Speedwell Infant School

Curriculum Intent statement

This statement has been agreed by staff and governors. It provides an overview of the values and priorities that underpin all teaching and learning in our school to best support our children to achieve to their full potential.

At Speedwell Infant School we aim to offer all children a broad and balanced curriculum which enables them to make connections between different aspects of their learning. We aim to develop children's love of learning by providing them with first hand experiences and exciting practical activities which engage their interest and support deep involvement in the learning process. We also offer opportunities for children to reflect and develop their spiritual, moral and cultural understanding of the world, and to help them believe in their full potential. Our school vision underpins the values we instil in children to support them to care for themselves and others, and to achieve their best. The school vision is:

Speedwell children share and care,
have fun learning everywhere,
try your best and you will see,
you can be what you want to be.

To support children to become lifelong learners we have six learning characteristics which we promote with the children on an ongoing basis. These are:

- Explore
- Have a go
- Listen
- Persevere
- Concentrate
- Solve problems

Our school vision, golden rules and learning characteristics are actively shared with children to support and encourage a positive attitude to their learning and to develop strong learning characteristics and interpersonal skills to support each other and be a positive member of the school community.

Across school we follow a long term curriculum overview which links learning to topics and first hand experiences which are built into the curriculum. The long term overview is aligned to the National Curriculum and the EYFS Statutory Framework, and runs over a two year cycle to ensure that learning is developmental and supportive of progression of both skills and knowledge within mixed year group classes. Topic links are embedded within learning across the curriculum where relevant, whilst ensuring that some aspects of learning are taught discreetly where these do not naturally link with the topic.

We recognise that many children arrive in school with limited life experiences, and that this impacts on their starting point for learning. Therefore, it is vital that children are immersed in first hand experiences rich in vocabulary development to broaden their experiences and expose them to new and interesting vocabulary. The school has established a communication and language strategy to reflect this work, and to ensure all children develop strong communication, language and vocabulary skills. This strategy identifies the communication, language and vocabulary teaching approaches embedded into all teaching and learning, alongside the range of interventions used in school to address any developmental needs in these areas. Priority is given to implementing interventions where

needed in the EYFS to ensure children have the communication, language and basic vocabulary skills they need to successfully move into KS1. This ensures that further rich vocabulary development can take place in KS1 across all curriculum subjects.

We are fortunate to have some lovely school grounds, which are used to support learning across the curriculum. Most classes have access to outdoor provision on a daily basis and all teachers build in outdoor learning opportunities into each topic taught. The school also ensures that all KS1 children access a series of forest friends or gardening sessions during the year, utilising the grounds of the school to immerse children in the natural environment, developing learning skills, confidence, independence, team work and vocabulary.

The Curriculum

In Key Stage 1 we follow the Primary National Curriculum (https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum) for England. As a school we have looked in detail at the progression for children in Reading, Writing and Mathematics using the end of EYFS Early Learning Goals, the end of Key Stage 1 teacher assessment criteria alongside the National Curriculum expectations for Year 1 and Year 2. We have developed a progression document to support the teaching and learning of Reading, Writing and Mathematics each term throughout Year 1 and Year 2. This document identifies the key learning that all children should achieve, alongside a broader curriculum offer for these subjects. Assessment is based on the key learning identified, whilst teaching and learning covers the broader offer. . As the school further develops and embeds the mastery approach to teaching mathematics, the mathematics element of the progression document will be reviewed.

The school has also developed progression documents for each National Curriculum subject area, identifying key learning that all children should achieve, alongside a wider curriculum offer for these subjects. These include skills development alongside subject knowledge and which is taught through practical first hand experiences. Such teaching and learning will be evidenced through photographs, shared projects recorded in group books such as floor books, children orally sharing understanding and teacher comments. Where appropriate, subject learning will be evidenced through literacy and maths work through the application of subject knowledge applied to reading, writing, problem solving and reasoning.

At Key Stage 1 the school has adopted Derbyshire County Council's PHSE Matters programme, which is taught over a two year cycle. This programme covers all the required elements of Relationship and Sex Education for Key Stage 1 children, as well as wider PHSE expectations. The school also delivers statutory RE teaching over a two year cycle following the Derbyshire and Derby City agreed syllabus.

In the Early Years Foundation Stage (EYFS) we follow the Statutory Framework for the Early Years Foundation Stage (Statutory framework for the early years foundation stage (publishing.service.gov.uk)). In line with the expectations of the Statutory Framework, learning in the EYFS is through planned, purposeful play with a mix of adult led and child initiated activity. We strongly promote the three Prime Areas of Learning – Communication and Language Development, Physical Development and Personal, Social and Emotional Development to build strong foundations for future learning to ensure that all children are achieving at age related expectations in these areas of learning by the end of the Foundation Stage. To support the delivery of the Statutory Framework for the Early Years Foundation Stage we follow the updated Development Matters in the EYFS (Development Matters - non-statuatory cirriculum guidance for EYFS (publishing.service.gov.uk)) which covers key learning across the age range from birth to 5 years. The EYFS follow the same 2 year

cycle of topics as Key Stage 1, and children access developmentally appropriate first hand experiences to support their learning. The key learning for Nursery and Reception in the Prime Areas of Learning is identified through the school's own developed EYFS progression documents in line with the new EYFS Statutory Framework and Development Matters. The key learning is aligned to the EYFS Statutory Framework expectations of achievement by the end of Reception, with priority given to securing the Prime Areas of Learning and Reading in the EYFS.

Across the EYFS and Key Stage 1 the school is adopting the DfE validated phonics programme – Essential Letters and Sounds to support the teaching and learning of phonics from September 2022. In Nursery children will continue to focus on Phase One Letters and Sounds activities to build strong listening skills and develop good sound discrimination ready to be able to access Essential Letters and Sounds. From the start of Reception and throughout Y1 Essential Letters and Sounds will be taught daily to ensure all children have the phonics knowledge to be able to read developmentally appropriate texts.

The school prioritises opportunities for children to be immersed in books, including a daily story time in each class, opportunities for individual and group reading over the week, termly visits to Staveley library and promoting and celebrating the school's reading challenge. Books are also used to support learning across the curriculum, through both topic related stories and the use of information books to find out about things.

We recognise that some children have additional needs and may need a differentiated curriculum to support their learning and development. We aim to offer children with additional needs the same breadth of experiences as all other children, and have the same high expectations in terms of their progress. Teachers and the school SENCo work closely with parents/carers to ensure the needs of their children are met and that they build the skills they need to be able to function successfully and effectively within the school community and beyond.

The overarching aim of the curriculum is to ensure that all children make the progress they need and are capable of, and develop the skills, knowledge and attitudes they need to be ready to successfully move on to the next phase of their learning journey at junior school.