Church Gresley Infant and Nursery School Curriculum

'Believe, Achieve, Succeed'

INTENT

Our curriculum is about bringing engagement, fun and enthusiasm to learning. We aspire to provide outstanding educational experiences which will inspire children to develop into lifelong independent learners. Our high expectations develop character and pride in our identity as Church Gresley Infant and Nursery School preparing every child for their future.

Our curriculum has been designed to meet the needs of our children. It has been developed using knowledge of our children, their families and our local community so that our children can really relate to what they are learning. We believe our well organised and coherent curriculum enables children to explore and experience what interests them, as well as building on what they have already learnt. It provides a range of opportunities from which the children can apply the skills they have been taught and make sustained progress in all areas of the curriculum.

We have five core values which overarch all that we teach in order to give the children a wider understanding of the world that surrounds them and into which they are growing up and these are interwoven into every topic.

These values are: Independence, Resilience, Kindness, Respect and Honesty

School Vision

Our school vision is: Believe, Achieve, Succeed

To help our children really understand and recognise what this means for them we have broken it down further:

Believe: We believe in ourselves

We respect and care for each other

We feel confident and empowered

Achieve: Achieve the best we can

Be a happy learner

Be a resilient learner

Be an independent learner

Succeed: Succeed in all we do

Have high aspirations

Have an enterprising mind

We recognise that if children can demonstrate these characteristics, they will achieve and succeed in their learning and development.

IMPLEMENTATION

Our curriculum is built through a thematic topic-based approach which makes connections in skills and knowledge. The children learn to plan and evaluate not only what they are learning but how they are learning. We use Development Matters for the Early Years as a basis of our planning in the Foundation stage and the National Curriculum for Key Stage One, alongside ensuring that our children have the necessary understanding of our important Key values to become well rounded individuals and understand their place in the world.

We build experiences for all our children around visits (linked to topics) and themed 'WOW' days to enable the children to either demonstrate what they have learnt (at the end of a topic) e.g. Year 2 children designed their own 'Spa Day' based on the topic of 'What does it mean to be Healthy?' or engage more deeply with the topic they are going to learn (at the beginning of a topic), e.g. Year 1 children visited Sharpe's Pottery as part of their local history theme. In addition, we arrange visits from authors, musicians, sports people and people reflecting a variety of cultures to enhance the children's learning.

We choose key concepts to link with each topic, for example: belonging, diversity, tolerance, consequences, belief, pride, individuality, responsibility, courage, community, love, compassion, fairness, determination and inspiration. We believe these are concepts which link well with our topics, but are also concepts which our children specifically need to develop an understanding of, to help them to become well rounded individuals ready to make a sustained contribution to the world. The children learn what these concepts mean and

then use this understanding to help them make links between the subjects they are learning.

We believe learning is most effective when it is repeated over time and when retrieval of previously learnt content is frequent and regular. We also believe that sustained mastery takes time and whilst some of our content is subject specific, some is combined in a cross curricular approach. Running alongside this approach, we also have a well-developed nurture programme run by specialists to help children who find it difficult to engage with what children are learning in the mainstream curriculum.

IMPACT

In EYFS we have a curriculum which is a progress model and children are informally assessed against key milestones. We especially concentrate on the children who are not making progress at an early stage and understand that more support will need to be put in place.

In Key Stage One, we measure the impact of what we are teaching by assessing the children on a termly basis to see how much they know. We talk to them regularly about what they have enjoyed and what they think that they need to improve their work. We know that our children learn best when they are happy and in a secure environment. Our classes work hard to develop their own special identity and in each class, the children support each other through peer and group work, which also fosters the children's speaking and listening skills. We assess how much the children are enjoying what they are learning through their interests and attitudes and by getting regular feedback from all stakeholders and measuring attendance at regular school events, as well as monitoring the children's daily attendance.

Subject Specific Curriculum

The curriculum is broken down into 2 phases for the children at Church Gresley. The nursery and reception children follow the Early Years Foundation Stage Curriculum and the children in Y1 and Y2 follow the national curriculum. Some key subjects such as maths, English and PE are taught separately, whilst others can be taught in a thematic way, such as science, history and geography. Staff in year groups plan together to ensure that the children's needs are met.

Mathematics

Maths is taught in a variety of different ways across school and concepts are revisited to ensure that the children have gained a secure understanding, as well as being able to apply their knowledge in problem solving activities. The children can use concrete materials to support their learning and key mathematical language is promoted and taught across the school.

English

All aspects of the EYFS and national English curriculum are taught across school, and key emphasis is placed on the important skills of reading, writing and speaking and listening. We recognise the importance of promoting and extending the children's vocabulary and emphasis is placed on providing a rich language environment. The teaching of phonics is given a high priority to develop our children's reading skills, as well as promoting an enjoyment for reading, by actively encouraging our children to read widely at home and school.

Children in reception are introduced to writing using a pre-cursive script and this is continued throughout the infants. We promote good spelling, punctuation and grammar in the children's writing as well as perseverance and editing skills.

Personal, Social and Emotional Well-Being

In addition to following the national curriculum and EYFS curriculum in our lessons, we promote a nurturing environment and are extremely proud of the reputation that we have as a caring and supportive school.

We have provided a nurture group for many years, known as Rainbow, to support children who require tailored support and this has proven to be most successful. We also offer Positive play to children on a one to one basis with a highly skilled, trained and experienced member of staff. This has again proved to be very successful, supporting children to develop their confidence and share their concerns.

We also employ a full-time Child and Family Support Officer (CAFSO) who provides invaluable support to our families. She runs parenting courses, signposts parents and carers to external agencies and offers invaluable support to some of our families when they are most in need.