

Stoke Hill Infant & Nursery School

KS1 Implementation Overview 2020-21



Our Curriculum Intention

We aim for all of our children will secure firm foundations in English and mathematics, we know this underpins a growing excellence in other subjects.

Our KS1 curriculum offers the full National Curriculum range of subjects and is enhanced by additional learning opportunities.

We believe in bringing learning to life, both indoors and out, with an emphasis on engaging and purposeful learning, where every child becomes a communicator, a reader, a writer and is numerate.

While emphasis is placed on children learning core skills of English and maths, at the Nursery and Infant School we place great value on developing children's

*strong sense of **belonging** to the school and the wider community*

*acquiring knowledge, understanding and respect for the **natural world***

*having rich and meaningful opportunities to become **critical thinkers***

***developing creativity**, through 'apprenticeship' learning from skilled others*

All KS1 subjects have been carefully mapped to ensure a logical and progressive approach to teaching and ensure there is coverage of key content and skills. This is so that learning can develop coherently through a child's time in the nursery and the school.

We have identified key understanding, skills and vocabulary to be taught each term and monitor the impact of this through learning in books/classrooms and through pupil voice.

Implementation

Our Teaching and Learning Overview [T&L Overview FINAL updated 30.3.21.docx](#) captures the various ways we deliver learning

Curriculum Delivery by Subject

Reading

We use a range of strategies including the teaching of synthetic phonics, whole word reading strategies, learning key words through sight recognition, aided by discussion through picture books, and practice for fluency through small group guided reading.

Books are carefully chosen to ensure that they support the phonic phase the child is working within and that there is progression and challenge across the school, Book stock and choices reflect the diversity of our children, challenging stereotypes. We aim to work with parents/carers as we develop a love of reading, so children are encouraged to read for pleasure at home and school.

Writing

Writing is taught using a range of resources, some created by teachers and others adapted from the Babcock Writing Units. Skills and knowledge are identified in termly planning, and teachers choose the best resource to teach these, taking into account the interests of the children and the content of other curriculum areas being studied.

Phonics

We teach synthetic phonics systematically through the daily phonics session, planning for children to apply their phonic skills as they practise reading in their Guided Reading book. We use 'Precision Teaching' to help children with additional learning needs learn phonics they find difficult.

Maths

Maths is taught daily, focussing on the development of problem solving, reasoning and fluency. Guided by the Federation's Calculation Policy children learn and build on key mathematical concepts and strategies. We plan for progression in maths using resources from the Hamilton Maths Scheme.

Science

Science is hands-on where possible; children are given the opportunities to experience science in the real world. The children are taught how to work scientifically (observation over time; pattern seeking; identifying, classifying and grouping; comparative and fair testing; research using secondary sources) to help them develop as young scientists.

Art and Design

The children practice and develop their drawing, painting and sculpture skills each year. They learn how to use a sketchbook to bring their ideas together and to develop their thinking, develop their art-based vocabulary, and learn about the work range of inspiring designers and artists from all cultures.

Computing

Our ICT curriculum comprises a number of different strands: digital literacy, coding, data handling and using technology in the wider world. We use the 'Teach Computing' scheme to ensure that each year group builds on the skills taught during the previous year, to ensure that by the end of KS1 children are confident using technology, including a range of different programs, apps and websites. Apps on the iPads are utilised to teach skills such as animation, music creation and to access e-books.

Design and Technology

Our curriculum plans are designed to ensure there is a systematic and real-life approach to the process of designing, making and evaluating a range of products and objects. During their time in the school, the children learn about food, textiles, the use of electrical circuits, mechanical systems and computer aided design

Geography

Our geography projects are mapped across KS1 and where possible focus upon the locality and the beautiful county of Devon. The children learn about human and physical geography; develop their locational knowledge; and develop their geographical skills and fieldwork.

History

We aim for children to understand the process of historical enquiry, i.e. asking and framing question; undertaking research; making judgments; and effectively communicating answers, reviewing evidence and artefacts

Music

We use the 'Charanga' scheme as a resource to ensure the systematic development of music skills and knowledge, including reading and performing from written music. Our children are wonderful singers and sing joyfully during our whole-school assemblies and year group productions/events. The children have the opportunity to sing a range of challenging songs and have the ability and confidence to learn new and fun songs from memory.

Physical Education

Our curriculum plans are designed to ensure there is a systematic approach to the development of physical skills and understanding of the rules and terminology of a range of games. We want children to love taking part in sport, as well as understanding the need to stay physically healthy. We focus upon developing core competencies and bring activity that supports and allows for practise of these skills into our day playtimes and lunchtimes.

Religious Education (RE)

Learning is set out in the Devon and Torquay Agreed Syllabus for R.E. 2019 – 24 and in the progression document for R.E. By the end of KS1 the children will have a good understanding of the practices and beliefs of their own family, and of people who are Christian, Jewish, Muslim and of no faith. They will also be able to reflect on the nature of belief and the reasons why some people are religious and some are not. They will be tolerant of people with different beliefs to themselves and understand why this is important.

Personal, Social, Health and Economic Education

We make use of the 'Jigsaw' scheme to ensure we teach a well-planned PSHE curriculum where skills, knowledge and understanding develop over time. We cover the following areas:

- Being Me in My World
- Celebrating Difference
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

Assemblies focus on whole school PSHE following the Jigsaw planned units. They also revisit and strengthen our vision and values statements, learning strategies e.g. what to do if you 'Feel Stuck', exemplify our behaviour expectations and school rules. They touch upon current news/issues/cultural celebrations in the world as appropriate.

Enrichment

Our curriculum is further enhanced through a range of visits and visitors and support or curriculum characteristic of learning through 'apprenticeship'. Working alongside an expert provides rich and inspiring opportunities and experiences for our children e.g. working with our school gardener, local artist who paints murals to be seen along Exeter High Street, local maker of organic apple juice

Over the course of the year we typically offer our children a range of lunchtime school clubs and activities including:

- Art

- Outdoor Activities
- Science
- Craft
- Cooking
- Fun fitness
- Gymnastics
- Multiskills
- Computing
- Library

Impact of our Curriculum

See our teaching and Learning Overview 'Impact' section [T&L Overview FINAL updated 30.3.21.docx](#)

We know that we will have been successful if children show us a thirst for knowledge and skills, and are every day, curious and delighted to learn.

inspire ~ discover ~ succeed