

# Southwood Infant School

**So what did you do at school today?**



**An Introduction to the National and Southwoods' Curriculum & Assessment**

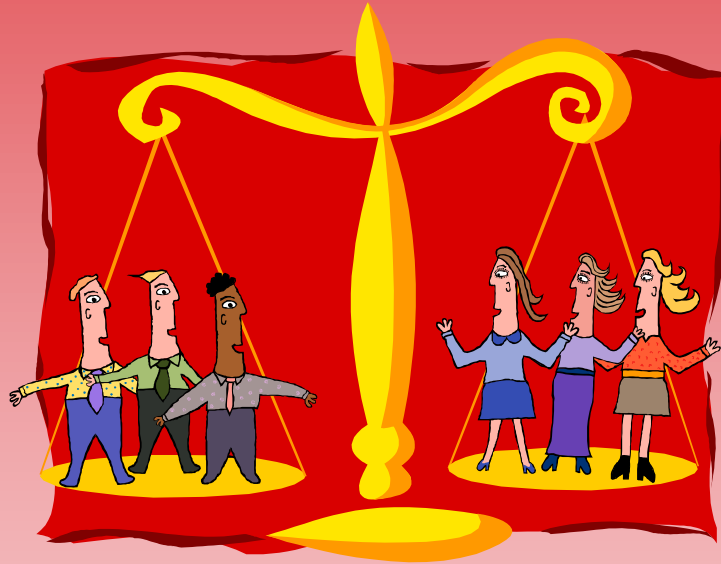
Southwood Infant School will foster a lifelong love of learning through a caring atmosphere in which all children can achieve their best.

Our values are expressed through our school motto which is  
**Excellence - Respect - Enjoyment**



# A Board and Balanced Curriculum

**Knowledge  
and skills**



**Purposeful  
and engaging  
experiences**



**Dispositions and  
attitudes**

# National vs School Curriculum

## National (The What...)

- \* Prescribes a set of expectations known as 'Programmes of Study'
- \* Provides a set of knowledge to be taught with attainment targets at the end of Key Stage assessment

## School (The How...)

- We plan a programme of teaching to cover the required curriculum content
- We provide meaningful contexts for learning to take place
- We develop a school's assessment process

## What the National Curriculum does not do...

Specify the time that should be spent on subjects

- \* Refer to any timetabling or organisational arrangements
- \* Dictate a particular style of teaching and learning
- \* Require particular books or resources to be used
- \* Specify the practical details of themes, topics or activities or the order in which they should be taught

## What our school curriculum does...

- Focuses on the ways in which children learn best
- Teaches via half-termly themes
- Provides active, creative learning opportunities with trips, visitors, the arts, the outdoors, computing built into learning
- Presents activities in various formats making this enjoyable
- Provides opportunities for personal and social development
- Is whole-child focused

# The Early Years Curriculum

## Prime Areas:

- \* Communication and language
- \* Physical development
- \* Personal, social and emotional development

## Specific Areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

# The Key Stage One Curriculum

- \* **English**

- \* **Mathematics**

- \* **Science**

- \* Computing

- \* Design Technology

- \* History

- \* Geography

- Music

- Art and Design

- Physical Education

- Religious Education

- Personal, Social and Health Education

- Spiritual, Moral, Social and Cultural Education – the golden thread

# Mapping Out the Curriculum

- \* The required knowledge, skills, dispositions and attitudes are planned as programmes of study within each subject.
- \* A progression of difficulty is planned as part of the overall coverage of the subject.
- \* This is then translated into teaching objectives. These are then woven into themes which provide interesting and engaging contexts (topics) through which children can learn.


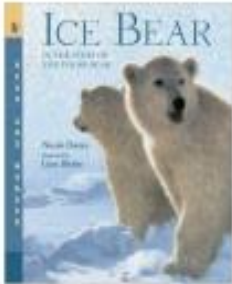
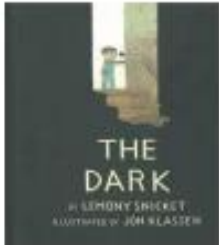



# Year 2 Long Term Overview

Persuade

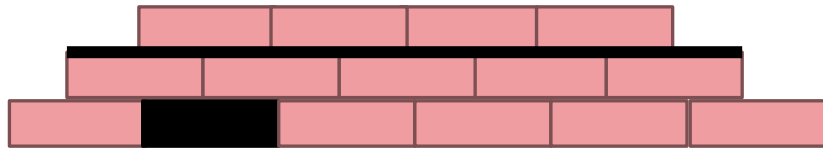
Inform

Entertain

Autumn 1 – Dear Zoo	Autumn 2 – Fire! Fire! Fire!	Spring 1 – African Adventures	Spring 2 – Out of this world	Summer 1 – Race around the Globe	Summer 2 – H2O
<b>Learning Journey 1</b>	<b>Learning Journey 1</b>	<b>Learning Journey 1</b>	<b>Learning Journey 1</b>	<b>Learning Journey 1</b>	<b>Learning Journey 1</b>
<p>Text: 'Zoo' by Anthony Browne</p>  <p>Outcomes: Recount of Marwell visit (I) Letter to persuade the zoo manager in the story to treat animals in a similar way to Marwell (P)</p>	<p>Text: 'Poems About Fire' by Andrew Fusek Peters</p>  <p>Outcome: Bonfire and firework poetry (E)</p>	<p>Text: 'Mama Panya's Pancakes' by Mary Chamberlin</p>  <p>Outcomes: Instructions for pancakes (I) Diary writing linked to text (E)</p>	<p>Text: Video and multi-modal texts - Landing on the moon by Bev Long</p>  <p>Outcomes: Newspaper report on the first moon landing (I) Non-chronological report (I)</p>	<p>Texts: 'Miranda the Explorer' by James Mayhew/ 'Around the World in Eighty Days' by Jules Verne</p>  <p>Outcomes: Non-chronological report about a country (I) that informs a site of application diary entry (E)</p>	<p>Text: 'The Sea Monster' by Chris Wormell/ 'Commotion in the Ocean' by Giles Andreae</p>  <p>Outcomes: Narrative sea story (E)</p>
<b>Learning Journey 2</b>	<b>Learning Journey 2</b>	<b>Learning Journey 2</b>	<b>Learning Journey 2</b>	<b>Learning Journey 2</b>	<b>Learning Journey 2</b>
<p>Text: 'Ice Bear' by Nicola Davies</p>  <p>Outcome: Children create their own 'Ice Bear' style text for another animal (I)</p>	<p>Text: 'The Dark' by Lemony Snicket</p>  <p>Outcome: Narrative about meeting 'Fire'/'Dark'/'Wind' (Personified) (E)</p>	<p>Texts: 'The Hare and the Tortoise' by Brian Wildsmith/ 'The Boy who Cried Wolf' by Tony Ross</p>  <p>Outcome: Short story (Fable) including an animal conveying</p>	<p>Texts: 'Algy's Amazing Adventures in Space' by Kaye Umansky/ 'Monster from the Blue Planet' by Cornelia Funke</p> 	<p>Texts: 'The True Story of the Three Little Pigs' by Jon Scieszka / 'Honestly Red Riding Hood Was Rotten' by Trisha Speed Shaskan/ 'Wolves' by Emily Gravett</p>  <p>Outcome: Twisted Tales Narrative (E)</p>	<p>Text: 'Algy's Amazing Adventures at Sea' by Kaye Umansky/ 'Seaside Poems' by Jill Bennett</p>  <p>Outcome: Text to persuade people to keep the seaside litter free and protect the environment (P)</p>

# New National Curriculum Expectations Key Stage 1

- \* Challenging – the bar is raised (English, Maths)
- \* Focus is on meeting ARE – Age Related Expectations (*mastery* of all assessment criteria; not best fit)



- \* Focus on 'keeping up' not 'catching up'
- \* Extension by 'deepening and enriching'
- \* New National (interim) tests at the end of year 2

# Assessment

## \* Assessment **of** Learning

Often called summative assessment

Takes place *after* the learning

Focuses on pupils' achievements

## \* Assessment **for** Learning

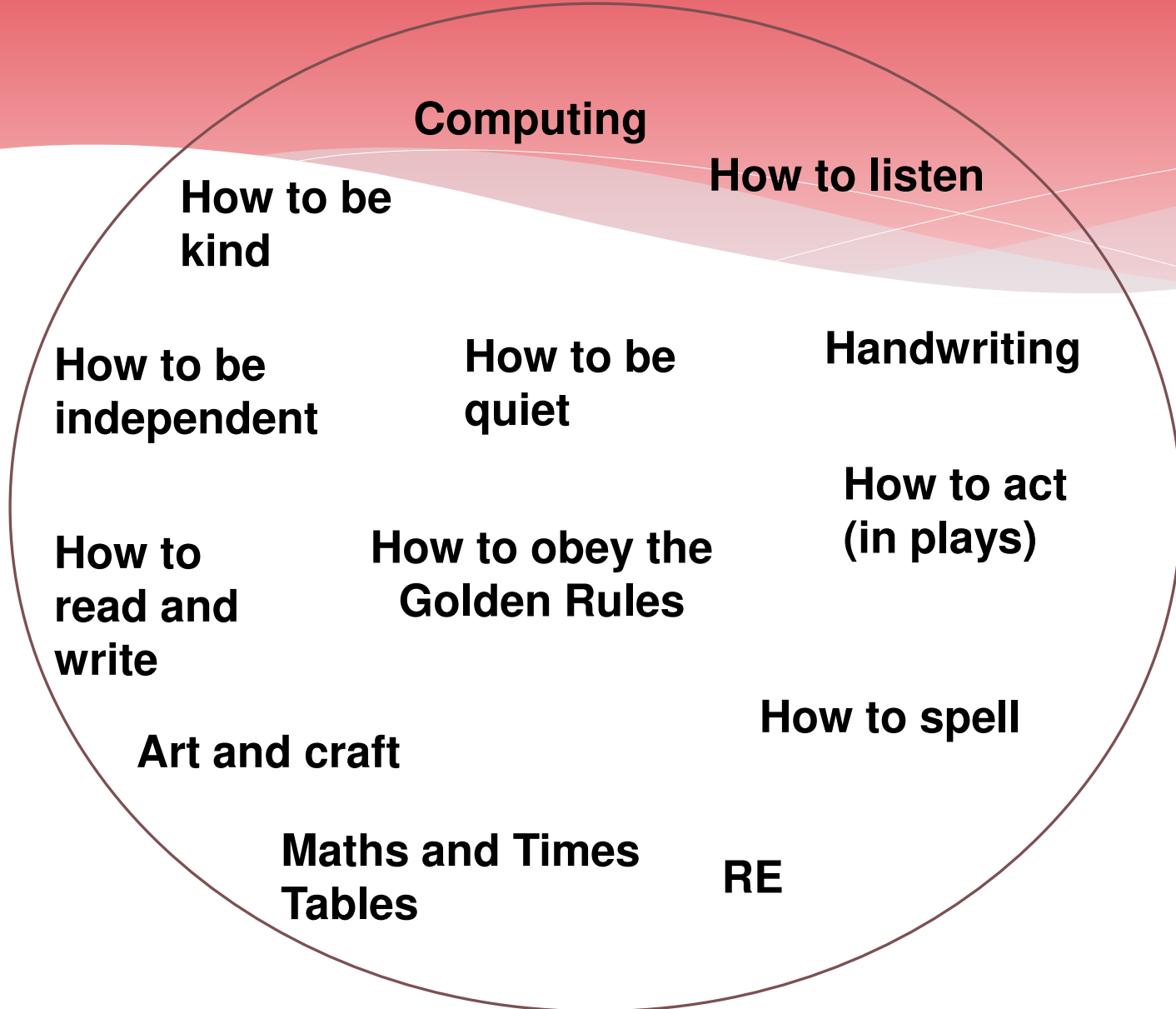
Part of our daily teaching

To check for understanding as part of the lesson

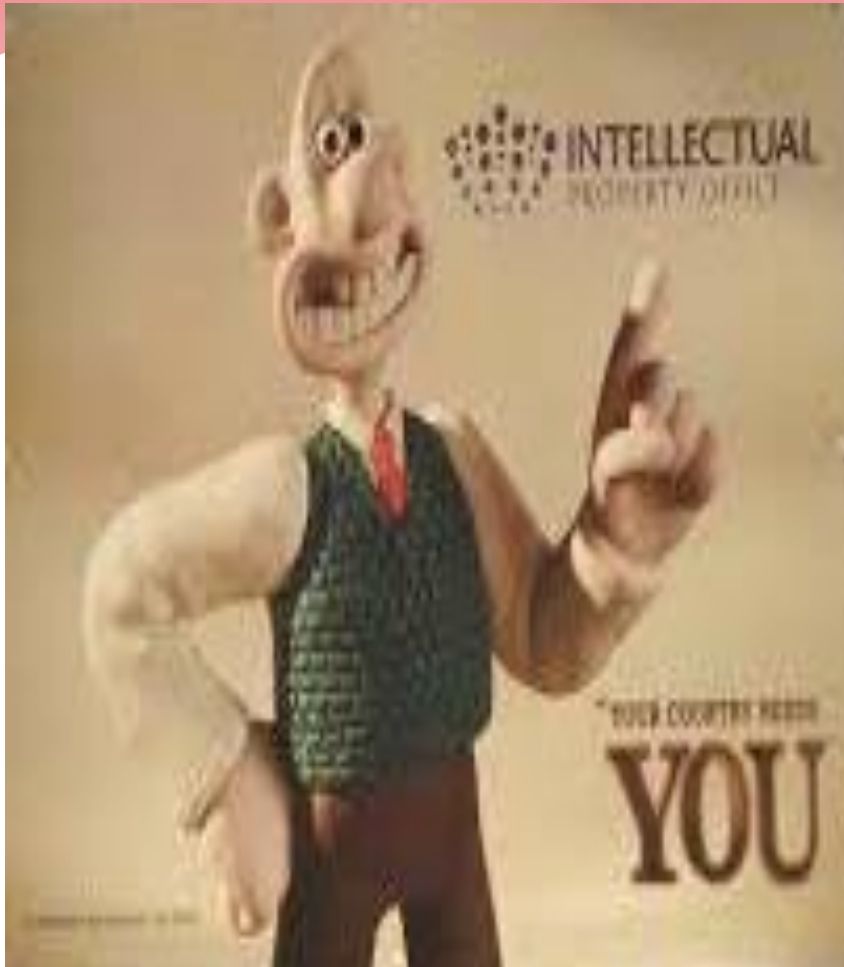
To inform the next steps in the learning process

These assessments will not be reported

# Children's quotes – what they want to learn!



# Your School Needs You!



- \* Ensure full attendance
- \* Talk, talk and talk some more with your child
- \* Support with homework
- \* Practise spellings and enjoy reading to and with your child
- \* Keep homework fun (and time-limited)
- \* Work with us – keep in close touch and ask for help if you need it
- \* Get involved in any way you can

# English and Maths Workshops

