



## **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 and a love of reading
- Develop independence
- Progress skills, fluency and knowledge acquired and retained
- Be accessible to all, using a mastery approach while providing challenge and support so that everyone is included at their own level
- Provide Cultural Capital and rich vocabulary 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.

- Being aware of the interests and needs of each cohort.
- Choosing topics that are engaging and relevant to current affairs and the world in which our children live.
- 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 are plotted onto a 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.
- Phonics is taught each day, usually following the Rocket phonics scheme.
- There is an expectation that quiet or guided reading and a maths lesson or activity will also take place daily.
- Most teaching is in mixed ability groups. Most children have same objective. Adaptions will be made to enable children to meet the objective. Challenges will be provided to enable children to apply learning and understanding once they are secure.

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

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.