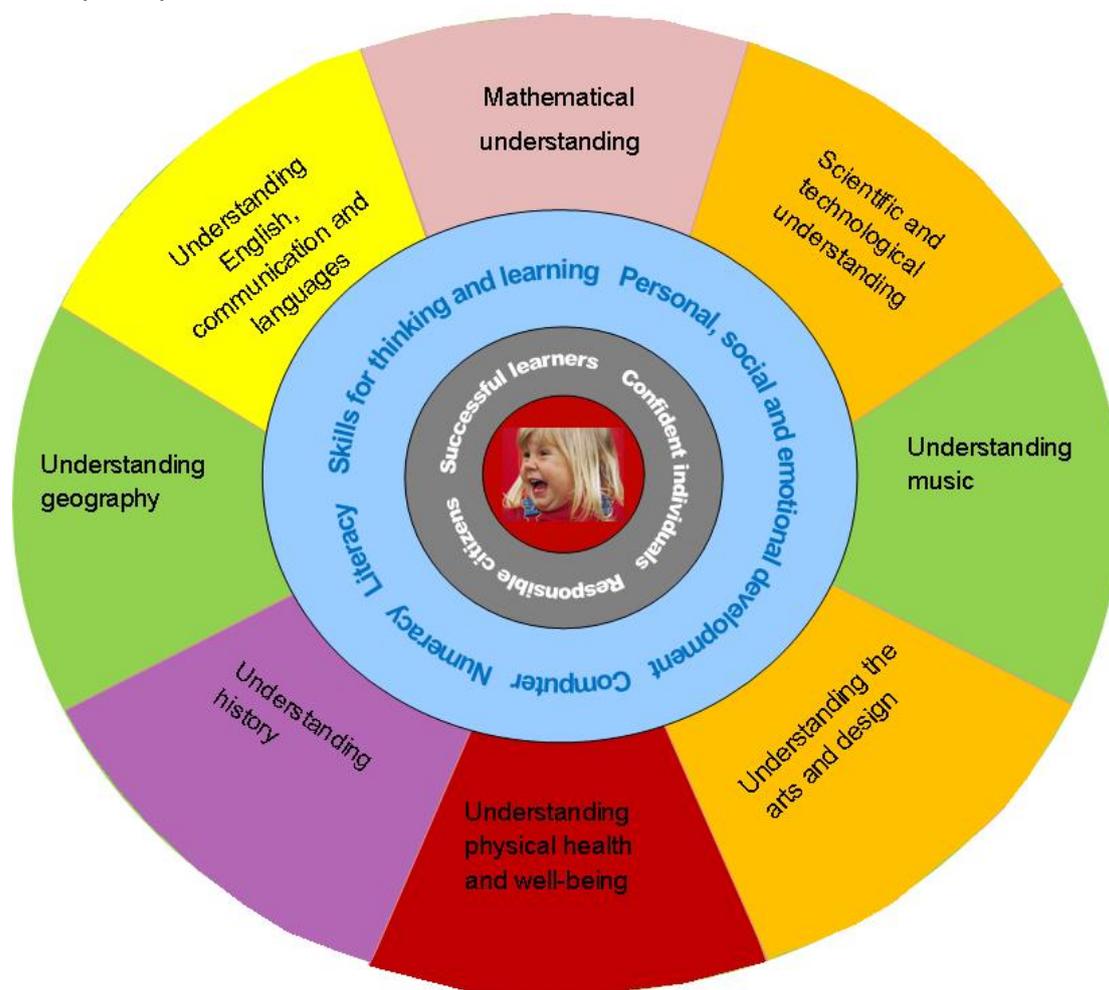


# The Curriculum at Gomer Infant School

We adhere to the Early Years Foundation Stage curriculum and the National Curriculum for England(2015). Year groups enhance this curriculum by planning exciting and engaging learning opportunities in line with the school's core principles for the curriculum.



## **Core Purpose**

Our core purpose is to develop successful learners, responsible citizens and confident individuals. In order to achieve this we aim:

**To provide a safe, nurturing, happy, environment in which together all can shine!**

## **Balance Curriculum policy**

**Adopted by Governors:** *March 2018*

**Review date:** *March 2021*

We believe the following are the essential elements to a 21<sup>st</sup> century curriculum which will empower children to have happy and successful lives:

Literacy  
Numeracy  
Science

Computing  
Personal, Social and Emotional Development  
Skills for thinking and learning

## **Key Principles for our curriculum**

At Gomer Infant school we ensure the curriculum:

- is meaningful, purposeful and linked to current and future lives.
- includes rich cross curricular learning and outcomes that value local, national and international links.
- is personalised so that it captures and ignites a love of learning and a sense of awe and wonder.
- is built on prior learning to ensure the journey takes children as far as possible
- includes opportunities for children to be imaginative and explore their own creativity
- explicitly teaches children about diversity, inclusion and the British values of respect and tolerance
- is driven by assessment **for** learning so that all learning is valued.
- allows children to have ownership in their learning, developing personal skills which they can practise and apply in context
- provides children with a range of opportunities and life experiences they may not otherwise have for example a ride on Gosport ferry , trip to the theatre.

## **Child Led Learning sessions**

Each Year Group includes these sessions regularly. The principles are consistent through the school and each session includes elements of:

- Teacher directed activities - to develop key skills and knowledge
- Enhanced Provision - linked to current learning across the curriculum so children can practise and apply skills and knowledge
- Continuous provision – giving opportunities for children to follow their own interests.

**Personal, social, emotional and thinking skills** are core to these sessions along with cross curricular learning through enquiry based themes.

### **Balance Curriculum policy**

**Adopted by Governors:** *March 2018*

**Review date:** *March 2021*

## Growth Mindset

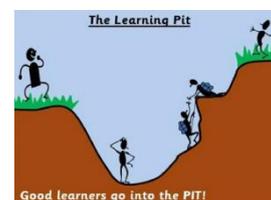
This is a key and embedded principle across the school which fosters positive learning behaviours and attitudes. For this to be consistently promoted through the school the curriculum provided:

- places an emphasis on and values the learning process
- supports the development of resilience and determination in order to overcome challenge
- promotes an ethos in which mistakes are seen as part of the learning process
- helps children to understand that there needs to be an element of struggle and challenge in order for learning to take place.

Visual images such as the school's Learning Power Aliens and 'the Learning Pit' promote key attributes of:



- perseverance
- challenge
- understanding mistakes help us learn
- first thinking and better thinking



Adults within the school consistently model and use the language of perseverance and mistakes being a route to further learning.

### **Balance Curriculum policy**

**Adopted by Governors:** *March 2018*

**Review date:** *March 2021*