# Bolsover Infant and Nursery School

## Curriculum Statement 2024/25

This Policy has been written in accordance with the wishes of staff, children and Governors of Bolsover Infants and Nursery School.

# Bolsover Infant School

## Curriculum statement

## Helping to raise children with Kind hearts and Inquisitive minds

### Our Core Purpose

To inspire confident young learners, who will thrive in a changing world, with kind hearts, inquisitive minds and a thirst for learning.

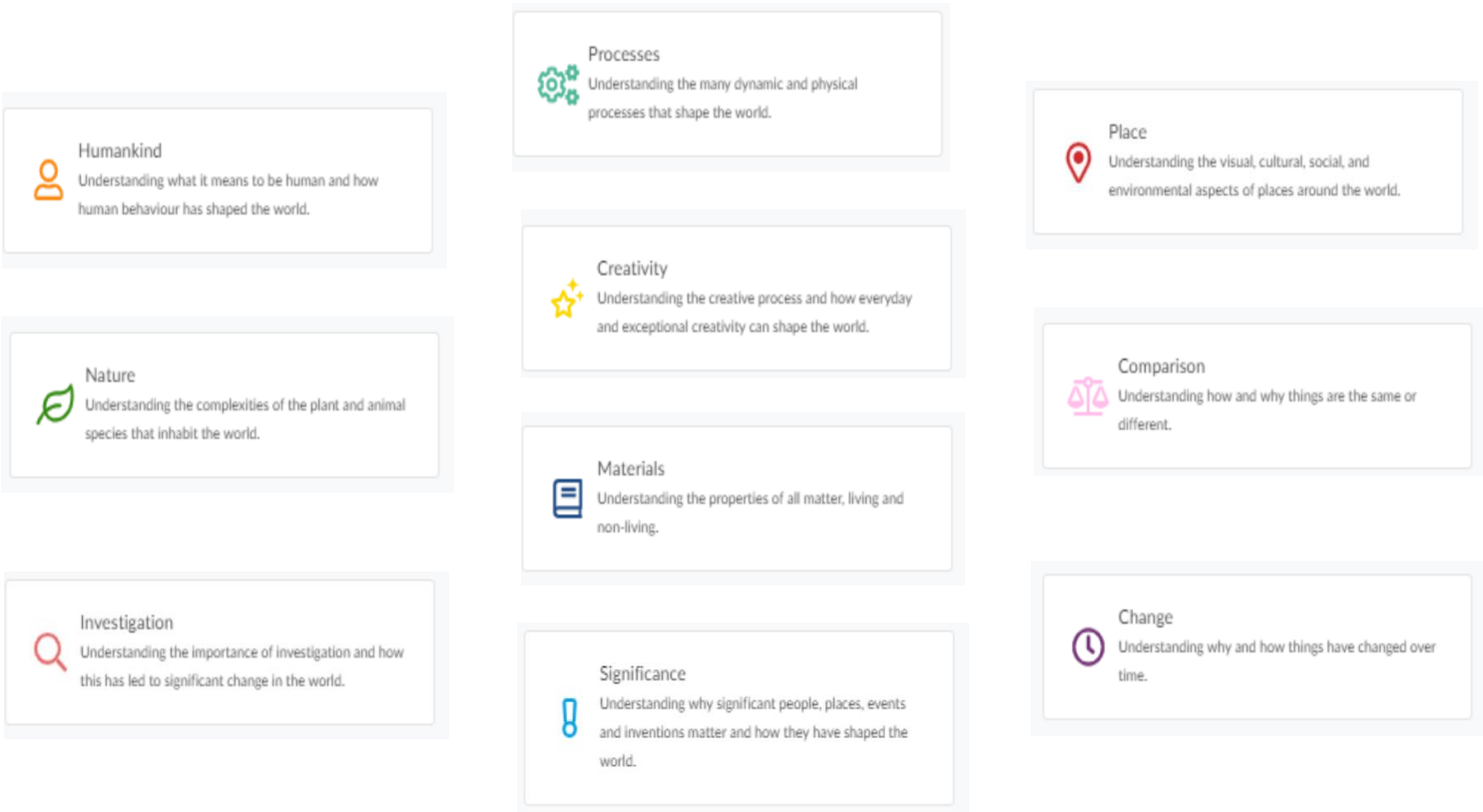
### Our Intent

We intend to use our curriculum to ensure that by the time our children leave us, they are:

- Full of hope and are happy, healthy, safe and secure
- Have memorable learning
- Individual and independent learners
- Creative thinkers
- Who have positive learning behaviours
- Knowledgeable
- Resilient learners
- Can think, reason and problem solve
- Empowered and confident
- Communicative
- Working at an age appropriate level in the basic skills
- Emotionally, physically and socially secure
- Enterprising citizens
- Making a valuable contribution to the community and wider society/world as global citizens.

We intend our children know about the 10 big ideas:

**Our curriculum 'Big ideas'**



## Mission statement

Our mission is to create a nurturing, safe and thriving learning environment, built on strong relationships for our young people. A learning environment which is effective in developing kind hearts and inquisitive minds in an every changing world. Nourishing young children, who are happy, confident, compassionate and respectful, but also successful and astute to navigate lives challenges and aim for brilliance. We strive to give children a strong, healthy foundation for future success, which challenges inequality and aims to ensure positive education for all.

## Vision

Bolsover Infant and Nursery School will be a school where we:

- Have created a safe and secure learning environment based on mutual respect and strong RELATIONSHIPS between staff, children and families, where decisions are made by focusing on the needs of children whether that be physical, emotional, mental health or academic need – Children, families and staff are our main prioritise
- Have the highest expectations of all our young children and ourselves, where every child will be supported and encouraged to be and do their best.
- Have the best teaching and learning which strives to deliver a forward thinking curriculum, preparing children for future life, ensuring all staff are prepared, ready and able to deliver this memorable curriculum.
- Work in partnership with parents to ensure our children achieve the very best care, education and future prospects
- Value well-being and where every stakeholder is wholly committed to ensuring positive well-being for all.
- Ensure we uphold a core set of values which support us in achieving our core purpose.

## General Principles

- We want our children to dream big, discover and learn for themselves, respect each other and the people around them, engage in learning, their well-being and life. We want them to develop the ability to use and apply basic skills and make a difference in their own lives and in the wider world.
- For children to know themselves as individuals and know and understand that everyone is different and special in their own way. That their own health, mental health and wellbeingis important and how they meet those needs is up to them.
- For children to able to take care of themselves and their own needs. To be able to fulfiltheir own basic needs in the future alongside their need to be happy, healthy and safe.
- For children to have the skills, knowledge and understanding to be able to problem solve, think and reason.
- To be able to communicate effectively in a range of environments
- For children to have a sense of community and their place and responsibility to the world in which they live

- For children to develop the skills and qualities they will need to face their futures withconfidence, including becoming literate and numerate.

- For teachers to deliver a creative curriculum which engages, develops, innovates and gives children an opportunity to express their learning, thoughts and ideas. For children tobe able to be inquisitive, open minded, flexible, and imaginative and be able to identify and solve problems.

- For children to be empowered to become happy, healthy, safe and successful in theirfuture and engaged in lifelong learning.

## Our curriculum will give children the opportunity to:

- be individuals and to develop a sense of Self, including taking charge of their own well being

- be Independent in learning and have the ability to build our own learning power

- be critical thinkers, to think, reason and problem solve and develop our thinking habits

- communicate, including building the skill of becoming a good communicator and Offering opportunity to communicate

- contribute – A sense of responsibility, belonging and Citizenship in the community, understanding equality and diversity

- develop the basic skill and opportunity for life through enterprise

- be creative in learning and teaching

- Understanding their place in the community and what makes our community unique

- be empowered

- raise hope through memorable experiences

- **We value:**
  - **H**onesty and kindness
  - **O**pportunity and creativity
  - **P**ositive relationships and attitudes
  - **E**ducational Curiosity and aspiration

## Implementation

Our curriculum comprises a creative and thematic approach to learning that is mapped to the National Curriculum to ensure comprehensive coverage of national expectations. The learning journey is mapped out year by year and subject-specific content ensures there is clear progression, consolidation and extension of skills and knowledge. We build in opportunities for children to return to areas of learning, which allows them to gain a deeper understanding of the skills and processes within subjects. The planning process involves the children assessing their previous knowledge and encouraging them to pose their own questions throughout each project.

At the **Engage** stage, children:

- Gain memorable first-hand experiences, such as going on a visit or inviting a special visitor into school
- Get an exciting introduction to a new project
- Begin researching and setting enquiry questions
- Get lots of opportunities to make observations
- Develop spoken language skills
- Take part in sensory activities
- Have lots of fun to fully engage with their new project

At the **Develop** Stage, children:

- Improve their knowledge and understanding of the topic
- Develop and practise their new skills
- Compose, make, do, build, investigate, explore, write for different purposes and read across the curriculum
- Research their own questions and those set by others
- Follow new pathways of enquiry based on their interests
- Complete home learning activities that support their learning

At the **Innovate** stage, children:

- Apply skills, knowledge and understanding in real-life contexts
- Lead their own learning through individual and group projects
- Solve real or imagined problems using everything they've learned
- Be inspired by imaginative and creative opportunities
- Revisit anything not fully grasped at the 'Develop' stage

At the **Express** stage, children:

- Become the performers, experts and informers through presenting their work in a variety of ways
- Share their achievements with parents, peers and the community
- Evaluate their own learning
- Link what they have learned to where they started
- Celebrate their achievements

## Our curriculum will be:

- Fun
- Develop a love of learning
- Engage the children and inspire them to want to learn
- Offer children a chance to work independently and in a purposeful way
- Offer children a chance to open their minds to new possibilities
- Offer children an opportunity to ask questions and think for themselves
- Allow children to work creatively within a set of guidelines to ensure learning
- Build on existing skills and knowledge and encourage the development of new ones
- Challenge children to do their best at all times
- Offer children an opportunity to work by themselves as well as to collaborate with others
- Encourages children to take risks and become resilient
- Encourage children to set targets, achieve targets, aim to exceed targets and
- evaluate learning
- Offer children an opportunity to talk about their learning
- Encourage children to develop the habits of a good learner

## What is special about our curriculum here at Bolsover Infant and Nursery School and Why did we chose focus on these areas?

## Spiritual Moral Social Cultural /Fundamental British Values – Including No Outsider (Protected Characteristics) and International Award

**Why –** As a mainly white British, ex-coalmining village, children's views can often be limiting by their lived experience. We believe it is important that our children know what it is like to live in a world beyond Bolsover, where they understand other countries, cultures and the diversity in the world.

**Our curriculum will give children the opportunity to:**

- Spiritual - Explore beliefs, experience and faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity and reflect on experiences
- Moral - Recognise right and wrong and respect the law; understand consequences; investigate moral and ethical issues and offer reasoned views
- Social - Use a range of social skills to participate in the local community and beyond; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict
- Cultural - Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity
- Democracy - Be part of a system where everyone plays an equal part
- Rule of law - Learn that all people and institutions are subject to and accountable for theiractions and behaviour
- Individual liberty - Be free to express views or ideas
- Tolerance and respect - To respect and tolerate the opinions or behaviour of others

## Well-being inc Positive Mental Health 4 All, Attachment and Trauma Practice and Relational work

**Why -** At Bolsover Infants and Nursery School, we aim to promote positive mental health and wellbeing for our whole school community (children, staff, parents and carers), and recognise how important mental health and emotional wellbeing is to our lives in just the same way as physical health. We recognise that children's mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement. All children go through ups and downs during their school career and some face significant life events.

**Our curriculum will give children the opportunity to:**

- develop self-esteem and confidence in their abilities
- learn in a peaceful and supportive environment
- build respectful friendships
- learn how to respect themselves and others
- work in a range of groups and settings
- follow their own interests and be themselves
- recognise that people are good at different things
- reflect and think mindfully about their learning
- Understand what Mental Health is and how they affect their own mental health positively
- The importance of Relationships

## Sense of Community and the Past (English Heritage)

**Why –** As a community we live in the shadow of a significant historical site. We believe it is important for the children of Bolsover to know and understand the significance of this. We have worked with 'English Heritage' to ensure our curriculum includes the significance and importance of such a building to the development of our community. By growing up with a respect for we will ensure it remains integral to the community of Bolsover.

**Our curriculum will give children the opportunity to:**

- Gain a richer understanding of the people, places and events that form our community
- Develop an understanding of what life was like in Bolsover in the past
- Compare life in Bolsover in the past with what it was like in other places, for other significant historical people and events in history
- Develop cultural awareness
- Experience significant landmarks for themselves
- Become inspired by their local community, history and local people

## Climate Change and Sustainability

***Why –*** *We believe that as educators we have a significant role to play in helping young people to understand and engage with this pressing issue.* More effective and engaging climate education can help prepare children to play their part in combatting climate change. The better educated our children are, the better prepared they will be for life in the future. Understanding the related issues and problems surrounding this area will inspire children to take a greater interest in becoming the solution to the worlds problems in the future.

**Our curriculum will give children the opportunity to:**

- Develop the skills and knowledge needed to understand our changing world
- Gain an understanding of the impact of climate change on our world and the lives of others
- Understand the impact they can have on the climate and sustainable living
- Know the importance of knowledge and opportunity in this field
- Understand the choices they can make now and in the future and prepare themselves for future living and employment with transferable skills

## The Arts Mark Award

**Why –** We believe it is important to ensure our children have an opportunity to be creative, to think creatively and imaginatively and to express themselves in a variety of media. We are committed to creativity and embedding arts into the life of our school. We believe it is important to use the arts to strengthen the links with history, culture, well being and the world around us.

**Our curriculum will give children the opportunity to:**

**Art** should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

- Stimulate their creativity and problem solving
- Promote self esteem and self expression
- Develop their fine motor skills

- Help develop their visual-spatial processing
- Build memory and self control
- Connect with the art of others including different cultures and medium.

## Pupil voice

We know that every parent believes their child is special, and we certainly believe this too, because they are!

We know that all of the children in our school are unique, with their own history, personal characteristics, like and dislikes. They all come from their own unique home circumstances and have lived many experiences before they arrive at our school. Asa school, we will support children in using these experiences and school opportunities to develop and express their own voice.

**Our curriculum will give children the opportunity to:**

- make a positive contribution to the school and local community
- contribute to planning their own learning
- express their opinions on a range of different topics and issues
- take part in democratic activities across the curriculum
- take part in age-appropriate discussions
- make choices about things that are important to them
- explore ways of becoming an active citizen
- say what they like and dislike about their learning

## Enrichment

Children engage in purposeful and contextualised learning experiences; inside and outsidethe classroom, making best use of partners, experts and the community to provide the stimulus to learn.

Children develop knowledge, understanding and subject skills required to progress theirlearning through quality differentiation and focused learning tasks and experiences.

Children are given the opportunity to innovate by applying their knowledge, skills and

understanding through a challenging provocation, using their own and negotiated ideas.

Children express and evaluate their knowledge, understanding and skills, as outcomes of the learning in different memorable forms including using a variety of media and technology

**We will enrich our curriculum by:**

- offering opportunities for children to learn outdoors
- using quality resources in and out of the classroom
- engagement through exciting visits, visitors and experiences
- offering a range of CONTINUOUS and ENHANCING learning opportunities
- a range of creative, innovate and fun activities for children to lead and apply and use theirknowledge, skills and understanding.
- offer children an appropriate and exciting opportunity to lead, share and evaluate theirlearning.

## Making Learning Memorable

We believe that by planning the strongest Learning and Teaching policy, Curriculum Statement and enrichment we can 'Make our learning memorable' for the children. We believe that with strong routines, an engaging curriculum and one off enrichment opportunities we can create memorable, enjoyable experience for children, which will not only last a lifetime, but will also help the children learn and remember the desired knowledge needed to work at or beyond age related expectations

## Teacher freedom…

As our curriculum has developed we have found that different learning opportunities need to be delivered in different ways. Some plans are easily delivered as whole class sessions. Some lend themselves to more independent, explorative learning. To us it is more important to discover which way will allow children to learn the best and hence make the most progress. Our year group teams meet regularly to discuss their options and design their curriculum accordingly dependent on topic, content, children, learning styles and classroom organisation.

Some of the classroom organisation options are:

- Mixed classes
- Mixed Year group
- Key stage
- Warrior teams
- Ability tiering
- Continuous and enhanced learning
- Targeted teaching

Our year group teams will make decisions around this.

**Communication and Vocabulary**

Communication is key to effective learning and we believe it is vital in early years and Key Stage 1 that we are mindful of developing both children's communication skills but also their vocabulary. It's something that applies to all learning, businesses, all aspects of life – and so it must apply to children too. Children need to learn how to communicate their needs and their wants clearly, and to share information with others. This is not only necessary for school, but it's also a life skill – and one we need to invest time into developing.

An important part of this is supporting children to expand their vocabulary. And an expansive vocabulary is crucial to helping children to achieve highly. Each topic starts with a poetry focus to build this vocabulary and supports learning through the rest of the half term.

## Stakeholders Roles

**Role of the child within the curriculum**
Children should:

- learn to be adaptable, how to solve problems in a variety of situations, how to work independently and as members of a team;
- be developing the ability to make reasoned judgments and choices, based on interpretation and evaluation of relevant information from a variety of sources;
- be happy, cheerful and well balanced;
- be enthusiastic and eager to put their best into all activities;
- begin acquiring a set of moral values, e.g. honesty, sincerity, personal responsibility; on which to base their own behaviour;
- be expected to behave in a dignified and acceptable way and learn to become responsible for their actions;
- care for and take pride in their school;
- be developing tolerance, respect and appreciation of the feelings and capabilities of others in an unbiased way;
- be developing non-sexist and non-racist attitudes;

- know how to think and solve problems mathematically in a variety of situations using concepts of number, algebra, measurement, shape and space, and handling data;
- be able to listen and read for a variety of purposes and be able to convey their meaning accurately and appropriately through speech and writing for a variety of purposes;
- be developing an enquiring mind and scientific approach to problems;
- have an opportunity to solve problems using technological skills;
- be capable of communicating their knowledge and feelings through various art forms including art/craft, music, drama and be acquiring appropriate techniques which will enable them to develop their inventiveness and creativity;
- know about geographical, historical and social aspects of the local environment and the national heritage and be aware of other times and places and recognise links among family, local, national and international events;
- have some knowledge of the beliefs of the major world religions;
- be developing agility, physical co-ordination and confidence in and through movement;
- Know how to apply the basic principles of health, hygiene and safety.

**Role of the Teacher**

- To have a sound subject knowledge and to stay informed of relevant statutory and non-statutory curricula frameworks
- To have a good understanding of a range of teaching and learning strategies.
- To ensure they plan, prepare and deliver a broad and balanced curriculum, which is appropriate to the needs of the children within their care.
- To ensure this curriculum follows our clear curriculum map.
- To understand and carry out all assessment requirements in each subject area, for every child and to fulfil all target setting and report arrangements.

**Role of Head Teacher**

- To encourage and ensure colleagues use the curriculum policies and Schemes of work appropriately.
- To ensure effective teaching and learning is taking place in each classroom.
- To track all children's progress to ensure satisfactory progress and better is being made by everyone in school.
- To monitor the standard of teaching and learning take place in the classroom. To ensure all staff have equal/need driven access to CPD.

**Role of Co-ordinator**

Alongside the head, subject co-ordinators have responsibility for:

- progression and the co-ordination of their subject areas.
- the day-to-day maintenance of equipment.
- Offering support and advice to colleagues in any way with their subject expertise.
- attend courses and support groups provided by the LEA and keep abreast of new initiatives in the curriculum area.
- periodically updating school policies, consulting and liaising with all staff and Governors' throughout the process.

**Role of Parents**

The role of parent is to take and active interest in what their child is learning within the curriculum. To share the responsibility for their child's education and welcome any support that is offered from school. To become regular visitors to school, in order to take part in curriculum activities. To ensure they are supportive of their child's learning and are proud of their achievements.

**Role of the Curriculum Governor**

- Become informed about relevant documents and legislation; OFSTED criteria for evaluating the subject provision; local and national issues impacting upon the subject.
- Liaise with the subject co-ordinator or head of subject in order to become informed about staffing arrangements and training; the condition and availability of resources; curriculum and timetable arrangements; special needs provision; reference to the school development plan; assessment and recording procedures for the subject; which visits and visitors are planned.
- Establish and maintain effective lines of communication between the subject co-ordinator and the governing body; report back to governing body meetings.
- Help to keep parents informed via the school prospectus, newsletter, annual parents report and meetings.

**Resources**

Most of our resources, at Bolsover, are kept in central store cupboards, unless they are age related. The equipment is arranged in clearly labelled cupboards, drawers, trays, boxes, tubs and trolleys. Individual teachers are responsible for returning this equipment to its proper place after use. We expect that these resources will be kept in good condition and will attempt to replace items quickly when worn or out of stock (depending on monies available). The quality of our resources must be maintained to enable children to produce quality work. It is the responsibility of individual teachers to encourage the children to value school equipment and use it safely. Subject co-ordinators have overall responsibility for the upkeep and renewal of any specific subject related resources. Information about individual subject store cupboards is available in the yearly staff handbook as well as from co-ordinators and or cupboard doors.

**Equal Opportunities**

All children are encouraged to take part in all aspects of the curriculum. Activities are matched to pupils' ability, which is determined by thorough and continuous assessment. Children work in a variety of situations i.e. individually, in groups, (friendship, mixed, single sex, etc.) and as a whole class. We try and use starting points, which relate to both boys and girls of all abilities. We try to avoid stereotyping of other cultures as less advanced and to demonstrate that no one culture has a monopoly on achieving. We try to provide suitable equipment for our children with special needs. Physical abilities will not, of themselves, prevent pupils from taking an active part at any level in any curriculum area.

**Special Educational Needs**

Within school there is a Special Educational Needs Policy. The implementation of this policy is the responsibility of the SENCO. All staff follows guidelines as laid down in the DFEE "Code of Practice". Wherever possible, children with Special Educational Needs will be integrated into the whole class session, with differentiated work as appropriate. We fully believe in Inclusion where ever possible and would try to accommodate all children's needs and abilities.

**Safety**

Each teacher is responsible for planning safe activities. We can refer to the 'Be Safe' brochure and various articles in the central resources for advice. The head teacher is overall responsible for the Health and Safety of the school, however class teacher and subject co-ordinators also have duties and responsibilities to ensure the Health and Safety procedures are followed. Risk assessments should also be carried out for less common or activities which pose any risk. These will be carried out when necessary by the health and safety co-ordinator.

# EYFS Termly overview 2024/23

Our EYFS unit will continue to operate as one in September 2024/25. Staff in both Nursery and Reception will work together to offer a positive enabling environment where both the adults, resources and space are key to supporting children's learning. Staff will ensure they are acutely aware of every child's developmental needs (through the use of key worker groups) and will use child led learning and in the moment planning to move children's learning forward.

Child led learning is **when a child chooses the activity rather than the adult**. The child has control of the activity but the nursery practitioner can adapt their language to gain learning and further the child's development.

"In the moment" planning is a very simple idea – **observing and interacting with children as they pursue their own interests and also assessing and moving the learning on in that moment**. The written account of some of these interactions becomes a learning journey. This approach leads to deep level learning and wonderful surprises occur daily.

Staff will plan termly, weekly, daily and in the moment by developing possible lines of enquiry (PLOD's). These PLOD's will have been identified via a range of sources including:

- Children's own interest
- Developmental gaps
- Group planning -
- Provocations
- Focuses topics
- Children's developing confidences
- Children's needs

Staff will use overarching topics to engage children and to offer 'Provocations' for children and their learning.

*'A provocation is simply an activity or stimulus set up to provoke thought, curiosity, exploration and conversation. Provocations come in many forms depending on the stimulus and required outcome, but they are all created with these purposes in mind. These invitations to play are usually set up to help children expand upon an expressed interest, thought or idea, although may occasionally stem from the necessity to practice skills or consolidate learning.'*

The nursery and Reception environments will be designed to allow children to explore, investigate, plan and execute their own interests, thoughts, curiosities etc. Resources will be available and on hand and adults will see themselves as an extension to the environment and resource. Adults will plan weekly or daily plans to respond to children's individual interests. Staff will join learning and expand and develop it.

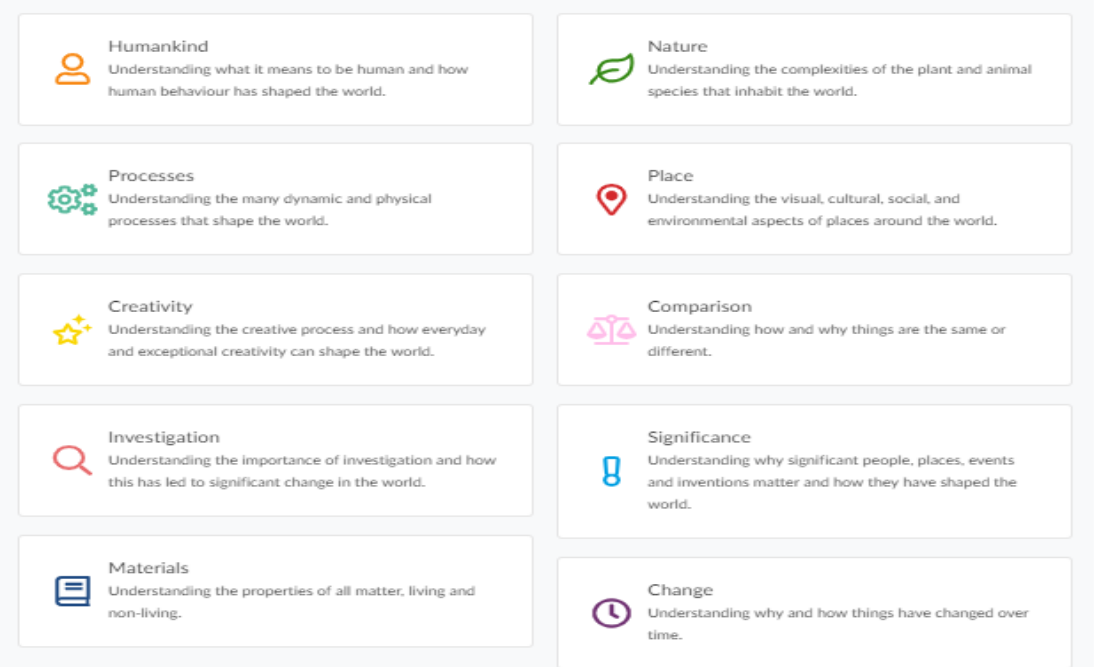
| EYFS | | |
|---|---|---|
| **Term** | **Cycle A 25/26** | **Cycle B 24/25** |
| Autumn 1 | Alien invasion | We're going on an adventure |
| Autumn 2 | Celebrate good times | Magical Memories |
| Spring 1 | Dino Roar | Dungeons and dragons |
| Spring 2 | Ready steady grow | Just add water |
| Summer 1 | Spells and potions | Bibbity Bobbity Boo |
| Summer 2 | Puddles and Rainbows | It's a wonderful world. |

In the moment plans will be used for the teacher to direct others with PLOD's and ways to further extend learning. Weekly indoor and outdoor plans will be developed as a team to reflect these PLOD.

| EYFS 2024/25 | | | |
|---|---|---|---|
| Term | Area of Learning | Topic | Focus<br>Through this topic children will have opportunity to develop their understanding of: |
| Autumn 1 | An adventure starting School | We're going on an adventure | The **world around them** (familiar places/local environment), including themselves including **how they have changed over time**.<br>Their **home** and **school environment** and begin to look at **simple maps.**<br>The children will begin to learn about the **weather** and the **autumn** season (timing dependent). |
| Autumn 2 | People<br>Celebrations | Magical memories | **Celebrations/ significant events** (Remembrance, Diwali, Christmas, Bonfire night and Hanukkah). Through these events, the children will also learn about **materials** and **light and dark.** |
| Spring 1 | People<br>Past<br>Climate<br>Community | Dungeons and dragons | The children will continue to learn about **weather** and the **winter season).**<br>*(change of state hot and cold)*<br>They will compare characters from stories including **figures from the past** such as polar explorers.<br>They will learn about the polar regions and the impact of **climate change.**<br>The children will learn about significant **members of the community** and how they help us. |
| Spring 2 | Living things<br>Natural World<br>Plants and Animals | Just add water | The natural world, including **plants** *(growing)* and **animals**. Looking at **growing** *(life cycles)*.<br>The children will continue to learn about **weather** and the **Spring season.**<br>The children will also learn about the festival of **Eid, Holi** and **Easter**. |
| Summer 1 | Past and Present | Bibbity Bobbity Boo | **The past**. They will identify significant **changes over time** and make comparisons comparing how people lived in the past including Bolsover castle and its surrounding areas. They will draw on their experiences and what has been read in class whilst developing their **map skills** to include Bolsover Castle They will also explore the **forces** they feel (pushes/pulls). |
| Summer 2 | Environments<br>Cultures and Countries | It's a wonderful world. | **The world** around them, including people, **cultures** and **other countries** further developing their map skills on a global level**.** Children will look at a range of places and make **comparisons**.<br>The children will continue to learn about **weather** and the **Summer season.** |

# Key Stage 1 Termly overview 2024/25

In Key stage 1 the national curriculum will form the basic structure of our delivered curriculum, although staff have designed both the intent and implementation in order to meet our schools, the locality and children's needs. Additional opportunities have be added to meet the big ideas for our curriculum. In particular our timetable will ensure children have lots of opportunity to have daily exercise, in particular developing their fine and gross motor skills to support handwriting. They will have a lot of opportunity to be outdoors; learning to explore nature and the natural world and the significant changes that have occurred, especially in reference to climate change. They will be given time, space and opportunity to build strong relationships with adults and peers and to think about their own mental health and well being. They will learn about the place they live, the significant people and places within it. They will be given opportunity to be creative and explore and investigates materials, processes and make comparisons.




| Topic for KS1 | | |
|---|---|---|
| **Term** | **Cycle A 24/25** | **Cycle B 24/25** |
| Autumn 1 (Geography) | **From Bolsover to the Big City** | **Towers, Tunnels and Turrets** |
| Autumn 2 (Science) | **Paws, Claws and Whiskers** | **Take a walk on the Wild Side** |
| Spring 1 (History) | **London's Burning** | **There was a time...** |
| Spring 2 (Science) | **April Showers bring May Flowers** | **Roots, Shoots and Juicy Fruits** |
| Summer 1 (Geography) | **A Whole New World** | **Oh the Places we will go** |
| Summer 2 (Science) | **Follow me and you will see** | **Shore is fun!** |

Cycle B Termly view 2024-2025.docx

Please click on the this link to see more detail

# The impact of our Curriculum

**Children will be able to meet age related experience and be ready for the next stage of learning.**
**They will also be:**

- Full of hopeful and are happy, healthy, safe and secure
- Have memorable learning
- Individual and independent learners
- Creative thinkers
- Who have positive learning behaviours
- Knowledgeable
- Resilient learners
- Can think, reason and problem solve.
- Empowered and confident
- Communicative
- Emotionally, physically and socially secure
- Enterprising citizens
- Making a valuable contribution to the community and wider society/world as global citizens.

**We monitor and track the impact of our curriculum through:**

- The Cornerstones Maestro online tool.
- The knowledge and understanding the children retain over time leading to the standards that the children achieve by the end of each year.
- The quality of work, progression of skills, depth of knowledge and understanding presented in the children's books, classroom displays, learning journeys, exhibitions and social media feeds.
- Attainment and progress including national tests and standardised assessments.
- The development of children's oracy - their ability to articulate their learning.