Perryfields Infant School

Helping each other to learn and grow

Our Curriculum – A Summary

The curriculum is everything we teach and how we teach it.

Intent:

Through our **rich, creative and topic-based** curriculum, our intent is to:

- Engage, inspire and motivate our children, igniting a passion for learning
- Develop independence
- Progress skills, fluency and knowledge required
- Be accessible to all, providing challenge and support so that everyone is included at their own level
- Provide Cultural Capital for the children
- Prepare our children well for the next stage in their education

We do this by:

- Considering the interests and needs of the children in choosing topics
- Using progressive, skills-based blocks of teaching from the English Curriculum document, KS1 Maths Coverage document and Yearly Curriculum Plan at Key Stage 1
- Using progressive, skills-based blocks of teaching from the English Curriculum document, EYFS Maths overview document, together with progressive lessons based on Development Matters for Foundation Stage
- Revisiting concepts in different contexts to ensure they are mastered
- Assessing regularly and using this to inform future planning

Implementation:

How we plan and deliver our curriculum.

- Consult the children before choosing topics – children's interests form.
- Choose topics that are engaging and relevant to current affairs and the world in which our children live, not fixed or repeated.
- Allocate blocks of planned skills that best fit the topic, but teach skills/ subjects discretely if they do not fit comfortably – termly topic ladder, one block per half term.
- In KS1, each term will have one block of DT and one block of Art, one block of Geography and one block of history. RE and PSHE will usually be taught on alternate weeks.
- Blocks plotted onto Medium term looking ahead plan – one session for each subject each week, except as noted for DT/ Art, history/ geography, RE/PSHE
- Changes from medium term plan will be identified on the weekly summary plan.
- Classes in each year group plan together. Same skills taught in the same week.
- Separate plan for phonics/ grammar, which will be taught each day.
- There is an expectation that quiet or guided reading and a maths lesson or activity will also take place daily.
- Most teaching in mixed ability groups. Most children have same objective. Adaptions will be made to enable children to meet the objective.

Our ACED framework sets out our expectations for delivery of the curriculum in lessons.

Impact:

What the children achieve

- Increased knowledge and skills
- Improved attitudes to learning, including independence, perseverance, problem-solving and team work
- Improved social skills, understanding of others and responsibility
- Improved communication skills
- Increased creativity

How we know

- Formative assessment and questioning
- End of block or term assessments based on the skills and knowledge identified in the Curriculum Coverage, Maths Coverage and English Assessment documents, analysed by subject leaders
- Pupil progress meetings
- Reporting of PSHE characteristics
- Pupil discussions, show and tell opportunities, celebration assemblies and special homework.