

## **SOUTHWOOD INFANT SCHOOL CURRICULUM**

We offer all children a curriculum which is broad, rich, balanced and differentiated. We believe that children achieve their best in an atmosphere of encouragement, where they feel valued and their individual strengths are recognised and developed. We enable pupils to become self-reliant and self-motivated, showing respect and consideration for others and equip them with skills and attitudes which they will need for life-long learning.

### **The Early Years Foundation Stage**

In the reception year the children follow The Early Years curriculum. Learning through play is a key thread throughout year R. We use topics to plan the children's learning and we always try to include the particular interests of the children whenever possible. The children have constant access to both inside and outdoor learning environments which are regularly adapted to maximise learning.

During your child's time in year R they will be learning skills, acquiring new knowledge and demonstrating their understanding through 7 areas of learning and development.

Children should mostly develop the 3 prime areas first. These are:

- Communication and language;
- Physical development; and
- Personal, social and emotional development.

These prime areas are those most essential for your child's healthy development and future learning.

As children grow, the prime areas will help them to develop skills in 4 specific areas. These are:

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

Learning in the Foundation Stage reflects the EYFS Statutory framework and Development matters guidance. The curriculum is based around four principles:

- Every child is a unique individual who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through positive relationships.
- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers.
- Children develop and learn in different ways. Practitioners teach children by ensuring challenging, playful opportunities across the prime and specific areas of learning and development.

Underpinning the EYFS curriculum are the characteristics of effective learning. Children are given opportunities to play and explore, engage in active learning, and create and think critically.

## **The Curriculum in Key Stage 1**

Our curriculum is offered in a warm and caring environment where the child can develop as an individual, intellectually, personally, socially, morally and physically. We aim to provide experiences which will create a springboard from which the child can go on to the next stage of education with confidence.

We aim to ensure that all children can, at the appropriate level:

- Enjoy learning for its own sake and develop perseverance and a belief in their own abilities.
- Develop a caring attitude towards others and respect differences in individuals.
- Learn to work independently and as a member of a group.
- Gain enjoyment from reading for pleasure and information.
- Communicate effectively with others in writing and speech.
- Listen attentively to a variety of stimuli and carry out instructions.
- Develop study skills and learn how to learn.
- Develop mathematical skills that they can use as tools in meaningful situations and to solve problems.
- Ask questions about the real world and find answers through first hand experience, thus developing scientific curiosity.
- Develop the basic concepts of historical and geographical awareness.
- Develop a caring attitude towards and environment through the use of school grounds.
- Gain enjoyment, understanding, skills and opportunities for self expression through art, music, movement and drama.
- Use information technology to communicate, handle data and explore situations.
- Develop skills in Design and Technology by exploring familiar situations and responding to needs and opportunities through making objects or designing systems.
- Enjoy physical activities and develop a wide range of skills in games, gymnastics and dance.

## **Promoting British Values at Southwoods**

In 2011, the government defined British Values as **democracy, the rule of law, individual liberty, mutual respect** and **tolerance of those with different faiths and beliefs**. This document demonstrates how Southwood Infant School is meeting the requirements of section 78 of the Education Act 2002, in our provision of SMSC.

We promote these values through our vision statement, our focus on values, our curriculum and the wide range of enrichment activities we offer to the children.

## Vision and Values:

At Southwood Infant School children will develop a lifelong love of learning through an exciting and enjoyable curriculum. We firmly believe that every child deserves the very best start in life and have high aspirations for all.

Our values are expressed through our school culture which promotes “Excellence, Respect, Enjoyment.”

The values we focus on are: Friendship (thoughtfulness and caring), co-operation (patience and understanding), responsibility (rights and trust), honesty (trust and humility), respect (tolerance and understanding), courage (hope). These link closely to the British Values of democracy, the rule of law, the right to individual liberty, mutual respect and tolerance of different faiths and beliefs.

## Annual plan for promoting school and British values

Term	School Values	British Values	SEAL theme	Significant calendar events
Autumn	Friendship, respect and forgiveness, thoughtfulness and caring. School values and golden rules	Mutual respect The rule of the law	New beginnings Going for goals	Harvest Guy Fawkes Remembrance St Andrew’s Day Diwali Christmas
Spring	Collaboration, co-operation, patience, understanding and valuing others. Rights and responsibility. Love, appreciation and caring for our natural world. Global Citizenship Trust, humility, patience, perseverance and valuing achievement	Democracy Tolerance of different faiths and beliefs	Relationships Getting on and falling out	New year Chinese New Year Shrove Tuesday and Lent St David’s Day St Patricks Day Mother’s Day Holi Easter
Summer	Tolerance, honesty, understanding and humility. Living with other people, teamwork. Hope, self- belief and striving to achieve excellence, courage and bravery.	Individual liberty Tolerance of different faiths and beliefs	Good to be me Changes	St George’s Day

## SMSC

Spiritual, moral, social and cultural development is promoted not only through all the subjects of the curriculum but also through the ethos of the school and through the development of positive attitudes and values along with planned time for reflection. At Southwood we promote equality by showing that we value every child, member of staff and visitor equally and respect their individuality.

The importance of relationships between all school staff, parents and governors is crucial. These relationships will be characterised by mutual respect, by positive attitudes, by the willingness to listen and be listened to and by the valuing of all pupils. Our school is an inclusive community which actively promotes mutual respect based on recognising and rewarding personal success and high standards of behaviour. At Southwood you will find a strong and positive ethos based on the values of our school motto;

**'Excellence – Respect – Enjoyment'**

### **Wider Curriculum**

In addition to our curriculum we promote British values through our community links with the Farnborough food bank, Morrison's and celebrating British festivals such as Harvest, Christmas and Easter with Southwood Community Church.

The following table demonstrates how we promote British Values as part of SMSC.

Value	How We Promote It
<p><b>Democracy</b>  <b>Links to school values:</b>            Respect, tolerance and understanding  <b>UN CRC Article 12:</b> Children have the right give their opinion when decisions are made and to be listened to by adults at the school.</p>	<p>We have an elected School Council which introduces children to democratic decision making. They meet every two weeks Pupils also have the opportunity to have their voices heard through our assemblies, circle time, pupil questionnaires and topic reviews.            We have a Playground Squad comprised of Year 2 children who promote our school values by helping children at break and lunchtimes.            Democracy is promoted through PSHE, assemblies, circle times and through our Behaviour Policy.</p>
<p><b>The rule of law</b>  <b>Links to school values:</b>            Respect, co-operation and courage  <b>UN CRC Article 19:</b>            Children have the right to be properly cared for, protected from violence, abuse, neglect and mistreatment in body and in mind.</p>	<p>We have high expectations of pupil conduct and this is reflected in our Behaviour Policy. Within school are Golden rules are rewarded through a "good neighbour" certificate. We celebrate pupil effort, including exhibiting good and caring behaviour, through our Celebration Assembly each week. Through our school assemblies, circle time, PSHE lessons and Playground Squad duties children are taught how to earn trust and respect and are supported to develop a strong sense of morality; knowing right from wrong and are taught to do the right thing even when it's difficult.            We are supported by our local PCSO, School Nurse and the Fire Service in promoting the rule of law along with respect for oneself and others.            Our Sex, Relationships and Drug Education Policy also promotes understanding and respect for oneself and others.</p>
<p><b>Individual liberty</b>  <b>Links to school values:</b>            Respect and courage  <b>UN CRC Article 31:</b>            Children have a right to relax and play, and to join in a wide range of activities.  <b>UN CRC Article 15:</b> Children have the right to meet together and to join groups and organisations, as long as this does not stop other people from enjoying their rights.</p>	<p>Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. Through our school values and the SEAL / PSHE program, children are taught about personal responsibility, choices, ambition and aspiration.            SEAL has specific units relating to individual liberty including 'Good To Be Me!' which is also part of our Collective Worship planning. The school has a creative, integrated curriculum that allows pupils to demonstrate individual talents. They are encouraged to take opportunities to follow their interests in art, music, sport.            Children are taught how to keep themselves safe, including gaining an awareness of E-safety.            We invite specific charities such as Physill Tuckwell Hospice to promote respect and to recognise courage.</p>
<p><b>Mutual respect</b>  <b>Links to school values:</b>            Respect, friendship, co-operation  <b>UN CRC Article 2:</b> No child should ever be treated unfairly regardless of their race, religion, gender, ability, background or because of what they think, say or do.  <b>UN CRC Article 30:</b> Children have a right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not.</p>	<p>Respect is our core school value and is explicitly taught to children and echoed in adult behaviour and the environment for learning. We have high expectations about pupil conduct and this is reflected in our Behaviour Policy and Single Equality Scheme.            Through our school's values, SEAL, PSHE, circle times and assemblies, children are taught to respect each other, to be cooperative and collaborative, to be supportive and to look for similarities whilst being understanding, appreciative and respectful of differences.            The SEAL theme of 'Getting on and Falling Out' explores these issues well. Mutual respect is also promoted through additional PSHE lessons and assemblies.            Children have their nationalities and cultural identities recognised and are given the opportunity to share these with their classes. The school recognises that the percentage of pupils from ethnic minority groups has risen and the school works in partnership with EMTAS [Ethnic Minority and Traveller Achievement Service] to ensure these pupils' needs are met. We are committed to equality actively pursue this through our Single Equality Policy.</p>

<p><b>Tolerance of different faiths and beliefs</b>  <b>Links to school values:</b>  Respect, tolerance, understanding  <b>UN CRC Article 14:</b>  Children have the right to choose their own religion and beliefs. Their parents should guide them on what is right and wrong and what is best for them.</p>	<p>This is achieved through enhancing pupils understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity within our curriculum.  Tolerance of different faiths and beliefs is promoted through the Hampshire County Agreed Syllabus for Religious Education – Living Difference.  Children learn about different religions, their beliefs, places of worship and festivals. Displays celebrate the children’s work on this subject. This is supplemented by assemblies, which also mark and celebrate significant religious festivals such as Diwali. Visits are made to local places of worship.  The school curriculum allows children and their families from different nationalities the opportunity to share their cultural identities with their classes.</p>
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### **The Assessment at Southwood Infants**

Teachers assess children all the time as the basis for day to day planning of work. This is done informally through observation, discussion with the child and consideration of the quality of work. On entry into school assessments are made using the Foundation Stage Development Matters age stage bands. Children are assessed again against the early learning goals of the foundation stage curriculum on a termly basis and are expected to complete the national foundation stage profile before transfer into year 1.

At any time when there is concern regarding progress a child may be assessed individually for the purposes of planning appropriate work or allocating special needs assistance. This may be done by the class teacher or the school’s Special Needs Co-ordinator, the school psychologist, school doctor or nurse, or the speech therapist. Parents are involved at every stage of this process.

All 7 year olds are assessed in their final term of Year 2. All Year 1 children undertake the phonic screening check in the Summer term.

### **Records of your child’s progress**

Teachers keep comprehensive records of progress in the core subjects of English and Mathematics – progress is updated regularly throughout the term against key targets. A termly assessment is carried out to determine whether children are ‘on track’ to reaching end of year expectations for each subject. For Science and the Foundation subjects, assessments are completed at the end of each unit of work as to whether children are ‘working towards’, ‘meeting’ or ‘exceeding’ given targets.

Records are kept are confidential to the school and the child’s parents or guardians. They are important in enabling teachers to communicate in a helpful and constructive way about how well a child is progressing in learning.

You may arrange to see your child’s record through the Headteacher, although it may be more helpful to discuss progress with the child’s teacher, when fuller explanations can be given than it is possible to record on official records.

### Opportunities to discuss your child’s work

If you have any queries or are at all concerned about your child please contact the school office and make an appointment to see the class teacher or Headteacher. Staff are usually available after school if your enquiry is of a general nature. Parent Consultations are held twice per year when

appointments can be made to discuss your child's work. You will receive a written report on your child's progress in the Summer term.

### **Reading at Southwood Infants**

A daily systematic synthetic Phonics lesson is taught for 20 minutes each day in Foundation Stage and Key Stage 1 classes. The school phonics programme follows the 'Letters and Sounds' document which compliments the reading scheme. Reading is given very high priority within school.

In KS1 all classes have daily, dedicated 20-25 minute reading sessions where all children complete purposeful reading activities. Guided reading takes place with groups during this time. Children have the opportunity to have stories read to them and share class novels.

All children are encouraged to take books to share at home. Foundation Stage is rich in quality books in all areas of learning. Through Key Stage 1, the children are guided through a range of levelled books according to the National Reading Bands. Benchmarking is used to determine when children are ready to move onto the next Band. A large proportion of books are derived from the 'Oxford Reading Tree Scheme'. A range of comprehension activities develops children's understanding. A reward system is used to encourage reading at home – children are expected to read at least 4 times per week at home. Parental involvement is highly valued and parents are encouraged to be involved in their child's reading development through the sharing and enjoyment of books.

### **Phonics**

Phonics In order to teach all our children to become fluent, confident readers, who have a love of reading all pupils within the Early Years Foundation Stage and Key Stage 1 receive phonics teaching in line with the DFES document 'Letters and Sounds'. From Reception onwards, children receive a twenty minute daily phonics lesson, targeted at their current level of attainment, and are encouraged to apply this learning in their reading and writing. Children continue to receive daily phonics teaching until they are confident with using and applying the skills taught within phase five of the 'Letters and Sounds' document. Children within Key Stage 1 are taught in groups split by current attainment. We work to ensure that all pupils who would benefit from extra phonics teaching receive it. Any child, who has not reached the expected phonics level by the end of Year 1, as assessed by the national screening check, receives additional phonics intervention within Year 2, so that they can catch up with their peers. Children at Southwood Infant School benefit from a high level of phonics knowledge by all staff, the consistent use of language throughout the school and the high emphasis that phonics receives in all reading and writing activities.

### **Writing at Southwood Infants**

Children are given regular opportunities to write for a purpose, using the wider topic to give a context. Specific text types are taught, using quality text as a model to develop children's understanding of the genre; the structural and language features of the text are analysed and basic skills teaching of punctuation and grammar ensure that children are well prepared for their own composition. Extension of children's vocabulary is a key priority and every opportunity is taken to advance this important area. Detailed marking of extended writing with improvement prompts, support children in taking their learning forward. As well as the main text type, children apply their

understanding of previously taught genres during their topic work, thus ensuring text types are regularly revised.

Children are taught to use a cursive script of writing which encourages a flowing, easy-to read style from Year 1 onwards.

### Spelling

In order to become confident writers children also need to become proficient at spelling. In EYFS and Key Stage 1, spelling is intrinsically linked to reading, as the children learn to use phonics for both of these activities - see phonics section for further details. Spelling is taught using key words, phonic rules and patterns and the 'look, say, cover, write, check' method. Children are encouraged to apply their phonics to spelling throughout the curriculum.

### **Speaking and listening at Southwoods**

Underpinning the curriculum are interactive speaking and listening techniques. Children learn to communicate effectively with each other in a range of contexts. In doing so they ensure that they are actively involved in each lesson. A progression framework is used to ensure that children learn the basic skills of communication, which are then built upon to more complex conventions such as giving presentations about their learning.

### **Maths at Southwood Infants**

Our aims in teaching Maths at Southwood Infants are as follows:

- To present Maths as a creative and fascinating process in which children are encouraged to use their imagination, initiative and flexibility of mind.
- To encourage children to develop their own mathematical strategies and to become confident.
- To ensure that all children are extended in each area of maths so that they reach their own potential.
- To ensure that all children experience appropriate practical and investigative problem solving activities, presented in oral and written form.

In Year R, mathematics takes place on a daily basis, in a variety of forms, including whole class oral and mental sessions, practical activities and group investigative problem-solving activities covering early number, shape, space and measure. In Years 1 and 2, Maths lessons take place on a daily basis with more emphasis on oral and mental maths and recording. 'Basic skills' are taught at the beginning of all maths lessons and also in specific mental arithmetic sessions.

### **Science at Southwood Infants**

Our aims for science in our school are as follows:

- To develop the children's interest and understanding of the world around them.

- To offer children the opportunity to explore and learn about their own environment, particularly through the use of the school grounds.
- To encourage children to develop a questioning attitude whilst exploring the world around them.
- To develop the skills of planning and carrying out investigations in order to answer questions.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1/2	Seasonal Changes		Everyday Materials	Identifying Animals and Humans	Identifying Plants	
Year 1/2	Animal and their Habitats		Exploring Everyday Materials and Forces	Growth and Survival	Growing Plants	

### History at Southwood Infants

Through the teaching of history we aim to give children an interest in the past, a vocabulary related to the passing of time, an understanding of how things have changed, the legacy that these events have left behind and the ability to use different sources of information.

We will follow the Hampshire Six Step Enquiry model for teaching History. This gives the children the chance to investigate different sources and look at their reliability. It asks them to examine different events in History and to look at how these have affected different people and our lives today. The approach allows for lots of hands on experiences and allows the children to make sense of the past in their own way, with each unit concluding with a response to the event or person. For example, the children might make a commemorative piece to remember the moon landing, or they might make an exhibition of toys through the ages or they may host a debate on whether the Titanic should have set sail. It also allows them to develop their own reasoning skills and ability to draw conclusions based on the evidence they have collected.

In order to ensure coverage, the curriculum in Key Stage One includes work includes looking at the life of significant individuals (For example Neil Armstrong), looking at change over time (for example looking at how toys have changed, looking at significant local Historical events (For example Samuel Cody and the first powered flight taking place in Farnborough) and looking at significant Historical events beyond living memory (for example, the Great Fire of London.) In the Early Years the children develop Early History skills through discussion of 'evidence' - for example 'How do we know that a fox was in our school playground last night?' as part of their continuous provision as well as in taught sessions-for example by looking at how they have changed since they were born and sources that have been used to record the changes.

Work may be done as a whole class, in groups or individually and may take the form of writing, art, dance, drama and models.

## **Geography at Southwood Infants**

Through the teaching of geography we aim to give children an interest in and an enthusiasm for their own surroundings and the world beyond, an understanding of the differences between places, a sense of responsibility towards their environment and a range of skills to carry out geographical enquiry.

Work starts with what children know and moves further afield with practical experiences and fieldwork being most important.

Children use a range of resources including maps, computers, pictures, music and artefacts. In KS1 they learn about the weather, the geography of the school and local area, comparison with countries further afield and continents and oceans of the world. In KS1, they learn about the geography of the school and its grounds, the weather, the local area and the use of land.

Through geography, children are also able to show a commitment to justice and recognise their roles as global citizens through challenging stereotypes and promoting positive attitudes towards the diverse communities and peoples of the world.

## **Religious Education at Southwood Infants**

Through the religious education curriculum we hope to enable children to develop an awareness of themselves and a positive attitude to their emotions, help children develop an awareness of how to get along with others, and give them an interest in the world and its diversity of people and cultures.

The religious education curriculum is taken from 'The Living Difference', Hampshire County Councils 'Agreed Syllabus'. Although Christian based, it also ensures that our pupils gain respect, awareness and understanding of other world religions. There are varied arrangements for daily worship, including class and whole-school assemblies. Christian festivals, such as Easter and Christmas, are covered.

R.E. often forms a part of the class topic work. Children explore and reflect on their own experiences and feelings. They discuss people, objects, places and events around them. They listen to stories, look at artefacts and buildings and listen to music.

Assemblies at Southwood Infants Collective Worship Every school day has a whole school or class assembly which is non-denominational in character. Parents who wish to withdraw their children from assembly and any direct religious education (e.g. Bible stories) may do so by informing the Headteacher in writing. Children withdrawn from these activities will be supervised whilst carrying out appropriate tasks from other areas of the curriculum. Friday assemblies are an opportunity for children to celebrate their achievements with the rest of the school.

## **Music at Southwood Infants**

We aim to help children develop an enjoyment of a variety of music from different cultures, eras and styles, through listening and practical music making experiences. As a whole class, in small groups, or individually they learn to compose, perform, listen and appraise. A wide variety of tuned and untuned percussion instruments are available. Singing assemblies also take place each week.

### **Design Technology at Southwood Infants**

Design and technology is about designing and making products of quality. Children are encouraged to look at the world around them and ask questions about how things have been made.

The children work in small groups, pairs or individually. They may explore, draw, talk about, design and evaluate existing products. They learn practical skills including how to join materials together.

The children are required to use sheet materials, textiles, food, construction kits and items that can be assembled to make products. They are given opportunities to use their knowledge to develop a product that meets a need. In KS1, these include faces with sliders and levers, moon buggies with moving axels and sewing puppets. They are taught how to use tools and materials safely and are always under supervision.

Design and technology is often developed as part of the topic work taking place in the classroom and has links with many other subjects such as Science, Literacy and Numeracy.

### **Art at Southwood Infants**

The following experiences are offered to children in art – painting, printmaking, collage, drawing, sculpture and construction.

Work in art is usually linked to the class topic for the term. The skills needed to work in all these areas are developed as the children progress through the school. They record what has been experienced, observed and imagined, they experiment with tools and techniques, they explore pattern, texture, colour, line, tone, space and form. They also review and reflect on their own and others' work.

Children are introduced to the work of artists, crafts people and designers from a variety of cultures from the past and present. Local artists are invited into school. Looking at the work of different artists may act as an inspiration to children for their own work.

### **Personal, Social & Health Education at Southwood Infants**

We aim to enable children to be effective learners, value themselves and others, understand their rights and responsibilities towards the rights of others, develop self respect, self confidence and self discipline. Also to develop a regard for equality and respect for different ways of life, respect non-violent ways of resolving conflict and develop some understanding of the world of work.

Their individual experiences are used as starting points. This could include discussion about bullying, feelings, other cultures and celebrations. The school uses the golden rules as a basis for helping children to learn how to manage their behaviour and understand the need for rules. Children take part in events such as **Walk to School Week** and other national awareness raising events. They are encouraged to care for the environment. Through topic work they think about keeping healthy and have opportunities to be involved in visits into the community.

An average of half an hour a week is spent covering this work directly although there are many opportunities throughout the school day to tackle these issues. Children may work as a whole class, in teams, pairs or as individuals depending on the activity. Circle time activities are used regularly to develop these values and British Citizenship is also promoted.

### **P.E. at Southwood Infants**

We aim to teach 2 hours of Sport & PE each week. This includes the basic skills required for traditional team games. Simple games involving these skills are then introduced to the children in KS1. Children are able to use the large hall, playground and fields for sport. The annual Sports Day takes the form of a team competition involving children in a variety of sporting activities whilst also developing individual competition in a variety of races. All classes also have access to 'Activate', software which uses the interactive whiteboards to deliver quick physical breaks in classtime.

### **Information Technology (Computing) at Southwood Infants**

Information Technology is taught both as a distinct subject, in its own right (computing), and as a tool to be used as appropriate throughout the curriculum to support and enrich the children's learning.

All children IN KS1 have weekly lessons which also include Internet safety training. In addition to these lessons they also have opportunities to practise their IT skills on the class computers and either laptops or ipads.

Children use search engines to research information about their topics. They learn how to input digital images into their work and to use tools within various art packages and publishing programs independently. The children are also taught how to save, retrieve and edit their work. In KS1, they also learn how to control a programmable robot by carrying out a sequence of instructions. In line with the new curriculum, children are taught coding through writing and testing simple programs and use logical reasoning to predict the behaviour of simple programs.

### **Special Educational Needs and Disability at Southwood Infants**

There are four areas of special needs, Cognition and Learning, Social, Emotional and Mental Health Difficulties, Speech, Language and Communication Needs (including Autistic Spectrum Disorder) and Physical and Sensory. Children who need extra support are able to receive support both within the classroom, following individually planned programmes and in individual or group sessions with our Learning Support Assistants. A team of professionals, including Educational Psychologists and Behaviour Support Services are available to offer advice to teachers and/or parents where children experience substantial learning or behavioural problems. Referrals are usually made by the SENCO or Headteacher after consultation with parents. Parents are involved at all stages when special help is necessary. Please refer to the SEND information report on the school website which gives detailed information about provision in our school and our SEN Policy.

### **Equal Opportunities at Southwood Infants**

As a school we recognise that all our children are individuals with different needs and interests. There is, however, an entitlement to equality of opportunity for all our pupils irrespective of gender,

race or disability, and this is reflected in the curriculum and all the experiences which are offered to the children in our school.

### **Homework at Southwood Infants**

Regular opportunities to spend time with your child working together are invaluable. He/she will benefit enormously from being close to you, in an atmosphere which is relaxed, where you can give praise and show that you are interested in his/her work. In KS1, homework focuses on learning number bonds, table facts for x2 x5 and x10, spelling and daily reading. Focused homework is sent home once per month, related to the topic.

### **Enrichment at Southwood Infants**

Southwood Infants recognises that all children have their own unique characters and talents. Opportunities for individual development through a range of activities within and outside of school are provided. A range of sports opportunities are made available; musical skills are taught; regular 'performances' to parents; and many after school activities will add to the school experience. Educational visits both local and further afield are also a regular part of the school curriculum.