

Wallisdean Infant School

OUR KS1 CURRICULUM 2026/27

We follow the DfE national requirements and programmes of study for all the core and foundation subjects through a unique, personalised and creative curriculum incorporating what the children should be expected to know and be able to do by the age of 7.

CORE SUBJECTS

English
Mathematics
Science
Computing
Religious Education

FOUNDATION SUBJECTS

Art, Design & Technology,
Geography, History,
Music, Physical Education

Each year group personalises their curriculum depending on the needs and interests of each new cohort ensuring they include the key skills needed, so our topics are continually evolving.

See each subject's curriculum overview for full coverage details.

<u>Year 1</u>				
Autumn 1	Autumn 2	Spring 1	Spring 2/Summer 1	Summer 1/Summer 2
Dinosaurs	Toys	Our Local Area	The Navy	Animals and Habitats
History: Timelines DT: Design and Make Dinosaur Models/Joining/Cutting materials Science: Seasonal changes, Animals including Humans Music: Duration and Structure RE: Concept Sharing (Christianity, Harvest) PE: Football Gym: Shapes and Balancing Computing: Creating content, 2 Paint	History: Past and Present Science: Plants and animals including Humans (Senses), Art: Artist Coco Fronsac, Observational drawings Music: Dynamics, Tempo and Pitch and performance songs RE: Concept: Journeys (Nativity and Baboushka) PE: Tag Rugby Dance: Toy Movements Computing: Programming and Debugging	Geography: Local environment, Physical and Human features. Place Knowledge, Map work DT: Wheels/Axles Science: Everyday Materials Music: Timbre RE: Concept: Remembering (Hinduism and Holi) PE: Hockey Gym: Shapes and travelling Computing: 2 Graph	History: Past/Present, Similarities/Differences Science: Everyday Materials, Science Day focus DT: Design and make a product (Money Matters) Art: Colour mixing, Observational drawings. Music: Texture and Timbre RE: Concept: New Life (Easter) PE: Basketball Gym: Rolling and Climbing Dance: Computing: Scratch Jnr	Geography: Physical and Human features. Place Knowledge DT: Design and build structures with Modroc Science: Plants and animals including Humans Art: T-shirt printing, Cut and join different fabrics. Music: Duration and Carnival performance RE: Special Books PE: Athletics Dance: Maypole and Animal Dance for Carnival. Computing: Creating a Quiz
Computing: E- Safety threaded throughout year Science: Experiments, Collecting Data and Fair Testing threaded throughout year				

<u>Year 2</u>		
Autumn Term	Spring Term	Summer Term
Africa, Antarctic and Arctic	Portsmouth, Fareham and Titchfield	The 1960's
History: Significant Individuals (Explorers) , Events and Timelines Geography: Location Knowledge (continents and oceans), Weather patterns and Physical/ Human features. DT: Clay and Sewing Skills Science: Plants and Soils. To explore the requirements of plants for life and growth (air, light, water, nutrients from soil and room to grow) and how they vary from plant to plant. Art: Sketching and Observational drawing, Pattern and Texture and Colour Wheels. Music: Duration and Pitch (structure) and Nativity Performance RE: Concept: Special (Harvest and Last Supper) Concept: Candlelight (Divali and Advent) PE: Football and Tag Rugby Gym: Climbing, Movement, Travelling, Jumping and Hopping Computing: Programming Quizzes	History: Significant Individuals, Events and Timelines Geography: Local environment, Physical and Human features. Place Knowledge, Map work and Compass directions. DT: Design and perform practical task (tower building) , Design and make a product (Money Matters) Science: Materials, Science Day focus, Experiments, Collecting Data and Fair Testing Art: Local Artists, Sketching, Observational drawing, Mixing colours and Texture Music: Duration (structure), Dynamics and Texture, RE: Concept: Authority (The life of Jesus) Concept: Belief (Easter) PE: Basketball, Netball and Hockey Gym: Climbing, Movement, Travelling and Jumping Dance: Sequences (comparing, evaluating and improving) Computing: Algorithms, Programming and Debugging	History: Significant Individuals, Events and Timelines Geography: Countries of the UK and surrounding seas Art: Artists (differences and similarities), Materials and Techniques and Sculpture. Art inspiration from the greats. DT: Design and build structures with Modroc and fabrics Science: Experiments, Collecting Data and Fair Testing, Identifying and Classifying. Music: Timbre, Tempo, Texture and Carnival Performance RE: Concept: Rituals (River Ganges and Baptism) Concept: Persuasion (Christianity) PE: Hockey, Athletics and Multisports Dance: Sequences (comparing, evaluating and improving) Computing: Internet research, Creating content, Algorithms, Programming and Debugging
Computing: E- Safety threaded throughout year		

BRITISH VALUES

The DfE have reinforced the need "to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs."

At Wallisdean Infant School these link very closely to the culture and ethos of our school and to the values we promote through the wider curriculum.

Remembrance Day is commemorated annually. Significant National events such as royal special birthdays, births and weddings are all celebrated in school. Within our curriculum children learn about the lives of some significant people and events in British history. National and International sporting events are celebrated such as the World Cup and Euros Tournament.

RULE OF LAW

Our 3 school rules -Think First, Be Kind, Be Polite - are consistently reinforced in all parts of the school, in lessons as well as when dealing with behaviour and through school assemblies. Children are taught the reasons behind our three school rules, and the consequences for the safety and wellbeing of themselves and for others if rules are not kept.

INDIVIDUAL LIBERTY

There are many opportunities within the school day for children to make choices and exercise their personal freedom. Boundaries are set clearly and reinforced consistently to ensure the school is a safe environment. Children are supported and encouraged to manage their own behaviour and make sensible choices using our Six Strands behaviour policy and Power Words. Through assemblies and PSHE (Personal, Social and Health Education) children learn about their personal freedoms and take part in discussions about how to exercise these safely, for example through e-safety, road safety. Through our power words of Responsibility and Independence, children have opportunities to make choices in their learning, choose songs or poems for celebrations or performances such as Harvest Festival, choose from a range of after school clubs, vote on the reward for our six strands power stars and choose weekly Golden Time activities.

MUTUAL RESPECT

Children enjoy lessons and are active learners who display good behaviour because they understand the right of all children to learn and thrive in an atmosphere of mutual respect. The school promotes respect for others and this is reiterated through our Behaviour Policy and our school rules.

Children take part in Circle Time and Philosophy for Children discussions when they are expected to treat the opinions and views of others with respect, even if they differ from their own. All adults in school model mutual respect in their conversations and actions towards the children and towards one another. Children have assemblies focussing on our power word Respectful and are praised using our power word badges if they demonstrate outstanding respectful behaviour.

TOLERANCE OF THOSE OF DIFFERENT FAITHS AND BELIEFS

From their first day in school children are supported to develop the language to express their views, emotions and feelings so that children are able to negotiate with their peers and resolve any disagreements respectfully. We actively seek opportunities through our school curriculum to enhance pupils' understanding of their place in a culturally diverse society through a multicultural curriculum. Assemblies and discussions involving prejudice and bullying are being followed and link with learning in RE and PSHE. We introduce children in all classes to P4C (Philosophy4Children), where they are encouraged to take part in discussions, justify and sometimes change their opinions, give reasons for their viewpoint and listen to those of others. Through our religious education curriculum we teach children the aspects of different faiths so they have an understanding of other faiths and beliefs.

DEMOCRACY

Democracy is embedded in the school life. Pupils are listened to by adults and are taught to listen to each other, respecting the right of every individual to have their opinions and voices heard. Children are encouraged to air their opinions and ideas. This is through a variety of ways including class assemblies, P4C lessons and Pupil Questionnaires. Our School Council shares the opinions and ideas from individual classes and is elected solely on pupil votes and so demonstrates democracy in action. Children are given many opportunities to voice their opinion and also vote using a democratic process on decision such as our power star reward.

SMSC

SMSC stands for **spiritual, moral, social and cultural** development. All schools in England must show how well their pupils develop in SMSC.

Spiritual Development relates to the beliefs, feelings and emotions through which pupils acquire worthwhile insights into their own lives and all areas of the curriculum may contribute to the pupils' spiritual development. This may involve asking reflective questions and thoughts - eg What if.... why/how did the sunflower grow from such a tiny seed...

Social development relates to the skills and personal qualities necessary for individuals to live and function effectively in society such as being able to make friends and understanding the qualities of being a good friend.

Moral development refers to the pupils' knowledge, understanding, intentions, attitudes and behaviour in relation to what is right and wrong. Children may talk about whether you should spend or save pocket money or discuss if it is ever OK to....

Cultural development refers to pupils' increasing understanding and response to those elements which give societies, and groups, their unique character. Children encounter many opportunities to embrace special themed weeks such as Hindu, Chinese New Year and Harvest around the World.



ENGLISH

Phonics and Reading

We use the Read, Write Inc programme to teach Phonics, Reading and Handwriting . The Read Write Inc programme was created by a head teacher called Ruth Miskin. Her Read Write Inc programmes are published by Oxford University Press and used extensively both in the UK and around the world to improve literacy standards. Read Write Inc is a synthetic phonics programme that ensures early success in reading, writing and spelling. It provides a systematic approach to teaching reading, writing and comprehension, with lively resources for pupils which include phonics storybooks, all supported by teacher resources and a full training package to ensure its implementation. The Read Write Inc programme is for primary school children learning to read. It enables every child to become a confident and fluent reader. At the core of Read Write Inc is the vigorous teaching of synthetic phonics. The children learn forty-four sounds and the corresponding letters/letter groups using simple picture prompts. Pure sounds are taught so that your child will be able to blend the sounds into words more easily. Children take home a book that is carefully matched to their phonics learning. When needed children participate in daily individual focus reading and small reading groups. Children can take home individual reading books, a reading record and a school library book. Children are assessed regularly to make sure they are in the correct Read, Write Inc group to meet their needs.

Spelling

Children learn to spell red words (keywords that are not phonetic) and green words in their Read Write including sessions. When they have completed Read Write including phonics in Year 2 they move onto Read Write including spelling. Children are also taught some spelling patterns from the English curriculum within their English lessons eg suffixes.

Writing

Through Read, Write Inc the children learn to write the letter/letter groups which represent the 44 sounds and learn to write words by saying the sounds and graphemes. Children are then taught to use these sounds to write cvc words and then begin to move onto sentence level work. Children are taught a variety of genres of writing including punctuation and grammar using a variety of books, stories, topic links and short films. We use Pie Corbett talk for writing strategies so that children are able to orally rehearse before writing. Children are also given discrete grammar spelling and punctuation lessons.

Spoken Language

Children are taught spoken language skills across the curriculum. They are also taught group work skills across the curriculum through roles and responsibilities such as chairperson or reporter.

Handwriting scheme

We follow the Read Write including handwriting scheme (printing) until children complete the Read Write including phonics scheme. Once children move onto Read Write including Spelling children are taught pre-cursive then cursive writing through the Letter-join Programme.

MATHEMATICS

Children are encouraged to use mathematical skills across all the curriculum areas in a variety of ways with a focus on mental maths fluency, reasoning and problem solving. Children use suitable age appropriate approaches to enable them to understand the basic principles of mathematics in a practical and meaningful way, understanding how mathematics fits into their everyday lives.

We develop an understanding of the rules of addition, subtraction, multiplication and division to enable our children to use them with confidence. It is vital that children can recall number facts off by heart (number bonds to ten and twenty, 10 more and 10 less, knowing x2, x3, X5 and x10 multiplication tables) and can identify patterns and connections between the four maths concepts such as knowing that addition and subtraction are the inverse of one another.

See our Progression in Calculations Policy - *click into the Policies signpost*

SCIENCE

At Wallisdean Federation we believe Science is an essential life skill for the survival of human race and the planet. We aim to provide hands on and practical learning opportunities to promote investigative and enquiring minds. To build on prior knowledge, ensuring there is a clear progression of skills across the Federation and ensure all children understand the purpose of science and the importance of it in their lives and in the future. We teach scientific vocabulary and encourage children the correct context and to explain new discoveries - eg amphibian, carnivore, herbivore, habitat. As our children progress we seek to develop their ability to carry out their own independent enquiries and to become confident in expressing and explaining their own views and conclusions through fair testing. "Did all dinosaurs have the same shaped teeth?" "What material would be best to use to prevent my ice lolly from melting?" "Do all the leaves change colour at exactly the same time?"



DESIGN TECHNOLOGY

At Wallisdean Federation we believe DT is a practical experience building on skills to develop their natural curiosity. We focussing on teaching skills and then giving children opportunities to apply what they have learnt. We give them opportunities to design, make and evaluate real life products. Children may experience making a football net, a sculpture or tower or junk model dinosaurs. They have the opportunity to use a wide range of materials and resources including mod roc, clay and wooden doweling.

ART

The art curriculum is primarily a practical experience building on skills that children previously developed and their natural curiosity. Our aim is for the key Skills to focus on ensuring that these opportunities allow children to pursue elements of choice; enhance their vocabulary and develop their awareness of the historic and cultural diversities of Art. By building on prior knowledge there is a clear progression of Key Skills across the federation. The purpose of Art, craft and design is to embody some of the highest forms of human creativity. Our high-quality art and design curriculum engages, inspires and challenges pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they start to be able to think critically and develop a more rigorous understanding of art and design. They learn how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

COMPUTING

All classes spend computing skills lessons in the Computer Suite under supervision to learn a variety of word processing, data handling, research and presentation skills at an age appropriate level. The children are also introduced to simple programming, coding and computer algorithms (*a list of rules to follow in order to solve a problem*). They then have chance to apply these skills across the curriculum.

All classes and the hall have Interactive Screens which the children use to self-register on and to interact with a range of lessons during the day. All computers are networked and linked to the Internet and Wi-Fi. The use of digital and video cameras, iPads and recording equipment enables our pupils to experience a wide range of information technology.

RELIGIOUS EDUCATION

To encourage children's spiritual, moral, social and cultural development we consider ideas and practices in Christianity and Hinduism in accordance with "Living Difference IV", the agreed syllabus in RE in Hampshire. In RE we aim to deliver the curriculum by exploring a variety of concepts through relating it to children's own everyday lives. Children have the opportunity to enrich their language and vocabulary by engaging in high-quality meaningful discussion. The children explore religious stories, festivals, artefacts, rituals and beliefs to develop their understanding of themselves and the world around them. Wherever possible we bring in visitors and experiences for the children to interact with such as a Hindu dance workshop during Diwali and American Indian drumming during our celebrations of Harvest Around the World.

PHYSICAL EDUCATION

All children take part in dance, games and gymnastics activities at a level to develop their skills, confidence and enjoyment in the tasks as part of a healthy lifestyle. External coaches from CM Sports visit the school weekly to enhance and expand the skills taught in school and work with every class to teach the children a variety of games skills. Children in Year 2 also take part in Yoga sessions. Children also have opportunities when available to attend sporting events or competitions in the area.

We use large and small apparatus in the hall and playground. For PE, children are expected to get themselves changed into shorts and tee shirts with trainers and long sleeved top and trousers for outside games or bare feet for dance and gym. Long hair needs to be tied back and all jewellery removed (by the child if they are able to or by their parent/carer before they come into school). Stud earrings must be covered with surgical tape.

PE kit/bags are available from the school office and all items of clothing must be clearly named. All PE kit needs to be taken home regularly to be washed (holiday periods) to keep them fresh and to check that items still fit (eg trainers). PE kits should be kept in school at all times during the school week.



HISTORY

In History we aim to deliver the subject through enquiry led investigations which help the children to understand their place in the world and the global community. Challenge comes through key questions, which are matched to key skills, which in turn gives a clear focus to each unit studied. Children are encouraged to follow their curiosity about their past, present and future as well as the world in which they live. We ensure children begin to understand chronology. We ensure they are able to investigate and interpret the past using a variety of sources. We teach key vocabulary and give opportunities for children to use this new vocabulary in the correct context, allowing them to communicate historically.

GEOGRAPHY

In Geography this means the children follow enquiry led investigations which help them to understand their place in the world and the global community. Challenge comes through key questions, which are matched to key skills, which in turn gives a clear focus to each unit studied. At Wallisdean, we aim to provide children with as many experiences as possible through practical field work and school trips, as well as using visual resources to deepen the children's thinking and understanding. We encourage them to reflect upon their existing experiences and use these to support their understanding of new concepts and geographical vocabulary.

MUSIC

See Music development plan on website

PSHE/SRE (Personal, Social and Health Education)

At Wallisdean Federation we are committed to promoting health and wellbeing as an integral part of our school effectiveness strategy and recognise the important contribution of a whole school approach. Such an approach goes beyond the learning and teaching in the classroom and permeates all aspects of life at school. All children follow a PSHE/SRE programme that ensures they develop the necessary knowledge, skills, attitude and values which are vital for them to lead a happy, safe, healthy, fulfilled and productive life. We aim to help children to learn the skills needed to develop their social and emotional well-being and have the language to talk about their emotions and opinions openly with others. We aim to provide children with the knowledge to deal with moral, cultural and social issues that they may face growing up and show respect to all others. PSHE and SRE is an important part of school assemblies and collective worship where children's spiritual, moral, social and cultural curiosity if stimulated, challenged and nurtured