

Our Curriculum – intentions, implementation and impact

Curriculum intentions

Intention 1: Develop our learner's learning (Our head and body: what we learn)

To nurture the appropriate subject specific knowledge, skills and understanding as set out in the EYFS and National Curriculum, so that children can flourish, reach and exceed their potential academically, physically and artistically.

Intention 2: Develop the character of our learners (Our heart and character: Who we are when we learn)

To nurture learners so that they are prepared for life in the modern world in a diverse and ever changing community.

Intention 3: Develop behaviours and habits to become effective learners (Our actions and attitudes: How we act when we learn)

To nurture the behaviours learners need to succeed in the world using the Elli characters. These are the Bee – To work together. Spider – To make links in learning. Owl – To use knowledge. Tortoise – To persevere. Cat – To be curious. Unicorn – To be creative.

Intention 4: To make use of nature and our community to bring all of our intentions to life: How we fit into our environment and community.

To nurture children to respect their environment and the community in which they live. To use the community and its natural environment, offering real life experiences on which children can develop their head, heart and hands.

Curriculum Implementation

Our curriculum will be implemented with our intentions as the **drivers** behind our actions. By ensuring we think about what we learn, who we are when we are learning, how we act when we learn and who we are in the world, we build happy, resilient, successful, good citizens. Our implementation plan ensures our curriculum keeps us focussed on these areas.

Intention 1: Develop our learner's learning (Our head and body: what we learn)

Our promise to our learners: Over and above any of our national curriculum learning, we promise holistic childhood experiences throughout their journey at Broomhill Infants. These are our "promises". Examples include: Learn to light a fire; climb a mountain; build something bigger than myself; learn an instrument; see a play; perform on a big stage; be an Engineer and many more. Teachers plan these in every half term.

Maths – we use the White Rose mastery schemes of work. Our children learn through practical mathematics, much of which is explored through Numicon. Children are moved from the practical to the pictorial and after much exploration the abstract. We assess using PUMA materials, teacher assessment and MathsHub tests throughout the year. We plan a maths challenge morning each year and invite our parents in to see how we learn.

Writing – we use the Talk for Writing curriculum. This means each half term we learn, imitate, innovate and invent a new story in each class, and our teachers generate writing opportunities out of this. We look at comprehension skills, grammar skills, writing planning and extended writing each week, to give us a regular routine that helps us build up competency. We want children to develop a love of writing, using the rich experiences that they have to spark their creativity. We work hard on handwriting and presentation, and in Year 2 we edit our work carefully to improve it.

Reading – we read with our teachers individually or during whole class sessions, using a progressive reading scheme covering all genres. Our teachers regularly update our in class reading areas with topic themed books from the School Library. We visit our own school library each week and choose our own book to read for pleasure, as well as accessing a progressive reading scheme for our families to help us with reading at home. Learners need the space and time to make choices about books, and to discover authors and texts they might not get chance to look at outside of school. Our teachers check we are reading books that will challenge us, and create exciting reading areas around the school.

Foundation subjects – Our teachers plan foundation subjects using progressive skills, which show what we should be learning in each year group in each subject. They check our learning against these, and subject leaders check that they are doing this correctly. They keep a record of how each class is doing in each subject, including who is secure in the areas and who is working at age related expectations. We learn from a learning challenge curriculum, which encourages us to develop independent thinking skills and questioning. Our teachers plan a wide variety of educational visits out including residentials, visitors into school such as Zoolab, Local fire service, the RAF, and organise exciting focus weeks and events like Science week, Art week, Tinkering days and Stages dance competition. Where they can, they try to link our maths and English learning into our topic work. We celebrate our work through the use of floor books. Our parents and families are regularly invited in through WOW events and Tinkering mornings, to show us that adults continue to learn even after they have left school.

Intention 2: Develop the character of our learners (Our heart and character: Who we are when we learn)

We are a Value driven school. Each month, our teachers teach us about a value that we need to consider and explore in order to become good citizens of the world. We think carefully about the value, explore it in learning and demonstrate this whenever we can. The Values are:

Respect; Honesty; Responsibility; Determination; Equality; Friendship; Thoughtfulness; Trust; Understanding;

Our teachers ask learners to undertake positions of responsibility around the school. These include:

Class ambassadors; School council; Librarians; Playground buddies; Dining hall helpers; the Green Team;.

Intention 3: Develop behaviours and habits to become effective learners (Our actions and attitudes: How we act when we learn)

When our teachers design our learning opportunities, they look for ways for us to develop good learning behaviours. Our Infant school understands that learning about learning helps us to be better learners! In our curriculum, we look for ways to develop **concentration, perseverance, imagination, co-operation, the enjoyment of learning, self-improvement and curiosity**. These are communicated through our Elli animals; The curious cat; The co-operative Bee, The Tortoise who perseveres, The creative Unicorn, The Owl who uses knowledge, The Spider who makes links.

Our teachers notice when learners are showing great learning behaviours. They award stickers and certificates for this in our weekly celebration assembly. We have three house teams; The Rockets, Eagles and Kites. We get house tokens for displaying good behaviours and every term the winning team earns an exciting treat.

It is important that we feel safe and emotionally ready to learn. Nurture is very important in our school and teachers work hard to build relationships with us built on trust. If we have something bothering us that is stopping us learn, we can talk to our adults. The nurture classroom allows children who are struggling emotionally in the classroom to work in smaller groups.

Intention 4: To make use of nature and our community to bring all of our intentions to life: How we fit into our environment and community.

When our teachers plan the curriculum, they think not just about what we should learn and how we should learn it, but also how they can bring in an understanding of morality, and the wider world. They consider our rich environment and how nature can be harnessed to help us learn. They do this through:

- Teaching us the weekly **Jigsaw Jack** curriculum. We learn about new beginnings in life, going for goals, getting on and falling out, changes and relationships. This helps us understand our place in the world.
- They ensure that in our half termly learning, they think about how to **challenge stereotypes**. For example when we learn about toys, our teachers ask learners “Do we have girl’s and boy’s toys?”; when we learn cooking skills, we think about who prepares the food in our own homes. We talk about disability and our teachers identify positive role models that challenge stereotypes for us to learn about, for example the story of Billy Elliott the ballet dancer, Helen Sharman the astronaut, Stephen Hawking the Scientist etc.
- We use all of the outdoor environments around the school to help us learn. Each year group will visit one of our local nature areas such as Nightingale Woods or Eastwood Farm each term.
- We work with local community groups such as visiting the local residential home, working with local charities, collecting and raising money for charities, working with other schools in Bristol and beyond. We aim to increase our learner’s engagement with activities that benefit other members of the community and beyond.

Impact

What do we hope will be the impact of our curriculum and how do we measure it?

Intention 1: Develop our learner's learning (Our head and body: what we learn)

We strive to ensure that our children's attainment in core and foundation subjects is in line with or exceeding their potential when we consider the varied starting points of children. We measure this carefully using a range of materials, but always considering Age Related Expectations. We intend that the impact is that children will be academically and physically prepared for life in Junior school and in Modern Britain and the world.

Intention 2: Develop the character of our learners (Our heart and character: Who we are when we learn)

The impact will be that our learners will have fully rounded characters with a clear understanding of complex values like equality, friendship, trust and many others. Only by really learning what these mean will our learners be able to develop a character that prepares them for living in the community demonstrating tolerance and equality. We measure this not just by the work our children produce, but in the behaviours we see each and every day in all learners on the playground, in classrooms, and in the many roles we give them. The impact of this intention is seen in the daily interaction of all members of our community, including staff and children.

Intention 3: Develop behaviours and habits to become effective learners (Our actions and attitudes: How we act when we learn)

The impact we intend to achieve by developing this intention is seen by how the children approach challenges every day. This could be on the playground, in a game or disagreement, or in class in a complex learning challenge. The impact should be that children don't give up, are highly motivated to succeed and achieve and are equipped with all the personal skills to do this.

Intention 4: To make use of nature and our community to bring all of our intentions to life: How we fit into our environment and community.

Our learners will be used to using nature to help them learn. They will know their local area and be proud to talk about it with visitors. Children will know about the people in their community and how to work together to learn from each other. The local community will be proud of the school and feel welcome here.