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|  | **Westfield Infant School Curriculum Overview**  EYFS Vision:  At Westfield Infant School we believe in developing the ‘whole’ child – socially, morally, emotionally and physically. In the Early Years, play is a strong motivating factor in learning and it is positively encouraged within the whole school environment both indoors and outdoors. Quality interactions are a part of our quality first teaching which allows pupils to develop their language, creativity and thinking skills, increasing their confidence.  We follow the Early Years Foundation Stage Guidance to promote a curriculum that teaches pupils to be inquisitive through their purposeful play and develop positive attitudes towards learning that are instilled, building confidence and resilience. Our safe, stimulating and inclusive environment encourages our pupils to explore, experiment, look, observe, touch, discuss and share their ideas freely.  Whole School Vision:  At Westfield Infant school we have developed a knowledge-rich curriculum based upon the extensive research around effective teaching and learning. We teach specific subject areas to enable our children to grasp a deep knowledge of different subject content, an understanding of how different subjects contribute to our world and to make connections between subjects in their learning.  Our curriculum is inclusive and aspirational, covering all aspects of the National Curriculum and interwoven with the core values of our school and the British values that enable children to grow into well-rounded, resilient and respectful citizens. Our aim is to equip children with rich subject knowledge which is built upon term by term, year on year, supporting children to remember what they have learnt and apply their knowledge in different situations. Westfield’s curriculum is underpinned by an understanding of how children learn. Rosenshine’s principles alongside relevant and related research have been used to design and deliver our curriculum to enable academic success and personal growth for all of our children.  *“Knowledge forms the foundation of all higher order cognitive functions including critical thinking, problem-solving and decision-making.”*  Doug Lemov | | | | | |
| **Westfield Infant Schools Substantive knowledge in Communication and Language** | | | | | | |
| **Autumn 1** | | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **All About Me** | | **Journeys** | **Space** | **Growing and Changing** | **Kings and Queens** | **Stories from the past** |
| Listen to others one on one or in small groups, e.g. talk about families in circle time and share pictures. Join in with repeating refrains and anticipating key events and phrases in rhymes and stories e.g. in songs, poems, familiar stories, call and response games. Understand use of objects and tools in the classroom e.g. children know what they can do during independent free flow time, they know how to select the tools they need to make a junk model, to write a letter to someone etc. Respond to multi-step instructions  Retell past events from stories and from own experience in chronological order; e.g. describing a day at school, describing what they did at the weekend, talking about what happened in a story. | | Join in with repeated refrains and familiar stories. Follow directions, recognising left and right e.g. in games such as Simon says Show understanding of prepositions such as ‘under, on top’ e.g. when tidying the classroom children can say where things belong. Use vocabulary, including phrases, from recently read stories in conversations e.g. children can talk about George Stevenson’s Rocket and why it was important Ask questions using what, where, when and why to find out information, e.g. when learning about things from the past, children can ask questions to find out more | Build up vocabulary that reflects knowledge and experience e.g., children can talk about space, what they know about it, what an astronaut does, how we know about space Use different tenses to discuss things that are happening now and things that happened in the past, and things that happened a very long time ago. Ask relevant questions to find out more information e.g. when sharing a non-fiction text children can say ‘I wonder why…’ Share opinions, explaining preferences e.g. My favourite planet is… because… | Focus attention in a variety of situations; in small groups, 1:1 and whole class Understand ‘how’ and ‘why’ questions and use them in a variety of contexts e.g. how do people change as they grow? Use increasingly complex sentences to link thoughts e.g. using ‘and’, ‘because’. E.g. this plant did not grow well because… This plant grew really well because… Use newly acquired vocabulary to name and describe, and in conversations e.g. children can discuss their plants, how they cared for them and what they noticed. Apply new vocabulary to explain changes noticed in plants. | Describe a pretend object in play based situations, e.g. when role playing a coronation a child might use props for their orb and sceptre. Question to understand why things happen e.g. who, what, when, how e.g. when a visitor comes in to talk to the class, children can ask questions rather than just sharing information they know. Use intonation and rhythm when joining in with stories and rhymes. Respond to questions using full sentences, e.g. I think… because… this will be consistently modelled by adults in all curriculum areas. | Use talk to explain what is happening and anticipate what might happen next e.g. when reading about St George and the Dragon, children might explain what they think might happen to St George. Recall and relive past experiences; discuss special events, birthdays, in school celebrations etc. Retell events in order e.g. ordering events from the stories about Greek Gods that they’ve shared in class. Respond to comments from peers using full sentences, e.g. I agree with … because… Explain ideas and experiences using different tenses, prepositions, temporal connectives and vocabulary acquired from all areas of the curriculum. This will be modelled by adults consistently |
| **Westfield Infant Schools Substantive knowledge in Personal, Social and Emotional Development** | | | | | | |
| **Autumn 1** | | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **All About Me** | | **Journeys** | **Space** | **Growing and Changing** | **Kings and Queens** | **Stories from the past** |
| Talk about similarities and differences.  Name special people in their lives.  Describe different feelings.  Identify who can help them if they are worried, scared or sad.  Identify ways to help others or themselves if they are sad or worried.  Our classroom and school rules; how we all help to make our classroom a happy place to learn My Feelings; words I can use to describe how I am feeling. What I can do when I am angry or upset | | Be sensitive towards others and celebrate what makes each person unique.  Recognise that we can have things in common with others.  Use speaking and listening skills to learn about the lives of their peers.  Know the importance of showing care and kindness towards others.  Know the importance of showing care and kindness towards others.  Demonstrate skills in building friendships and cooperation.  Teamwork and sharing; working together and waiting to take turns How can I help my friends? | Talk about how to keep their bodies healthy and safe.  Name ways to stay safe around medicines.  Know how to stay safe in their home, classroom and outside.  Know age-appropriate ways to stay safe online.  Name adults in their lives and those in their community who keep them safe.  Including everyone; diversity within our school and the wider community | Understand that they can make a difference.  Identify how they can care for their home, school and special people  Talk about how they can make an impact on the natural world.  Talk about similarities and differences between themselves.  Demonstrate building relationships with friends.  Healthy diets to help us grow; what we need to eat, how we look after our bodies and keep ourselves clean. | Feel resilient and confident in their learning.  Name and discuss different types of feelings and emotions.  Learn and use strategies or skills in approaching challenges.  Understand that they can make healthy choices.  Name and recognise how healthy choices can keep us well.  Doing things myself and helping others. Independence. What can I do if I am worried? | Understand that there are changes in nature and humans.  Name the different stages in childhood and growing up.  Understand that babies are made by a man and a woman.  Use the correct vocabulary when naming the different parts of the body.  Know how to keep themselves safe.  Challenges: moving to Year One What do I do when things are hard? Perseverance Who can help me at school? |
| **Westfield Infant Schools Substantive knowledge in Physical Development** | | | | | | |
| **Autumn 1** | | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **All About Me** | | **Journeys** | **Space** | **Growing and Changing** | **Kings and Queens** | **Stories from the past** |
| Children will learn to use big steps to run and small steps to stop. They will also learn that moving into space away from others helps to keep them safe.  Children will learn to hold their arms out to help them to balance.  Jumping: Children will learn that bending their knees will help them to land safely.  Hopping: Children will learn that to hop they will use one foot.  Skipping: Children will learn that if they hop then step that will help them to use skipping as a travelling action. | | Shapes: Children will learn to make different shapes with their body.  Balances: Children will learn to be still when holding a balance.  Rolls: Children will learn to change their body shape to help them to roll.  Jumps: Children will learn that bending their knees will help them to land safely.  Strategy: Children will learn that counting to five when holding a shape or balance will allow people to see it clearly. | Sending: Children will learn to look at the target when sending a ball.  Catching: Children will learn to have hands out ready to catch.  Tracking: Children will learn to watch the ball as it comes towards them and scoop it up with two hands. Dribbling: Children will learn that keeping the ball close will help with control. | Actions: Children will learn that they can move their bodies in different ways to create interesting actions. Dynamics: Children will learn that they can change the action to show an idea. Space: Children will learn that if they move into space it will help to keep themselves and others safe. Performance: Children will learn that when watching others they should sit quietly and clap at the end. Strategy: Children will learn that if they use lots of space, it will help to make their dance look interesting. | Running: Children will learn to use big steps to run and small steps to stop.  Throwing: Children will learn to point their hand at their target when throwing.  Catching: Children will learn to watch the ball and have hands out ready to catch.  Tactics: Children will learn to make simple decisions in response to a task.  Rules: Children will learn that rules help them to stay safe. | Sending: Children will learn to look at the target when sending a ball.  Catching: Children will learn to have hands out ready to catch. Tracking: Children will learn to watch the ball as it comes towards them and scoop it up with two hands. Dribbling: Children will learn that keeping the ball close will help with control. |
| **Westfield Infant Schools Substantive knowledge in Literacy** | | | | | | |
| **Autumn 1** | | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **All About Me** | | **Journeys** | **Space** | **Growing and Changing** | **Kings and Queens** | **Stories from the past** |
| s a t p i n m d g o c k is ck e u r I h b f l  is I the  Read individual letters by saying the sounds for them.  Blend sounds into words, so that they can read short words made up of known letter-sound correspondences  Learn T4Writing story. | | ff ll ss j v w x y z zz qu words with s /s/ added at the end (hats sits) ch  sh th ng nk  words with s /s/ added at the end (hats sits) • words ending s /z/ (his) and with s /z/ added at the end (bags)  put\* pull\* full\* as and has his her go no to into she push\* he of we me be  Read some letter groups that each represent one sound and say sounds for them.  Read a few common exception words matched to the school’s phonic programme  Learn T4Writing story. | ai ee igh oa oo oo ar or ur ow oi ear air er words with double letters: dd mm tt bb rr gg pp ff  was you they my by all are sure pure  Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.  Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.  Learn T4Writing story. | review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear  review  Phase 3: er air  words with double letters longer words words with two or more digraphs  longer words words ending in –ing compound words longer words words with s in the middle /z/ s words ending –s words with –es at end /z/  Review all taught so far Secure spelling  Form lower-case and capital letters correctly.  Spell words by identifying the sounds and then writing the sound with letter/s.  Learn T4Writing story. | short vowels CVCC short vowels CVCC CCVC  short vowels CCVCC CCCVC CCCVCC longer words  longer words compound words root words ending in: –ing, –ed /t/, –ed /id/ /ed/ –est  said so have like some come love do were here little says there when what one out today  Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.  Re-read what they have written to check that it makes sense  Learn T4Writing story. | long vowel sounds CVCC CCVC  long vowel sounds CCVC CCCVC CCV CCVCC  Phase 4 words ending –s /s/  Phase 4 words ending –s /z/  Phase 4 words ending –es longer words  root word ending in: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ Week 5 Phase 4 words ending in: –s /s/, –s /z/, –es longer words  Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.  Re-read what they have written to check that it makes sense  Learn T4Writing story. |
| **Westfield Infant Schools Substantive knowledge in Mathematics** | | | | | | |
| **Autumn 1** | | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **All About Me** | | **Journeys** | **Space** | **Growing and Changing** | **Kings and Queens** | **Stories from the past** |
| Counting to 1, 2 and 3  Counting to 4  Counting to 5  Comparing quantities of identical objects  Comparing quantities of non-identical objects | | 2D shapes  3D shapes  One more/less  Introducing the part-whole model  Spatial awareness | Counting to 6, 7 and 8  Counting to 9 and 10  Comparing groups up to 10  Combining 2 groups to find the whole  Length, height and distance  Weight | Using a ten frame  The part-whole model to 10  Subtraction  Making simple patterns  Exploring more complex patterns | Adding by counting on  Taking away by counting back  Counting to and from 20  Doubling  Halving and sharing  Odds and evens | Composing and decomposing shapes  Volume and capacity  Sorting into 2 groups  My day |
| **Westfield Infant Schools Substantive knowledge in Understanding The World** | | | | | | |
| **Autumn 1** | | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **All About Me** | | **Journeys** | **Space** | **Growing and Changing** | **Kings and Queens** | **Stories from the past** |
| - My past, present, future and that of others including characters from stories Families; when I was a baby, when my family members were young. Family Trees, diverse representations of family life. Developing sense of chronology; before I was born, before I came to school, which classroom will I be in next year? Our school year – what will we do this year in Reception?  - Location of our school and the local area My route to school; what do I pass? Do I take transport? What do we like about our local area? What would we change? Community; this means the people who feature in our lives, our school is an important part of our community, friends, families, religious communities, people with shared interests e.g. hobbies. People who help us in our community; including but not limited to teachers, doctors and nurses, firefighters, police, shop workers, rubbish collectors  - The human body: Facial features, body parts, the senses Seasons of the year; Autumn. Deciduous and evergreen trees. Observing leaves using magnifying glasses, leaves changing colour. | | - George Stevenson; The invention of the Steam Train Transport in the past; horse and carriage, motor cars, penny farthing, omnibus, ferry, other locally relevant transport from history Modern transport including the Japanese Bullet Train, hovercraft, racing cars, aeroplanes and other examples of technologically advanced transport Ernest Shackleton the explorer; The South Pole, the challenges of his journey  - Transport in our local area and contrasted with transport for long journeys- children’s experience of transport. Road Safety – how we travel safely. How people from different cultures travel; the tuk tuk in Bangkok, gondolas in Venice, Felucca in Egypt, Dog Sled in Norway.  - Forces: push, pull, twist Air transport  Water transport Seasons of the year: Winter. Animal hibernation, why do some animals hibernate? How do other animals survive winter? Transport in the winter; snow ploughs, gritting roads, snow tyres. Changing state of matter; frost and ice- looking closely at ice, what happens when it warms? Why can we see our breath when it is cold? | - People who looked at the stars; Galileo. Traditional stories to explain the stars e.g. The hunting of the Great Bear What scientists and astronomers know about our Solar System now; our sun, the planets in our solar system. The Moon landings; Neil Armstrong The International Space Station; when and why it was built and launched  - Astronauts and Astronomers; including Mae Jaimeson, Tim Peak, Caroline Hershel.  - Our planet Earth, land and sea, plants and animals, weather, gravity. The moon, the sun, the planets in our solar system, space travel, astronauts. Seasons of the year: Spring. The first signs of spring; snowdrops, cherry blossom, buds and flowers, birds nesting, bees, lighter evenings.  - Our planet Earth, land and sea, plants and animals, weather, gravity. The moon, the sun, the planets in our solar system, space travel, astronauts. Seasons of the year: Spring. The first signs of spring; snowdrops, cherry blossom, buds and flowers, birds nesting, bees, lighter evenings. | - Farming in the past; locally relevant information e.g. local areas that used to be farmland, what was grown, what those areas look like now. How farming worked in the past; use of horses and carts, horses and cows pulling ploughs. Present day use of machinery in farming.  - Farming in our local area; what crops are grown where we live? Identify fruit and vegetables that can be grown locally, or within the local region. Identify where the fruit and vegetables we eat come from. Including but not limited to: Oranges: Spain Bananas: Central America Lemons: South Africa Pineapples: Costa Rica Apples: France Onions: The Netherlands Cauliflower: Spain Broccoli: The UK  - Growing and changing; how people change as they grow, how animals change as they grow. Life cycles of a butterfly and/or frog. Identify and draw the following animals and their babies including but not limited to: Sheep and Lamb Cows and Calf Horse and foal Butterfly and Caterpillar Frog and tadpole Dog and puppy Cat and kitten Plants; how they grow from seeds and bulbs. What plants need to grow. Identify parts of plants including roots, stem and leaves. Identify trees and plants growing locally on the school grounds or in local parks. Draw pictures of local plants. | - The Story of King John and the Magna Carta (Teachers to tell story based on historical events) Locally significant areas in the past e.g. a local historical building Queen Elizabeth II’s coronation in Westminster Abbey.  - The Monarchy; Queen Elizabeth II, the Royal Family, Buckingham Palace, Windsor Castle. Countries around the world that have Queen Elizabeth as their monarch including; Canada, Jamaica, New Zealand, Australia and more. The Union Flag of The United Kingdom, flags from countries the children have connections to.  - Seasons of the Year: Summer. Signs of summer; flowers, warmer days, light evenings, butterflies, bees, birds. Design a garden for the Queen; what could we grow? What would we include? Sketch some ideas and write about the design. | - Stories from Ancient Greece; Prometheus stealing fire from the Gods, Theseus and his battle with the Minotaur, Daedalus and Icarus, Athena and Arachne, King Midas and the Golden Touch Stories from different cultures; Anansi the Spider from the Ashanti in West Africa. Aesop’s Fables The Legend of St George and the Dragon  - Locate the places that feature in the key stories chosen for this topic. Oral storytelling as part of culture; how we pass on stories within our families and communities. Ask an elderly relative to come in and tell the children a story  - Seasons of the Year: Summer. How we stay safe in the sun; sunscreen, hats, sunglasses. Safety around water. Changing state of matter; Why do our ice lollies melt? |
| **Westfield Infant Schools Substantive knowledge in Expressive Arts and Design** | | | | | | |
| **Autumn 1** | | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **All About Me** | | **Journeys** | **Space** | **Growing and Changing** | **Kings and Queens** | **Stories from the past** |
| Exploring colour. Painting with primary colours.  Mixing secondary colours.  A study of Miro.  Painting: portraits  Composer: Wolfgang Amadeus Mozart, Allegro from A Little Night Music.  To understand how to listen carefully and talk about what I hear.  To know that sounds can be copied by my voice, body percussion and instruments.  To understand that instruments can be played loudly or softly  To know that music often has more than one instrument being played at a time. | | Colour and the seasons. Exploring which colours show us different seasons. A study of Pissarro’s season paintings.  Cutting: snowflake design  Singing in a group (Christmas Performances) Composer: Sergei Prokofiev, Peter and the Wolf  To know that there are special songs we can sing to celebrate events.  To understand that my voice or an instrument can match an action in a song.  To know that moving to music can be part of a celebration.  To recognise that different sounds can be long or short.  To recognise music that is ‘fast’ or ‘slow’ | Exploring line. Taking a line for a walk.  Creating drip paintings like Jackson Pollock.  Creating pictures like Hundertwasser using spirals and curved lines.  Puppets: Chinese New Year  DT project – space vehicle  Listening to and responding to Holst’s Planet Suite  To know that the beat is the steady pulse of a song.  To recognise music that is ‘fast’ or ‘slow.’  To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music.  To know that signals can tell us when to start or stop playing. | Exploring what we can see in the world around us. Studying how Van Gogh used different marks to draw still life. Looking at Lowry and drawing our own houses and “matchstick” people. Using the architecture of Hundertwasser to inspire us to draw imaginary houses. Design: making a boat that floats and another vehicle that moves with wheels Create: Easter bonnets  To understand that a piece of music can tell a story with sounds.  To know that different instruments can sound like a particular character.  To understand what 'high' and 'low' notes are. | Animals in art. A study of Rousseau’s “Tiger in a Tropical Storm”.  Painting real fish with ink and wax resist.  Instrumental Activities Composer: Louis Armstrong Music and dance sessions: link to Carnival of the Animals  Composer: Paul Dukas, The Sorcerer’s Apprentice  To recognise that voices and instruments can imitate sounds from the world around us (eg. vehicles).  To know that the beat is the steady pulse of a song.  To recognise music that is ‘fast’ or ‘slow.’ | People in art. Looking at Degas’ ballerinas. Practising drawing people.  Creating clay sculptures of “Miro-like” people.  Fashion: experimenting with fabric to design a suitable piece of sports wear.  Instrumental activities: Composition: using percussion instruments Composer: G.F. Handel  To know that an orchestra is a big group of people playing a variety of instruments together.  To know that music often has more than one instrument being played at a time.  To understand that performing means playing a finished piece of music for an audience. |
| **Festivals and Celebrations** | | | | | | |
| Rosh Hashanah Harvest Festival  Eid ul Adha  All Saints Day Hallowe’en | | Guy Fawkes Remembrance Sunday Diwali  St Andrew’s Day Advent + Christmas Thanksgiving  Hanukah | Chinese New Year St Valentine’s Day Shrove Tuesday | St David’s Day  Holi  Mothering Sunday  St Patrick’s Day  Easter  Baisakhi | St George’s Day  May Day  Ramadan | Father’s Day  Eid ul Fitr Summer Solstice |
| **Trips** | | | | | | |
| Local fire station, community building, local area. | | Transport museum, local attraction with historical transport. | Observatory or local science museum | Local garden centre, ecological or botanical project or attraction. | Local site of historical interest relating to the Monarchy e.g. a stately home, castle, palace etc. | History museum linking with Greek storytelling |
| **Visitors** | | | | | | |
| Show and tell – any new born siblings, grandparents Any people who help within the community; police, nurses, fire service etc | | Members of the school community who can talk about Hanukah, Passover, Christmas, thanksgiving. Links to local places of worship. | Poets and authors; set up an online or in person interview with a poet or author. | Poets and authors; set up an online or in person interview with a poet or author. | Member of the school community who works in a science based job role Musicians (live performance) Local conservation speaker | Performance of theatre/poetry |
| **Special Events** | | | | | | |
| Roald Dahl day  Parent workshops: Maths, English, e-safety, home learning (reading, phonics) | | Children in Need Remembrance Day  Black history week Christmas Performance | World Book Week | Easter bonnet parade  Sport Relief | Earth Day  Music week  National Science week | Sports Day  Summer fete  French week Shakespeare fortnight Poetry week |