Fairfield School
Embracing Uniqueness

Programme of Learning Intentions

SEMI-FORMAL /FORMAL

2021-2023

Personal, Social and Emotional

Intentions and Implementation

PSHCE is fundamental to everything we do at Fairfield. Our safeguarding focus is delivered through the appropriated differentiated manner through the application of PSHCE programmes of learning and intent. It is essential that our learners feel safe, secure, valued and happy at school. We aim to achieve this through addressing the social and emotional needs of each individual pupil through all activities, discussions, stories and assemblies.

Pupil well-being is critical to PSHCE enabling pupils to develop confidence, express emotions and build relationships and deal with stresses and change. Personal, social and emotional development involves helping pupils to develop a positive sense of themselves, and others, to form positive relationships and develop respect for others, to develop social skills and learn how to manage their feeling and to understand appropriate behaviour in their own abilities.

We help the pupils to form positive relationships and to learn that conforming to a set of basic school rules where their feelings, opinions and beliefs of others are considered and respected can lead to a sense of belonging and well-being. We aim to help pupils learn to form relationships and work well with others. Pupils reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues. They develop an understanding to respect diversity and differences so that they can develop positive relationships that are an essential part of life and learning. Our pupils learn to co-operate with others, to share and take turns. They also develop their self-confidence and become independent, at the same time developing personal values through an understanding of right and wrong, and an awareness of the needs of others. PSHCE age-related and appropriate activities which include sex and relationships are flexible to teach according to individual needs at any particular time, and can be revisited at regular intervals to strengthen previous learning.

Pupils at Fairfield will be provided with experiences and support which will help them to develop a positive sense of themselves and of others. Pupils will be supported through personalised opportunities and encouragement to:

- develop interests and motivations to learn
- develop independence, confidence, initiate ideas and interact with others
- maintain attention and concentration
- develop an awareness of keeping healthy, and supporting others
- be aware of changes and transitions on their life
- form relationships with familiar adults and peers
- work as part of a group or class, develop turn taking and sharing skills
- begin to understand that there needs to be agreed values and codes of behaviour
- begin to understand that other people have different needs, views, cultures and beliefs, that need to be treated with respect

Programmes of Learning

Semi-Formal	Formal Pathway
PSHE Pupils should have opportunities to: - Be interested and motivated to learn - Develop a positive sense of themselves - Form positive relationships and develop respect for others - Develop their social skills and an understanding about their feelings and some consideration of the needs and feelings of other people - Become aware of different behaviours, emotions and how they impact on themselves and others - Develop confidence in their own abilities - Play co-operatively, taking turns with others	**Health and Well-being** To identify different influences on health and wellbeing How to maintain physical, mental and emotional health and wellbeing How to manage risks to physical and emotional health and wellbeing Ways of keeping physically and emotionally safe About managing change, including puberty, transition and loss How to make informed choices about health and wellbeing How to respond in an emergency **Pupils should have opportunities to:**

- Form positive relationships with adults and peers
- Develop an awareness of the places that make them feel safe and regulated/calm
- Respond appropriately to simple choices and offers of help
- Undressing and Dressing
- Washing and Showering
- Hair Brushing
- Cleaning Teeth
- Emotions – how they impact on themselves and others

Pupils should have opportunities to:
- About good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings
- About change and loss and the associated feelings (including moving home, losing toys, pets or friends)
- The importance of, and how to, maintain personal hygiene
- How some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading

Relationships / including Sex and Relationship Education (SRE)
How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
How to recognise and manage emotions within a range of relationships
How to recognise risky or negative relationships including all forms of bullying and abuse
How to respond to risky or negative relationships and ask for help
Our SRE Curriculum is divided into six areas: (Ref to SRE Policy)
1. Knowing my body
2. Knowing me
3. Private and public
4. Touching others and allowing others to touch me
5. Forming relationships
6. Sexual intimacy

Pupils should have opportunities to:
- Communicate their feelings to others, to recognise how others show feelings and how to respond
- To recognise that their behaviour can affect other people
- To recognise what is fair and unfair, kind and unkind, what is right and wrong

- About good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings
- About change and loss and the associated feelings (including moving home, losing toys, pets or friends)
- The importance of, and how to, maintain personal hygiene
- How some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading
- About the process of growing from young to old and how people's needs change
- About growing and changing and new opportunities and responsibilities that increasing independence may bring
- The names for the main parts of the body (including external genitalia) and the bodily similarities and differences
- That household products, including medicines, can be harmful if not used properly
- Rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety
- About people who look after them, their family networks, who to go to if they are worried and how to attract their attention
- About the ways that pupils can help the people who look after them to more easily protect them
- To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets
- What is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy

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6. Sexual intimacy
Pupils should have opportunities to:

	• Communicate their feelings to others, to recognise how others show feelings and how to respond
• To recognise that their behaviour can affect other people
• The difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid
• To recognise what is fair and unfair, kind and unkind, what is right and wrong
• To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class
• To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)
• To offer constructive support and feedback to others
• To identify and respect the differences and similarities between people
• To identify their special people (family, friends, carers), what makes them special and how special people should care for one another
• To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)
• That people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)
• Recognise when people are being unkind either to them or others, how to respond, who to tell and what to say. To recognise different types of teasing and bullying, to understand that these are wrong and unacceptable. Strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help

Living in the Wider World

About respect for self and others and the importance of responsible behaviours and actions
About rights and responsibilities as members of families, other groups and ultimately as citizens
About different groups and communities
To respect diversity and equality and how to be a productive member of a diverse community
About the importance of respecting and protecting the environment
About where money comes from, keeping it safe and the importance of managing it effectively
The part that money plays in people's lives
A basic understanding of enterprise

Pupils should have opportunities to:
• How they can contribute to the life of the classroom and school
• To help construct, and agree to follow, group, class and school rules and to understand how these rules help them
• That people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed) |

	- That they belong to different groups and communities such as family and school
	- What improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy)
	- That money comes from different sources and can be used for different purposes, including the concepts of spending and saving
	- About the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices
	- Ways in which they are all unique; understand that there has never been and will never be another 'them'
	- Ways in which we are the same as all other people; what we have in common with everyone else
	- About the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency

Communication, Literacy and Language

Intentions and Implementation

Communication is central to the whole curriculum. Pupils need to communicate in order to express socially, emotionally and physically; to develop as individuals, engage with others and contribute as members of society. Intensive interaction is designed to foster early communication skills and is fundamental as a primary means of fostering meaningful communicative opportunities, particularly with our pre verbal, pre linguistic, pre intentional learners. Underpinning the delivery of all communicative activities is the extensive use of cues. These essentially fall into the category of Alternative and Augmentative Communication (AAC)/Total Communication Approach which include touch cues, sound cues, objects, Makaton signing, symbols, and photographic cues. The use of communication aids including computer technology, VOCA's, switches, IPads and tablets are used by many pupils to speak, read and write

Pupils are given opportunities to engage with and demonstrate the skill of communication and to transfer their knowledge about concepts and skills to meaningful contexts in their everyday lives. Pupils are encouraged to become effective communicators through using a range of

At Fairfield the aims for enhancing our learning and competence in communicating, speaking and listening, early reading and writing is supported and extended by personally equipping individuals with the opportunities and resources to enhance their interactions, communication skills and literacy experiences through adult support and appropriate resources. Pupils are supported through personalised opportunities, resources and encouragement to:

- interact with others, negotiating plans and activities and taking turns in conversations
- enjoy listening to and using various communication strategies to interact with others
- sustain attentive listening, responding to what they have heard through actions, symbols, comments etc.
- enjoy listening to and joining in with stories, songs, rhymes and music
- extend their vocabulary and understanding through exploring the meaning and sounds of new words
- communicate through personalised systems
- communicate clearly with confidence and show awareness of the listener
- use communication skills to clarify thinking, ideas, feelings and events
- hear and say sounds in words in the order in which they occur
- link sounds to letters, naming and sounding the letters of the alphabet
- use phonic knowledge to write simple words and make phonetically plausible attempts at more complex words
- explore and experiment with sounds, words and texts
- begin to retell narratives in the correct sequence, drawing on language patterns in stories
- read a range of familiar and common words and simple sentences independently
- know that print carries meaning and, in English, is read from left to right and top to bottom
- write their own name, and other things such as labels and captions, and begin to write simple sentences
- form recognisable letters, encouraging correct formation
- begin to show an understanding of the elements of stories, such as main character, sequence of events, and how information can be found in non-fiction texts to answer questions about where, who, why and how

techniques, forms and media to convey information and ideas creatively and appropriately.	• use various means write for different purposes using features of different forms such as lists, stories etc. • know that print carries meaning and, in English, is read from left to right and top to bottom

Semi-Formal	**Formal Pathway**

Communication and Interaction

Pupils should have opportunities for:
- Listening and attention
- Interacting
- Understanding
- Communicating using a total communication approach
- Listening
- Choosing/having a voice
- To enjoy sharing in reading
- Exploring letters and sounds
- Producing sounds i.e instruments/body
- Developing early literacy skills

Speaking and Listening

Pupils should be taught to:
- Sustain attentive listening, responding to what they have heard with relevant comments, questions or actions
- Listen with enjoyment, and respond to stories, songs and music, rhymes and poems and make up their own stories, songs rhymes and poems
- Extend their vocabulary, exploring new meanings and sounds of new words
- Communicate with confidence, showing awareness of the listener

Pupils should be taught to:
- words containing each of the 40+phonemes already taught
- common exception words
- the days of the week
- name the letters of the alphabet
- naming the letters of the alphabet in order

Writing

Pupils should be taught to:
- sit correctly at a table, holding a pencil comfortably and correctly

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Pupils should be taught to:
- words containing each of the 40+phonemes already taught
- common exception words
- the days of the week
- name the letters of the alphabet
- naming the letters of the alphabet in order
- using letter names to distinguish between alternative spellings of the same sound
- add prefixes and suffixes
- using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
- using the prefix un–
- using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- apply simple spelling rules and guidance, as listed in spelling curriculum document
- write from memory simple sentences dictated by the teacher

Pupils should be taught to:
- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which

Writing

Pupils should be taught to write sentences by:
- saying out loud what they are going to write about
- composing a sentence orally before writing it

- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which

Reading

- apply phonic knowledge and skills as the route to decode words
- using letter names to distinguish between alternative spellings of the same sound
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- write from memory simple sentences dictated by the teacher

Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- being encouraged to link what they read or hear read to their own experiences
- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- recognising and joining in with predictable phrases
- learning to appreciate rhymes and poems, and to recite some by heart
- discussing word meanings, linking new meanings to those already known

Comprehension

- drawing on what they already know or on background information

- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense discuss what they have written with the teacher or other pupils
- read aloud their writing clearly enough to be heard by their peers and the teacher

Pupils should be taught to:
- develop their understanding of the concepts set out in the vocabulary, grammar and Punctuation Document by:
- leaving spaces between words
- joining words and joining clauses using and beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- learning the grammar for year 1)
- use the grammatical terminology in English in discussing their writing

Reading
- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPC sounds –s, –es, –ing, –ed, –er and –est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions eg. I'm, I'll, we'll, and understand that the apostrophe presents the omitted letter(s)
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading

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• checking that the text makes sense to them as they read and correcting inaccurate reading • discussing the significance of the title and events • making inferences on the basis of what is being said and done • predicting what might happen on the basis of what has been read so far • participate in discussion about what is read to them, taking turns and listening to what others say • explain clearly their understanding of what is read to them	**Comprehension** • drawing on what they already know or on background information • checking that the text makes sense to them as they read and correcting inaccurate reading • discussing the significance of the title and events • making inferences on the basis of what is being said and done • predicting what might happen on the basis of what has been read so far • participate in discussion about what is read to them, taking turns and listening to what others say • explain clearly their understanding of what is read to them

Science/Understanding of the World

Intentions and Implementation

At Fairfield pupils will be supported in developing their knowledge, skills and understanding that help them to make sense of their world. This involves guiding pupils through exploring, discovering, investigating and understanding the world around them. Sensory integration and self-regulation strategies provide opportunities to interact with and explore the world around them	Pupils sensory input involving all the senses is encouraged to support the learning process and help our learners make sense of their world eg. visual (visual), auditory (hearing), vestibular (movement), kinaesthetic (tactile - the body image component), pro-prioceptive (muscles, tendons and joints), olfactory and gustatory (smell and taste). Our aim is to stimulate the pupil's curiosity as well as to create a sense of excitement, building both scientific knowledge and a solid base of scientific enquiry skills. Pupils will be given opportunities to make observations over time, identify patterns, identify, classify and group, carry out comparative and fair tests, research and collect, analyse and present data. As part of our commitment to enrich our pupil's learning, teachers use the outdoor environments as much as possible to enhance learning experiences.

Programmes of Learning

Semi-Formal	Formal Pathway
Understanding the World Pupils should have opportunities to: • Investigate objects and materials by using all of their senses as appropriate • Find out about, and identify some features of living things, objects and events they observe • Look closely at similarities, differences, patterns and change • Ask questions about why things happen and how things work **Parts of the Human Body** • Name and locate parts of the human body, including those related to their senses • Label parts of the human body • Describe the importance of exercise, balanced diet and hygiene **Seasonal Changes**	**Science** Use the following practical scientific methods, processes and skills pupils should have opportunities to: • Ask simple questions • Observing closely, using simple equipment • Perform simple tests • Identifying and classifying objects and data in different ways • Using observations and ideas to suggest answers to questions • Gathering and recording data to help in answering questions **Parts of the Human Body** • Name and locate parts of the human body, including those related to their senses • Label parts of the human body • Describe the importance of exercise, balanced diet and hygiene **Materials** • Identify and name a variety of materials (eg. plastic, glass, metal, water, rock, wood)

• Observe and describe seasonal changes across the four seasons, and how the day varies	• Distinguish between an object and the material from which it is made
	• Compare and group a variety of everyday materials on the basis of their simple physical properties
Plants and Animals	**Seasonal Changes**
• Describe the basic needs of plants for survival	• Observe and describe seasonal changes across the four seasons, and how the day varies
• Describe the features of animals eg. fish, birds, amphibians, reptiles and mammals, including pets	**Plants and Animals**
	• Describe the basic needs of plants for survival
• Identify and name a variety of common animals that are carnivores, herbivores, omnivore	• Identify and name a variety of common wild and garden plants including deciduous and evergreen
	• Identify and describe the basic structure of a variety of common flowering plants, including trees
	• Describe the features of animals eg. fish, birds, amphibians, reptiles and mammals, including pets
	• Identify and name a variety of common animals that are carnivores, herbivores, omnivores

Physical Education/Physical and Mobility

Intentions and Implementation

Physical well-being and education is of paramount importance, and depending on the needs of each individual opportunity are timetabled to give all pupils, regardless of their ability, an opportunity to develop their physical competences. All pupils are encouraged to be as active as possible, and interact to improve their co-ordination, control, manipulation and movement skills. Pupils who require physical support and interventions are given opportunities to move around both supported and freely each day. Pupils may need a range of equipment for lying, sitting, standing and walking. Many pupils have input from a Physiotherapist or an Occupational Therapist, and have a movement and positioning programme. Emphasis is placed on providing opportunities for weight bearing, muscle and bone strengthening, fitness and overall participation of physical tasks. Pupils are encouraged to move efficiently, effectively and safely, completing activities that are appropriate to their needs, and consultations with therapists ensure that correct physical and movement programmes are being pursued. PE provides the potential for the development of self-confidence and self-esteem, awareness of tolerance, fairness and concern for others, and the necessary skills to manage competitive and co-operative situations.	The main aims of physical education and mobility is to: • increase independence • support their posture and positioning • improve general health and moral • be aware of, and support spatial awareness, orientation, movement, balance, fitness and co-ordination • develop hand /eye co-ordination • use a range of small and large equipment and resources eg. walking frames, hydro, rebound

Programmes of Learning

Semi-Formal	Formal Pathway
Physical Development Pupils should have opportunities to: • Make developments with various parts of their body • Use movement and sensory exploration to link up with their immediate environment • Use mobility to connect with toys, activities, objects and people • Move spontaneously within available space • Respond to rhythm, music by means of gesture and movement • Manage body to create intended movement • Combine and repeat a range of movements • Operate equipment by means of pushing and pulling movements • Mount stairs / steps or climbing equipment	**PE** Pupils should have opportunities to master the basic movements including, running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities **Dance** Pupils should have opportunities to: • To perform dances using simple movement patterns • Copy and remember moves and positions

- Negotiate an appropriate pathway when walking, running or using a wheel chair or other mobility aid, both indoors and outdoors
- Show respect for other pupil's personal space when playing among them
- Go backwards and sideways, as well as forwards
- Jump off an object
- Experiment with different ways of moving
- Use physical activity to regulate, calm and prepare for teaming and engaging

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Dance

Pupils should have opportunities to:
- To perform dances using simple movement patterns
- Copy and remember moves and positions

Games

Pupils should have opportunities to:
- To participate in team games including MATP
- Use rolling, hitting, running, jumping, kicking skills
- Support others when appropriate
- Rebound
- Hydrotherapy and Swimming

Games

Pupils should have opportunities to:
- To participate in team games, developing simple tactics for attacking and defending
- Use rolling, hitting, running, jumping, kicking skills
- Support others when appropriate
- Rebound
- Hydrotherapy and Swimming

Music

Intentions and Implementation

As an essential part of our creative curriculum, pupils will be given opportunities to experience learning through music. Pupils are encouraged to extend their skills and enjoyment in music, processes and appreciation. Pupils will experience a variety of musical opportunities which pupils can gain skills and understanding of ideas and feelings of themselves, their community and the wider world, from a variety of times and cultures.

At Fairfield we believe that music is a vital part of the pupil's education and we offer a rich and varied curriculum to aid learning academically, emotionally, physically and spiritually. Music is used to unite the school, bringing pupils together to create a platform to celebrate and learn together.

Programmes of Learning

Semi-Formal	Formal Pathway
Music Pupils should have opportunities to: • Responding to a range of sounds, turning to a sound source such as a voice • Join in with familiar songs • Create sounds by banging, shaking, taping and blowing • Show an interest in the way musical instruments sound • Enjoy with joining in with dancing and ring games	**Music** Pupils should have opportunities to: • Use their voices/ other means of communication expressively and creatively by singing songs and speaking chants and rhymes • Play tuned and unturned instruments musically

• Explore and learn how sounds can be changed • Explore the different sounds of instruments –including Soundbeam • Use their voices/ other means of communication expressively and creatively by singing songs and speaking chants and rhymes • Play tuned and unturned instruments musically • Listen with concentration and understanding to a range of high quality live and recorded music • Experiment with, create, select and combine sounds using the inter related dimensions of music • Recognise and explore how sounds can be changed, join in with sing simple songs from memory Recognise repeated sound patterns and match movement to music	• Listen with concentration and understanding to a range of high quality live and recorded music • Experiment with, create, select and combine sounds using the inter related dimensions of music • Recognise and explore how sounds can be changed, join in with sing simple songs from memory • Recognise repeated sound patterns and match movement to music

Design and technology/Understanding the World

Intentions and Implementation

Design and Technology prepares and challenges pupils to become creative problem-solvers. Pupils are encouraged to combine practical skills with an understanding of aesthetic, social and environmental issues as well as functions and industrial practices. Pupils will learn about food preparation, food safety, and hygiene.	The Design and Technology aims to ensure that pupils: • develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world • build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users • critique, evaluate and test their ideas and products and the work of others • understand and apply the principles of nutrition and learn how to cook

Programmes of Learning

Semi-Formal	Formal Pathway
Designing and Making **Pupils should have opportunities to:** • Investigate objects and materials by using their senses as appropriate • Show an interest in why things happen and how things work • Find out about and identify the uses of everyday technology and use information and communication technology and programmable resources /toys to support learning opportunities	**Pupils should have opportunities to:** **Make** • Select from and use a wide range of materials and components, including construction materials, textiles and ingredients according to their characteristics • Select from and use a wide range of tools and equipment to perform practical tasks eg. cutting, shaping, joining and finishing **Design** ▪ Purposeful functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates and where appropriate ICT **Technical Knowledge** • Build structures exploring how they can be made stronger, stiffer and more stable **Cooking and Nutrition** • Use the basic principles of a healthy and varied diet to prepare dishes • Understand where food comes from • Growing foods and using them when cooking

Religious Education

Intentions and Implementation

Religious education enhances pupil's knowledge and understanding of religious perspectives. RE offers pupils opportunities for personal reflection and spiritual development. It considers the influence of religion on individuals, families, communities and cultures. Pupils at Fairfield will learn from festivals, celebrations events, visitors, visits out of school, and experience of different cultures through music, dance and drama. The pupils will be encouraged to reflect on and explore about their learning opportunities. This is a time for pupils to collectively think about their own and others beliefs and to develop an individual sense of what is right.

Collective Worship

Through planned collective acts of worship we recognise and celebrate the values and ethos of the school which enhance their spiritual and moral development and encourage reflection, active participation and first hand experiences

RE gives opportunities to promote an ethos of respect for others, challenge stereotypes and build understanding of other cultures and beliefs. This contributes to promoting a positive and inclusive school ethos that champions democratic values and human rights.

Our intentions are to ensure that pupils:

- provoke learning opportunities about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human. It develops pupils' knowledge and understanding of Christianity, other religions
- explore their own beliefs in the light of what they learn, as they examine issues of religious belief and faith
- build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society
- respect others, including people with different faiths and beliefs, and helps to challenge prejudice prompting them to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion

Programmes of Learning

Semi-Formal	Formal Pathway
Cultures and beliefs **Pupils should have opportunities to:** • Express feelings about personal events and describing them • Begin to know about other people's cultures and beliefs through stories, music, movement, role-play, festivals and celebrations **Special People** • Where do we live, and who lives there? • Who is special to you, why are they special	**Special People** • Where do we live, and who lives there? • Who is special to you, why are they special? • What makes a good helper? **Special Symbols and Objects** • What objects, stories, books are special to us? • What places are special to you? **Special Events** • How do we celebrate special occasions? eg. Christmas, Eid and other Festivals • How and where do people pray? • Why are some places and journeys special?

Computing/E-Safety

Intentions and Implementation

Fairfield has an extensive range of ICT resources; skills are taught explicitly and are practiced across all curriculum areas. It is the responsibility of the class teacher to plan opportunities for computer usage, including filming opportunities in the green room. Some pupils have personal IPADs and Communication Technology aids. Computing has deep links with others subjects. Computing ensures (where appropriate) that pupils use technology safely and respectfully, keep personal information private and identify where to go for help and support when they have a concern. Pupils (where appropriate) are taught how to become digitally literate being able to use, and express themselves and develop their ideas through, information and communication technology, as active participants in a digital world.

Our intentions are to ensure that pupils:
- can become aware of the use of computerised resources and begin to operate cause and effect mechanisms
- can understand and apply the fundamental principles and concepts of computers
- can analyse problems in computational terms
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology

Programmes of Learning

Semi-Formal	Formal Pathway
ICT **Pupils should have opportunities to:** • Show an interest in why things happen and how things work using the concept of cause and effect • Find out about and identify the uses of everyday technology and use information and communication technology and programmable resources / toys to support learning opportunities • Operating devices to make connections between control and information on a screen	**Computing** **Pupils should have opportunities to:** • Ask questions about why things happen and how things work • Find out about and identify the uses of everyday technology and use information and communication technology and programmable toys to support their learning • Create and debug simple programs • Use logical reasoning to predict the behaviour of simple programs • Use technology purposefully to create, organise, store, manipulate and retrieve digital content • Recognise common uses of information technology and use it safely and respectfully, keeping personal information private • Stay safe on line by choosing websites that are good for them to access • Key word searching is an effective way to locate information on the internet • Identify where to go for help and support – respond to simple instructions to control a device

Geography and History/Understanding of the World

Intentions and Implementation

Geography and History promote and develop pupil's awareness of change and sense of time an awareness of the world they live in, climates, physical features, people and their culture. They learn what happens in the world has an impact on their own lives. Opportunities aim to encourage pupil's ability to question and so develop their concepts of: attitude, values and issues, similarities and differences, process and systems and location and place. The knowledge, skills and understanding of history and geography includes chronological understanding, knowledge and understanding of events, people and changes in the past, historical interpretation, an understanding of places, pattern and process and of environmental change and sustainable development.

Geography
The aim of our Geography curriculum is to instil a sense of awe and wonder about the world around us. We aim to develop a sense of curiosity and fascination within all of our pupils, to encourage them to think for themselves, to take initiative, to ask questions and investigate our world.
History
We aim to inspire pupil's curiosity by actively involving them in their learning. Our history curriculum provides our pupils with opportunities to reflect on activities and events both at home, in school, in the local community and historical world events.

Programmes of Learning

Semi-Formal	Formal Pathway

Place

Pupils should have opportunities to:

- Explore the space around them through movements of hands and feet and by rolling
- Are curious about the environment
- Comments and ask questions about where they live and the natural world

Observe, find out about and identify features in the place where they live, and the natural world

Find out about their environment, and focus on / talk about those feature they like and dislike

Time

Pupils should have opportunities to:

- Get to know and enjoy daily routines
- Begin to understand that things might happen 'now', 'next' , 'before', 'after'
- Understand some talk about immediate past and future eg. 'before', 'later', 'soon'
- Talk about past and future events
- Begin to differentiate between past and present
- Understand about the seasons of the year and their regularity

Geography

Pupils should have opportunities to:

- To name, locate and identify characteristics of the four countries and capital cities of the UK and surrounding seas
- To understand geographical similarities and differences through studying human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country
- To identify seasonal and daily weather patterns in the UK and the location of hot and cold area in the world in relation to the Equator and the North and South Poles
- To use field work and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment
- Use vocabulary to refer to key physical features eg. beach, coast, forest, hill, mountain, ocean, river, soil, valley etc.
- Key human features including city, town, village, factory, farm, house, office, shop etc

History

Local history

- Historical Events, people and places in their own locality

British history

The lives of significant individuals in Britain's past who have contributed to our nations achievements

World history

- Key events in the past that are significant nationally and globally, particularly those that coincide with festivals or other events that are commemorate throughout the year eg. Remembrance Day, Bonfire Night

To communicate historically

- Use words and phrases such as: a long time ago, recently, when my mum was little

• Make short term plans • Find out about past and present events in their own lives, and in those of their families and other people they know • British values	• Show an understanding of the concept of a nation and a nation's history • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace **Understand chronology** • Place events and artefacts in order of a time line • Label timeline with words or phrases such as past, present, older or newer • Recount changes that have happened in their own lives • Use dates where appropriate **To build an overview of World History** • Describe historical events • Describe significant people from the past • Recognise that there are reasons why people in the past acted as they did

Maths

Intentions and Implementation

Maths is the skill of applying mathematical concepts, processes and understanding appropriately in a variety of contexts. Maths involves providing pupils with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems, and to describe shapes, spaces, and measure. Pupils will be given opportunities to transfer their understanding, as appropriate, to other contexts across the curriculum. Pupils can demonstrate their mathematical knowledge, understanding and skills in a variety of ways to communicate, manage information, think critically, solve problems and make decisions. (* refer to Maths Long Term Planning)	Our aims are to enhance pupil's interest in maths, and strengthen mathematical ideas through: • integrating mathematics with other activities • provide opportunities to explore and manipulate mathematical ideas with interest • actively introduce mathematical concepts, methods, and language through a range of appropriate experiences and teaching strategies • support pupil's learning by personalising opportunities and continually assessing their mathematical knowledge, skills, and understanding

Programmes of Learning

Semi-Formal	Formal Pathway
Problem Solving, Reasoning and Numeracy Pupils should have opportunities to: • Develop an awareness of number name through the enjoyment of action rhymes and songs that relate to their experience of numbers • Say / sign some counting words randomly • Distinguish between quantities, recognising that a group of objects is more than one	**Number and Place Value** Pupils should have opportunities to: • Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens • Given a number, identify one more and one less • Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least • Read and write numbers from 1 to 20 in numerals and words

- Gain awareness of 1:1 correspondence through categorising belongings
- Have some understandings of 1 and 2
- Recite some number names in sequence
- Use some number names accurately in play
- Recognise groups with 1,2 or 3 objects
- Sometimes match number and quantity correctly
- Count up to 6 objects from a larger group

Shape, Space and Measures

Pupils should have opportunities to:
- Develop an awareness of shape, form and texture as they encounter people and things in the environment
- Recognise big things and small things in meaningful contexts
- Attempt, sometimes successfully to fit shapes into spaces on inset boards or jigsaw bubbles
- Enjoy filling and emptying containers
- Begin to categorise objects according to properties such as shape or size
- Show an awareness of shapes in the environment
- Observe and use positional language
- Show an interest in shape by sustaining construction activity or by talking about shapes
- Match some shapes
- Order 2 or 3 items by length or height
- Select a named shape
- Use familiar objects and common shapes to create and recreate patterns and build models

Number – Addition and Subtraction
- Read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs
- Represent and use number bonds and related subtraction facts within 20
- Add and subtract one-digit and two-digit numbers to 20, including zero
- Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = - 9$

Number – Multiplication and Division
- Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher

Number – Fractions
- Recognise, find and name a half as one of two equal parts of an object, shape or quantity
- Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity

Measurement
- Describe and solve practical problems for:
- Lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]
- Mass/weight [for example, heavy/light, heavier than, lighter than]
- Capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]
- Time [for example, quicker, slower, earlier, later]
- Measure and begin to record the following:
- Lengths and heights
- Mass/weight
- Capacity and volume
- Time (hours, minutes, seconds)
- Recognise and know the value of different denominations of coins and notes
- Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]
- Recognise and use language relating to dates, including days of the week, weeks, months and years
- Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times

Geometry – Properties of Shapes
- Recognise and name common 2-D and 3-D shapes, including:
- 2-D shapes [for example, rectangles (including squares), circles and triangles]
- 3-D shapes [for example, cuboids (including cubes), pyramids and spheres

Geometry – Position and Direction
- Describe position, direction and movement, including whole, half, quarter and three-quarter turn

Art and Design

Intentions and Implementation

Art and design is encouraged through their engagement, curiosity, exploration and play. Pupils are provided with opportunities to explore and share their thoughts, ideas and feelings through a variety of creative opportunities which inspire and challenge individuals, equipping them with the knowledge and skills to experiment, invent and create their own works of art and design.

Expressive arts and design involves enabling pupils to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

The aims of art are to develop creative opportunities through developing perceptual abilities. Awareness of colours, shapes, forms, lines, and textures result as pupils observe these and try to replicate them through creative expression. Art provides opportunities for pupils to be creative by:
- expressing their thinking, knowledge and ideas
- exploring, try out, and create with new and different kinds of media
- experimenting with colours, lines, forms, shapes, textures, and designs
- expressing feelings and emotions

Programmes of Learning

Semi-Formal	Formal Pathway
Creative Development Pupils should have opportunities to: • Use movement and sensory exploration to connect with their immediate environment • Respond in a variety of ways to what they see, hear, smell, touch and feel • Express themselves through physical action and sound • Explore through repeating patterns of play • Begin to use representation as a form of communication • Develop preferences for forms of expression Express and communicate their ideas, thoughts and feelings by using a widening range of materials, suitable tools **Art and Design** Pupils should have opportunities to: • To use a range of materials creatively, to design and make products • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • To develop a range of art and design techniques in using colour, pattern, texture, line, shape, form and space **Painting** • Use thick and thin brushes • Mix primary colours to make secondary • Add whites to colours to make tints and black to colours to make tones	**Art and Design** Pupils should have opportunities to: • To use a range of materials creatively, to design and make products • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • To develop a range of art and design techniques in using colour, pattern, texture, line, shape, form and space **Painting** • Use thick and thin brushes • Mix primary colours to make secondary • Add whites to colours to make tints and black to colours to make tones • Create colour wheels **Printing** • Use repeated or overlapping shapes • Mimic print from the environment eg. wallpaper • Use objects to create prints eg. fruit, veg, sponges • Press, roll, rub and stamp to make prints **Sculpture**

- Create colour wheels

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- Use objects to create prints eg. fruit, veg, sponges
- Press, roll, rub and stamp to make prints

Sculpture
- Use a combination of shapes
- Include line and texture
- Use rolled up paper, straws, paper, card and clay as materials
- Use techniques such as rolling, cutting, moulding and carving

Drawing
- Draw lines of different sizes and thicknesses
- Colour neatly following the lines
- Show different tones by using coloured pencils

Textiles
- Use weaving to create a pattern
- Join materials using glue and/or a stitch
- Use plaiting
- Use dip dye techniques

Collage
- Use a combination of materials that are cut, torn or glued
- Sort and arrange materials
- Mix materials to make textures

Digital Media
- Use a wide range of tools to create different textures, lines, tones, colours and shapes

Find out about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

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