



The Curriculum at Woodthorpe Infant School

Vision

At Woodthorpe Infant School, our vision is for the entire school community to be kind, be brave, be happy. **'Be Kind'** refers to the obvious meaning of being caring and sympathetic towards one another, but also refers to the way we communicate feedback and support each other. **'Be Brave'** reflects our 'curriculum driver' to promote resilience and appropriate risk-taking – embracing and not being afraid to make mistakes in our teaching, learning and parenting. **'Be Happy'** represents our desire to teach, learn and experience things that make us happy, thus increasing our motivation and engagement. We firmly believe that happy staff make happy children, and happy children make happy parents.

Intent

Our entire curriculum is based on our curriculum driver: **'Be Brave'**. This encompasses the ability to be resilient, take risks, be independent and show determination, all of which are fundamental to learning at Woodthorpe Infant School.

We intend to 'be brave' through providing opportunities for all our children to challenge themselves to take risks in their learning. We will offer a broad and balanced curriculum which gives equal importance to all the foundation subjects. Through lessons, trips, visitors and extra-curricular activities, we will offer a range of fun, engaging and intellectually stimulating activities and experiences. Where barriers to learning remain, we will adapt our curriculum to ensure all children succeed, including those with special educational needs and disabilities (SEND).

To support our curriculum driver, we have five values at Woodthorpe Infant School that are known as our 'learning powers'. These learning powers are about showing resilience, respect, reflectiveness, reciprocity and resourcefulness and are explicitly modelled, taught, and encouraged by staff. Through promoting our learning powers, it is our intention to equip children with learning strategies that will support them to become confident, resilient and lifelong learners.

Our curriculum has been carefully designed, using an interleaving approach, to ensure changes are made to the children's long-term memory. We teach the National Curriculum using a mastery approach, providing a high-quality education for all children.



Implementation

Our curriculum is implemented in a way we feel will give all children the best opportunity to ensure changes are made to their long-term memory. Not only do we want to deliver intellectually stimulating learning, but we also want all learning to remain with the children as they progress through our school.

Key Stage 1 Foundation Subjects

In Key Stage 1, we have split our academic year into three terms: autumn, spring and summer, and in key stage 1 we have assigned 'key concepts' or 'key areas' to each foundation subject and science. The key concepts and areas are ways of working that are fundamental to each subject. This is best described as 'what makes a historian/artist/geographer/musician?' etc. It is through these key concepts and areas that the subject-specific programme of study from the National Curriculum will be taught, including non-National Curriculum content that we feel is important for children living in our community.

The subject content is taught, explored and discussed through each of the key concepts and areas. This interleaving approach allows for all subject-specific content to be revisited multiple times during the year and key stage. Our foundation subject content has not been divided between year groups: all the content will be delivered in years 1 and 2.

Early Reading and Phonics

Our aim is to inspire all children to develop a love of books and reading. All children take home a 'sharing book'. This is a book chosen by the child for their parents to read to them. This reinforces the idea that reading is fun and promotes engagement. Every half term a special 'Book Buzz' event is also organised which again promotes the enjoyment of reading.

We teach phonics and early reading using the 'Little Wandle Letters and Sounds Revised' early reading scheme. Each child on the Little Wandle scheme receives a daily phonics lesson as well as three reading practice sessions per week. In Foundation 2 and year 1, the children take home a 'Collins Big Cat' reading practice book which is closely matched to their phonic stage and reading ability. The children transition from the 'Collins Big Cat' reading books to colour banded books, when they have completed the Little Wandle programme. In year 2 children will also have regular whole class reading sessions. Children are also introduced to quality texts during English lessons and during daily story time.

Writing

Children receive a strong model of writing using appropriate and inspiring texts. We use the Talk for Writing approach to teach writing and to motivate the children to write independently. Good handwriting is modelled by staff and children are expected to use this consistently in their work across all subjects.

Maths

We take a mastery approach to the teaching and learning of maths. Our lessons are carefully designed to enable the children to develop fluency through a daily 'WIS quiz'. These WIS quizzes are short and pacy and cover subject content and information that has been taught previously.



We develop the children's confidence and maths vocabulary through our 'noticing' activity which enables the children to slow down, 'notice' and discuss a mathematical concept. Mathematical vocabulary is also developed through the use of a stem sentence which is used to reinforce learning. Daily guided practice enables us to immediately assess how each child's learning is progressing within a lesson and enables us to provide support where it is needed. Children are not target grouped for maths. Our learning challenges ensure that the children have daily experience of fluency, reasoning and problem solving and that they are being brave and challenging themselves appropriately.

Foundation Stage

In Foundation 2, we follow the Early Years Foundation Stage framework. The prime areas of learning (personal, social and emotional development, communication and language and physical development) are at the heart of our F2 curriculum alongside the specific areas (literacy, mathematics, expressive arts and design, and understanding the world). We provide a varied and engaging programme of teaching and learning, and our continuous and enhanced provision enables the children to demonstrate the characteristics of effective learning.

Our Foundation 2 curriculum is skills-based, and our interleaving approach focuses on key skills rather than concepts, which are revisited frequently throughout the year in line with the children's needs. Input may be through whole class teaching, group work, work with individuals, through the support of the 'play ranger' (adult supporting within the continuous provision) or enhancements made to the continuous provision.

Consistency

In Foundation 2 and key stage 1, areas for longitudinal learning have been identified. Longitudinal learning enables the children to learn through daily routines and activities. An example of this is learning to tell the time through regular, daily discussions and 'time checks' during the day. These regular routines ensure that learning is embedded over time.

Monitoring will take place through 'Monitoring Summary Reports' (MSRs) by subject leaders. These are timetabled visits, will take the form of pupil voice, book scrutiny and learning walks.

Additionally, our Respect curriculum is evident throughout our school and in all subjects. This encompasses all statutory aspects of the Relationships and Health Education and Personal, Social, Health and Economic curricula, as well as including explicit teaching of the protected characteristics and school-specific content that will best support our pupils and their context. The Respect curriculum supports our school community to respect, value and celebrate difference.



Impact

The impact of our unique approach to the curriculum ensures that the children are exposed to high-quality teaching and learning, changes are made to their long-term memory and all children have the opportunity to deepen their knowledge and understanding. We do not expect the children to produce lots of recorded evidence of their learning for the foundation subjects and science. Instead, we dedicate teaching and learning time to a range of activities and discussions that will ensure the children remember what they have learnt and will understand it more deeply.

Additionally, our children will be respectful through learning about diversity and equality, and will display this in their behaviour, interactions, attitudes and work.

We use three data collection points during each academic year for maths and English: one at the end of each term. Phonics is assessed every 6 weeks. We use a termly collection point for foundation subjects and science. Progress in all subjects is tracked. For science and the foundation subjects, this is done against our 'knowledge and skills progression' documents. As a school, we understand that deep learning takes place when subjects are revisited regularly. The children will be given the opportunity to apply their existing knowledge and skills in new and non-routine ways. New learning will be taught all the time whilst revisiting existing learning.

Our ongoing assessment and knowledge of the children in our classes will ensure that we are fully aware of the children's progress, and this is moderated by subject leaders.