



St Mildred's Primary Infant School

Curriculum Policy

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INTENT

Our Vision

Dream Big, Aim high, Make Difference

We strive to create a lasting impression on our children by actively engaging them in their learning and encouraging them to aim high in all they do.

Our school environment provides children with challenging and exciting learning opportunities that ensure they are empowered to think and question.

"Tell me and I'll forget,
Show me and I may remember,
Involve me and I'll understand"
(Native American saying)

At St Mildred's we are committed to:

- ✓ bringing out the very best in our children and equipping them with the skills and independence they will need for the future.
- ✓ placing great emphasis on the well-being and personal development of every child and encourage them to have self-discipline, tolerance and a sense of responsibility for others and the environment.
- ✓ Providing a safe, happy, healthy and friendly environment, which enables children to develop their self-esteem and decision-making skills enabling them to make a positive contribution to school life and beyond
- ✓ Instilling a lifelong love of learning and promote high expectations, celebrating both success and effort
- ✓ Providing an inspiring, fun, engaging curriculum, with both challenge and support, in and beyond the classroom
- ✓ Working hand-in-hand with parents/carers and members of the St. Mildred's community to maintain and develop a school of which we can all be proud.

We also expect every member of our school community to uphold our values of honesty, enjoyment, achievement, respect and teamwork.

National requirements

The Statutory Framework for the Early Years Foundation Stage curriculum is provided for all pupils aged three to the end of their reception year. In Years One and Two, the Key Stage One National Curriculum is covered.

Curriculum approach

Learning is both knowledge and skills based so that our children are equipped with all they need to become independent and inquisitive learners.

We use the topic approach, built around an experience led curriculum that reflects our locality, to provide carefully planned opportunities for children to problem solve and explore their own investigations. We also encourage children to work collaboratively so that they learn the important skills involved in teamwork.

We use the Curiosity approach in all year groups. The curiosity approach aims to give children their freedom by igniting their natural curiosity and imagination. When adopting this teaching method, children are able to think for themselves, make their own choices, and direct their own learning.

IMPLEMENTATION

Learning in the Foundation Stage

At St Mildred's our reception classes follow the Statutory Framework for the Early Years Foundation Stage (EYFS). This curriculum is based upon four themes and principles which are:-

Unique Child - Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

Positive Relationships - Children learn to be strong and independent through positive relationships.

Enabling Environments - Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners, parents and carers.

Learning and Development- Children develop and learn in different ways.

The framework covers the education and care of all children in early year's provision, including children with special educational needs and disabilities.

The Foundation Stage Curriculum

There are 3 prime areas and 4 specific areas of learning in the Foundation Stage curriculum.

Prime Areas

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

Specific Areas

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

All areas of learning and development are important and inter-connected. The Prime areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. At St Mildred's the Early Years team consider children's individual needs, interests, and stage of development of each child in their care, and use this information to plan challenging and irresistible experiences in all of the curriculum areas of learning and development.

Our children take part in a wide range of activities, both indoors and outdoors. Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. At St Mildred's we strongly believe that children in the Foundation Stage learn best through first-hand experience and structured play activities. To our children, play is their "work" and we value it as such. Play is essential for

children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults.

Learning in Key Stage 1

Key Stage 1 Curriculum

English

All English work aims to develop speaking and listening skills that help children to become effective communicators verbally and in writing. We recognise that oracy is the foundation for success in literacy. Our English curriculum is based on good quality texts, so that children develop a love of books and can use what they read to help them write for themselves. Children study carefully chosen key texts that link to their chosen topics so that learning is as connected as possible. Each text is used as a starting point for reading activities and writing tasks. Wherever possible, children are asked to write for real purposes. Elements of the Talk for Writing are used within our Writing Curriculum. This is a way of approaching writing by first telling a story orally (imitating), then adapting it to create a new story (improvising) before finally attempting a new story from scratch (innovating). Oracy, reading and writing skills are used to support the learning experiences that children have in every curriculum area.

Mathematics

In Maths our aim is to equip children to deal with the challenges they will meet in everyday life. As well as learning to count and to calculate, children also gain practical skills such as weighing, measuring, telling the time and using money. We encourage them to apply their skills and knowledge through reasoning and problem solving activities and by using their Mathematics in other areas of the curriculum. Children learn to think logically and to work methodically.

The Mathematics curriculum is based on key objectives taken from the National Curriculum. We follow the White Rose Maths program.

Science

At St. Mildred's we encourage and develop the natural curiosity all young children have. It is important to actively learn by teaching the children the skills they need to find answers to questions so as to increase their scientific knowledge. When teaching science we aim to stimulate a child's curiosity in finding out why things happen in the way they do. We teach methods of enquiry and investigation to stimulate creative thought.

Our Science Curriculum is based on the key objectives taken from the National Curriculum. We use the White Rose Science Scheme of work to support this. It is not always possible to teach science through our topics and so is taught as a specific subject when needed in order to cover all the science that needs to be taught in KS1.

Topic based curriculum

St Mildred's uses Cornerstones Curriculum Topic planning and resources. Each topic is built around learning knowledge and skills and the concept of greater learner involvement in their work. The starting point for each topic is designed to engage and emerge all learners in the topic and foster the desire to learn more (Engage phase). As children progress through the topic they gain the skills and knowledge needed to help them solve a problem at the end of their topic (Innovate Phase) After this they share what they have learnt (Express Phase) and this is used as an opportunity to invite parents in to see what they children have been learning.

Topic work covers:

- Art and design
- PHSE/Citizenship
- Design and technology
- Geography
- History
- Computing
- Music

When children are undertaking topic work the specific subject area is made clear to the children so that they have an understanding of which subject they are learning and the specific knowledge and skills they will learn. Each subject

has a clear progression of knowledge and skills to be taught across year 1 and 2 and these are passed on to the next year group to show what has been previously taught.

Physical Education

We aim to provide at least the recommended two hours of curriculum physical activity for each child each week. The PE curriculum is based on the FUNS scheme of work for games and Topps gymnastics and dance.

Our children develop the knowledge and skills to enable them to make healthy, active choices for life. To enable them to do this we offer the children a wide range of enjoyable physical sports and activities.

RE

Kent's agreed syllabus for Religious Education is followed. We aim to help our pupils become sensitive individuals, who see differences between themselves and others in positive and enlightening way. We focus our RE learning during key RE weeks throughout the year for example on Judaism, Islam, Christmas and Easter.

Music

Music in all year groups is taught using Charanga. This helps structure the learning and progression of knowledge and skills to be acquired in music.

Learning Outside the Classroom

At St Mildred's we place great emphasis on the importance of learning outside the classroom and it is an embedded part of the curriculum. Across all year groups the staff are supported and encouraged to take learning beyond the four internal walls and the learning environment has been developed across the school in order to facilitate learning outside the classroom. Our topics are carefully planned to ensure that there are lots of opportunities to enhance learning across a wide variety of environments and experiences and play a key role in skills transference; problem solving; skills for life and life long love of learning. For example we use our locality to provide many more learning outside the classroom opportunities such as visits to the local beach, theatre, shops, library and we regularly invite visitors into our school such as local artists, the

RNLI and musicians. These opportunities are an important part of children's learning and provide them with real life learning experiences.

Forest School is an entitlement for all our children with two members of staff trained to Level 3 standard. Each Reception class has weekly sessions using our forest school site. Each year 1 and 2 class spends a term (once a week) at the Forest school site.

IMPACT

Monitoring and Review

Subject teams provide the strategic lead and direction for a group of subjects. They support and offer advice on issues related to the subject as well as monitor attainment, and pupil progress.

Each subject team is given some non-contact time each term to support the monitoring of their subjects and carry out duties involved with their role. They review the data and how the subjects are being taught and plan for improvement where necessary.

The SLT (Senior Leadership Team) monitor and review the curriculum through monitoring data, planning, book scrutiny, pupil voice and learning walks.

Governors monitor the curriculum through the Head teachers report and School Improvement Plan as well as visits to school and discussions with staff and pupils.

Please also see Assessment and A4L Policy in line with IMPACT

Signed.....Date.....

Chair of Governors

Signed.....Date.....

Executive Headteacher