

Tuel Lane Infant School

Our Curriculum 2016-17

At Tuel Lane Infant School, our curriculum is designed to:

- Provide all pupils with equal access to a rich, broad, balanced and differentiated curriculum that is matched to their age, ability, interests and special needs.
- Increase pupils' knowledge, skills and understanding as they grow and develop and increase their connections with the world around them
- Develop independence, curiosity, perseverance, resilience, problem solving skills and teamwork
- Help children to understand the benefits of a healthy lifestyle and to develop economic awareness
- Help children understand that diversity is exciting
- Be carefully planned and structured to ensure that learning is continuous and that pupils make good progress
- Engage the interest of the children giving them motivation to learn.
- Be exciting and to offer children first hand experiences and opportunities to practice new skills
- Open children's eyes in awe and wonder, causing them to marvel at our incredible and wonderful world

Our curriculum is;

A people and places curriculum

A look and see, listen and hear, reach out and touch, wonder and ponder curriculum

A now and then, here and there, me and you curriculum.

A what is it, how does it work, why did it change, why did that happen, where did it come from curriculum

A story and song curriculum

And a magic and sparkle curriculum!

Practicalities.

Our curriculum has been developed with direct reference to:

The Early Years Foundation Stage



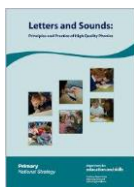
Statutory Framework
for the Early Years
Foundation Stage
Setting the standards for learning,
development and care for children from
birth to five

Published March 2014
Effective September 2014

National Curriculum 2014

The national
curriculum in
England
Framework document

Letters and Sounds

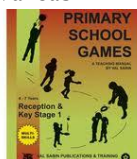


The Calderdale Local Agreed Syllabus for RE

SEAL (Social and Emotional Aspects of Learning)



Val Sabin- PE Scheme of Work



Tuel Lane Reading Scheme

<p>Floppy's Phonics Fiction</p>	<p>These are story books about Kipper and his family. They are written using phonically readable (decodable) words. The children need to know and recognise the family's names on sight. Skills to practise:</p> <ul style="list-style-type: none"> ✓ Phonics- sounding out new words ✓ Tricky words- recognising them on sight ✓ Retelling and discussing the story ✓ Reading with expression and confidence
<p>Floppy's Phonics Non- Fiction</p>	<p>Non- fiction information books. Phonically readable. Skills to practise:</p> <ul style="list-style-type: none"> ✓ Phonics- sounding out new words ✓ Tricky words- recognising them on sight ✓ Asking and answering questions about the facts ✓ Relating what they find out to their own experiences ✓ All about non- fiction books- contents pages, photos, labels, captions, diagrams ✓ Reading with expression and confidence
<p>Project X</p>	<p>These are a mixture of story books and information books and practice the same skills as above. They are phonically readable and use the same tricky words. They have been written to appeal to boys in particular with interesting topics and dynamic illustrations.</p>
<p>Traditional Tales</p>	<p>Stories that follow the predictable patterns of traditional tales- plots, characters, settings and predictable/ patterned language. They are phonically readable and use the same tricky words. They help children to develop patterned story language and rich vocabulary such as adjectives and adverbs.</p>
<p>Oxford Reading Tree</p>	<p>The scheme we are all familiar with. This is now to be used for extra practice before a child moves to the next stage if needed or if a child is struggling to learn to read just using the phonic approach. These books are not written with phonics in mind- children need a sight vocabulary- a bank of words they can read on sight. These are called Key Words.</p>
<p>Rhyme and Analogy</p>	<p>These books are full of rhymes and patterns. Good for developing phonics and rhyming skills. Quite different and good fun.</p>
<p>Play Scripts</p>	<p>Oxford Reading Tree Stories written as play scripts for group reading. Good for developing confidence, expression and fluency alongside good listening skills and co-operation. Great fun. Something different.</p>
<p>Poetry</p>	<p>Poetry books written to encourage children to read with thought and expression. Good for reading aloud to develop confidence and expression. Good for developing new vocabulary and discussing how ideas can be written in different ways. Challenging and enriching.</p>

The curriculum for our youngest children is based around the three prime areas of Personal and Social Development, Communication and Language Development and Physical Development with the specific areas of Literacy, Maths, Understanding the World and Expressive Arts and Design.

Assessment against the developmental stages takes place continuously across all the areas and is supported by observations, focused activities, directed activities and parental observations from home. These are all evidenced in the learning journeys of the children and also recorded in our online tracking system 'SPTO'.

Into Key Stage 1, years 1 and 2, Language, Literacy and Numeracy are at the core of our curriculum and are considered to be a priority. They are basic skills. To ensure a broad, balanced curriculum, Science, History, Geography, Computing, DT and Art are taught through termly topics over a 2 year rolling programme that ensures coverage of the National Curriculum at Key Stage 1.

Music and PE are taught by specialist teachers alongside our own staff to ensure skills are taught and to ensure progression. Opportunities are taken whenever possible to apply those skills during cross-curricular topic work.

Cross curricular links are made between subjects wherever possible and appropriate.

Progress is monitored carefully through observations, focus tasks and planned assessments.

We also, in response to local issues and needs, give high priority to Personal, Health and Social Education (PHSE&C) and Physical Development. We believe that children must be secure, happy and healthy in order to learn and achieve their full potential.

Opportunities are planned to enrich the curriculum through the use of educational visits, interesting visitors, opportunities for parental involvement, musicians, actors, artists and through the use of the school grounds and the local environment.

Resources are of high quality, reflect diversity and are relevant to our planned teaching.

ICT is used innovatively to underpin learning right across the curriculum.

Childrens' work and achievements within the curriculum are displayed and celebrated to make a significant impact on the visual appearance of the school and to contribute positively to the ethos.

Conclusion

The curriculum we provide helps our children to understand who they are and where they live. It helps them to learn about their community in and out of school and the wider world in which we live. It deepens their cultural awareness and begins their understanding of history, time and place. They learn to respect and understand different cultures and beliefs. They begin to learn about issues facing the world and the importance and responsibility of caring for their environment.