

Intent

We have constructed an ambitious curriculum which is designed to give our children, the knowledge, self-belief and cultural capital they need to succeed in life.

Our curriculum is coherently planned and sequenced. A clear progression across the Key stage can be seen. We are always aware of where our children need to be by the end of each year and by the end of the key stage. We are mindful of the low baselines many of the children arrive at school with and the curriculum that we need to provide in order for them to succeed.

There's a sharp focus on oracy, ensuring that our children acquire a wide vocabulary to communicate effectively and allow them to access the wider curriculum.

Our school's systematic approach to teaching early reading and synthetic phonics ensures that children learn to read words and simple sentences accurately by the end of reception

We work in partnership with parents to encourage happy, independent, curious learners.

We have the same academic ambitions for almost all our children. For children with particular needs, their curriculum is designed to be ambitious and to meet their needs.

Implementation

Our staff are knowledgeable about the areas of learning they teach. Active learning is encouraged to ensure children are motivated and interested. We take time to get to know the individual needs of our children and their interests and incorporate these into our continuous provision in order to support learning.

Provision is linked to assessment and resources are carefully selected to maximise the potential for attainment.

The curriculum is delivered through a range of adult directed and child led activities.

We provide language rich experiences through play and quality interactions with the adults and other children in the setting. We have a list of 'core books / rhymes which we regularly share with the children to support language development.

Our staff are adept in teaching systematic, synthetic phonics and ensure that children practise their reading from books that match their phonic knowledge. Our staff are knowledgeable about the teaching of early mathematics. We ensure, through a mixture of adult led, child initiated and continuous provision, a strong basis for more complex learning later on.

Impact

By the end of reception our children achieve well, particularly those with lower starting points and are well prepared for the next stage of their learning. They are highly motivated and are eager to join in. They share and co-operate well, demonstrating high levels of self-control and respect for others.

The mix of adult directed and child initiated learning and constant assessment ensures quality learning takes place within the provision.

Our children develop their vocabulary and understanding of language across the seven areas of learning.

High quality visits and visitors to the school enhance the curriculum and provide opportunities for writing for a purpose.

Our children demonstrate their positive attitudes to learning through high levels of curiosity, concentration and enjoyment