



## **Pound Hill Infant School Curriculum Plan**

**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 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 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	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.	They will handle equipment and tools effectively, including pencils for writing
<b>PE</b>	Travelling Unit	Gymnastics	Games	Dance	Gym B+C	Games

Subject	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>Specific Areas</b>						
<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/Parent</b> 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 + 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 (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 (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 (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 (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 - CURRICULUM PLAN**  
**Year 1**

Subject	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Topic	Once Upon A Time	Jack & The Beanstalk	Toys	Africa	Gruffalo	The Seaside
PSHCE	Identity	Needs and wants	Making a Difference	Managing Risk	Community	Aiming high / accepting change
Creativity Focus	Imagination with purpose	Imagination with purpose	Originality	Originality	Value	Value
Mantle of the Expert (Enterprise/ Company)	Once Upon A Time; Fairy Godmother's Office: helping the fairy godmother solve problems faced by characters	Jack & The Beanstalk; The Land of Lost Things; setting up a lost & found company with the aim of locating & returning property	The Toy Factory; on behalf of the headquarters in Lapland	Tour Guide Company; keeping clients safe and protecting the environment & animals	The Gruffalo Theme Park; creating a Gruffalo park for visitors to see the Gruffalo while keeping everyone safe	Goring Town Planners

Subject	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Science	<b>AT2 - Just Plants)</b> Sorting living and non-living pictures Plants/growth (Labelling different parts of a plant, what do plants need, plants in the local environment) <b>Focus</b> <b>Observation skills</b>	<b>Focused investigations</b> Recording observations of growing cress and plants - Looking at Conditions for growth through <b>investigation planning and carrying out.</b> Purpose; the giant needs help to grow his cress - he wants to grow it in the cupboard. Will this work? Investigate	(AT3) (AT4) The effect of <b>forces</b> - Push and Pull, air and water, exploration of magnets Ramps investigation Making moving toys in the toy factory - using different forces	<b>(AT2 - Humans)</b> Ourselves (Health and Growth) (Eating and drinking, exercise, what humans need to live and grow, growing and changing, growing older) <b>The role of drugs as medicines</b> <b>Sound and hearing</b> <b>How far sound can travel</b> <b>investigation</b>	Properties of and suitability of <b>materials</b> for different purposes. Exploration of magnets Best materials for keeping warm in the forest investigation Waterproofing - Best material for an shelter for the Gruffalo investigation	Application of material skills: What materials would you use on a windy beach? Would they be the same as in the forest? <b>Focus: applying their knowledge to a whole independent investigation</b>



Subject	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
ICT	<b>Communication, E Safety</b> Keyboard Skills; Textease E Safety & Virtual Games; linking to Science & growing Introduce Grid Magic; Art link	<b>Communication:</b> Dazzle, saving & editing; making art work for the giants home <b>Using Equipment</b> Equipment: linking to how do we catalogue all the lost items? In role as the company cataloguing lost items. What is the best resource for retelling the story?	<b>Control &amp; Communication</b> Programmable toy -Bee-bots & Pro Bots; link to the toy factory different types of toys	<b>Using Equipment</b> Using Easispeaks for a purpose; link to Forest Schools what did we do there?	<b>Handling Information</b> Information: Data Handling - data collected from forest schools	<b>Handling Information, Communication:</b> Finding out information for a purpose - presenting it as a poster; link to MOE Goring Town Planners
RE	<b>Belonging in Christianity:</b> Christian symbols; Baptism; The baptism of Jesus.	<b>Celebrations:</b> Gifts; Gifts for Jesus; Invisible gifts; Jesus, God gift to the world.	<b>The stories Jesus told:</b> Stories with meaning; The prodigal son; The characters' feelings; A story of forgiveness; Parables.	<b>A Church:</b> A special place; The outside of a church; Inside a church.	<b>God's Wonderful World - spirituality:</b> Creation stories.	<b>God's Wonderful world - spirituality:</b> linked to seaside and weather.

Subject	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
History			<b>Toys</b> (old and new) ( <b>Chronology</b> ) Artefacts, visitors and pictures as a source for finding out about the past			<b>Way of life of people in the more distant past</b> The seaside over time - differences between the <b>seaside</b> in the past and now <b>Grace Darling - Event/person from the past</b>
Geography				Access into <b>physical</b> and <b>human features</b> , how people affect the environment Africa - <b>wider world</b>	<b>Features of local area and safety</b> Likes and dislikes of the local area compared with Forest Schools Revisit knowledge of local area from EYs	<b>A locality in the UK with contrasting physical features:</b> The seaside-comparing two localities. Traffic Survey (Fieldwork investigations outside the classroom)

Subject	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Design and Technology	Exploration of joining materials, cutting skills (Skill development)		<p>Investigating &amp; evaluating a range of familiar products; toys</p> <p>Junk modelling toys for the factory; applying cutting &amp; joining skills independently - linked to making toys for the toy factory</p>	<p><b>Items that can be put together to make products:</b> Moving Pictures - sliding/pivot mechanism</p> <p>Joining materials - characteristics of materials (e.g - folding paper to make it stiffer, plaiting yarn to make it stronger)</p> <p>Consolidate and build on skills from the autumn &amp; Spring 1 term about joining materials</p>		

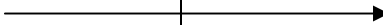
Subject	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>Art and Design</b>	Painting skills (Colour Mixing) Mark Rothko <b>Block paint/printing.</b>  Fairy Tale Silhouettes for Fairy Godmother	Re-working flowers - <b>ready mixed paint</b> in the style of Georgia O'Keefe. Adding detail and texture with <b>collage materials.</b> Creating flowers for the Giant to have in his home  FROM SEPT 2013 <b>Local Artist:</b> <b>John Thompson</b> @Wakehurst Place - looking at a local artist	Observational drawing/texture (Bears - <b>charcoal and graded pencils</b> ) 'A bear gallery'	<b>Painting skills;</b> background for DT moving picture <b>African artist - Sharne Matthews.</b> Pictures to sell to the tourists visiting Africa	Working independently & collaborating g with others in 3D structures: <b>Sculpture; clay &amp; natural materials</b> <b>Andy Goldsworthy</b>	Working independently & collaborating with others in 3D structures: <b>Sculpture; natural materials</b> Goring
<b>Music</b>	Composition, texture & structure performance and listening Composition linked to fairy tales e.g. composing music for the story <b>MOE LINK</b>	Singing and performance	Dynamics and pitch. Composition and listening	Pulse and Rhythm	Duration, pulse and rhythm	Timbre tempo, dynamics - create own seaside composition

Subject	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
PE	Gym	Games	Dance	Gym	Dance	Games
Visitors/ Visits and enrichment	Wakehurst Place Trip		Toy Museum - artefacts to be brought to school. Bring your toy to school week.		Forest Schools	Trip to the Seaside

**POUND HILL INFANT SCHOOL - CURRICULUM PLAN**  
**Year 2**

Subject	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Topic	Winston Wolf Houses and Homes Electricity	Cats	Fire and Ice The Great Fire of London Dragons (With an emphasis on Land of Fire and Land of Ice from The Snow Dragon story)	British Wildlife	British Wildlife	St Lucia
PSHCE	Aiming High	Needs and Wants	Managing Risk	Having a Voice	Identity	Community
Creativity Focus	Originality	Originality	Imagination with a Purpose	Imagination with a Purpose	Value	Value
Mantle of the Expert (Enterprise/ Company)	Estate Agents - Finding Winston the Wolf a home.	Home for Stray Cats on behalf of Mrs Grinling with the aim of rehoming cats to responsible owners	Time-travel Agency specialising in trips back to 1666, so clients can find out more about The Great Fire of London.	Sanctuary for British Wild Animals on behalf of the RSPCA.	Sanctuary for British Wild Animals on behalf of the RSPCA.	Tourist Information Centre and being Tour Reps to promote St Lucia as there has been a decline in tourism.

Subject	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Science	<p>(AT4) <u>Physical Processes</u> <u>Electricity - Bright Sparks</u> Electricity - building circuits. Investigating different numbers of light bulbs, exploring switches and buzzers. <u>Investigations</u> 1) Best materials for curtains for Winston's house 2) Conductors/ insulators in open circuits for Winston's scare alarm</p>	<p>(AT3) <u>Materials</u> <u>Investigation</u> Best material for wiping up water spills made by the cats (Borderline level 3 children only)</p>	<p>(AT3) <u>Materials</u> Explore heating and cooling and changing of materials <u>Investigation</u> Which is the best place to prevent ice from melting (Present problem that one of the ice crystals has fallen off the snow dragon palace. Where is the best place to keep it, so it won't melt and can be returned?)</p>	<p>(AT2) <u>Life Processes</u> Variation - Sorting and Classifying animals - mammal, amphibian, bird, reptile, fish to help us to be more knowledgeable when giving talks in our Sanctuary.</p>		<p>(AT2) <u>Life Processes</u> <u>Investigation</u> Being a responsible team - Finding out which drinks damage teeth so we don't sell them in our St Lucian café.</p>
ICT	<p><u>Communication -</u> Keyboard knowledge and typing skills (Typing Skills)</p>	<p><u>Communication -</u> Creating repeating pattern design for Mrs Grinling's wallpaper which has been damaged by one of the cats.</p>	<p><u>Find Information-</u> Researching The Great Fire of London through CD ROMs, Internet</p>	<p><u>Handling Information -</u> Constructing questions to use in a Binary Tree, to sort and identify a British Wildlife Animal.</p>	<p><u>Communication and Handling Information -</u> Combining text, graphics, sound to produce a multi-media presentation to share with visitors to the Sanctuary</p>	<p><u>Control and Communication -</u> Using Roamer and Terry the Turtle to input and follow instructions in order to show visitors routes around the island.</p>

Subject	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
RE	<b>Beliefs and Practice:</b> Special days; Special things; Religious artefacts; Leaders; A religious leader.	<b>Celebrations:</b> Family celebrations; How people celebrate.	<b>A place of Worship:</b> Asking questions; Finding information from books; Visit.	<b>A Special book: The Bible.</b>	<b>Beliefs and practices: A contrasting religion.</b>	
History	Homes - comparing modern/Victorian houses/ Victorian artefacts. (Minor focus)		The history of The Great Fire of London - <b>Past events from the history of Britain</b> <b>Significant people linked to the event</b> - e.g - Samuel Pepys, Charles II. Outdoor learning experience to enhance understanding of the time period and main event. (Major focus)			<b>Past events from the history of the wider world.</b> Hurricane in St Lucia Origin of different languages in St Lucia.



Subject	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Geography			Looking at London and its landmarks. Changing landscapes of London.			<b>A Locality Overseas with contrasting physical and human features</b> St Lucia - Compare with Britain.
Design and Technology	<b>Design and make a prototype house for Winston the Wolf.</b> Explore joining materials/hinges Lego Workshop Children to work in teams with a range of roles (Project Manager, Builders, Architect) Children to build houses with a range of recycled materials or Lego to a range of specific criteria.					<u><b>Textiles</b></u> Designing and making a fabric collage piece for a year group pineapple. <b>[Sewing]</b>

Subject	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Art and Design	<p><u>Pencil</u> sketch of modern house to show features of brickwork, tiles, positioning of door and windows.</p> <p>Use of <u>Pastels</u> to enhance pencil sketch using a range of techniques.</p>	<p><u>Watercolour</u> painting of Mrs Grinling's cat Hamish, enhanced with <u>collage materials</u>.</p> <p><u>Additional artwork to consolidate previously taught skills</u> (These pieces will then be 'sold' to raise money for the Home for Stay Cats)</p> <p>Pastel cat faces (Bootle), other water colour cat pictures, Lego cat faces</p>	<p><u>Charcoal</u> Houses or 17<sup>th</sup> century charcoal street scene</p> <p>Fire of London collage.</p>		<p><u>Charcoal/pastels</u> Wildlife art work using previously taught skills.</p> <p>Children produce a piece of work where they use symmetry to complete the other half of an animal face.</p> <p><u>Watercolour paintings</u> of Plop for the front covers/ illustrations for the children's Owl who was Afraid of the Dark book.</p>	<p><u>Coloured Pencil</u> observational drawing of a pineapple.</p> <p><u>Textiles</u> Designing and making a fabric collage piece for a year group pineapple.</p>
Music	<p><u>Pitch and Dynamics</u></p> <p>Performance and Listening skills</p>	<p><u>Exploring instruments and symbols</u></p> <p>Singing/ listening</p>	<p><u>Pitch/Pulse/Rhythm</u></p> <p>Composition and Listening.</p>	<p><u>Timbre, Tempo and Texture.</u></p> <p>Composition and Listening</p>	<p><u>Freedom and Play</u></p> <p>Self initiated performances</p>	<p><u>Beat, Rhythm, Tempo and Duration.</u></p> <p>Singing and Listening</p>

Subject	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
PE	Gym	Dance	Dance	Gym	Games	Games
<b>Visitors/ Visits and enrichment</b>	<p>Lego Workshop to teach the skills for building a house.</p> <p>Walks to local area to research houses for Winston.</p>	<p>Visit from a representative from the Cat's Protection League to train the children in preparation for running the Home for Stray Cats.</p>	<p>Theatre Group - Samuel Pepys (Fire of London)</p> <p>Visit by Fire service to teach the children how to keep their clients safe when they travel to 1666.</p> <p>Fire Service visit to model the progression of the Fire of London and the purpose of firebreaks. (Set fire to boxes to represent the fire)</p>	<p>Trip to The British wildlife Centre to learn about the different animals which could be brought into their Sanctuary.</p> <p>Owltime - Visiting owls to support the Literacy lessons based on the Owl Who was Afraid of the Dark.</p>		<p>Winston - Caribbean Musician to learn more about the Caribbean culture, which can be shared with our clients.</p>