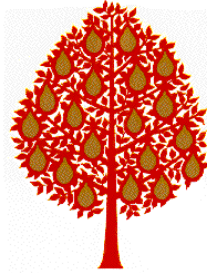


# PERRYFIELDS INFANT SCHOOL

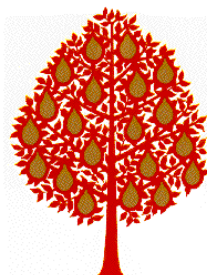


*Helping each other to learn and grow*

## THE SCHOOL CURRICULUM POLICY

Approved By	Date	Next Review Date

# PERRYFIELDS INFANT SCHOOL



*Helping each other to learn and grow*

## THE SCHOOL CURRICULUM POLICY

A rich, creative curriculum which inspires all children to develop independence and a passion for life-long learning.

### **Our School Curriculum**

The National Curriculum (2014) sets out what pupils should be taught but it is for schools to choose how they organise their school curriculum. (Academies and free schools do not need to follow the National Curriculum, however as an Academy we have chosen to do so.)

### **Perryfields Infant School curriculum aims (INTENT)**

At Perryfields Infant School, we follow a creative ‘topic-based’ approach to the curriculum. This means that wherever possible, we group our subjects around a topic. The topics we choose depend on two factors: The interests and needs of the children. For example, older children told us they would love to find out about the past so we had a ‘Back in time’ theme – there’s so much great learning that can take place within such a topic, it would be a shame to miss out on this idea! And what areas of the National Curriculum we must cover.

Our aims are to:

- Fully engage and inspire children
- Develop independence
- Skills progression
- Fluency progression
- Knowledge progression
- Challenge and meet the needs of all children (at their various levels)
- Include children’s interests and needs into the curriculum

“It has outstanding features in the rich and interesting curriculum, and pupils’ very positive attitudes to learning” (Ofsted 2012).

“Lessons are carefully planned and topic themes link learning creatively between subjects. Pupils become involved in shaping aspect of their learning by suggesting what they might want to learn at the start of each topic! (Ofsted 2012).

“Pupils are engaged in their learning and are keen to learn” (Ofsted 2016).

“In lessons, teachers provide pupils with interesting and stimulating topics so they can practise their skills. For example, pupils were beginning a topic on homes and were excitedly guessing where each item that the teacher revealed from a sack might be found in their home. Through probing questions, pupils were not only encouraged to think about their own home, but also that of others. When asked what they would like to find out about to do with homes, one pupil said, ‘I would like to know what it feels like to move house’. This type of response is typical of pupils in Perryfields. They are constantly encouraged to think about others, this term’s core value being ‘thoughtfulness’” (Ofsted 2016).

“Pupils are very positive about their school, which they say is, ‘welcoming, fun and exciting’. They are enthusiastic about the opportunities you offer in terms of extra-curricular activities” (Ofsted 2016).

## **IMPLEMENTATION**

Not all subjects can naturally ‘fit’ within a topic and so these subjects are taught separately. Religious Education does not usually link with a topic and so it’s taught separately by the teachers. Science can lend itself to lots of very engaging topics – space and plants both offer lots of scope – whereas other Science areas will be taught as ‘mini-topics’ – a two week theme of Solids and Liquids, for example.

Our topics are varied, engaging and relevant and are never repeated. This makes the learning new and exciting for both the children and teaching team. Where possible topics are linked to reflect the world they live in and current affairs (for example Jubilee, Remembrance and The Olympics). Curriculum coverage documents are used in the foundation and KS1 phase to ensure all aspects are taught. All children develop at different rates and through our flexible approach to the curriculum children will access the objectives from different year groups and through planned differentiation.

At Perryfields Infant School we follow the Chris Quigley ‘Essentials’ skills-based Primary Curriculum to plan engaging lessons. It includes all National Curriculum subjects and exceeds the requirements of the National Curriculum. It caters for all abilities and includes support and challenge. As part of our Mastery Curriculum the syllabus is covered in depth where these programmes of study can be repeated in a wide variety of practical activities. We felt that knowledge and concepts develop over time rather than in a particular year group or key stage. The learning objectives are not designed to be ‘achieved’. They are designed to be advanced throughout the primary years. This reflects the nature of growing depth and mastery (see our mastery booklet).

Perryfields Infant School is a ‘two-form entry’ school. This means we take two classes each year and so have two classes in each year group. Classes are limited to a maximum of 30 children in Reception, Year 1 and 2.

The delivery of the curriculum is usually based on the child’s own class: most subjects and skills are taught by the same class teacher, but occasionally children learn with children from other classes or different members of staff. For example, older children might support younger children (under supervision) in reading or PE games. Not only does this help younger children to acquire new skills, but older children’s social skills and self-esteem can

improve, too. We also make use of many visitors to school who have particular skills or interests, especially in PE and literacy.

All subjects are led by qualified teachers who keep abreast of new initiatives and share their knowledge with the rest of the team.

## **Our Big Autumn Term Topics in 2018 were:**

### **Foundation Stage**

#### **Monsters and Aliens!**

- 'Bedtime for monsters' largely based around the popular book by Ed Vere.
- Nature walks with a focus on animal habitats
- Clay monsters
- 2D geometric monsters

### **Year 1**

#### **In the Woods**

- Hodgehog by Dick King Smith through the Power of reading to develop literacy skills.
- Forest Schools/forest animals/animal groups/plants
- Fairy tales set in woods/traditional tales
- Designing hedgehog homes

### **Year 2**

#### **Heroes**

- Using 'Man on the Moon' by Simon Bartram through the Power of reading to develop communication, language, reading and writing skills.
- Neil Armstrong/Tim Peake/Planets/Electricity & Light (Science)
- War heroes - Florence Nightingale
- First World War – diary from the trenches.

Parents are given information sheets stating what their children will be focusing on and learning about each term in their new theme. (See the school website for additional topic wheel information).

### **National Curriculum**

The National Curriculum states that all state schools in England and Wales should provide a balanced and broadly based curriculum that:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- prepares pupils at the school for the opportunities, responsibilities and experiences of adult life

At Perryfields Infant School, learning is organised into two phases:

- **Early Years Foundation Stage:** at Perryfields Infant School, this applies to children aged 4-5 – just our Reception Classes
- **Key Stage 1:** ages 5-7 (Years 1-2)

At Key Stage 1, the statutory subjects that all pupils must study are:

- English
- Mathematics
- Science
- Art and design
- Computing
- Design and technology
- Geography
- History
- Music
- Physical education

Religious Education (RE) and Personal, Social, Health and Education (PSHE) must also be provided at Key Stage 1.

### **Foundation Class**

We know how important the first year of school is for you and your child. At the age of four years when children start school the curriculum is of a practical nature. This is called the Early Years Foundation Stage. The curriculum in the Foundation Stage, although play based, is carefully structured. Teachers match the different levels of young children's needs to carefully planned learning experiences both indoors and out. The children's activities are based around seven different areas of learning which form the basis of the curriculum. These areas are made up of prime areas and specific areas.

The **prime areas** are:

- Personal, social and emotional development (making relationships; self-confidence and self-awareness; managing feelings and behaviour)
- Communication and language (listening and attention; understanding; speaking)
- Physical development (moving and handling; health and self-care)

The **specific areas** are:

- Literacy (reading and phonics; writing)
- Mathematics (numbers; shape, space and measures)
- Understanding the world (people and communities; the world; technology)
- Expressive arts and design (exploring and using media and materials, being imaginative)

Each area of learning has a set of related early learning goals.

### **Year 1 and Year 2**

Year 1 and Year 2 make up Key Stage One.

As an Academy we still continue to follow the National Curriculum – it sets out subjects and content which we must teach. Within this, however, there is flexibility so that we can interpret and plan to meet the needs and interests of our children now and for the future. We are using the Chris Quigley Essentials curriculum as our overarching framework for coverage and assessment.

Our curriculum is:

**Creativity = imaginative, purposeful activity + originality + with value**

**Skills = communication + mathematics + ICT + improving own learning and performance**

**+ working with others + problem-solving**

### **Religious Education and Assemblies**

Religious Education is taught in line with recommendations laid down by the Essex scheme of work for RE at Key Stage 1. It is usually taught as a separate subject but where possible it will be linked to a theme. This means children learn about all religions (and that some people choose to have no faith) based around a theme, which could be Festivals, Buildings or Special Places. Teaching in this way helps children to compare and consider everybody, ultimately leading to greater understanding and respect.

Assemblies – technically termed ‘daily acts of collective worship’ – are a legal requirement. Our assemblies promote values which complement and reinforce faiths; they tend to promote positive relationships and self-awareness, and focus around our whole-school Core Values which underpin our school ethos. These 8 core values are selected by the children, parents, governors and teaching team and have included:

- Curiosity
- Teamwork
- Responsibility
- Enthusiasm
- Perseverance
- Honesty
- Respect
- Self-belief

Parents have a statutory right to withdraw their children from Religious Education and assemblies.

### **IMPACT**

This broad, balanced and relevant curriculum provides **ALL** children with:

- Positive attitude to learning
- Perseverance and self-confidence
- Increased knowledge (pupil progress)
- Increased skills (pupil progress)
- Increased creativity (pupil progress)
- Ability to work and support others

- Improved social skills, understanding of others and taking more responsibility
- Improved communication skills with adults and peers alike

By the end of their time at Perryfields Infants School we expect all children to be able to read, write, speak confidently and have the necessary numeric skills to solve a variety of questions/problems.

### **Extra-Curricular Activities**

Being able to offer our children a wide range of diverse extra-curricular activities is very important as it encourages them to become independent, confident and successful members of the community. Many of our clubs are run by external providers and take place after or before school. Teachers also run extra-curricular clubs during specific terms to give the children a flavour of what other opportunities and interests are available in the wider community. The majority of clubs are only available to KS1 children as the youngest children find the longer days tiring. The Foundation Stage children have these opportunities when they get to KS1.

The list of clubs is ever changing but generally includes:

- Gymnastics club
- Tennis club
- All Sports club
- Sewing club
- French club
- Computer club
- Golf club/fencing club
- Yoga club
- Running club
- Construction club
- Cup stacking club
- Summer swimming (KS1)
- Forest Schools (Year1)
- Enrichment days
- School trips
- Chinese New Year – parents day
- World Book Day
- Science Week – parents day (eggs to chicks)
- Charity days

### **Non-negotiables for Perryfields Infants Curriculum**

- High expectations and challenge, closing the gap through precise differentiated work targets.
- Daily literacy and maths lessons.
- High quality literature through the 'Power of Reading' with emphasis on phonics, grammar, spelling, key vocabulary and the spoken word.
- Celebration of similarities and differences using the core values and half termly Religious Education topics.
- Half-termly emphasis on e-safety.
- Termly Design and Technology project.
- Development of progressive art skills and techniques.
- Teaching which facilitates children's ability to take risks and apply their skills to solve problems.
- Teaching children to become independent learning and develop editing skills
- Science to be taught at least every fortnight
- Lessons to engage children by using the power of drama (Mantle of the Expert approach)