

Our Curriculum at Broadway Infant School

| | | Resilient Robin | Marvellous Mole | Helping Hedgehog | Finding Out Fox | Skilful squirrel | Problem Solving Percy | | | | | | | | | |
|----------------------------------|---|-----------------|--|---|---|------------------|---|---------------|--|--|---|--|--|--|---|--|
| RECEPTION | | | | | | | | | | | | | | | | |
| | Term 1 | Term 2 | | Term 3 | | Term 4 | | Term 5 | | Term 6 | | | | | | |
| Topics | All About Me | | Stories including celebrations | | Dinosaurs Winter Wonderland | | Growing | | Superheroes | | Machines and moving | | | | | |
| Focus for learning | Children will transition successfully into school life, learning the rules and routines and build relationships with adults and peers in the classroom. We will explore the different areas of the classroom and outside. We will focus on independence and confidence to join in with new activities. We will look at the families of the children in our class and how they may differ from others. We will begin to develop strength in our arms and hands ready for writing. | | We will look at the different celebrations that happen at this time of year and discuss where/when/how these are celebrated. Children will take part in the Christmas performances, learning songs and actions to go with them. We will manipulate malleable materials to make creations and use tools to support and decorate. Children will explore colour and how it can be changed. We will learn about why we have Remembrance Day and take part in a 2 minute silence. Children will look at and explore our local area around school. | | Children will learn about different dinosaurs, when they lived and what they ate. We will look at extinction; what this means and how it happened to the dinosaurs. We will begin to use the iPads to support our learning and discuss e-safety. We will look at the similarities and differences between other countries and our own. We will look at different states of matter; how these can be changed and if they are reversible. | | Children will look at ourselves and animals; how we grow and change – including lifecycles. We will observe different animals hatch and grow in the classroom. We will be planting seeds and looking at what plants need to grow and thrive. Children will look at the things that we need to ensure that we are healthy including different foods and exercise. We will create observational drawings, sketches and printing; exploring different media and materials. | | Children will look at fiction and real-life superheroes including people who help us in our local community (inviting visitors into school to share their jobs and roles in society). We will introduce a woodwork bench and learn how to use the tools and equipment safely. Children will learn how we can look after each other and our local environment. Children will participate in a class assembly; speaking, singing and/or reading confidently in front of an audience. | | Children will explore different modes of transport and how these differ from each other. We will look at how machines have changed over time and how technology has impacted our lives. We will go on a school trip. We will look back on our year in Reception and look forward into Year One. We will begin transition to our new classroom and meet our new teacher. | | | | | |
| Quality texts |  | |  | |  | |  | |  | |  | | | | | |
| PSED ELGs | Self-Regulation: Is able to give focused attention to what the teacher says, responding appropriately even when engaged in activity, and shows an ability to follow instructions involving several ideas or actions. Can set and work towards simple goals, is able to wait for what he/she wants and control his/her immediate impulses when appropriate. Shows an understanding of his/her own feelings and those of others, and is beginning to regulate his/her behaviour accordingly. Managing Self: Is confident to try new activities and shows independence, resilience and perseverance in the face of a challenge. Can explain the reasons for rules, knows right from wrong and tries to behave accordingly. Manages his/her own basic hygiene and personal needs, including dressing and going to the toilet and understands the importance of healthy food choices. Building Relationships: Forms attachments to adults and friendships with peers. | | | | | | | | | | | | | | | |
| No outsiders in our school | | | | Mummy, Mama and Me | | | You Choose | | | The Family Book | | | | | | |
| Jigsaw | Being Me in my World | | | Celebrating Differences | | | Dreams and Goals | | | Healthy Me | | | | | | |
| Communication and Listening ELGs | Listening, Attention and Understanding: Holds conversation when engaged in back-and-forth exchanges with his/her teacher and peer. Listens attentively and responds to what he/she hears with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Makes comments about what he/she has heard and asks questions to clarify his/her understanding. Speaking: Can express his/her ideas and feelings about his/her experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from his/her teacher. Offers explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Participates in small group, class and one-to-one discussions, offering his/her own ideas, using recently introduced vocabulary. | | | | | | | | | | | | | | | |
| Physical Development ELGs | Gross Motor Skills: Demonstrates strength, balance and coordination when playing. Moves energetically, such as running, jumping, dancing, hopping, skipping and climbing. Is able to negotiate space and obstacles safely, with consideration for himself/herself and others. Fine Motor Skills: Is beginning to show accuracy and care when drawing. Holds a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Uses a range of small tools, including, scissors, paint brushes and cutlery. | | | | | | | | | | | | | | | |
| PE lessons | Teacher –games Swift Sport -basic movements | | | Teacher –dance Swift Sport -small apparatus | | | Teacher –gymnastics Swift Sport -large apparatus | | | Teacher –dance Swift Sport -bat and ball skills | | | Teacher -ball skills Swift Sport -track and field | | Teacher-locomotion Swift Sport-striking and fielding | |
| Understanding the World ELGs | Past and Present: Knows some similarities and differences between things in the past and now, drawing on his/her experiences and what has been read in class. Talks about the lives of the people around him/her and their role in society. Shows an understanding of the past through settings, characters and events encountered in books read in class and storytelling. People, Culture and Communities: Describes his/her immediate environment using knowledge from observations, discussion, stories, non-fiction texts and maps. Knows some similarities and differences between different religious and cultural communities in the country, drawing on his/her experiences and what has been read in class. Is able to explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and where appropriate, maps. | | | | | | | | | | | | | | | |
| RE | Which people are special and why? F2 | | | What stories are special and why? F1 | | | Which places are special and why? F3 | | | Where do we belong? T5 | | | What is special about our world and why? F6 | | What times are special and why? F4 | |
| Expressive Arts and Design ELGs | Creating with Materials: Makes use of props and materials when role playing characters in narratives and stories. Safely uses and explores a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Shares his/her creations, explaining the process he/she has used. Being Imaginative and Expressive: Invents, adapts and recounts narrative and stories with peers and his/her teacher. Performs songs, rhymes, poems, stories with others, and –when appropriate – tries to move in time with music. Sings a range of well-known nursery rhymes and songs. | | | | | | | | | | | | | | | |
| Music – Sing Up curriculum | I've got a grumpy face. (3 lessons) The Sorcerer's Apprentice (3 lessons) | | | Witch, witch (3 lessons) Row, row, row your boat (3 lessons) | | | Bird spotting: Cuckoo Polka (3 lessons) Shake My Silly Out (3 lessons) | | | Up and down (3 lessons) Five Fine Bumble Bees (3 lessons) | | | Down Under The Sea (3 weeks) It's Oh So Quiet (3 lessons) | | Slap Clap Clap (3 lessons) Bow, how, bow Belinda (3 lessons) | |
| YEAR 1 | | | | | | YEAR 2 | | | | | | | | | | |
| | Term 1 | | Term 2 | | Term 3 | | Term 4 | | Term 5 | | Term 6 | | | | | |
| Talk for Writing Text |  | |  | | Model recount of The Great Fire Of London | | The Town Mouse And The Country Mouse | | Model Text - The Sleepy Bumblebee Non-fiction bee text | |  | | | | | |
| Science | Animals including humans Seasonal change | | | | Everyday materials Seasonal change | | | | Plants Seasonal change | | | | | | | |
| History | | | Understand changes within living memory including aspects of change in national life – Homes in the past and toys (Use text Peepo) | | Events beyond living memory that are significant nationally, Great Fire of London | | | | Understand changes within living memory that are significant globally or nationally – Gun Power Plot, Guy Fawkes | | | | | | | |
| Geography | Geographical skills and fieldwork, Locational Knowledge, Place knowledge – My Home | | | | Place knowledge – My Town | | Human and physical geography, Place knowledge, Locational knowledge My world | | Geographical skills and fieldwork – maps, simple compass directions, basic human and physical features | | Locational knowledge, Place knowledge – comparison. Name and locate 7 continents and 5 oceans, geographical similarities and differences, and human and physical in small area of the UK and contrasting non-European country. | | | | | |
| D+T | Design, make, evaluate Technical knowledge – Free standing structures | | | | Design, make, evaluate Technical knowledge – sliders and levers | | | | Design, make, evaluate – Preparing fruit and vegetables | | Design, make, evaluate – templates and joining techniques | | | | | |
| Art | Access Art – drawing journey. | | Access Art – Spirals (drawing, collage and mark making) | | Access Art – Print Making (developing techniques) | | Access Art – drawing journey. | | Access Art – Flora and Fauna & Making Birds (drawing, collage and the work of artists) | | Access Art – drawing journey. | | | | | |
| PSHE | Being Me in my World | | Celebrating Differences | | Dreams and Goals | | Healthy Me | | Relationships | | Changing Me | | | | | |
| No Outsiders | Elmer | | My World, Your World | | Ten Little Pirates | | Max the Champion | | My Grandpa is Amazing | | | | | | | |
| RE | 1.8 How should we care for others and the world and why does it matter? | | 1.6 How and why do we celebrate special and sacred times? | | 1.5 What makes some places sacred? | | 1.7 What does it mean to belong to a faith community? | | 1.1 Who is a Christian and what do they believe? | | 1.8 How should we care for others and the world and why does it matter? | | | | | |
| Music – Sing Up Curriculum | Menu song (6 lessons) | | Colonel Hathi's March (3 lessons) Magical musical aquarium (3 lessons) | | Football (6 lessons) | | 'Dawn' from Sea interludes (3 lessons) Musical conversations (3 lessons) | | Dancing and drawing to Nautilus (3 lessons) Cat and mouse (3 lessons) | | Come dance with me (6 lessons) | | | | | |
| Computing | Online safety | | The impact of technology / Media | | Data handling | | Media | | Programming | | Media | | | | | |
| PE | Teacher-Ball skills Swift Sports-Ball skills – football/rugby | | Teacher -dance Swift Sports -Small apparatus | | Teacher -gymnastics Swift Sports -large apparatus | | Teacher -Rackets, bats and balls Swift Sports -bat and ball – tennis/hockey | | Teacher -dance Swift Sports -track and field | | Teacher -locomotion - running/jumping Swift Sports -striking and fielding | | | | | |
| |  | |  | |  | |  | |  | |  | | | | | |
| RE | 1.8 How should we care for others and the world and why does it matter? | | 1.6 How and why do we celebrate special and sacred times? | | 1.2 Who is Muslim and what they believe? | | 1.2 Who is Jewish and what they believe? 1.6 How and why do we celebrate special and sacred times? | | 1.4 What can we learn from sacred books? | | 1.5 What makes some places sacred? | | | | | |
| Music – Sing Up Curriculum | Tony Chestnut (6 lessons) | | Carnival of the Animals (3 lessons) Composing music inspired by birdsong (3 lessons) | | Grandma Rap (6 lessons) | | Orawa (3 lessons), Trains (3 lessons) | | Swing-a-long with Shostakovich (3 lessons) Charlie Chaplin (3 lessons) | | Tanczmy Labada (6 lessons) | | | | | |
| Computing | Online safety | | Data handling | | Media - video | | Programming and coding | | Media, Animation | | Media-word processing, impact of technology, Media, sound | | | | | |
| PE | Teacher -Ball skills Swift Sports -Ball skills – football/rugby | | Teacher -dance Swift Sports -Small apparatus | | Teacher -gymnastics Swift Sports -large apparatus | | Teacher -Rackets, bats and balls Swift Sports -bat and ball – tennis/hockey | | Teacher -dance Swift Sports -track and field | | Teacher -locomotion - running/jumping/dodging Swift Sports -striking and fielding, rounders and cricket | | | | | |