



Dunchurch Boughton Church of England Infant Academy and Nursery



Curriculum Statement

Curriculum vision

At Dunchurch Boughton C of E Infant Academy and Nursery, we offer children a well-rounded education that plants the seeds of a lifetime love of learning, enabling children to develop strong roots and continually grow in their gaining of knowledge so that they are ready to fly into their next stage of education. We recognise the uniqueness of every member of the school community, with an approach to learning that is inclusive of all, providing a learning environment based on respectful, positive relationships.

Our broad and sequential curriculum supports and challenges children to enjoy and be engaged in all subjects. This promotes an exploration of who they are and provides opportunities to find where their passions, skills and talents lie, enabling the planting of firm roots in order for children to grow and flourish and demonstrating our school vision in action. We aim to provide a curriculum that allows children to discover the rich, diverse world in which we live, and to broaden their horizons with new experiences.

Curriculum Intent

We aspire to offer an education that plants the roots of firm foundations and a lifetime love of learning, enabling all to grow and flourish. We live this out through our school vision of: Roots to grow. Wings to fly.

We aim that our curriculum:

- Inspires and excites children, enabling them to discover where their passions and talents lie
- Is ambitious, inclusive and has high expectations for all
- Develops children as self-regulated, independent learners through application of our learning behaviours
- Opens children's eyes to their local surroundings and the world beyond it through a broad range of experiences
- Provides children with the opportunity to be creative and develop spiritually
- Has reading, writing, mathematics, communication and language, and vocabulary development as the key drivers
- Promotes the mastery of skills
- Is sequenced and progressive throughout the school, with clear end points identified
- Enables children to know, remember and do more
- Supports pupils' spiritual, moral, social and cultural development and understanding of British Values
- Promotes a positive attitude towards learning through our learning behaviours approach
- Provides children with the experience, knowledge and skills that they need to succeed and be prepared for the next stage of their education

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Curriculum Implementation

Our broad and balanced school curriculum, based upon the National Curriculum in full, the EYFS statutory framework and EYFS Development Matters, is designed to be sequential in subject knowledge and skills across all subjects. Progression maps identify what is to be taught in each year group, building upon what has been taught previously and identifies end points within the topics taught.

Our curriculum, underpinned by our school vision, values and behaviour curriculum:

- Plants firm roots of academic learning, rich experiences and learning behaviours, leading to children who develop a life time love of learning and are ready to spread their wings and fly.
- Is clearly planned and sequenced, with progression maps and plans available to support classroom delivery, ensuring sequencing and progression (see individual subject progression maps). Throughout all subjects that are taught, there is an emphasis on breaking learning down into short, manageable chunks, along with developing subject specific vocabulary and language so that children learn, remember and do more.
- Is taught through a half termly thematic unit from pre-school. We believe that thematic units are powerful tools for providing excitement and awe and wonder, building and maintaining children's interest during learning. There is evidence that teaching subject knowledge and skills as part of a wider topic-based curriculum allows children to make links between areas of their learning, and to consolidate skills. Themes help children to contextualise what they learn and make applications in real life situations.
- Is inclusive for all. All children with SEND are supported to take part in classroom learning, ensuring that where possible they are supported with scaffolding at the point of teaching rather than as part of an intervention group which takes them away from their classroom learning. This ensures that the children do not receive a reduced curriculum.
- Has planned opportunities for spiritual development (see the spirituality progression documents)
- Places a high priority on early reading and phonics. Phonics is taught daily in every year group, with catch up programs in place for those who are not achieving in line with their peers. Story time and reading to children is valued and takes place in every classroom at the end of every day.
- Includes daily mathematics taught in all year groups, building mathematical fluency of key concepts
- Has identified key curriculum drivers within the EYFS, supporting children's development.
- Allows children to discover the rich, diverse world in which we live, and to broaden their horizons with new experiences through opportunities to study localities at home and beyond, and to experience different worldwide festivals through 'Passport to World Views' afternoons.
- Is supported by a range of educational visits and visitors, bringing life to the curriculum and enabling children to experience learning in real life contexts. The curriculum is also supported by a variety of cultural, sporting and charitable events.

Our curriculum design and lesson planning is carried out using the following key principles:

- Teaching is informed by up to date pedagogy and research.
- Teachers are supported to teach lessons through application of the school lesson plan structure, based upon Rosenshine's principles of instruction. This includes through retrieval of prior learning, modelling and use of the gradual release model, questioning, assessment for learning and addressing of misconceptions.
- Phonics, early reading and vocabulary development is promoted in all subjects as appropriate.

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- Each theme has identified high quality texts, stories, rhymes and poems to promote vocabulary and reading for pleasure.
- Children are provided with opportunities to revisit and embed key knowledge, including opportunities to review and apply their earlier learning in similar and different contexts.
- Knowledge and skills are sequenced so that children develop the building blocks they need to succeed in later learning.
- Learning is chunked into short manageable steps, preventing cognitive overload.
- Children are provided with first hand experiences, manipulatives and real life images wherever possible.
- Vocabulary development is promoted throughout all areas of the curriculum.
- Core knowledge in each subject has been identified for each year group within school, with clearly measurable end points informed from the Early Years Foundation Stage, Development Matters and National Curriculum.
- The sequencing of knowledge in each year group has been carefully considered to ensure that prior learning supports subsequent learning.
- Children will experience most curriculum subjects throughout each theme. However, to enable the children to learn in depth, the following Key Stage One subjects may be blocked on a half termly basis: history, geography, and art and design and design and technology. These subjects are block taught so that children can become fully immersed in the learning process e.g. working to complete a DT or art project with a final piece. Each half term will have either a history or geography focus. It will also have either a design and technology or an art and design focus.

Timetabling of lessons:

All children in every year group take part in the following **daily** lessons:

- Phonics (using the Little Wandle phonics scheme)
- Story time
- Reading practise from reception to year two (arranged so that each child experiences this three times per week)
- English / writing / literacy
- Maths
- Mastering number from reception to year two
- Handwriting / fine motor skills

The following lessons are taught **once per week** in each year group:

- Religious Education
- Personal, Social and Health Education, including healthy relationships (using the Jigsaw PSHE scheme)

In Early Years, children take part in the following additional lessons **once per week**:

- A 'topic' lesson or lessons, focusing on an area of learning such as expressive arts and design, or understanding the world
- Core strength or P.E.

In Key Stage One, pupils will experience most curriculum subjects throughout each half termly theme.

The following subjects are **taught weekly** (in addition to the subjects listed above):

- Science
- Computing
- P.E twice per week
- Music

To enable learning in depth, the following subjects will usually be **blocked on a half termly basis** in Key Stage One:

- History
- Geography
- Art and design
- Design and technology

These subjects are taught within blocks so that children can become fully immersed in the learning process e.g., working to complete a DT or art project with a final piece. Each half term will have either a history or geography focus. It will also have either a design and technology or an art and design focus.

Children are taught through the following topics:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Rising 3s					
Children are taught based upon their interests, the world around them and identified key curricular drivers within the prime areas of learning.					
Pre-school					
Who am I?	Traditional tales	Our world	On the farm	Minibeasts	Under the sea
Reception					
Getting to know you	Time to shine	Frozen	Give me 5! (Healthy me)	Home and away	Once upon a time
Year 1					
I am an artist	Home sweet home	A toy story	I'm alive!	Dungeons and dragons	The great fire of London
Year 2					
To infinity and beyond	Victorious Victorians	Poles apart	Maps and magic	Land ahoy!	Wild Africa

Curriculum Impact

Following the use of the progression maps and the school's approach to teaching and learning, we aim that children develop detailed knowledge and skills across the curriculum, leading to them being able to know, do and remember more. This will be reflected within school assessments, and nationally reported data.

How does our curriculum meet the needs of our children?

- Using a half termly thematic approach improves the quality of teaching and learning in the following ways:
 - It increases the children's interest and ability to become absorbed in a subject matter
 - It helps the children to make connections with their work
 - Connections can be drawn from real life experiences
 - Topic related vocabulary is highly promoted throughout each subject area of the curriculum
- Children often enter the school in the EYFS with speech sound difficulties. The phonics teaching throughout the school promotes correct pronunciation of speech sounds, with a strong focus on this in the early years.

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- The school curriculum promotes real life experiences and images wherever possible.
- Diversity is promoted within the curriculum, with different festivals learnt about as a whole school each half term through Passport to World Views afternoons, promoting the British Values of tolerance and respect for all and preparing children for life in modern Britain.
- We do not use ability grouping. Children are able to learn in a classroom without limits.
- Knowledge Organisers are used in all subject areas, to help children revisit and retain the key facts and vocabulary learnt within a unit of work.