

## The Curriculum in Key Stage One

At Angel Road we believe that the curriculum should be fun and full. We work hard to provide a broad and balanced education through a breadth of exciting well planned opportunities. We believe the curriculum which we provide caters for different learning styles and fosters independent learners. In an effort to seek the highest standards of attainment for all our children we regularly review the curriculum we are providing to ensure that it is relevant to our children and meets their learning needs.

From different starting points we cover all subjects of the National Curriculum and R.E. linking learning across the different areas.

### Literacy

Each class begins the day with a small group 20 minute phonic session which teachers plan using the government recommended programme 'Letters and Sounds'. This is a set of detailed and systematic materials which aims to build children's speaking and listening skills, develop their phonic knowledge and word reading skills, and provides good foundations in spelling and handwriting writing.

In years 1 and 2 this is then followed by a daily 20 minute session of Guided Group Reading which is regarded by Norfolk County Council advisors as good practice for all Primary aged children. Children develop their reading skills by working with an adult twice a week and being independently engaged in appropriate reading activities on the other days.

Shared reading, where the whole class read texts supported by the teacher is also a common part of teaching reading. We actively encourage children to read at home as much as possible and children bring home a pink book for communication between home and school regarding reading.



Speaking and Listening plays an important part of our curriculum. Children need to be able to communicate effectively to express themselves and understand others. Therefore activities involving 'talking partners' are used in many lessons in all subjects.

Freeze frame activity in a drama lesson.

Literacy is taught through carefully planned units of work which may last for 2-4 weeks. These units of work may contain speaking and listening tasks, drama, art and craft activities and reading around the text. The teaching sequence leads thoughtfully to a piece of writing with a clear purpose. Spelling is usually taught as part of phonics. We use the scheme 'Pen Pals for Writing' to teach handwriting which happens three times a week, this is linked to phonics where appropriate.



Guided Reading



## Mathematics

Mathematics teaches children how to make sense of the world around them through developing their ability to calculate, reason and solve problems. It enables children to understand relationships and patterns in both number and space in their everyday lives.

Our objectives in the teaching of mathematics are:

- to promote enjoyment of learning through practical activity, exploration and discussion;
- to promote confidence and competence with numbers and the number system;
- to develop the ability to solve problems through decision-making and reasoning in a range of contexts;
- to develop a practical understanding of the ways in which information is gathered and presented;
- to explore features of shape and space, and develop measuring skills in a range of contexts;
- to help children understand the importance of mathematics in everyday life;
- to develop the cross-curricular use of mathematics in other subjects.

The school uses a variety of teaching and learning styles in mathematics. Our principal aim is to develop children's knowledge, skills and understanding. Work in mathematics is supported by a wide range of resources, such as Numicon, number lines, number squares, digit cards which are contained in a 'Maths Bag'. Children are taught to use these small apparatus and use them independently. Mathematical dictionaries are available in all classrooms. ICT is used in mathematics lessons for modelling ideas and methods. Wherever possible, we encourage the children to apply their learning to everyday situations. We are also aware of children's differing learning styles and we try to cater for these kinesthetic, visual, audial and tactile learners in lessons. Lessons begin with a short physical programme called 'active8'.



Using programmable toys on one of our 'Maths Days'.



Using numicon resources to make totals of ten.



## Science

Our aim when teaching science is to encourage in children a curiosity and understanding of the world around us. Science is taught in line with the National Curriculum objectives in a practical and hands on approach whilst linking to other subjects when appropriate. We encourage children to use their investigation skills to explore given lines of enquiry, for example, why it gets dark at night, why ice melts and how an acorn changes into an oak tree. We also encourage children to ask and answer questions about the world in which they live. For example "Why are daffodils yellow?"



Hatching chicks

## ICT



Using sound amplifiers

ICT is used extensively in all areas of learning. Pupils are encouraged to develop the skills and knowledge necessary to deal with information technology confidently and competently. Children are given regular opportunities to use a wide range of technology including computers, programmable toys, digital photographic and movie cameras, audio equipment and software linked to the whole curriculum. Teachers use ICT to enhance teaching and learning and to model practical techniques. For example, in communicating, recording and handling information, word processing, control technology, loading and running CD ROMs and searching for and accessing websites in order to use ICT as a source of information.

## Music



Year 2 children enjoying a music lesson.

Pupils enjoy a weekly music lesson and assembly led by a specialist music teacher. Year 2 children also have the chance to learn keyboards in class. We are currently developing a room devoted to teaching music. As a school we are proud to perform to parents in our Christmas performances and end of term or end of year assemblies. Our school also takes part in the Lord Mayor's Procession every year.



## P.E.

An extensive range of P.E. is taught at Angel Road Infant School, including dance, gymnastics, games and multi-skills. We are firm believers in the importance of physical activity and P.E. is time tabled for 2 separate hours each week. At break times children are actively encouraged to use our P.E. equipment. There are P.E. clubs at lunchtime and after school.

P.E. lessons are delivered by a P.E. instructor. In addition the children have many opportunities to work with specialist coaches e.g. tennis, Capoeira, multi-skills and dance.

Whenever possible we participate in inter-school festivals and charity events.



Tennis coaching



Gymnastics in our school hall.

## Geography

We link our geography learning to our starting points. Where possible we integrate geography into Literacy and other curriculum areas.

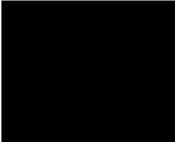
In addition to the National Curriculum, each term children learn about a part of the United Kingdom in year 1 and a part of the world in year 2 as 'Barnaby Bear' (our travelling bear) 'visits' a different countries.



Barnaby Bear visiting Norwich.



Penguin puppets made when learning about Antarctica.



## History

We link our history learning to our starting points. Where possible we integrate history into literacy and other curriculum areas.

In addition to the National Curriculum, each term children learn about a famous person from the past who may be relevant to a particular time in the school year e.g. Guy Fawkes, or a person linked to a starting point e.g. Amy Johnson or Florence Nightingale.

Making Victorian beds at Stranger's Hall



## Art

We link our art learning to our starting points. Where possible we integrate art into literacy and other curriculum areas.

Children develop their skills in using and exploring a wide range of techniques and materials. They are encouraged to use their observation skills and imagination. Children are introduced to various artists throughout their time at Angel Road Infant School.



Making natural sculptures at Sheringham Park.

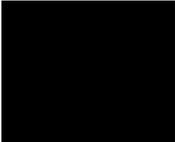
## Design and Technology (D.T.)

We link our D.T. learning to our starting points. Where possible we integrate D.T. into literacy and other curriculum areas.

In D.T. children have the chance to make and design things such as playgrounds and moving vehicles. They develop skills and techniques for joining and making and are taught to use a range of materials and tools. Children develop their knowledge and understanding of how things work and have the opportunity to reflect and evaluate their work.

Victorian bedrooms made in D.T.





## Personal, Social and Health Education (P.S.H.E.)



Circle time

P.S.H.E. is an area of the curriculum we take very seriously. The welfare of your child is just as important to us as your child's academic achievements.

The school teaches P.S.H.E. using a published initiative called Social and Emotional Aspects of Learning (S.E.A.L.) This includes learning about self-awareness, managing feelings, motivation, empathy and social skills. There are many aspects of the P.S.H.E. curriculum which are often spontaneous in nature.

We have been awarded the Healthy School status.

## Religious Education (R.E.) and Collective Worship

Arrangements for the act of collective worship and Religious Education are made by the school in accordance with County policy. Religious Education is non-denominational in character.

Parents wishing to withdraw their child from collective worship and/or religious education should place this request in writing to the Headteacher.



Visit to Christchurch.

## Homework

Teachers send home a copy of the curriculum each half term to keep parents informed of what their child is learning.

Weekly home learning sheets contain spellings and ideas or suggestions of how parents can extend the curriculum at home to enhance learning done in school.

All children are encouraged to take home books to read. Book bags can be bought from the school office for £4.00. Children are given a Reading Record Book which they bring home so that any adult or older child who reads with them can record comments. These are then checked by a member of staff every week. We recommend that children read at home at least three times a week or every day if possible.

## Learning in the Early Years Foundation Stage (E.Y.F.S.)



'Mission Control Centre' in the Superhero role-play area.

There are four Early Years principles that shape our practice in the EYFS setting these are:

- **Unique child**, every child is unique they are constantly learning and can be resilient, capable, confident and self-assured;
- **Positive relationships**, children learn to be strong and independent through their relationships with all adults and their peers in the EYFS setting.
- **Enabling environments**, in which children learn and develop well and their experiences reflect their individual needs, with a strong partnership between practitioners and parents and/or carers
- **Children develop and learn in different ways and at different rates**, the framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

Within these four principles there are 7 areas of learning. These areas are; communication and language, physical development, personal, social and emotional development, literacy, mathematics understanding the world expressive arts and design.

We are keen to incorporate children's interests into our planned activities in order to make a more joyful, interesting and inclusive experience. We are also keen to work with parents as partners in their child's education and well being to help us continue their learning journey both at home and in school.

Learning through play is one of the key principles of Early Years education. The reception year at school is part of the E.Y.F.S. and so learning takes place through a range of carefully planned play based experiences. These are designed to encourage both independence and co-operation, stimulate imagination and foster an interest and enthusiasm for learning.



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Activities in EYFS can be;

**Carpet sessions** - These short sharp bursts of teacher input for the whole class take place throughout the school day. These sessions have a focused area of learning e.g 20 minutes of phonics at the beginning of the day, 15 minutes of guided reading after lunch, a maths input, shared reading or writing or a creative/scientific activity.

**Adult Directed** - The children work in pairs or small groups on a specific task. Each week the children will work on a maths, literacy and a creative/scientific/social/emotional task.

**Child Initiated** - children are able to select the equipment they need and how to use the resources available to them. Adults may be involved in this play but it is the child who decides how their play progresses and what the outcome are.

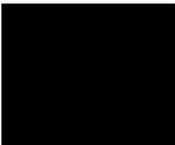
Our timetabled week has slightly more 'child initiated' time than 'adult led' but there is a good amount of short, sharp bursts of teacher input each day. It is an 'integrated day' so each area of learning is covered all the time each day. This flexible timetable permits good opportunities for assessment and observation for learning.

Assessment in the E.Y.F.S. happens through

- Look, listen and note opportunities - Children's comments are written down by the adult or "wow moments" are photographed. Key learning points are identified.
- Planned observations - Where the adult records everything the child does and says. Noted learning points are either taken up immediately or planned in for another time.
- Assessment tasks - These are records of specific learning the child knows. For example, words the child can read.

The picture that is built up about each child is kept in their Learning Journal and provides the information needed to complete the Foundation Stage profile. This is an assessment document completed each half term which shows progress throughout the reception year.

When children begin reception they are matched to a "Key Person". The role of this adult is to build a strong, supportive relationship with the child and their family in order to help everyone settle into school and become happy, confident members of the school community.



### Enhancing the Curriculum

In order to provide a broad and balanced curriculum there are certain times during the year when we have a particular focus. We often 'collapse' our curriculum and work 'off-timetable' for a day, two days or even a week in some cases. Past focuses have been; World Book Day, Maths Days, Multicultural week, Chocolate Week and 'Take One Picture' Week. Children from all classes work in mixed age groups with a variety of teachers and adults from outside agencies such as Norwich Castle Museum.



'Grassroots'  
Dance  
Company



Dressing up in  
Multicultural  
Week

### Visits and visitors.

We believe it is most important to offer our children as wide a range of educational opportunities as possible so we enrich the curriculum with many visits and visitors. Visits may range from spending a morning in the local community or a day trip to the coast. All visits must satisfy a risk assessment required by the L.E.A. and the school has also adopted the local authority's policy on charging for visits. A copy of this can be obtained from the school.

We also have access to the Junior School's minibuses which give flexibility on trips and visits as they enable more trips to be undertaken which would not always be possible if a coach had to be hired. All minibus seats are fitted with full 'lap and diagonal' seat belts. All staff who drive the vehicles have undertaken a defensive driving course and had their standard of driving assessed.

We work closely with U.E.A. and Norwich City College who send students to train here. We also welcome parent volunteers although we must insist that you obtain a CRB check.



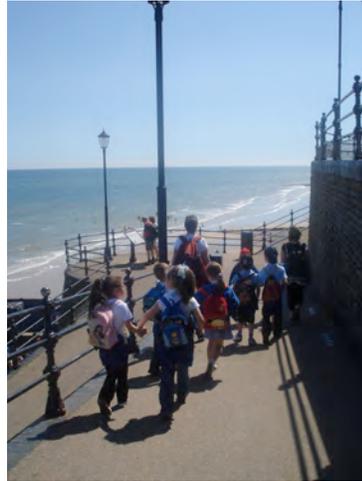
Sitting in the cockpit of a Vulcan at  
Norwich Airport Aviation Museum.



Handling artefacts at 'Time  
and Tide' Museum



Fire Fighters visit



Geography trip to Cromer

### Extended Schools

We have a popular Breakfast Club and After School Club, both held on the Junior School site, which benefit many working parents.

Breakfast Club 7.45am until 8.50am (£2.50 per day) Children are brought to the Infant School by school staff.

After School Club 3.05pm until 6.00pm (£5.00 per day)

We are also proud to offer an extensive range of activity clubs throughout the year from 3.05pm until 4.15pm. These are run by both school staff and outside agencies.

### School Councils

We have an active School Council and an Eco Council (known as 'The Green Team'). These councils are made from representatives from all classes. They meet twice every half term, supported by a member of staff, to feedback from weekly class council meetings. The Green Team work on projects such as saving electricity and water usage. The School Council have held fund raising events to raise money for playground equipment.



Sponsored walk.



The Green Team in assembly.