



EYES

Curriculum Outline *2019-20*





Our Learning Wheel explained

Our learners

Our schools are small enough to ensure that each learner is known. By placing our learners at the centre of our approach, we create an education that allows individuality to flourish.

Developing character

Fostering a secure bedrock of self-esteem and a sure moral compass is essential preparation for a future in a complex world.

Learning segments

We group our subjects together into six curriculum areas. We teach subjects in an

integrated way, because the future belongs to those who can think way beyond narrow subject boundaries.

Learning to think

Education is not just about imparting knowledge. It's about teaching young people how to think for themselves: critically, creatively and collaboratively.

Outer circle

We prepare young people to blaze a trail in whatever field they choose. They leave us equipped with a breadth of skills, ready to become responsible global citizen

Key workers

Busy Bees - Mrs Guerrero and Miss Shriever

Kindergarten - Mrs Armstrong, Miss Aislabie, Mrs Cummins,

Reception - Mrs Andrews, Miss Brownbridge, Mr Hannaway and Miss Wynne Powell

Subject specialists

Language and Communication

Mrs Foreman and Mrs Fernández Smart (Spanish), Ms Prowse (French)

Physical Development: Physical Education and Well-being - Big Gym and Little Gym

Mr Evans, Mr Godfrey, Miss Grayson and Mrs Parkin

Understanding The World: Scientific Understanding at Forest School

Mr Hannaway (Forest School Leader)

Expressive Arts and Design: Creative and Performing Arts

Miss Wynne Powell (Creative and Design Engineering), Ms Hyland and Miss Mullaly (Music)

Communication and Language; Literacy

Key Topics

This term, pupils in Kindergarten and Reception continue to work towards a solid foundation for reading and writing through developing their phonic knowledge with the Read, Write Inc. programme.

In Busy Bees, pupils are developing an awareness of sounds in their environment. The focus will be on activities to promote speaking and listening through the use of instruments. The pupils will experience and develop awareness of sounds made with instruments and noise makers. They will listen to and appreciate the difference between sounds made with instruments and will be encouraged to use a wide vocabulary to talk about the sounds the instruments make. **In Kindergarten** a new sound will continue to be introduced weekly, alongside pupils being encouraged to develop confidence and reinforce sounds already introduced. Pupils will become familiar with picture which correspond to each of the Set 1 sounds (alphabet sounds) and the handwriting phrases. Some pupils will begin to blend simple CVC words, using the familiar letter sounds. In addition, pupils will be provided with a wide range of early writing opportunities based on our thematic learning topic's story stimulus 'The Pink Refrigerator'. They will explore different types of writing, for example, when learning about Chinese New Year and different cultures. We celebrate different home languages and encourage parents to come in and share books and traditional fairy stories with the children.

In Reception, pupils learn to read and write through Read, Write Inc. daily lessons and groupings are carefully matched to individual phonic knowledge and understanding. Some pupils will continue to develop their confidence and ability to recognise Set 1 sounds (alphabet sounds and 'special friends': sh, th, ch, ng, nk), practise oral blending and assisted blending of sounds including word building with magnetic letters; some pupils will consolidate their Set 1 sound knowledge, regularly reviewing the 'special friends' (th, ch, sh, nk, ng), practise blending independently and reading speedy Green Words; some pupils will start to learn Set 2 sounds (ay, ee, igh, oo, ar, ow, air, ir, or, ou), develop their speedy reading and recognise Red Words e.g. the, my, put. Remember "You can't Fred a Red!".

In addition to daily Read, Write Inc. lessons, pupils in Reception will have many opportunities to use language and to write for a variety of purposes. Learning opportunities will be stimulated by the thematic learning topic 'Into the Unknown' and linked to the story of the 'The Pink Refrigerator' by Tim Egan. Pupils will regularly discover notes that are left on the fridge door for the main story character, Dodsworth to find. They will be encouraged to write post-it notes, focus on example story texts and features of their favourite story texts. They will sequence favourite stories and write their own story about Dodsworth using features they have explored. They will be encouraged to evaluate their own stories and to think about how they can improve their story writing. They will have opportunities to share their stories with pupils in other year groups. Other purposes for writing include: writing instructions,

recipes, captions and labels and recording a sequence of music. In the second half term, pupils will continue to explore sequencing, writing letters and persuasive writing. We encourage all pupils to bring their favourite books from home to share with their peers and class stories will include a focus on rhyme and alliteration.

French

The primary focus for French lessons is on listening and speaking. **In Kindergarten**, pupils will consolidate counting to 10 and greetings and we will look at how we can explain how we are feeling. They will encounter the names of farm animals through songs, games and conversation and our cultural French song will be "Sur le Pont d'Avignon". Pupils will have the opportunity to respond to classroom language and basic instructions.

In Reception, pupils continue to learn through songs, quizzes, rhymes and games. They will practise counting to 10 and using basic phrases whilst also expressing how they feel and whether they like something or not. They will develop their basic knowledge of colours and use these words to describe animals. Towards the end of term, we will explore Easter traditions in France. Pupils will have the opportunity to respond to classroom language and basic instructions.

Spanish

The primary focus for Spanish lessons is on listening and speaking. We learn through a range of songs, stories, rhymes and games. We will have an opportunity to respond to classroom language and basic instructions. We will link to the theme of 'Picture This' by looking at colours and some clothes. The second theme 'Into the Unknown' introduces us to tricky sounds by learning some weather words. We will have plenty of opportunity to practise our counting to 10. **In Kindergarten**, pupils will respond to vocabulary either by repeating or with actions and **in Reception** pupils will begin to respond with words from memory.

Physical Education and Well-being

Key Topics

Busy Bees and Kindergarten: Pupils will be encouraged to further develop their self help skills, for example, dressing and undressing independently, putting on own coat, gloves etc. Risk assessment will be introduced and as part of developing healthy lifestyles, children will learn about healthy/unhealthy foods and the need for a balance. Pupils will continue to develop fine and gross motor skills through a very wide range of activities, including mark making activities, freely exploring malleable materials and weekly Forest School sessions, to name a few.

Reception: Children will be encouraged to change more quickly and be completely independent for example when changing into PE kits and for Forest School. They continue to be encouraged to use their initiative and to know daily routines. Fine motor skills are developed through a wide range of activities and as part of Read, Write Inc. lessons, children will practise correct letter formation using the handwriting phrases, working towards writing on a line, producing letters of good size and orientation. The 'Nip, Grip, Flip' method of picking up and holding a pencil is encouraged for all pupils to develop a good pincer grip when writing.

In Little Gym, development of agility, balance and coordination will be a key focus. Pupils will learn techniques of key motor skills including throwing and catching, and a focus on consistency in performance will be central to lessons. **Big Gym** lessons will enable pupils to demonstrate control and confidence in their actions both on and off apparatus. Balance and methods of travelling will be integral to every lesson whilst children will look to find ways to incorporate themes into their actions.

Parents can help their child by encouraging them to stay active outside of school. Joining a local swimming club is strongly advised to develop confidence in the water whilst any local sports clubs will help to improve physical, mental and social skills.

Continuous provision activities which promote the development of physical skills include:

- Loose parts play - Lifting, carrying, placing, turning, balancing, risk assessment, safe storage/use, pushing, pulling, problem solving, teamwork
- Manipulative materials (playdough, clay) - Pinching, rolling, cutting, squashing, mark making, finger strength
- Fixed Park/playground equipment - Climbing, sliding, problem solving, balancing, swinging, hanging, rotating, leaping, hopping, jumping and landing
- Block play - Fine motor, balance, strategy
- Painting, drawing - Pencil grip, large arm movements, small arm movements, developing finger strength
- Sensory play - Pouring, tipping, arc movements encouraging shoulder movement, crossing the midline, cutting, stirring, whisking, digging, patting
- Music/Dance - Moving in response to music, following a sequence, twirling, spinning,

- crossing midline, swaying
- Gardening/ digging area - Digging, carrying, banging, one-handed tools, using tools safely, pulling
- Woodwork Bench - Sawing, hammering, precision, safety measures, turning, crossing midline, fine motor

Personal, Social, Emotional Development

Key Topics

In Busy Bees and Kindergarten, children will be encouraged to collaborate through activities such as parachute games, ring games, large floor puzzles, board games and building constructions. They will develop their independence when changing for PE, putting on own coat/wellies to go outside, choosing and finding own resources. They will have opportunities to label emotions such as sadness, happiness, feeling cross, lonely, scared or worried and learn that all feelings are acceptable but not all behaviours are. They will focus on a wider range of emotions and use puppets to support this learning. Celebrating learning will be introduced after independent learning time when children will be able to share what they have done/learnt and think about what they would do next time. Key workers will model and involve children in finding solutions to problems and conflicts. Role play scenarios will be led by children's ideas and interests.

In Reception, children will continue to work in a range of groups e.g. pairs, small group as well as whole class. They will be encouraged to work with/collaborate with a broad circle of friends not just their particular friends. Independence will be constantly reinforced throughout the school day for example, when using cutlery, cutting food, pouring drinks etc. zipping up coats, finding/collecting all their belongings at the end of the day. Each week, the Reception classes will take part in a class circle time and focus on any PSE issues which have arisen during the week e.g. friendship, turn-taking and sharing, resolving conflicts.

In PSHEE this term we focus on Keeping Safe and Me and My World and teaching includes promotion of British Values, Prevent and Mental Health.

Pupils will develop an awareness of potential dangers in their immediate surroundings and will explore what feeling safe means. They will learn to identify potential risks to their own safety and develop an understanding of how they can take responsibility for their own safety in different contexts, including exploring the need for safety rules in order to keep themselves and others safe. Pupils will develop skills to enable them to access help and support as well as learning how to help others. They will experience activities designed to explore different kinds of touches, both good and bad and to understand that if they are touched in certain areas, they must tell someone in their Safety Circle. Pupils will also think about different types of secrets; saying no and who to tell if they have a worry.

As part of the focus on 'Me and My World', Reception pupils will develop their understanding of what it means to belong to a community by learning about people who work in the local neighbourhood and what role they play in contributing to community life including helping and supporting others. They will continue to develop their sense of responsibility for caring for their environments including their homes, school and local neighbourhoods and will think about what they like and dislike about the local area. They will be encouraged to develop responsible and caring attitudes towards animals and plants.

E-Safety

Keeping safe when using iPads: Pupils are encouraged to consider their personal safety when using devices. **In Reception**, pupils will learn to recognise the internet as another stranger that they shouldn't give their name to. They will understand how to take photographs of each other and themselves and what they should do if they see something on a device or TV that makes them upset or frightened.

Mathematical Understanding

Key Topics

The focus for Mathematics is split into two Early Learning Goals; Number and Shape, Space and Measure and are both stimulated by the thematic learning topic 'Into the Unknown'.

In Kindergarten, pupils will focus on ordering time in daily routines and recalling which parts of 'The Pink Refrigerator' story happened first. They will also continue to work on number recognition and number problems, with some of the children being introduced to basic addition and subtraction involving numbers below 10. We will encourage pupil's use of directional and positional language when making pizzas, positioning the toppings and ensuring ingredients go in in the right order. Pupils will focus on calculating lengths and amounts, explore simple bar graphs and record data, e.g. when finding out which new art style they enjoy the most.

In Reception, learning opportunities will be based on the story of the 'The Pink Refrigerator', enabling continuous, informal learning to occur around a common theme. As a result children are exposed to key mathematical concepts and skills in contexts which are relatable to them, providing a purpose and increased motivation and active participation. For example, a problem solving task will be set for children to measure the fridge Dodsworth finds and to put the items in the fridge in order of height and length; addition tasks will arise around the items he finds in the fridge and junkyard; Can the books from the bookshop be grouped in 2s, 5s, and 10's for multiplication, number identification and much much more. We will also explore halving and the concept of sharing (0-6), subtraction, positional and directional language, time to half past and number sentences. Some pupils will be challenged further through activity extensions; some may need additional support with 1:1 or small group top up sessions to consolidate their understanding and boost confidence.

Understanding The World

Key Topics

In Kindergarten, children will have opportunities to develop their understanding of:

- Forces – Pushes and pulls: making seesaws, catapults
- Pulleys going up and down and along
- Objects that float and sink – using appropriate language; making predictions
- Explore different materials and their properties
- Electricity – how to stay safe at home, what things need electricity to work, make a bulb light
- Exploring how sounds change – in water, close by, far away. Identifying common sounds
- Chinese New Year – the Zodiac story, music, food, common traditions, art, dance, language
- Easter – customs and traditions
- Observe and comment on hot and cold air experiments
- Explore the features at the local park. Observing changes with the weather
- Coding – know how to sequence events or pictures; Beebots/Bluebots; 2 step instructions, (forwards/backwards)
- Gardening – Preparing soil for planting
- Weekly Forest School

In Reception, children will have opportunities to develop their understanding of:

- Cause and effect. E.g. What will happen if I push ... gently/hard on the swing?
- Pulleys – making predictions. Giving explanations for how things work.
- Making boats that will float on water. Who can make a boat that will take the most weight before it sinks?
- Experimenting with different materials to see which are waterproof – making an object to suit a purpose
- Creating a simple circuit using wire, batteries and bulbs
- Simple experiments with sound
- Chinese New Year – Collaboration activity day at City Pre Prep (more details to follow shortly), with the Zodiac story, music, food, common traditions, art, dance and language
- Sikhism experience day to take place at Madingley in the second half term (more details to follow)
- The Easter story – What Christians believe; how we celebrate
- Hot and cold air experiments - link real life uses
- Gardening – Pupils will prepare soil for planting and plan what/where to grow

Digital Learning

In Kindergarten, pupils will develop their awareness of matching technology to its purpose. Eg. Pedestrian crossing to traffic lights, Google – searching for info, using a photocopier etc; They will use Bee Bot, Blue Bot and Daisy Dinosaur to explore simple coding adventure games with various challenge levels and make predictions, thinking about what will happen next.

In Reception, pupils will develop their awareness of selecting the correct app for specific purposes: using the iPad camera and apps to enhance learning: Puppet pals, Google, GarageBand, QR code, PicCollage. They will develop coding skills: know how to order by anticipating what is going to happen, putting symbols in an order to represent what is going to happen and correcting sequences that are in the wrong order.

Expressive Arts and Design including Plan, Learn, Do, Review

Key Topics

In Kindergarten, children will experience:

Powder paint – the correct way to use it; experiment with making own colours; chalk pastels – self exploration; sewing cards, sewing using large plastic mesh and wool; hammering nails into soft wood, using hand drill to make holes in wood, adding string, corks; wax resist ; using loose parts to create large scale creations/pictures; drawing with different kinds of lines, wavy, zig zag, straight, short lines, long lines, circles; printing with shapes; large scale outdoor art – spray bottles, fly swats, paint rollers, large paint brushes; art inspired from another culture; marble art; experimenting with different objects to create different effects/marks, rollers, toothbrushes, sticks and feathers.

In Reception, pupils will work together to create large scale loose parts constructions/art/sculptures and venture 'Into the Unknown' by researching different ways to explore art: collage, paint, papier mache - techniques they may not have experienced before. Using the thematic learning topic as a stimulus for learning opportunities pupils will experience marbling using oil and ink; colour mixing powder paint with primary colours to make specific secondary and new colours. Art materials will include charcoal, oil pastels, water colours and they will experiment with different techniques using chalk pastels, smudging, shading, line; tissue paper collage; wax resist to create particular effect. Pupils will be introduced to different pencil techniques, faint lines, dark lines - (effect of applying different levels of pressure) scribble, dots, shading and will choose particular objects/paint brush sizes to make planned effects/marks, making narrow strokes, broad strokes and adding in detail once the paint has dried. They will print with shapes to make repeating patterns or symmetrical patterns. They will learn to sew making random stitches using binka

and produce 3D junk models. Pupils will plan, respond and perform music and be inspired by art inspired from another culture.

During **Plan Learn Do Review** sessions pupils will put into practise all the basic construction skills they have been learning in the Autumn term, using our theme as an impetus for projects they would like to pursue. This will lead into next term when we will expand the variety of outcomes available to the children, when they have had a wider experience of planning and researching.

Continuous provision activities which promote the development of expressive art and design skills include:

Loose parts play - Using inanimate objects to represent items

Transient art - symmetry, patterns, form, detail, colour

Small world play - Introducing a storyline into play, making up stories around toys, using outside props/junk model creations to enhance play

Block play - Making structures, spacial awareness, balance, continuity, permanence, symmetry, length, measurement

Puppet shows - Taking on a character, developing a storyline, imaginative play

Role play - changing voice, developing story line, maintaining storyline, collaborative play, organising roles

Sensory play - Pouring, mixing, whisking, cutting, slicing, measuring, moulding, using pipettes and syringes, sieves, dustpan and brush, funnels, shaking, mark making, colour mixing, blowing

Making dens/enclosures - Collaborative play, listening to instructions

Music - Experimenting with sound, making up simple compositions, experimenting with a range of percussion instruments, listening to music, experience basic musical concepts through mark making. Identify well known songs through melody

Dance - Twirling, spinning, leaping, jumping, crouching, moving in time to beat, moving sideways, forwards, backwards, directional language. Following sequence of moves.

Music

In Kindergarten, pupils will continue to explore different classroom instruments and find out how the sound is made. They will show the pulse with their bodies and move to music and sound in inventive ways. In the second half of the term we will continue to sing simple songs and grow in confidence using our singing voices.

In Reception, pupils will identify different classroom instruments and explore how the sound is made. They will perform on instruments together in class following visual instructions and controlling the sound. In the second half of the term we will start to tap simple rhythms using the lyrics of familiar songs as a starting point. We will focus on how each syllable is matched to a sound. We will play guessing games and play these rhythms on the drum while saying the words in our thinking voices.

Key Dates

Please refer to our calendar on our school website for key events during the term.