staff and provides updates as necessary.

Where it is required, additional support and advice is sought from different specialists and also external agencies. All new staff have a full induction programme when joining the school.

Evaluating the Effectiveness of our Provision

We have an on-going cycle of reviewing what and how we teach and the different opportunities we offer children. As part of this review we are able to evaluate how successful our provision is and the impact it is having on children's learning. Through our continuous assessment in the different areas of learning, we are able to judge the progress a child is making and thus make specific judgements about how effective provision is that is offered to each individual child.

Support for Improving Social and Emotional Development

A high emphasis is placed on developing children's social and emotional development. All staff seek to improve children's social and emotional development across the curriculum, offering additional support to any children who require this. This may be in the form of specific one to one support or within a group focusing on particular area, such as social skills. Time is always given to children to talk to adults, as needed in a variety of situations.

Liaison with other Services and Organisations

We have close links with a range of local providers and always seek to involve other specialists to ensure the best possible support for our children.

Complaints

We encourage all parents to come in and share any concerns at the earliest opportunity. The school has a Complaints Policy which is available on the school's website.

SEND Information Hub (formerly the Local Offer)

Cambridgeshire Local Authority has published an Information Hub of what services are available in Cambridgeshire for children and young people (aged 0-25) who have special educational needs and or disabilities.

The link is here: -#

[SEND Information Hub \(Local Offer\) \(cambridgeshire.gov.uk\)](#)