

Southwood Infant School

So what did you do at school today?



An Introduction to the National and Southwoods' Curriculum & Assessment

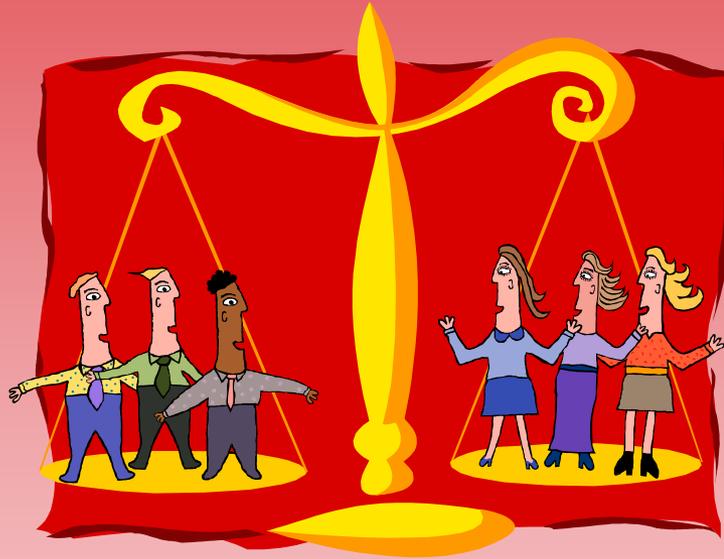
Southwood Infant School will foster a lifelong love of learning through a caring atmosphere in which all children can achieve their best.

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

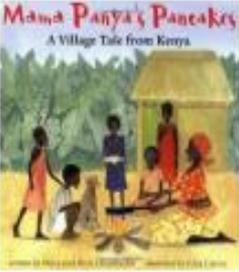
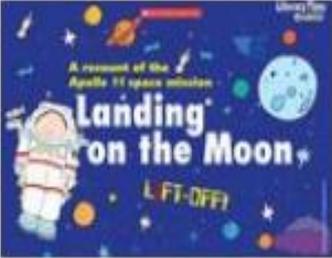
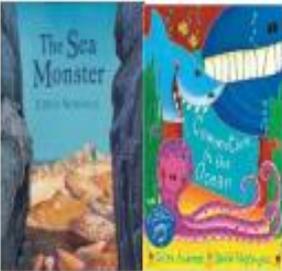
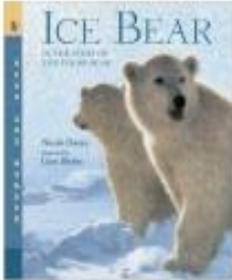
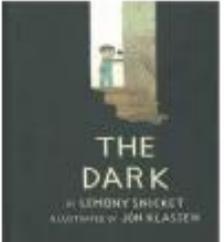
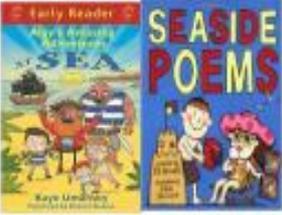
- * The required knowledge, skills, dispositions and attitudes are planned as programmes of study within each subject.
- * A progression of difficulty is planned as part of the overall coverage of the subject.
- * This is then translated into teaching objectives. These are then woven into themes which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

Year 2 Long Term Overview

Persuade

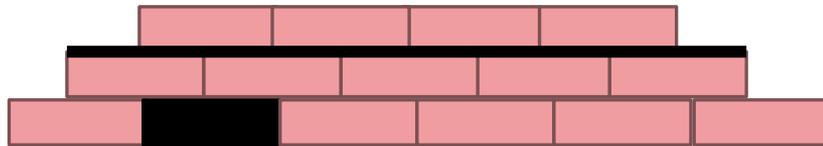
Inform

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
Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1
<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>
Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2
<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

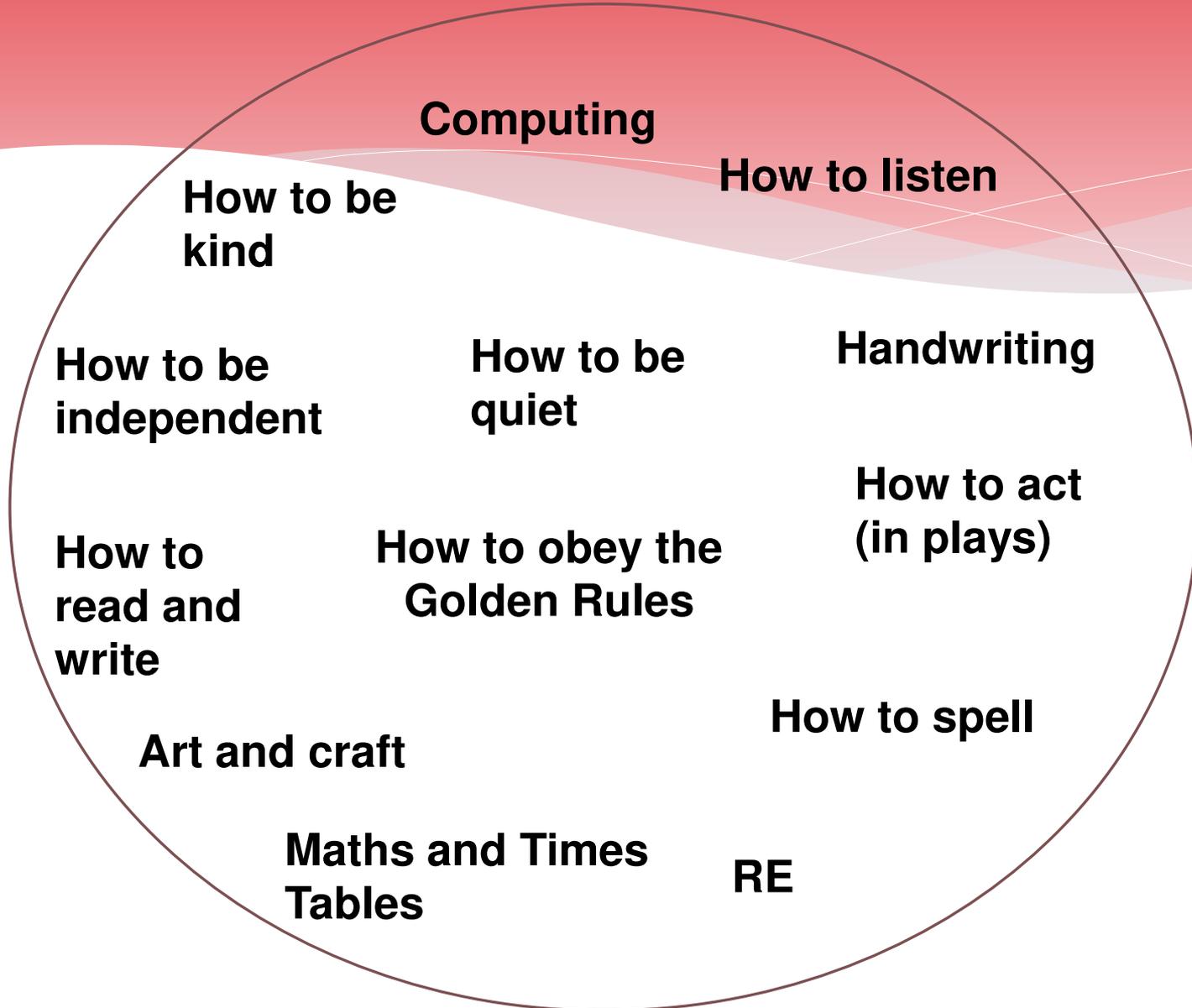
Part of our daily teaching

To check for understanding as part of the lesson

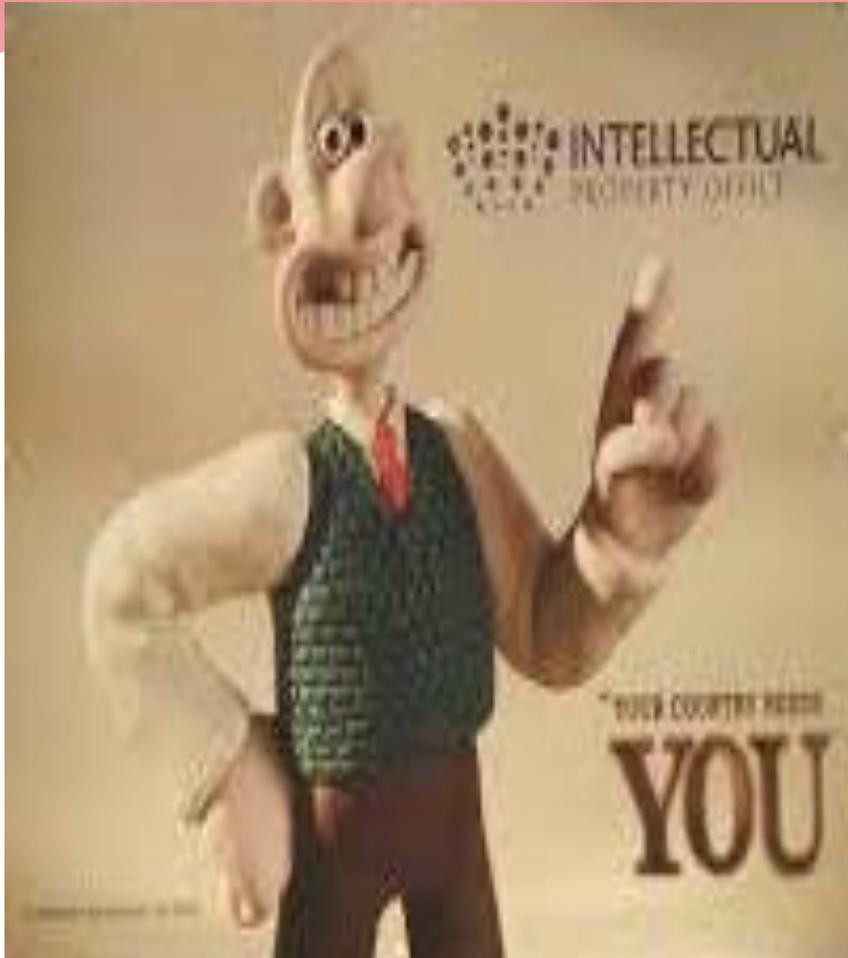
To inform the next steps in the learning process

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

