



Our Curriculum

Inspiring lifelong learning
Committed to excellence





Vision for Castle Hill Infant School

“Inspiring Lifelong Learning:
Committed to Excellence”

What this means to us:

For everyone to be confident lifelong learners, to gain a wide understanding of ourselves and the world around us in order to make the best of any presented opportunities, which will help prepare us to become well-rounded citizens of the future.

Curriculum Intent

What are we trying to achieve with, and through our curriculum?

- Our curriculum was designed to improve the foundation subjects in school, producing outcomes in all subjects equal to that in English and Maths.
- We intend for all subjects to have equal importance in our curriculum.
- We plan for each topic to be stimulating ,exciting, challenging, motivating and inspirational.
- Our plans are designed with our children and their families at the centre and adapted to meet the needs of our varying cohorts.
- We take every opportunity to include parents and extended families as part of our children’s learning.
- Our curriculum gives opportunities for enrichment and first hand experiences. It is underpinned with our high expectations and deeper learning experiences.
- Our curriculum is integrated and we intend for it to be relevant, purposeful and meaningful to the children we teach.
- At Castle Hill Infant school we foster life long learning through: independence, interdependence, emotional intelligence, spirituality and thinking.

What our values mean to our children

C	COMMUNITY - We all work together
A	ASPIRATION - We can achieve anything
S	SELF-WORTH - We are proud of ourselves
T	TRUST - We respect and value each other
L	LEARNING - We love learning
E	EXCELLENCE - We are the best we can be

What our values mean to us

C	<p>Our school is welcoming, friendly and inclusive. We seek to build an ethos of partnership, where we commit to securing the best for every child in our care. It is our joint responsibility to create a community which is united, nurturing, enabling and open.</p>
A	<p>We want our children to know that with hard work, optimism and drive it is possible to achieve their hopes and dreams. We offer opportunities which will inspire, challenge and open doors to future learning.</p>
S	<p>We believe every one of our children can succeed by believing in themselves, having high esteem and making a worthwhile contribution. We want them to gain personal satisfaction, have pride in themselves and their school and live rich and fulfilling lives.</p>
T	<p>We seek to build and sustain mutually respectful relationships which are based on trust, integrity and understanding. We need to know that we can depend on each other, showing loyalty to our school and the people in it and believing passionately in securing the very best foundations which will last a lifetime.</p>
L	<p>We are always learning. Learning is a never ending journey which brings the promise of excitement and challenge. We will build resilience, show courage in the face of the difficulties we encounter and increasingly become more independent and self-disciplined. We want our children to love learning, see it as a pathway to a brighter future and always give of their best.</p>
E	<p>We have a culture of high expectations, a relentless focus on self-improvement and a desire to create an environment of the highest quality. We will strive to live up to these expectations and create a school which will do the very best for everyone, provide the richest experiences and endure in the minds of our children and their families for a lifetime.</p>



Curriculum Implementation

How do we deliver our curriculum?



- We follow the National Curriculum (NC) so that children are provided with an opportunity to experience a broad and balanced curriculum.
- We provide integrated curriculum projects which are made up of three NC subjects, one of which is always English, 2 learning values and 2 applied NC subjects.
- A map of the integrated curriculum was created by middle leaders who ensure the continuity, progression and coverage of all subjects across all year groups.
- Planning for each integrated project is overseen by the Leading practitioner (as curriculum manager) so as to ensure coverage, high expectations and progression of key skills.
- The project overviews for each unit is planned jointly and includes a rationale, hooks to learning including visits or visitors, an end of topic event, 3 lead subjects, 2 applied subjects and 2 learning values. These are shared with parents including the expectations for a home learning project.



Curriculum Implementation

How do we deliver our curriculum?

- Maths, music and PE is taught mostly in isolation although the context frequently links to the current topic.
- We have 6 learning values which underpin all aspects of the curriculum. These are independence, interdependence, emotional intelligence, thinking and spirituality.
- A key part of each integrated curriculum project is the assessment grid which identifies the key knowledge, skills and concepts to be assessed. Opportunities for greater depth learning is also identified.
- Phonics/grammar is taught on a daily basis in all year groups with clear progression from Early years through to year 2.
- The Kinetic letter style handwriting is taught across all year groups.
- RE is taught in weekly blocks using the locally agreed syllabus 'Living Difference'.
- PE take place twice per week led by the class teacher and/or professional coaches. Each class takes part in a daily mile activity to ensure our children and staff are leading an active life style.
- Parents are invited to join us for outcomes of several integrated projects across the school year. A member of SLT also attends these outcomes.

Early Years Long term planning

	Autumn 1 7.2	Autumn 2 7	Spring 1 6	Spring 2 6	Summer 1 5	Summer 2 7.2
Week 1	Home visits	Autumn Fireworks (T, S and I)	Epiphany/ RE - Shabbat	People Who Help Us – Firefighters (T and C)	Growing – Spring (T and E.I)	Transport (T and C)
Week 2	About me (T and Int.)	Autumn Diwali (T, S and I)	Special toys (T and C) Own toy	People Who Help Us - Engineers (T and C)	Growing – Plants (T and E.I)	Journeys (T and C)
Week 3	About me (T and Int.)	Autumn Percy the Park keeper (Changes) (T, S and I)	Special toys (T and C) Old Toys	Book Week (T and Int)	Growing – Healthy Eating (T and E.I)	Under the Sea (T and Int.)
Week 4	About me – RE Special Clothes (T and Int.)	Autumn Owl Babies (Hibernation) (T, S and I)	Special toys (T and C) Making Toys	Growing - Babies (S and T)	Growing - Woodland (T and E.I)	Under the Sea (T and Int.)
Week 5	Squiggle, wriggle and rhyme (T and Int.)	Let’s Celebrate - RE (T and S)	People Who Help Us – Doctors (T and C)	Growing - animals (S and T)	RE - Storytellers (T and E.I)	Under the Sea (T and Int.)
Week 6	Squiggle, wriggle and rhyme (T and Int.)	Let’s Celebrate - RE (T and S)	People Who help Us – Police (T and C)	New life-RE Easter (T and S)		Under the Sea (T and Int.)
Week 7	Squiggle, wriggle and rhyme (T and Int.)	Let’s Celebrate - RE (T and S)				RE - Changes (Int. and E.I,)
Week 8	Harvest Pumpkin soup (T and E.I)					

Year 1

Long term planning

	Autumn 1 6 ½	Autumn 2 8 (-1)	Spring 1 5½	Spring 2 6 (-1)	Summer 1 6	Summer 2 7
Week 1	<u>The wheels on the Bus</u> (Ei, I) English-rhyme DT- wheels and axels Science -forces	<u>Knights and dragons</u> English- Science- Art	<u>Art Attack</u> (C,Th) Art English- Poetry Geography	<u>The School Room</u> (Ei, Th) History English Geography	Science English Geography	<u>Wish you were here</u> (Th, Sp) Geography English History
Week 2	English DT Science	English- Science- Art	Art English- Poetry Geography	History English Geography	Science English Geography	Geography English History
Week 3	English DT Science	History	Art English- Poetry Geography	History English Geography	Science English Geography	Geography English History
Week 4	English DT Science	History	Art English- Poetry Geography	History English Geography Victorian day	<u>Lights, Camera, Action!</u> (Th, C) Computing- animation English Music	Geography English History
Week 5	<u>RE Bread as a symbol</u> <u>Christian and Hindu</u>	<u>Let's celebrate</u> (Int, Sp) DT- food English RE	Art English- Poetry Geography Computer science	<u>RE- Palm Sunday</u> DT- levers and sliders (Easter cards)	Computing English Music <u>RE- Passover</u>	<u>Fighting fit</u> (I, Ei) PSHE English PE
Week 6	<u>Knights and dragons</u> (C,sp) English- Science- Art	DT- food English RE	<u>RE- Key events in Jesus' life</u>	<u>Jasper's Garden</u> (Sp, Ei) Science - plants English Geography		PSHE English PE
Week 7	English- Science- Art	DT- food English RE				PSHE English PE <u>RE – Special places</u>
Week 8		<u>RE- Advent and Hanuka</u>				

Year 2

Long term planning

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Week 1	Books for Heroes (E and JJJ) PHSE English DT	English – Poetry History Art	Voyage to the unknown (T and E) History English Art	Computing – E-safety English PHSE	Art English Maths	DT English Science
Week 2	PHSE English DT	English – Poetry History Art	History English Art	The adventures of Claude (C and T) English – narrative DT Science	Art English Maths	DT English Science
Week 3	PHSE English DT	Where's Stanley? (T and S) Geography English Science	History English Art	English – narrative DT Science	Art English Maths	Buzz off! (T and S) Science – habitats English Geography
Week 4	Which way Bot! (JJt and t) Computer science English Maths	Geography English Science	History English Art	English – narrative DT Science	Tropical café (I and T) DT English science	Science – habitats English Geography
Week 5	Computer science English Maths	Geography English Science	Chicken clicking (T and I) Computing – E-safety English PHSE	English – narrative DT Science	DT English Science	Science – habitats English Geography
Week 6	Where the red poppies grow (E and S) English – Poetry History Art	Geography English Science	Computing – E-safety English PHSE	Salvador Dali (C and T) Art English Maths	DT English Science	Science – habitats English Geography
Week 7	English – Poetry History Art	Geography English Science				Science – habitats English Geography

Early years

Topic overview

TITLE: Squiggle, Wiggle and Rhyme

3 weeks

RATIONALE: The teachers would like to share their favourite nursery rhymes with the children. As they play their favourites the cd gets broken, can we make a new one for school? Can the children choose their favourites and learn a selection of rhymes that can be used in school and sent to parents, but can they be sure they contain rhymes and that we can sing them well from memory. Which instruments will we use for different sounds? We will share the songs with a cd and celebrate the launch with a show to each other. Can we learn to draw carefully to design a cover that was lost?

HOOK: The teachers want to play their favourite cd to the children to teach them nursery rhymes but it is broken. What can we do?

7 AREAS OF LEARNING AND DEVELOPMENT

PSED

- Listen to a variety of songs, music and rhymes, being confident to say interests and opinions
- Select rhymes for our year group CD, resolving conflicts and reaching a compromise
- Play a variety of circle time games, joining in conversations and taking account of what others say

Communication and Language

- Join in with rhyme and rhythm activities, sing different songs from memory
- Follow repeated refrains, explore new sounds and learning the meanings of new words in songs
- Choose nursery rhymes to record for the Year group CD, talking about what they like and dislike
- Listen to rhymes and music, maintaining attention and sitting quietly

Expressive Arts & Design

- Design and draw their own CD cover
- Make a range of musical instruments
- Investigate objects and instruments to explore different sounds
- Learning rhymes, singing songs and making up dances

Thinking

- Process a variety of information
- Use their imagination to generate ideas
- Explain their ideas and justify opinions using precise language

Literacy

- Match pictures which rhyme
- Pair words and pictures, matching initial sounds
- Enjoy a range of different books
- Copy patterns and letter shapes
- Begin to learn initial sounds and how to form them
- Draw and paint, ascribing meaning to the marks they make

Interdependence

- Actively listen to the views of others
- Understand others hold different views
- Reach agreements through compromise

Physical Development

- Act out the actions in nursery rhymes and experiment with different ways of moving
- Take part in Write Dance and Funky fingers
- Learn to hold the pencil correctly and build up strength for writing

Mathematics

- Counting, number recognition and ordering numbers
- Counting rhymes

UTW

- Record a variety of songs, showing an interest in technology and how it is used
- Learn to use software on the interactive whiteboard
- Talking about the nursery rhymes they have learnt at home

OUTCOME: Children will make and send home a CD of their favourite nursery rhymes

HOME LEARNING: Teach songs to parents and other family members. Make an instrument at home with junk modelling

Wheels on the Bus



Rationale

The children will be recreating songs and rhymes and will recite them to their peers. With their increasing knowledge of nursery rhymes the children will create their own bus rhyme. The children will have the opportunity to make a bus using card, wheels and axles and will then learn about the science behind motion.

English

- Labels/captions
- Poetry/rhyme
- Listening and responding to rhyme
- Writing simple sentences
- Reciting Poetry/rhyme and take part in an event
- Evaluate their designs and ideas

Skills

- Write the alphabet in order
- Form capital and lower case letters.
- Use **and** in a sentence

DT

- Design a bus with task in mind
- Design and talk about the reasons behind the choices.
- Select the appropriate tools
- Select from and use a wide range of materials and components
- Explore and evaluate a range of existing products
- Evaluate their ideas and products against design criteria

Science

- To find out about, and describe the movement of, familiar things
- That both pushes and pulls are examples of forces
- To recognise that when things speed up, slow down or change direction, there is a cause (a push or a pull)

Computing

- Log on and off
- Inserting text and pictures
- Changing text size, font and colour.

Maths

- Ordering numbers
- Recognising 1 more 1 less
- Shape recognition

Emotional intelligence

- Class charter
- Empathy and sympathy for others
- Use of emotive language

Interdependence

- Planning ideas
- Supporting others
- Team work

Hook/s

To revisit the Songs and Rhymes from EY (emphasis on poetry and rhyme)
Children to go on a bus stop hunt.

End of Topic Outcome

EYFS to visit Year 1 for a new version of Songs and Rhymes

Home Learning Project - These are displayed in the classroom

Go on a bus journey and record what you see, do and hear?

You could take photos, draw pictures of your journey or make a map of your route.

Due in: Monday 16th September 2019

Where The Poppies Grow

Year 2

Autumn 1



Rationale

As a build-up to Remembrance day children will be encouraged to think about the significance of the day and the poppy as a symbol, expressing their understanding through poetry.

Hook

A visitor to talk with the children about their experiences and how they remember. Children to take part in a question and answer session. The children will visit the local war graves memorial

English

- Listen to a variety of poems
- Recite our own and classical poems
- Look at different poems and collect adjectives, noun phrases and similes
- Compare features in poetry e.g. rhyming couplets, alliteration
- Work in the style of a given poem to create poetry
- Write facts to share in assembly

History

- Where WW1 and WW2, Falklands and current troubles fit within a chronological framework.
- Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
- Aspects of change in national life that are significant nationally or globally and commemorated through festivals or anniversaries

Art

- Look at the work of Yvonne Coomber
- Create backgrounds
- Experiment with colour washes
- Colour mixing
- Splatter painting, adding detail with sponges, q-tips and toothbrushes
- Evaluate their own work

Computing

Inserting text and pictures changing text size, font, colour.
Researching the history of Remembrance day using online resources

Geography

Map work - identifying areas where our service men have served all over the world. Focusing on continents.

Emotional intelligence

- Empathy and sympathy for others
- Use of emotive language to write poetry

Spirituality

- Understanding the significance of remembering

Home learning

-Create a Poppy, using materials of your choice.

Outcome

Armistice Day assembly for the school and year 2 parents where children will express their thoughts on remembrance through poetry. (Thursday 8th November 2018 at 9.00 a.m.)

Fighting Fit (3 weeks)

Rationale: The children will start by taking part in a 'We are Healthy day' which will lead on to a topic which focuses on the importance of being fit and healthy. The children will take part in a variety of sports and learn how exercise affects our bodies. They will look at other elements of a healthy lifestyle such as food, sleep and emotional wellbeing.



PE

The national curriculum aims to ensure that all pupils:
develop competence to excel in a broad range of physical activities
are physically active for sustained periods of time
engage in competitive sports and activities
lead healthy, active lives.

Learning outcomes:

To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
To participate in team games, developing simple tactics for attacking and defending
To perform dances using simple movement patterns

English

To write instructions for physical activities and healthy foods such as salad and smoothies
To write captions and labels for part of the body and fitness photographs
To create leaflets/posters to promote a healthy lifestyle
To write a factfile about a sport

Skills

-Can add prefixes and suffixes using er and est (e.g. faster/fastest)
-Can use the prefix un (e.g. unfair)
-Use a question mark (?)
-Use an exclamation mark (!)
-Use and/but/because in a sentence
-Plurals- Use the spelling rules for adding s or es
-Use 'ing' and 'ed'

Science

Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)

Describe the importance of exercise, balanced diet and hygiene for humans

DT

- Designing a healthy food plates
- Food (make salad, smoothies)
- Evaluating food plates

Computing

- Video
- Digital photographs
- Word processing

Spirituality

-Positive attitudes to stillness, silence, one's own inner space
-A sense of self-worth and value of oneself
-Awareness of the impressions we make on other people
-Awareness of others as feeling persons
-Awareness of celebration, achievement and joy
-Making decisions
-Awareness of community: its values, rituals and celebrations

Collaboration

Habits of mind

Working together
Communicating clearly
Persistence

Thinking hats

Red hat thinking - expressing feelings and emotions
White hat thinking -body facts
Yellow hat -positivity

Thinking maps

Circle maps, bubble maps, double bubble maps, flow maps

Hook

We are healthy day!
A challenge is set to create own fitness session for the Early Years children.

End of Topic Event

Early Years children to take part in a fitness session designed by the Year 1 children.

Home Learning Due in: Monday 13th May 2019

Create a poster to give other people information about your favourite sport/activity.
Try to make your poster bright and bold to grab peoples attention!

Chicken Clicking

Year 2

Spring 1



Rational

The children will start to question the pros and cons of online shopping and communication. They will learn about making wise decisions and how to remain resilient when faced with media and peer pressure.

Hook

Mrs Taylor is really excited having had a night of shopping on line last week. She shares everything she has bought with the children. When questioned she realises that she does not have a clue how much all of it cost. Where did it come from?
Which sites did she use? Were they safe? Did she give then any information?

Computing

- recognise common uses of information technology beyond school
- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
- Using blogs, emails and other methods to communicate on line

English

Develop positive attitudes towards and stamina for writing by:

- Writing narratives about personal experiences
- Writing for different purposes
- Creating an information leaflet on e-safety

PDL

- know about shops, services and advertising and that we have to pay for what we buy
- begin to question media messages and stereotypes.
- rules for, and ways of, keeping safe and about people who can help them to stay safe.
- recognise choices they have made or can make and what is important to them in making choices
- learn to consider options and find relevant information

Computing

Digital literacy:
Inserting text and pictures changing text size, font, colour.

Computing

Computing - IT in the outside world

Thinking

- black hat thinking - being aware
- Posing questions and problems - habits of mind

Independence

- Taking Responsibility and making wise decisions
- Being Resilient to peer and media pressure

Home learning

What IT do I use out of school? Children could write about or produce a poster of their favourite web sites, media devices etc.

Outcome

Presentation of work and home learning work to parents at e-safety morning for parents.



Curriculum Impact



What difference does the curriculum make to our children?

- The impact of our curriculum is evident to see with children telling us they love their learning, taking pride in their work and talking excitedly about each topic.
- The written and verbal feedback received from parents at end of topic events is always positive with parents commenting on how much they and their child have enjoyed the current topics.
- Home learning projects are always well received with a high percentage of families participating
- Outcomes to topics are well attended by our families
- Our planning shows that staff design creative and challenging learning experiences underpinned by our learning values.
- Our teachers have high expectations of all children and are able to provide challenge, enrichment and deeper learning experiences. They understand the progression needed in order for children to achieve. This is supported by a range of assessment opportunities and timely monitoring opportunities by each subject leader.
- Monitoring and assessment show that our children achieve well. Our end of key stage attainment is significantly above that of county and National averages.