



**Pound Hill Infant School**

**Curriculum Plan 2014**

**To be read in conjunction with KS1 Literacy and Mathematics  
curriculum planning**

Not included in this plan due to size of documents.

**POUND HILL INFANT SCHOOL - CURRICULUM PLAN**

**Early Years**

Subject	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>Topic</b>	All About Me/Kipper  Nursery Rhymes	Space / Aliens	Traditional Tales, Polar Rescue	People who help us	Animal Kingdom  Farm /Noah's Ark/The Jungle	Local Area/  Minibeasts
<b>PSHCE</b>	Aiming High / Accepting Changes	Identity	Needs and Wants	Managing risks	Having a voice, making a difference	Community
<b>Creativity Focus</b>	Originality	Imagination with a purpose	Values	Values	Imagination with a purpose	Originality
<b>Mantle of the Expert (Enterprise/ Company)</b>	Assisting Mother Goose. Taking full responsibility for running her Nursery Rhyme Helpline office.	Problem Solvers- Working for NASA- Helping an alien visitor to return home.	Assisting the Animal Expert Team in executing a safe polar bear rescue.	Assisting the Emergency Services in evacuating a small community in a blocked cul-de-sac	Assisting Noah and the RSPCA. Temporarily caring for dangerous wild animals and making an informed decision about their future.	Assisting the Crawley County Council by enhancing the facilities in the local area. Considering all the needs even of the smallest living creatures.
<b>Prime Areas</b>						
<b>Personal, Social &amp; Emotional Development  (RRS)</b>	Learning about the school environment and routines	Distinguishing between 'wants and needs' Becoming familiar with the UN Convention	Learning about the School Charter in more depth. Creating a new shared year group charter display	Learning how to keep ourselves safe, how to behave and who to go to for help.	Understanding that living creature all have Rights that need to be kept.	Thinking about the rights and needs of others and addressing them.

Subject	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>Communication and Language</b>	<p>Sharing books and talking about ourselves – families, likes / dislikes</p> <p>Taking turns when speaking, listening and responding to other's ideas</p> <p>Listen with enjoyment to stories, songs and rhymes and respond.</p> <p>Begin to make up their own stories using story bags/ small world.</p>	<p>Taking on a role and giving opinions as though they are in that role.</p> <p><u>Activity-</u> Drama techniques; freeze frames/ conscience alley/ hot seating</p> <p>Children will begin to ask questions appropriately in response to the person being hot seated, using question words.</p>	<p>The children will be able to re-tell a traditional tale, sequencing the parts of the story</p> <p>The children will take on an acting role and use expressive language.</p> <p>They will begin to use facial/ body language and gestures to communicate their role.</p>	<p><u>Group Interaction : Statement Game</u></p> <p>Taking turns to speak, listening to other's suggestions and deciding as a group if they agree or disagree</p> <p>The children will be able to make suggestions and listens to other's opinions</p>	<p>Recognising and Labelling feelings associated with situations that are unfair.</p> <p>The children will speak clearly and audibly with confidence and control and show awareness of the listener.</p> <p>They will use language to imagine and recreate roles and experiences.</p>	<p>Identifying words that rhyme thinking of other words that rhyme with a specific word.</p> <p>Recognising the spelling pattern in certain words that rhyme.</p> <p>The children will complete a rhyming string, using real and nonsense words</p>
<b>Physical Development</b>	Developing good pencil control	Dressing and undressing with increasing independence	Developing gross motor skills through the use of the outdoor area & equipment	Developing fine manipulative skills	<p>Developing an understanding of the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</p>	They will handle equipment and tools effectively, including pencils for writing
<b>PE</b>	Travelling Unit	Gymnastics	Game	Dance	Gym B+C	Games

Subject	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Specific Areas						
<b>Literacy</b>	<u>Independent writing outcome:</u> A letter to a Nursery Rhyme Character	<u>Independent Writing outcome:</u> Writing in role as an astronaut about what they can see in Space	<u>Independent Writing outcome:</u> Caption writing	<u>Independent Writing outcome:</u> Speech bubble writing /recount?	<u>Independent Writing outcome:</u> Elmer Story writing	<u>Independent Writing outcome:</u> Minibeast descriptions
<b>Phonics</b>	<b>Phase 1:</b> General discrimination., Environmental and instrumental sounds. Body percussion. Phase 1 activities	<b>Phase 2/</b> Parent Phonic Mornings begin. Teaching blending for reading and segmentation for spelling.	<b>Phase 3:</b> Learning the 25 graphemes comprising of two letters e.g. oa	<b>Phase 3 Consolidation</b> Practice blending and segmenting vc, cvc, cvcc and ccvc words	<b>Phase 4 and consolidation</b> Identifying blends at the beginning and end of words	<b>Phase 4 and consolidation</b> Practice reading and writing and sentences
<b>Mathematics</b>	Baseline/entry Assessments  Number Recognition, Ordering numbers	Maths Investigation: Moving Digits Reasoning about numbers	Maths Investigation: Gingerbread men and currants	Maths Investigation: Changing coins Reasoning about Money	Maths Investigation: Filling crates-reasoning about space	Maths Investigation: Symmetry
<b>Understanding of the World</b>  <b>The World</b>	Through MOE the children will develop their SC1 skills by helping a range of nursery characters solve their problems- See short term planning.	Light and Dark  Mirrors/Reflection  Magnets  The Problem Solvers will use and apply their expert knowledge of the above science concepts to design and make a suitable spaceship to help our alien visitor return home	Properties of water  Floating and Sinking Investigation	Sound	Animal needs and habitats –The children will work alongside the RSPCA to develop their understanding of the Rights and needs of animals	Minibeast homes similarities and differences.  (Care of butterfly, life cycles)

Subject	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>Understanding of the World</b>  <b>Technology</b>	My World /Easi-speaks  Learning to use the Fizz Books  Dazzle-Drawing kipper and Nursery Rhyme clients	BeeBots & consolidation of Dazzle-Creating fire-work-space themed pictures  	Espresso-The children will develop their expert knowledge of Bears using Espresso as another research tool-Links with MOE	Textease/Flip Cameras. The children will create posters/TV recordings about the recent cul-de-sac disaster.-Links with MOE  BeeBots-Towns quickest route to the disaster	Espresso  Flip Cameras. The children will create TV recordings about the recent activity in London!-Links with MOE	Textease-For recording minibeasts facts  Digital Cameras
<b>Understanding of the World</b>  <b>People and Communities</b>	School Routines What is in our classroom? Who is in our school? Learning who works at school and where the different equipment is kept.  Discussions about ourselves – likes and dislikes	Comparisons of place e.g. space and earth  Christmas and celebrations and family traditions	Contrasting localities: Crawley and the Arctic	Locality of school: Mapping skills  Old and New Rescue vehicles	History of Farming  Noah's Ark	Pound Hill locality- Finding out about the features and facilities in the local area.  Expressing opinions on likes and dislikes
<b>RE</b>	<b>Harvest Festivals</b>	<b>Celebrations</b>	<b>The Friends of Jesus</b>	→	<b>Noah</b>	→
<b>Understanding of the World</b>  <b>Cooking</b>	Kipper's rice crispy cakes/ cooking bread for Harvest Spider biscuits	Making Moon cakes	Gingerbread People	Pizzas	Cheese tarts	Seed Cakes  Minibeast biscuits

Subject	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>Expressive Arts and Design</b> <b>(Art)</b>	Painting: Exploration of colour Mixing	Collage/Pastels  Mixed media space art	Painting Bears  Team Collage Polar Bears	Exploration of collage-shapes, 3D, Flat, surfaces	Printing	Malleable Materials
<b>Expressive Arts and Design</b> <b>(DT)</b>	Textile Spiders	Alien Puppets	Making Bridges	2D/3D structures	Designing making a boat that floats	Designing and making a favourite minibeast
<b>Expressive Arts and Design</b> <b>(Music)</b>	Singing  Exploration of instruments and using your body as an instrument  Nursery rhymes linked to phonics	Timbre	Pitch	Maintaining a beat  Tempo  Pitch	Loud and quiet	Composition
<b>Expressive Arts and Design</b> <b>(Role-play)</b>	Home Corner	Space Station –Alien’s Love Underpants Theme	Traditional Tales: Once upon a time/  The Arctic	Police Station  Fire Station  Hospital	Noah’s Ark  Jungle	Vets  Minibeast Garden
<b>Visits and Visitors</b>	Visit from a mum and her baby  Meeting Play Leaders	Visit from school nurse	Parents as Partners	Local walk  Fire services Day/ Parents as Partners  Visit from a vet	Lady land farm Trip	Transition

**POUND HILL INFANT SCHOOL – KEY STAGE 1 CURRICULUM PLAN**

**Cycle 1**

Subject	AUTUMN	SPRING	SUMMER
<b>Topic Title</b>	<b>Worlds of Wonder</b>	<b>Journey into Space</b>	<b>Planet Protectors-African Adventure</b>
<b>PSHCE</b>	Identity Needs and wants	Community Aiming High/ Accepting Change	Managing Risk Having a voice and making a difference.
<b>Creativity Focus</b>	Imagination with purpose	Originality	Value
<b>Mantle of the Expert Theme</b>	A computer game manufacturer commissions the children to design a computer game for young children.	Virgin Galactic commissions the children to set up a space travel exhibition, looking at the history of space travel and the endless possibilities for the future!	The WWF commission's the children as Eco Guardians to work as educational tour guides in Africa. Their role is to support the WWF to educate visitors and local people about conservation in a region of Africa.
<b>Science</b>	Working Scientifically	Working Scientifically Everyday materials <ul style="list-style-type: none"> <li>classifying and grouping</li> </ul> Uses of Everyday Materials <ul style="list-style-type: none"> <li>classifying and grouping</li> <li>Changing Materials</li> </ul>	Working Scientifically Animals, including humans
<b>ICT</b>	Algorithms and Programs Data Retrieving and Organising (Yr1) E Safety	Data Retrieving and Organising (Yr2) E Safety	Algorithms and Programs E Safety Communicating
<b>RE (Year 1 children)</b>	<b>Belonging in Christianity:</b> Christian symbols; Baptism; The baptism of Jesus.	<b>The stories Jesus told:</b> Stories with meaning; The prodigal son; The characters' feelings; A story of forgiveness; Parables.	<b>God's Wonderful World – spirituality:</b> Creation stories.
<b>RE (Year 2 children)</b>	<b>Beliefs and Practice:</b> Special days; Special things; Religious artefacts; Leaders; A religious leader.	<b>A place of Worship:</b> Asking questions; Finding information from books; Visit.	<b>Beliefs and practices: A contrasting religion.</b>

Subject	AUTUMN	SPRING	SUMMER
History		<p><b>Changes within living memory. Where appropriate , these should be used to reveal aspects of change in national life – changes in space travel</b></p> <p><b>Events beyond living memory that are significant nationally or globally</b></p> <ul style="list-style-type: none"> <li>History of flight/ space travel/ space rockets/ astronaut – Wright Brothers, Montgolfier/ Richard Branson etc.</li> </ul> <p><b>Lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</b></p> <ul style="list-style-type: none"> <li>Comparing flight pioneers with space pioneers e.g. Wright Brothers/ Neil Armstrong/ Buzz Aldrin</li> </ul>	
Geography	<p><b>Location Knowledge</b></p> <ul style="list-style-type: none"> <li>Name and locate the world’s seven continents and five oceans</li> <li>Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</li> </ul> <p><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>Identify the location of hot and cold areas of the world in relation to the Equator and North and South Poles</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>Use world maps, atlases and globes to identify countries, continents and oceans.</li> <li>Use aerial photographs and plan perspectives to recognise landmarks and basic human/physical features, devise a simple map and use and construct simple symbols in a key.</li> </ul>		<p><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>Identify the location of hot and cold areas of the world in relation to the Equator</li> <li>Use geographical vocabulary to refer to human features, including city, town, village, factory, farm, house, office, port, harbour &amp; shop.</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>Use simple compass directions (North, South, East &amp; West) and locational and directional language e.g. near, far, left, right) to describe the location of features and routes on a map.</li> </ul>



Subject	AUTUMN	SPRING	SUMMER
Design and Technology		Design Make Evaluate Technical Knowledge  Create a futuristic living pod for space.	
Art and Design	Drawing Skills  Knowledge <ul style="list-style-type: none"> <li>Look at the work of a range of designers</li> </ul>	Painting skills  Collage Skills  Knowledge <ul style="list-style-type: none"> <li>Look at the work of a range of artists</li> </ul>	3D skills e.g. clay pots & animal sculptures  Knowledge <ul style="list-style-type: none"> <li>Look at the work of a range of craft makers</li> </ul>
Music	<b>COMPOSITION:</b> <i>Texture, Structure &amp; Timbre</i> <i>Performance and listening</i>  Composition linked to fairy tales e.g. composing music for the story link to Mantle of the Expert theme or composing music to represent character's movements or feelings	<b>PITCH:</b> <i>Duration &amp; Dynamics</i> <i>Performance &amp; Singing</i>  Learning Space songs Exploring and identifying high and low sounds Using voice in a variety of different ways	<b>PULSE &amp; RHYTHM:</b> <i>Tempo</i> <i>Singing, Performance &amp; Listening</i>  Singing African songs e.g. Kye, Kye Kule and A Keelie Makolay Exploring the 'rhythm of the words' in learnt African songs Exploring the pulse of the learnt African songs and African music
PE	Gym Games Adventurous Outside Activities	Dance Games Adventurous Activities	Dance Athletics