

The Federation of Elson and Gomer Infant School

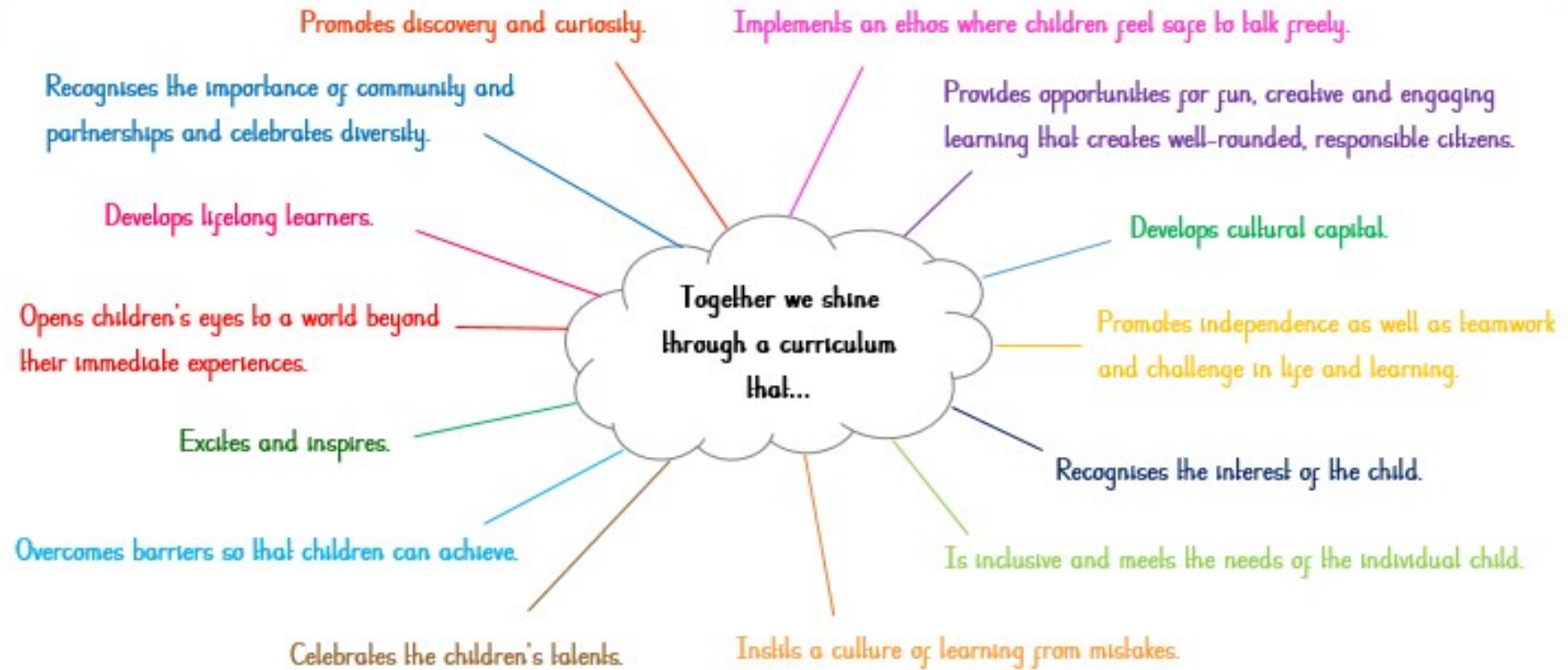
Our curriculum vision and values



Our curriculum intent

At **Elson Infant School** the curriculum is designed around our belief that each child is individual and should be empowered to be an inspired, respectful, confident, resilient, independent, self-motivated, life-long learner. It is our intention that opportunities are endless for each pupil particularly ensuring any barriers to success are overcome for any disadvantaged or vulnerable pupil. The curriculum is purposeful and meaningful for the children in our school at this time, rooted in the belief that our curriculum will enable all learners to **'shine'**.

Elson Infant School Curriculum Intent



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Our curriculum implementation and pedagogy— *Elson Infant School*

Our curriculum has been created with a deep understanding of child development so that it best meets the needs and learning styles of all the children at our school. The curriculum has been designed around a core set of progressive knowledge and skills, but the context in which these are delivered is tailored to the children dependent on their needs and interests. Our curriculum is planned to ensure a carefully considered repetition which enables children to revisit prior learning, build upon it and master the content and skills. Predominantly this is through a play based, hands on, investigative approach woven through experiences and enrichments. We understand the importance of immersing children in a concrete, meaningful experience before they are able to move onto a more abstract approach. Our curriculum enables children to explore, embed and then develop expertise in knowledge and skills. Here is **our learning journey....**



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Teaching the whole child


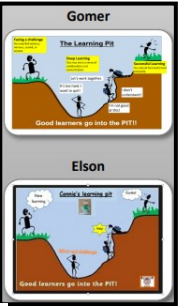









Creating purposeful, engaging hooks and questions to inspire.
Exploring and discovering
Sharing and explaining thinking and reasoning.
Supporting children through evaluating and feedback.
Opportunity to practise and apply known skills.





Building character

S Successful learners	H High aspirations	I Inspiring individuality and inclusivity	N Nurturing relationships	E Engagement and enjoyment
<p><u>Building learning powers</u></p> <p>Skills and attitudes are taught to promote</p> <ul style="list-style-type: none"> - teamwork - challenge - respectfulness - self regulation - reflection 	<p>AfL—to ensure the learning journey challenges and supports</p> <p>Purposeful learning with meaningful outcomes</p> <p>Rich problem solving opportunities</p> <p>Growth mind-set</p>    	<p>Personalised learning and curriculum to ensure children’s contributions</p> <p>Knowledge and celebration of British values</p> <p>Task design supports and challenges all pupils</p> <p>Create a sense of belonging by celebrating difference</p> <p>Pupil voice</p> <p>Embedded priority of respect through the whole curriculum. Daily respect award and respect celebrations</p>  	<p>Strong community links including transition links and processes</p> <p>GOLD Attachment and Trauma informed practice</p> <p>Strong family links</p>  <p><i>Teamwork Tia</i></p>  <p><i>Super T-W</i></p>	<p>Motivated learners, curriculum driven by</p> <p>High quality learning environment and resources</p> <p>Hooks for learning</p> <p>Links to local area</p> <p>Based on children's interests</p> <p>Some child led opportunities</p> <p>Enquiry based</p> <p>Engaging texts</p> <p>Cross curricular learning</p> <p>Themes that provide opportunities for awe and wonder including outdoor and forest learning</p> <p>Elson/Gomer Super 7!</p>

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

Elson and Gomer Super 7 Life experiences

- Take part in **local and national celebrations** e.g. Positive Friendship Week., National Road safety day, Children in Need , Queen’s Jubilee, World Cup
- Take part in **local walks & visits** which celebrate our local community (e.g. Elson—Fort Brockhurst, Explosion museum. Gomer—Beach, Dockyard)
- Experience a **live performance** Enjoy and take part in live performances e.g. Pantomime/ Rock steady concert, Christmas Nativity
- Take part in an **offsite visit** outside of Gasport Cfarm, museum etc)
- Enjoy and engage with **visitors to include Famous local person** (Artist, author, services) and cultural/ diversity visitor
- Enjoy and take part in **sporting and community** activities (sports day, local sports

Our Curriculum 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
- P4C– strategies are used within the curriculum to support children's thinking ,reasoning and questioning skills
- A CPA (concrete , pictorial, abstract) approach to mathematics gives all children a deep understanding of mathematical concepts and promotes fluency, reasoning and problem solving
- Forest school
- STEM
- Jigsaw
- Cross curricular themes allow children to embed knowledge and learning
- Growth Mind-set Learning
- Attachment and Trauma informed practice
- Subject specialists used to enrich learning experiences in PE and Music

Our Curriculum Impact

Impact

Our learners develop detailed knowledge and skills across the curriculum and progress and achieve well. Our learners have a strong foundation for learning and are well prepared for their next stage of learning.

Our learners develop good character, have a strong sense of community and SHINE by;

- Becoming **Successful learners**
- Having **High aspirations**
- Developing **individuality and inclusivity**
- Experiencing **Nurturing relationships**
- **Engaging and enjoying** school life

This is reflected in National assessments, school tracking, monitoring and pupil voice.

End of KS1 Federation data 2022-23



Age Related Expectation Summary Report Y2 - All Pupils (60 pupils)

30 June 2023

Gomer

Sum2 2022-23

60 pupils Period: Yr2 Sum2	Below	Risk or higher	At or higher	Above or higher	Significantly Above
Reading	11 (18.3%)	49 (81.7%)	49 (81.7%)	22 (36.7%)	0 (0%)
Writing	13 (21.7%)	47 (78.3%)	47 (78.3%)	6 (10.0%)	0 (0%)
Mathematics	14 (23.3%)	46 (76.7%)	46 (76.7%)	8 (13.3%)	0 (0%)
Combined	Below in one or more 16 (26.7%)	Risk or higher in all 44 (73.3%)	At or higher in all 44 (73.3%)	Above or higher in all 3 (5.0%)	Significantly Above in all 0 (0%)

Elson



Age Related Expectation Summary Report

30 June 2023

Y2 - All Pupils (87 pupils)

Sum2 2022-23

87 pupils Period: Yr2 Sum2	Below	Risk or higher	At or higher	Above or higher	Significantly Above
Reading	25 (28.7%)	62 (71.3%)	58 (66.7%)	19 (21.8%)	0 (0%)
Writing	28 (32.2%)	59 (67.8%)	51 (58.6%)	4 (4.6%)	0 (0%)
Mathematics	23 (26.4%)	64 (73.6%)	58 (66.7%)	14 (16.1%)	0 (0%)
Combined	Below in one or more 29 (33.3%)	Risk or higher in all 58 (66.7%)	At or higher in all 47 (54.0%)	Above or higher in all 2 (2.3%)	Significantly Above in all 0 (0%)

Federation Phonic Screening test results: 2022-23

Phonic results 2023-24	Elson	Gomer
	75%	86%

GLD results 2022-23

GLD results 2023-24	Elson	Gomer
	61.2%	70%

Our Pupil survey results 2024-25

Elson

My child is happy at this school	99%	
My child feels safe at this school	96%	
The school makes sure pupils are well behaved	92%	We have a number of challenging behaviours across the school which parents will see but what they won't see if the back story and the work that goes into supporting these children
If I had a concern about my child, I know who I can talk to and they have been able to deal with it effectively	95%	A couple of KS1 parents were reflecting on not being able to talk with staff at morning drop off.
The school makes me aware of what my child will learn during the year	95%	In the past 12 months we have reflected on this and now send half termly parent overviews and a weekly year group update via Tapestry or Dojo. At the start of the year, all parents were invited into a 'Welcome meeting' in Year 1 and Year 2. In Year R, there have been workshops for parents e.g. phonics and handwriting to help parents understand the curriculum. In addition to this we have 3 parents evenings throughout the year and an annual school report in the Summer term.
My child does well at this school	96%	

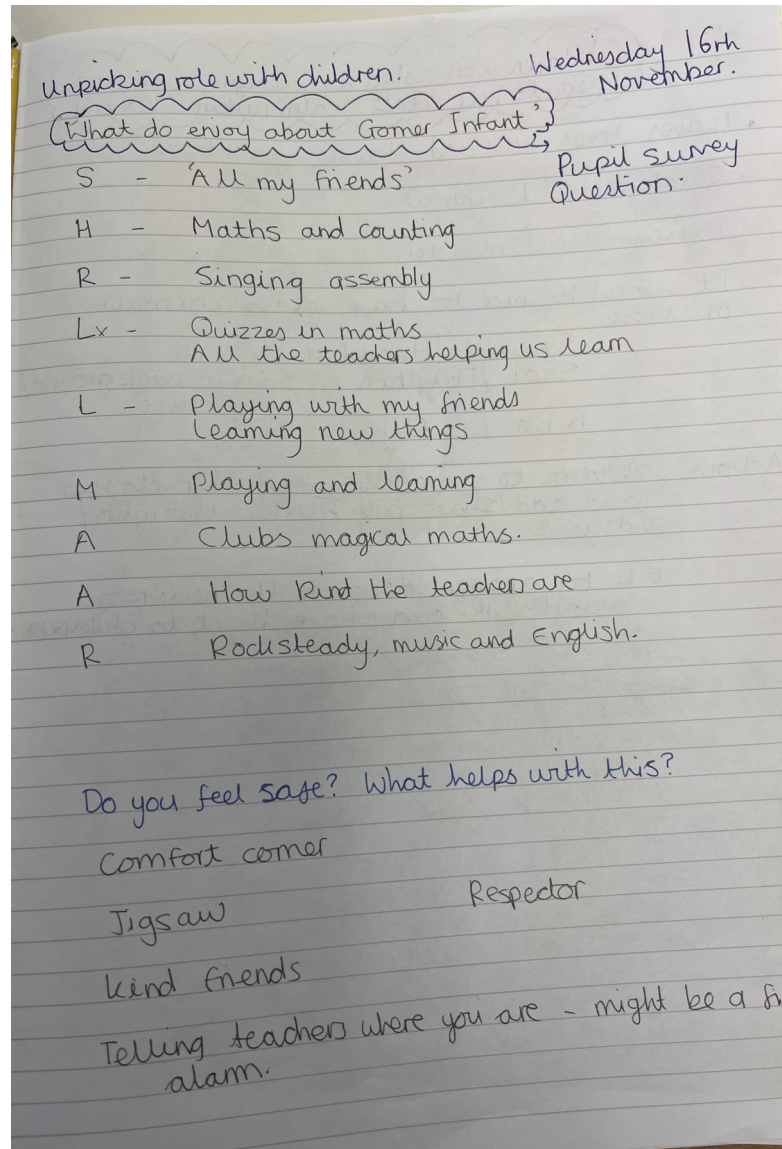
Gomer

My child is happy at this school	100%	
My child feels safe at this school	99%	
The school makes sure pupils are well behaved	99%	.
If I had a concern about my child, I know who I can talk to and they have been able to deal with it effectively	97%	
The school makes me aware of what my child will learn during the year	97%	Again, this is getting parents to recognise all of the ways that we share what the children will be learning and have learnt such as curriculum overviews, tapestry, dojo, workshops, welcome meetings etc
My child does well at this school	97%	

Parent support for the Federation is strong. Children feel happy and safe at school and are ready to learn

Pupil voice examples

Gomer



Children enjoy the many opportunities provided at the school and feel supported by their teachers. They have a voice as part of the school.

Foundation curriculum examples:



Summer 2 Science Habitats



The Big Question:

Can I use my STEM learning to build a Bug Hotel to attract more bugs into their habitat?

What I know already:

How to use the STEM wheel to complete an investigation

What a habitat is

What animals and plants need to survive

My Learning Journey

- To visit different habitats at Stubbington Study Centre
- To investigate if plants and animals have the same needs for survival
- To investigate if plants and animals could survive in different habitats
- To research minibeasts and their needs and habitats
- To work in a team to design and make a structure to leave in the forest to attract minibeasts
- To evaluate my bug hotel

Key Vocabulary:

Variation
Habitat
Adapted
Survive
Avoid
Wild plant
Garden plant

This half term the children are completing a STEM investigation. They began their journey by visiting the study Centre and looking at the plants and animals that live at the beach, in a pond and in a forest area. We then used the STEM wheel to investigate if we could make a weatherproof bug hotel to attract more minibeasts into their forest habitat

Our curriculum is well planned and designed to ensure that learning is purposeful, progressive and provides the children with skills and knowledge needed for later life.



Summer 1 Geography: Brilliant beaches

The Big Question:

Are all beaches the same?

What I know already:

I learnl compass directions North, South, East and West.

I know the differences between human and physical features.

My Learning Journey (substantive knowledge)

- Can I describe the human and physical features of our local beach?
- Can I describe the human and physical features of another beach and compare it to our own?
- Can I compare human and physical features of beaches?
- Can I evaluate my findings and draw a conclusion?

Key Vocabulary:

Directions, Near, far, next to, left, right, above, below, up, down
North, East, South, West
Human features
Physical features

During this half term the children will have the opportunity to answer the question. Are all beaches the same. Through research and discussion the children will compare beaches found in the UK as well as overseas. The children will get to use Atlases and maps as well as explore Google Earth. Children will compare the physical and human features they find on the beaches and will need to evaluate what they found out.

Foundation Assessment Examples examples:



Summer 2 – History Local Study

The Big Question: “What are the chocolate box stones on Stokes Bay beach and why are they significant?”

My Learning Journey (substantive and disciplinary knowledge)

- The children will be able to put historical events in chronological order. They will be able to locate D-Day and World War II on a timeline.
- They will identify similarities and differences between ways of life in 1944 and 2023 and what has changed of the beach and what has stayed the same.
- They will be able to describe in simple terms the causes of D-Day and give one example of its results.
- They will gather information from simple sources to ask and explain questions about the past.
- They will identify and talk about differences in accounts relating to people or events both from the time (contemporary source) and from the present (interpretative source).
- They can talk about a significant event in their locality.

Children working beyond:

Children Not Meeting:

[AFL/Next steps/Learning Points from Unit for next year:](#)

Key Vocabulary:

Similar
Different
Change
Significant event
impact
World War 2
D-Day
Naz Germany
Memorial
Remembrance
Launch
Local
Peace

The red words are those they have learnt previously and are revisiting.

Foundation assessments ensure learning is tracked and meets the needs of the children. Curriculum design is adapted according to the impact of aspects of the curriculum

Summer 2 RE - Belonging

The Big Question:

How do Sikhs show their sense of belonging?

What I know already

In year one we learnt about Sikh and Christian religions and have talked about how religions who what they believe. In our previous unit in Year 2 we learnt about the Gurdwara as a place of worship.

Not Meeting:

Working at Greater Depth:

Next steps ([AFL](#) for Year 3/ideas to improve understanding for next year's teaching?)

My Learning Journey

- To express thoughts about the concept of “belonging” and how it relates to my life – what do I wear to help me feel like I “belong”?
- To recognise the importance of belonging to Sikhs.
- To consider why Sikhs wear the 5 Ks.
- To be able to name the 5Ks and what they represent.





Key Vocabulary:

Belonging
Sikhs
The 5Ks
Prayer
Gurdwara
Kesh
Khanga
Kachera
Kirpan
Kara

Examples of children's learning:

1324 Can I write a coherent narrative?
Task: Write the story of Tidy from Badger's point of view.

28-2-23 10 Can I begin to recognise and use the signpost words: *meanwhile* *meanwhile*

	The woods were filled with happiness.
	The birds were joyful when they got their trees back.
	Pete was careful when he cleaned the flowers.
	The playful fox had rolled in the twigs.

The forest is ~~full~~ full with happiness. Because its all back to normal.

Hi my name is Pete the badger. I tell you about last Autumn. It all began at the forest. Yeah the forest I was sniffing the flowers and sniffing the parts that didn't match. I tidied the fox's tail. He also bathed the birds. I just loved cleaning! I cleaned up the forest and sucked every single leaf with my Hoover. Then I dug every single tree and then it rained and it poured and afterwards a lot of mud. "Yuck!" I said. Pete mud. I hate mud! So Pete called in the mixer. He called the in the mixer. He covered the in the mixer. Perfectly tidy and perfect. Pete took out his key there wasn't a door were door you'd to be. So he slept the mixer and when the morning shore Pete wook up and got an axe and started to chop the con and put every thing

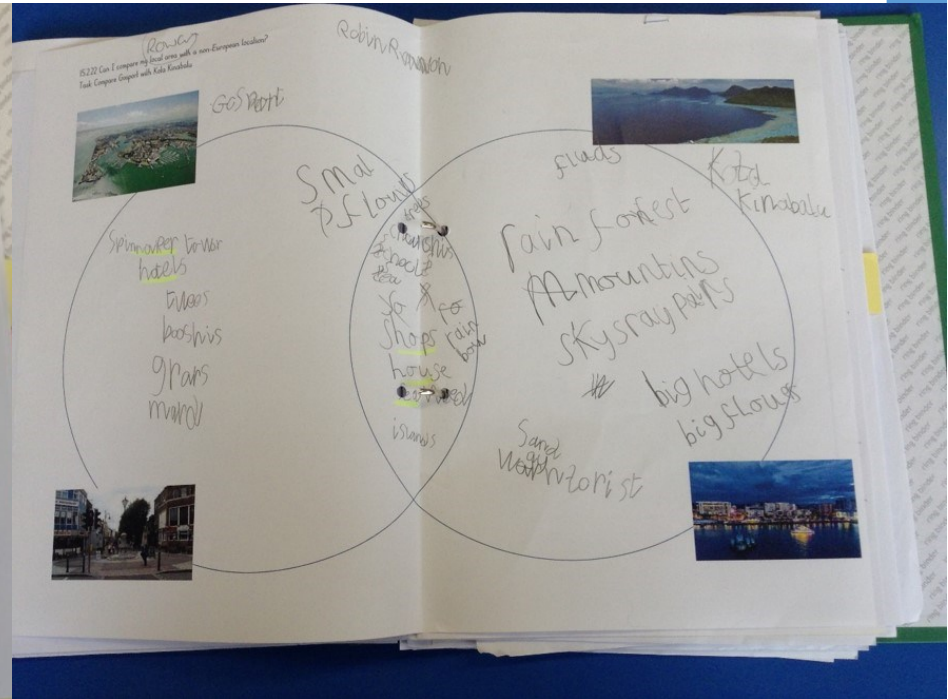
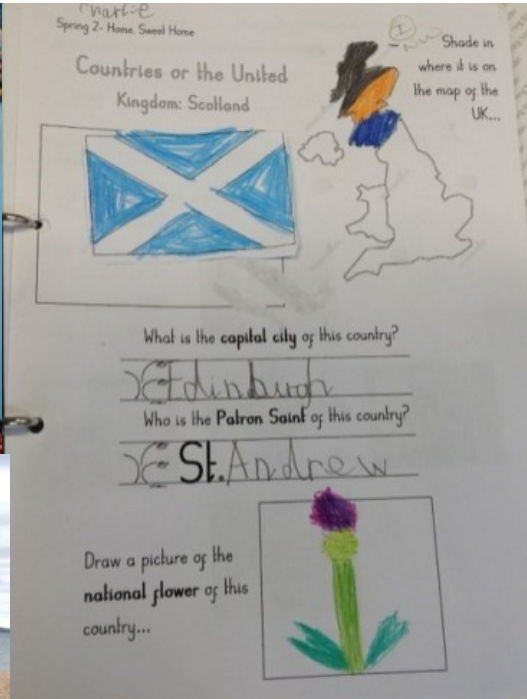
1324 Can I write a coherent narrative?
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suddenly

Hi my name is Pete the badger let me tell you about last Autumn when I went to work. It all started last Autumn when I was sniffing flowers in the forest. I sniffed a flower that didn't quite match. Then at the glimp of my eye I saw a daisy. I fox I couldn't resist cleaning. I left my cleaning equipment at home. So I picked a hedgehog and brushed all the rats and bees or badger fox. I saw my bird friends my gosh they were a stork! I washed them in the fountain. The water was very brown. I had to get up it out. Then I went home to get my cleaning equipment. I cleaned the forest it was hard work. Suddenly a leaf fell then all the leaves fell I was so angry. Then I put the leaves in bin bags. The trees were leaving all scruffy I decided to pull them out. and THEN a flood happened. Everywhere was reached. After that there was lots of mud everywhere. So I got my net and dug and dug.

The next morning I called the fixer. He dug and rakes. And put concrete in every. Spike and span was concrete. It was the forest. How cold it get any later. I had to get hungry but there was no where to eat. I had to sleep in the mixer. Then next day I set of to put everything up. I got my axe out and cracked it all. I rec put the trees back. My friend didn't forgive me. I my friends did not know my cleaning tools were behind my back. We lived happily ever after.

Progress and attainment is strong. Children are happy to challenge themselves and revise learning.



Children enjoy their curriculum and the range of opportunities offered to them