

## ACADEMIC CURRICULUM

STRAND	EYFS AREA OF LEARNING	CURRICULUM INTENT	CONTENT SUMMARY
<b>HUMANITIES</b>	Understanding the World	<p>To understand similarities and differences between their own experiences and environment and others, and similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>To experience an introduction to other cultures and beliefs through sharing and celebrating a range of practices and special events, within their own culture and belief and those of others.</p> <p>To develop positive impressions of their own cultures and faiths, and those of others in their community.</p> <p>To be able to sequence events and objects, in order to develop a sense of chronology.</p> <p>To ask questions about the past.</p> <p>To improve their use of simple, time related vocabulary To understand about past and present events in their own lives and those of people they know.</p> <p>To be able to use a range of resources to find out about the past and to identify similarities and differences between now and the past.</p>	<p>Celebrate and explore a range of festivals and aspects of pupils' own cultures and beliefs and those of others. People who help us in our communities. Examining different places around the world and looking at similarities and differences in landscapes.</p> <p><b><u>All about me</u></b> – sequence events in order, historical vocabulary: yesterday/ today/ past/ present, similarities/ differences.</p> <p><b><u>Life cycles (growing and changing)</u></b>- develop a sense of chronology.</p> <p><b><u>Bonfire Night</u></b> – asking questions about the past, learning about past/present events using resources to find out about the past.</p> <p><b><u>Remembrance Day</u></b> – asking questions about the past, learning about past/present events using resources to find out about the past.</p> <p><b><u>Diwali/Chinese New Year</u></b> – asking questions about the past, learning about past/present events using resources to find out about the past.</p>
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LANGUAGES AND LITERATURE	Communication and Language	<p>To understand how to listen and speak in a range of situations.</p> <p>To experience a rich language environment.</p> <p>To develop their skills and confidence in expressing themselves.</p>	<p>Pupils focus on developing their speaking and listening skills. They listen to stories, respond to what they hear and make predictions.</p> <p>They will become confident in performing in front of an audience, their peers and their parents, for example in the Christmas performance.</p>
	Literacy	<p>To understand the link between sounds and letters and begin to read and write.</p> <p>To follow Letters and Sounds Phase 1, Aspect 7 to Phase 4.</p> <p>To experience a wide range of reading materials.</p> <p>To develop a love of reading.</p>	<p>Develop Synthetic Phonics knowledge to support reading and writing skills.</p> <p>Blend and segment for reading and writing</p> <p>Have opportunities to explore a wide range of texts through daily story sessions and taking home reading books.</p> <p>Learn the vocabulary of reading, such as, author, illustrator, title etc.</p> <p>Write for a range of purposes through role play and continuous provision opportunities.</p> <p>Through sharing a range of stories, pupils will be encouraged to re-tell and sequence stories and discuss elements such as main characters and beginnings and endings.</p>
	Phonics	<p>To develop the ability to automatically read both decodable and Tricky words automatically.</p> <p>To represent 42 phonemes by graphemes.</p> <p>To read and spell the Tricky Words: I, to, no, go, the, into, he, she, we, me, be, was, my, you, they, her, all, are.</p> <p>To read the Tricky Words: some, one, said, come, do, so, were, when, have, there, out, like, little, what.</p> <p>To form letters correctly.</p> <p>To read and write sentences.</p>	<p><b>Autumn Term:</b></p> <p>To experience a wealth of listening activities including songs, stories and rhymes.</p> <p>To distinguish between speech sounds.</p> <p>To blend and segment words orally.</p> <p>To recognise spoken words that rhyme.</p> <p>To read tricky words: to, the, no, go.</p> <p>To know 19 letters.</p> <p>To read and write and write some VC and CVC words.</p> <p><b>Spring Term:</b></p> <p>To know the letter names.</p> <p>To be able to blend phonemes.</p> <p>To be able to blend CVC words for reading and segment CVC words for spelling.</p> <p>To teach a further 25 graphemes mostly comprising of 2 letters eg /ai/.</p>



			<p>To apply knowledge of blending and segmenting to reading and spelling simple two syllable words and sentences. To spell: he, she, we, me, be, was, my, you, they, her, all, are.</p> <p><b>Summer Term:</b> To consolidate knowledge of graphemes in reading and spelling words containing adjacent consonants and polysyllabic words. To practise blending for reading and segmenting for spelling.</p>
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STEM	Understanding the World (ICT)	<p>To understand how technology is used in the world around them.</p> <p>To experience using a range of technological equipment, how to use it safely and responsibly.</p> <p>To develop their computational thinking skills through use of technology.</p>	<p>Introduction to technology in class and the rules of how to use it carefully and safely. Pupils will develop an awareness of how everyday technology can be used in role play.</p> <p>Using technology within class, e.g, bee bots, cameras and iPads</p> <p>Completing computer programs and using ICT hardware within class.</p>
	Mathematics	<p>To understand number and shape, space and measures.</p> <p>To experience a maths rich environment as well as daily Power Maths lessons to ensure understanding of the basic mathematical concepts.</p> <p>To develop and improve their skills in counting, understanding and using number. They develop a mathematical vocabulary.</p>	<p>Early mathematical experiences e.g. matching, sorting, comparing and ordering.</p> <p>Repeated patterns</p> <p>Measures – length, height, weight, capacity</p> <p>Shape and pattern</p> <p>Calendar &amp; Time</p> <p>Money</p> <p>Numbers within 5, 10, 15 then 20</p> <p>Addition &amp; subtraction within 5, 10 ,15 then 20</p> <p>Grouping and sharing</p> <p>Doubling and halving</p> <p>Depth of numbers within 20</p> <p>Numbers beyond 20</p>



			<p>Comparing quantities of identical objects          Comparing quantities of non-identical objects          Using a part whole model</p> <p>Also, while developing our vegetable patch and looking at fruits and vegetables, pupils will be encouraged to use language such as more and less, longer or shorter, heavier or lighter to make comparisons.</p>
	<p>Understanding the World  (Science)</p>	<p>To understand their physical world through opportunities to explore, observe and find out about the environment and living things.</p> <p>To experience their immediate environment, noticing similarities and differences in relation to materials and living things.</p> <p>To develop a joy of nature and a questioning mind</p>	<p>Exploring the learning environment indoors and outdoors.          Seasons: what type of weather this brings e.g. autumn changes.          Developing our vegetable patch outside - planting seeds and observing how they grow.          Discussing the changes that take place in nature during each season.          How to keep our bodies healthy and what kinds of foods are good for us to eat.          Life cycle.</p>

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PRACTICAL AND PERFORMANCE	Expressive Arts and Design	<p>To understand that they can represent their own ideas, thoughts and feelings in a variety of ways.</p> <p>To experience singing and music. They safely use a variety of materials, tools and techniques experimenting with colour, design, texture, form and function.</p> <p>To develop an understanding and appreciation of the use of media and materials in all fields, including art and music.</p>	<p>Pupils will be encouraged to use the creative resources and role play areas of the classrooms.</p> <p>Pupils are encouraged to act out a range of scenarios cooperatively in role play areas.</p> <p>Role play to act out traditional tales.</p> <p>Art in nature and how different materials can be used from our outside world to bring art to life in the classroom. □</p> <p>Using fruit to make art.</p> <p>Using the craft area to make their own creations and having the opportunity to make creations for specific topics throughout the year e.g. Diwali lamps, Christmas crafts.</p>



			Learning a range of festive songs and exploring the sounds of different instruments. Explore different ways of making music.
	Physical Development	<p>To understand the importance of physical activity and making healthy choices.</p> <p>To experience opportunities to be active and interactive.</p> <p>To develop their co-ordination, control and movement through fine and gross motor activities.</p>	<p>Pupils will begin to manage their body to create intended movements on the floor and apparatus in the gym and outdoors:</p> <p>Mount stairs, steps and climbing equipment and jump and land appropriately</p> <p>Negotiate spaces, avoiding obstacles.</p> <p>Combine and repeat a range of movements and persevere in repeating some actions</p> <p>Engage in a range of activities to develop hand-eye coordination.</p> <p>Send and receive balls, hoops and quoits, whilst standing still and moving, using feet and hands.</p> <p>Begin to follow rules during simple games.</p> <p>Sit up, stand up and balance on various parts of the body and use this for floor and apparatus work.</p> <p>Handling tools, learning how to use them safely.</p> <p>Collaborating when using the parachute to play a variety of games.</p> <p>Preparing for and taking part in our annual sports day.</p> <p>Pupils will experience a range of fine motor activities e.g. through finger gym and mark making.</p>

**CONCORDIA CRESCIMUS CURRICULUM**

STRAND	CURRICULUM INTENT	CONTENT SUMMARY
<b>SPORT AND THE OUTDOORS</b>	To develop skills of teamwork, responsibility and leadership through the experience of a range of sports and outdoor activities.	Sports Day Play Time House games and competitions



	<p>To experience both winning and losing in order to develop resilience, sportsmanship, respect for others and for the rules of the game.</p> <p>To develop lifelong healthy lifestyle habits that improve self-esteem and positive mental and physical health.</p>	<p><u>Activities Programme</u> Gardening Multisport Sport</p> <p><u>Extra-Curricular Activities</u> As published termly</p>
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CREATIVITY	<p>To develop the skills, confidence and imagination required to solve problems, take risks and innovate.</p> <p>To understand how creative fields, such as the arts, enhance our lives and how they inform our culture, heritage and British Values.</p> <p>To cultivate the ability to express oneself creatively in a range of fields.</p>	<p>House Art Competition House Creative Writing competition</p> <p><u>Activities Programme</u> Art Appreciation Papercrafts</p> <p><u>Extra-Curricular Activities</u> As published termly</p>

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PERFORMANCE	<p>To develop the confidence necessary to perform in front of an audience and appreciate the importance of constructive feedback in learning how to improve.</p> <p>To engage in creative collaboration, learning how to work as a team and the importance of individual contributions to a collective effort.</p>	<p>Whole Class Assembly Whole year group assembly Infant Production Hymn and Singing Practice</p> <p><u>Activities Programme</u> Drama</p> <p><u>Extra-Curricular Activities</u></p>



	To improve communication and language skills so that our pupils can communicate effectively with others with confidence.	As published termly
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STRAND	CURRICULUM INTENT	CONTENT SUMMARY
<b>VOLUNTEERING AND MEMBERSHIP</b>	<p>To understand the moral imperative to serve others in order to promote a better and fairer society, developing a lifelong commitment to charity and service.</p> <p>To develop leadership skills and understand the importance of taking responsibility for others both as a leader and as a member of an organisation.</p> <p>To develop the resilience and the confidence to lead and to serve those who are in need.</p>	<p>School Council Helping Hands Reading Leaders CC Champions Harvest Festival Remembrance Service Litter Patrol Calendared charitable events such as Pupil-led charitable events</p>

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<b>WORLD OF WORK</b>	<p>To understand the world of work by experiencing a wide range of interactions with institutions and people from different careers.</p> <p>To develop an understanding of ones' own interests and aptitudes, how these could be used in the world of work and for this to lead to career planning which connects current endeavour in school to future outcomes.</p> <p>To develop high ambitions and expectations for the future, along with good career management and employability</p>	<p>Careers Week activities and assembly Who's Who in our school? Our Emergency Services Jigsaw PSHE Big Question: What would you like to achieve?</p>



	skills, influenced by independent careers advice and guidance.	
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<b>NOSCE TE IPSUM (PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT)</b>	<p>To develop the knowledge, skills and attributes needed to manage the critical opportunities, challenges and responsibilities that young people will face as they grow up and in adulthood.</p> <p>To understand how to keep oneself safe from relevant risks such as abuse, sexual exploitation and extremism, including when using the internet and social media and to know how to keep oneself healthy, both emotionally and physically.</p> <p>To prepare positively for life in modern Britain, promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.</p> <p>There is a whole school approach to teaching PSHE, SMSC and British Values at Polam Hall School and a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health.</p> <p>The six Puzzles (units) are taught across the school and the learning deepens and broadens every year.</p> <p><b><u>Intended outcomes</u></b> As a result of our PSHE programme of learning, pupils will:</p>	<p>We are responsive to the needs of the children in the class during the year. This can include topics like bullying as we feel it is important to address these issues in a timely manner.</p> <p>Assemblies are based around various themes or relevant PSHE issues as they arise e.g. Safer Internet Day.</p> <p><b>Jigsaw scheme.</b></p> <p><b>Autumn 1: <u>Being in my world</u></b> <i>Focus word: identity</i></p> <p><b>What does it feel like to belong?</b></p> <ul style="list-style-type: none"> <li>• Self-identity</li> <li>• Understanding feelings</li> <li>• Being in a classroom</li> <li>• Being gentle</li> <li>• Rights and responsibilities</li> </ul> <p><b>Autumn 2: <u>Celebrating difference</u></b> <i>Focus word: tolerance</i></p> <p><b>Can you say how you are different from a friend?</b></p> <ul style="list-style-type: none"> <li>• Identifying talents</li> <li>• Being special</li> <li>• Families</li> <li>• Where we live</li> <li>• Making friends</li> <li>• Standing up for yourself</li> </ul> <p><b>Spring 1: <u>Healthy me - mens sana in corpore sano</u></b> (a healthy mind in a healthy body) <i>Focus word: respect</i></p>



- develop their knowledge and understanding of citizenship and economic wellbeing, rights and responsibilities, and aspects of law.
- understand the importance of healthy lifestyles and their physical and mental wellbeing, and develop skills and strategies to raise confidence and self-esteem
- know and understand the importance of staying safe
- be able to recognise the characteristics of healthy and unhealthy relationships
- understand why and how their body will develop and change as they grow up.

**What do we need to do to be healthy?**

- Exercising bodies
- Physical activity
- Healthy food
- Sleep
- Keeping clean
- Safety

**Spring 2: Dreams and goals**

***Focus word: aspirations***

**What would you like to achieve?**

- Challenges
- Perseverance
- Goal setting
- Overcoming obstacles
- Seeking help
- Jobs
- Achieving goals

**Summer 1: Relationships**

***Focus word: integrity***

**Who are your friends and how do they make you feel?**

- Family life
- Friendships
- Breaking friendships
- Falling out
- Dealing with bullying
- Being a good friend

**Summer 2: Changing me**

***Focus word: resilience***

**How have you changed from a baby?**

- Bodies
- Respecting my body
- Growing up Growth and change
- Fun and fears
- Celebrations