

## A Curriculum designed for Windlesham Village Infant School, 2019-20

### Intent

A curriculum that promotes the school's culture and aims

We choose to follow the National Curriculum because it offers us a clear structure of progression. We do this through topic-based learning because we believe this encourages the children to make links between curriculum subjects and build on prior learning. The pupils are able to use skills they have learned in subjects across the curriculum. We provide first-hand, concrete tasks which are engaging for learners.

	Autumn Topic	Spring Topic	Summer Topic
Year R	Who Am I?	People Who Help Us	How does your garden grow?
Year 1	Toys	Space	Stone Age
Year 2	Great Fire of London	China	Seas and Oceans

English and Maths are key to our teaching. We want the children to use numbers, reason mathematically, read and write fluently and confidently.

We teach Maths Mastery in Key Stage 1; we will be introducing some aspects of Maths Mastery to Early Years in 2019-20.

We want the children to make good progress each year, so that they are confident learners. We teach a Value each half-term [Respect; Friendship; Happiness; Courage; Co-operation; Appreciation] to promote Social, Moral, Spiritual and Cultural development and promote British Values. We foster positive attitudes and resilience. We look to teach the children to become leaders in their own learning.

Learning outdoors is important to us. Year R pupils learn outdoors every day. We look to include outdoor learning in Key Stage 1 where we can achieve this meaningfully. Every class in the school has a Forest School day in rotation over the term. Since starting Forest School in April 2019, we've realised the positive impact it has on our pupils; in the coming year, we are looking to increase the amount of learning that we undertake outdoors.

### Our context

Whilst the vast majority of our pupils speak English as their first language, many of our pupils speak more than one language, often fluently. We have a small minority of

pupils in receipt of Service and Pupil Premium. A small number of our pupils have SEND. We have a diverse catchment area. Each cohort is different and each year group reviews their curriculum each year, to best meet the needs of their pupils. For example, Year 1 have changed topics from 'Seaside Holidays' to 'Stone Age' to appeal more specifically to the boys in the cohort.

### **Implementation**

All subjects of the curriculum have a Subject Leader, though in a small school this means that all teachers lead more than one subject. The Arts (Art, DT, Music) will have a subject leader from September 2019. The Subject Leader ensures curriculum coverage for their subject through our topic-based approach. The subject leader monitors the breadth and depth of the curriculum and supports colleagues to develop their subject knowledge where necessary. We enrich our teaching with Curriculum weeks, (such as Art Week and Sports and Health Week) events (e.g. Camo Day, Children in Need, NSPCC visit) and visits/visitors (Vets, Healthcare professionals, Fire Brigade, Drama workshops)

Safeguarding; it is important to teach our pupils about the risks that are specific to our community. We believe that one of the biggest risks to our children is online safety. E-safety is part of our teaching whenever we use the internet with pupils and is a focus for E-Safety Day in February. Our E-Safety governor monitors this teaching with the Headteacher.

Assessment is key to help teachers judge the depth of a child's understanding and their ability to apply knowledge and skills. This enables us to plan the next steps for learners and reflect upon the impact of our teaching, which leads to a review of our curriculum. Since September 2018 we have used Scholar Pack to track pupil progress in English, Maths and Science.

Personal, Social and Health Education underpins our teaching across the curriculum. The core themes of *Living in the Wider World; Relationships; Health and Well-Being* enable us to promote the children's personal development. Our assembly plan would give you an overview of our approach.

### **English**

We teach phonics using *Letters and Sounds* and *Phonics Play*. We choose high-quality texts, linked to our topics, to teach reading and writing. We value high quality texts as a stimulus, strongly linking the teaching of reading with the teaching of writing.

## **Maths**

We follow the mastery approach to Maths. Children are given time to practically explore concepts using resources to expose the structures of the mathematics, before moving on to develop their reasoning skills both verbally and in writing.

## **Science**

Where meaningful we make links with our topic; for example, Year 2 learn about materials as part of their 'Great Fire of London' topic. The pupils learn about Animals, including humans; Everyday materials; Seasonal changes; Plants. Forest Schools helps the children to learn about the seasons through first-hand experiences, using the copse throughout the year.

## **RE**

We follow the Agreed Syllabus for Religious Education for Surrey. In addition, each week in RE Assembly we learn about key festivals from a range of religions because we want to promote inclusion, respect, understanding and tolerance.

## **Geography and History**

Our learning in these subjects is topic-based. For example, the children are taught about the lives of significant Tim Peake and Neil Armstrong during Year 1 Space Topic and Samuel Pepys and Christopher Wren when Year 2 learn about The Great Fire of London. For the last few years, our class names have been closely linked to the humanities, which are the focus of a mini=topic at the start of the school year. For 2019-20, our classes are named after Arctic Animals.

## **Computing**

We use *Purple Mash* to teach coding, spreadsheets and publishing. The children learn about online safety. We use laptops and iPads; we are hoping to set up an IT suite for our new academic year. Cross-curricular teaching means that the children develop their computing skills during topic work.

## **Arts**

We teach the programme of study through our topics, as well as having Arts Week each year. We teach about different art styles and some famous artists.

We use New Music Express scheme to teach music in class, and sing enthusiastically in our weekly singing assembly.

## **Impact**

Behaviour walks carried out by Senior Leadership Team evidence good behaviour for learning; children are engaged in their lessons and can talk confidently about their learning, across a broad range of subjects. Members of the School Council have met with the Headteacher to talk through what they enjoy about their learning and could talk about the progress they have made in this academic year.

Learning Walks evidence that teachers' subject knowledge is strong across the curriculum. The long-term plan for each year group is reviewed and adapted.

Work scrutinies show the children make progress, cross-referenced against planning.

Parental questionnaire April 2019: 97% of parents agreed/strongly agreed that their child likes school; 3% didn't know. 100% of respondents agreed or strongly agreed that teaching is good. 98% of respondents agreed or strongly agreed that there is a good range of activities that my child finds interesting and enjoyable.

## **Special Educational Needs and Disabilities**

All of our children can access the full curriculum through quality Wave 1 teaching. The Mastery approach, seen in Maths Mastery teaching, promotes inclusion and we have high expectations for all of our children.

In Key Stage 1, the teachers have separated the strands of the curriculum, to avoid repetition and promote progression. In Year 2, we look for the children to be applying their learning from Year 1.

We are working on the ways we assess learning in the foundation subjects. Our current focus is to enhance our assessment in PE and Computing.