

# The Curriculum across the Federation of Elson Infant school and Gomer Infant School.

## INTENT

*We adhere to the Early Years Foundation Stage curriculum and the National Curriculum for England (2015). This provides for learning of key skills and acquisition essential knowledge*

*The statutory curriculum is then enhance to provide an ambitious curriculum that is designed to give all learners the foundations of the knowledge , skills and cultural capital to succeed in life.*

## We aim to support all children in being:

### Successful Learners

**Through the Building learning powers characters**

Skills and attitudes are taught to promote:

Perseverance

Challenge

Self regulation

Reflection

**Building learning powers characters**

Children explicitly challenged and supported in taking risks

Gomer Infant School

Super T-W

Seger



Respector

Reflective  
Detective

Elson Infant School

Team

work

Tia

Can do

Connie

Respectful

Rubin

Feelings

Felix



### Responsible Citizens

**Respectfulness**

Embedded priority of respect through whole curriculum

Daily Respect award and regular respect celebrations

**Knowledge and celebration of :**

Diversity

British values

Tolerance



### Confident Individuals

**Growth mindset**

To promote:

Resilience

Determination

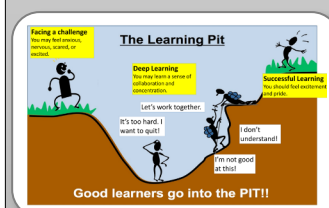
Learning by mistakes

**Learning powers**

characters to focus on process of being a good learner not just the outcome

**Shine celebrations to promote learning attributes**

**Gomer**



**Elson**



### Motivated Learners

**Curriculum driven by :**

**AFL** (assessment for learning) to ensure the learning journey takes them as far as possible

**Child led learning opportunities**

promoting creative freedom individual interests

Purposeful learning with **real meaning and outcomes**

**Personalised** to ensure inclusion and ensure children's contributions

Themes that provide opportunities for awe and wonder including outdoor and **forest learning**



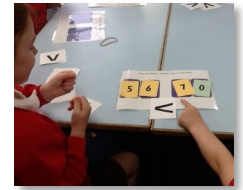
## IMPLEMENTATION

### 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 be imaginative and explore their own creativity

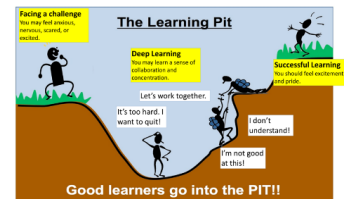
**Personal, social, emotional and thinking skills** are core to these sessions along with cross curricular learning through enquiry based themes.



### Growth Mindset

This is a key and embedded principle across the Federation 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 Characters 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.**

### Forest Learning

While the children are in the forest they use the learning powers which are part of the schools strategies to promote learning attributes. Skills such as team work, resilience and problem solving are promoted through learning in the forest. The children are given the opportunity to work alone, with a partner or in a larger group, sometimes this is directed sometimes through choice, this gives the children the opportunity to practise and adapt their skills depending on the size of the group and the other children in it. The children are not grouped by ability, all children can experience success and practise skills that are difficult to teach in a classroom setting. Learning is active and first hand, the children go out in all seasons in all weathers so experience how nature is changing over the year. This promotes good mental and physical health.

The learning opportunities they experience are cross curricular and have a balance of planned adult and child led activities. As the session lasts a whole morning or afternoon the teacher can be more flexible with timings, allowing the children to set the pace more than they are able to in other sessions .

### Federation magic 7 life experiences

We aim to provide every child with us for 3 years the following experiences we feel are key in their development of cultural capital.

1. See a live performance
2. Visit a place outside Gosport
3. Take part in a traditional experience like Easter bonnet parade / maypole dancing / learning traditional playground songs
4. Take a trip to the beach or local shore
5. Do some cooking
6. Play an instrument
7. See a real animal



## IMPLEMENTATION

THE FOLLOWING KEY STRATEGIES AND ORGANISATIONAL METHODS ARE USED TO DELIVER OUR CURRICULUM

- Balance of teacher led and child led learning sessions
- Read write inc phonics programme is used in each year group
- The kinetic letters handwriting programme is implemented to support the development of children's core strength and correct pencil grip and letter formation and writing fluency
- T4w– Talk for writing strategies are used to explore a range of key texts and provide scaffolding for independent writing
- P4c– strategies are embedded within the curriculum to support children's thinking ,reasoning and questioning skills
- Cross curricular– Themes allow children to develop and embed knowledge and skills for future learning.
- A CPA (concrete , pictorial, abstract) approach to mathematics gives all children a deep understanding of concepts and promotes fluency , reasoning and problem solving
- AFL (Assessment for learning) is used to embed and use knowledge and skills fluently and check understanding and inform future teaching.
- Subject specialists are employed in areas like physical education and music to enrich the learning experience

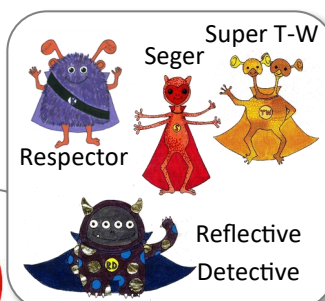
## PLANNING

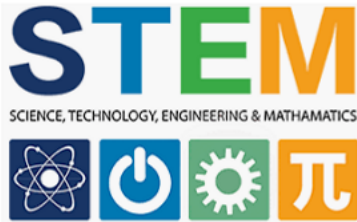
As part of planning process prior learning is discussed to ensure learning is meaningful and progressive.

## IMPACT

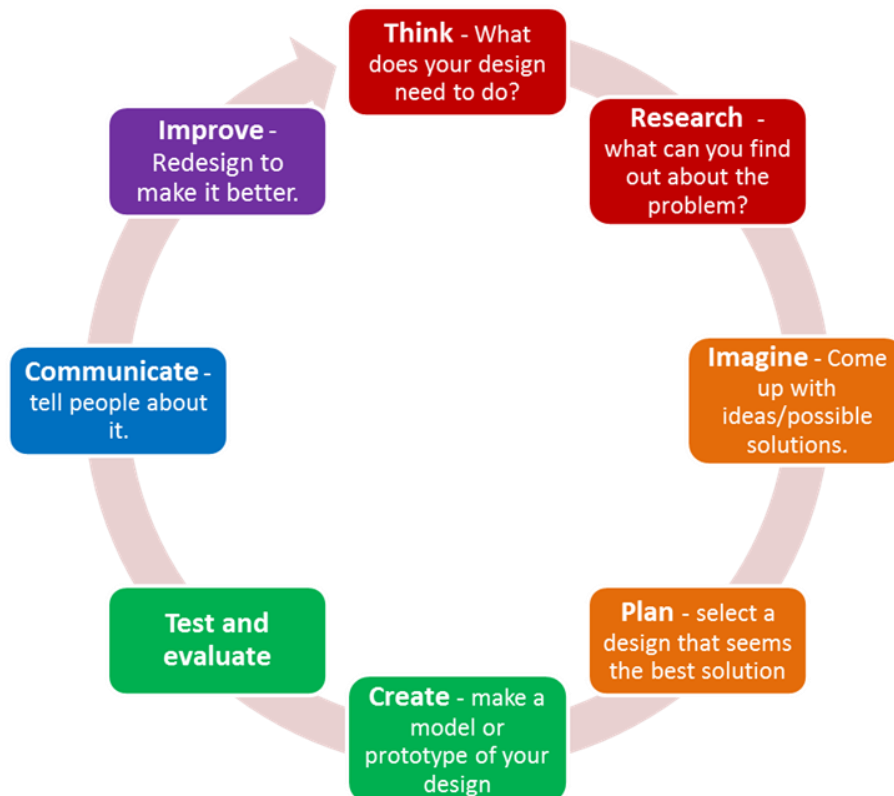
Through this our learners develop detailed knowledge and skills across the curriculum and progress and achieve well. This is reflected in National assessments and school tracking .

- Our learners have a strong foundation for their school careers and are well prepared for their next stage of learning. In addition our learners have a strong sense of community and become:
- Successful learners
- Responsible young citizens
- Confident individuals
- Motivated learners





As part of the curriculum provision we promote and develop the foundations of engineering habits of the mind. The Alien learning attributes along with the teaching of processes to understand how to think like an engineer enables children to create, assess and adapt. The wheel is taught using the following wheel and language.



Each class will plan and deliver one whole day STEM problem solving activity a term. In addition parts of the process will be taught at child led learning sessions. Mathematical skills and understanding previously taught will be promoted through the problem solving activity.

## CURRICULUM & CHILDRENS MENTAL HEALTH

### Attachment & Trauma Sensitive Practice

As a federation we ensure our curriculum environment and staff knowledge supports all children including those who have experienced adversity. We believe supporting children's emotional needs & development is a key factor in promoting better learning and mental/ physical health outcomes.