

# Curriculum Design, Intent & Implementation

*'I think every child has genius within them'* David Hockney

*'Emblazen these words on your mind ... learning is fun!'* Peter Kline

*'I hear and I forget, I see and I remember, I do and I understand'* Ancient Chinese Proverb

## School Aims

Our curriculum design and intent is underpinned by the strengths of our aims and learning values. All children, adults, parents, governors and the wider community work in collaboration to provide learning environments and experiences that create;

### **Confident Individuals who:**

- Can form and maintain relationships and work independently or in a team
- Are aware of their strengths and weaknesses
- Can set themselves goals and work to fulfil their potential
- Take risks and can feel a sense of personal achievement
- Have high levels of self-esteem
- Can manage change and uncertainty

### **Successful Learners who:**

- Enjoy learning
- Have enquiring minds
- Are motivated, confident and independent learners
- Develop research and problem solving skills
- Support one another as learners
- Apply what they know to new learning experiences
- Increasingly take responsibility for their own learning

### **Balanced Citizens of our Community who:**

- Have a voice, join in and feel valued
- Are aware of and able to express their own feelings and have empathy for the feelings of others
- Behave responsibly
- Are aware of their rights and responsibilities
- Take pride in their own culture and able to respect the culture of others
- Make informed choices about health, relationships and behaviour

## 'Hidden' Curriculum

***"As parents we could not be happier with LHS. The school compass has encouraged growth, development, compassion and confidence, and we feel they are the foundations for a well-rounded, respectful and considerate individual."* (July 2021 Parent Survey)**

Through assemblies, daily planning and ongoing interaction between all adults and children, our 'hidden' curriculum underpins our approach to all learning at the school. We believe that without this, the children would not be successful and would not achieve well within the EYFS and KS1 National Curriculum frameworks. We achieve this through constant reflection and deeper understanding of our Learning Values, as well as the school's relentless approach to exploring Spiritual, Moral, Social and Cultural understanding.

### School Learning Values

Our Learning Values are at the very heart of all we say and do within our school community. We strongly believe that a 'value' is something that we think is important and that will help make us better people and better learners.

Everyone in our community is always learning, at every stage of life. The compass here shows our Learning Values, helping us as we are 'Learning Together on a Voyage of Discovery'. There are 4 main values that all stakeholders feel are the most important in raising children who are truly respectful of themselves and each other, and develop a true love of learning throughout their time at Locks Heath Infant School. The compass guides adults and children through the many learning experiences we enjoy together.

#### Our Learning Values

Never giving up	→	Determination and Resilience
Everyone caring	→	Respect and Empathy
Seeking to find out	→	Curiosity and Love of Learning
Working together	→	Collaboration and Teamwork



### Personal & Character Development

Whole child development is at the heart of how our curriculum is implemented. Our PSHE and SMSC curriculum approaches sit at the heart of whole child development. PSHE (Personal, Social and Health education) is embedded throughout the curriculum and is also taught through discrete sessions. The children benefit from a pro-active PSHE curriculum, taught through the Jigsaw scheme, but there are times when these experiences are reactive in response to wider events.

Our integrated approach to SMSC (Spiritual, Moral, Social and Cultural) education ensures the children are constantly developing their own personal character, with our SMSC characters helping the children understand the importance of each aspect of SMSC.

Our School Learning Values are interwoven with our SMSC characters, with all staff working closely to make explicit links between these. Full use is made of the school's outdoor areas including the Nature Reserve. These spaces are used to enhance curriculum areas and to enrich personal development for our young learners.

Gora the cultural caterpillar helps us to learn about and celebrate other people now and in the past.



Sammy the social stag beetle helps us to learn to work and play together.

Milo the moral millipede helps us to learn to understand what is right and wrong.



Susie the spiritual spider helps us to learn to appreciate our amazing world.

## **Social, Emotional & Mental Health**

It is by design that the staff are well equipped with knowledge and understanding of the neuro-diverse needs of the children. Regular training ensures staff grow their own understanding of the needs and differences presented by the children. Staff utilise the strong relationships they have with the children, and the knowledge and awareness of home-life, to constantly assess the emotional position of the children and make adaptations to the environment or learning experiences accordingly. Where needed, the School's Home School Link Worker (HSLW) and Emotional Literacy Support Assistant (ELSA) work closely with teachers and support staff to secure a wider package of social and emotional support to enable the children to access the learning and help remove barriers to learning.

## **Curriculum Design**

**We carefully design how the curriculum will be delivered, utilising the knowledge gained from the children and the excellent relationships we forge with the children and the families of our community.**

Leaders and teachers plan a highly engaging Early Years curriculum based upon the interests of the children and the Early Years Foundation Stage Curriculum. The National Curriculum in Year 1 and Year 2 is taught through subject specific teaching where staff are aware of the learning that came before and where current learning sits on the learning journey within each subject area.

Natural cross-curricular links are also made to reinforce learning and make all-important connections for the children. It is important our children learn basic skills across the curriculum to provide a firm foundation to their learning. There is a strong emphasis on our curriculum being practical, stimulating and interactive, including regular opportunities for visits, visitors and theme days. A mixture of teaching styles is used ranging from direct teaching of the whole class to specific teaching with individual children. As well as working collaboratively in groups and pairs, the children have the opportunity to work independently and are encouraged to take an active role in their own learning and understanding their personal next steps.

## **Early Years**

We have a dedicated area of the school for Early Years children. Their classrooms all lead onto a stimulating, well-equipped outdoor classroom area just for Early Years children. During Explorer Time the children have free flow access from their classrooms to the outdoor area. The children also enjoy using the hall for PE and going on welly walks to the field, nature reserve and many other outdoor areas.

During the first year at school, children will follow the Early Years Foundation Stage curriculum. We provide a high quality Early Years experience, focussed on learning through play, which in turn gives a firm foundation on which to build academic, social and emotional success. We plan using the children's interests and themes therefore change year on year.

Meeting the individual needs of all children lies at the very heart of our Early Years provision. We pride ourselves on our comprehensive and supportive induction programme, and our close parent partnership which enables our experienced teachers and support staff to plan and provide for individual strengths and needs.

The indoor and outdoor environments provide children with high quality resources and learning opportunities, it is planned and developed specifically to stimulate learning and encourage children's independence and creativity.

## **Key Stage One**

All curriculum objectives are taught discretely by subject area to ensure the children know what key learning is expected. Staff work to promote natural links between curriculum areas where appropriate. There is a real emphasis upon the recurring curriculum where teachers deliberately plan opportunities for children to build upon prior learning, revisit key skills and to apply skills previously learned to more challenging activities and learning experiences.

Staff work hard to use exciting hooks that lead into the learning experiences, with challenging texts often used as drivers for learning journeys in English. Children are given time and opportunity to be curious and ask questions to help shape their understanding.

Pupils take increasing levels of responsibility for their own learning as they progress through the school, using their learning environment and resources to help support and challenge their own learning. Children see why they learn what they learn is purposeful.

A variety of teaching approaches are used including learning experiences such as theme days or weeks. These are used to enhance and promote key development in different areas of the curriculum, allowing the children to develop a deeper understanding of concepts and key learning taught. Our RE days are examples of this. We also celebrate and take part in many special events such as Remembrance, Harvest, World Book Day and Children in Need, taking part in visits and welcoming visitors related to different curriculum areas throughout the year.

We take pride in our learning environments and how these act as; calm, nurturing and purposeful spaces in which our children flourish and grow. Learning Walls and carefully organised display areas in each classroom support the children with their current and recurring curriculum learning.