

# **MONKTON INFANTS SCHOOL**



**Aiming High!**

# **CURRICULUM STATEMENTS**

# CURRICULUM STATEMENTS

---

## ***INTENT***

---

Monkton Infants aims to ensure that all pupils, regardless of ability, special educational needs (SEND) or circumstances reach their full potential and gain the skills and knowledge necessary to lead successful lives. The curriculum is intended to provide memorable experiences for pupils through visits/ visitors, events and activities, while developing their independence, curiosity, imagination and desire to learn.

The curriculum promotes shared British Values whilst recognising and valuing differences within the school and the wider community.

## ***IMPLEMENTATION***

---

The curriculum is planned and delivered in such a way as to inspire pupils and to encourage them to 'aim high' for their future career paths. Basic skills and principles taught in the Early Years Foundation Stage are developed during Key Stage 1, through topics designed to stimulate interest, thereby developing a greater depth of understanding.

Children are encouraged to question, investigate and hypothesise while exploring cross-curricular links in order to enhance learning and to form connections in knowledge and understanding.

Bright and vibrant classroom environments stimulate and engage quality thinking and reasoning while supporting and reinforcing themes and ideas.

## ***IMPACT***

---

Rigorous monitoring is utilised by the Senior Management Team throughout the year to assess the impact of the curriculum and to monitor learning. Subject Leaders monitor subjects termly through lesson observations, book scrutinies, discussions with children and listening to staff views. Identified areas for development are added to the School Improvement Plan, which is shared with all staff.

Learning is assessed through careful analysis of attainment across the curriculum and the depth of knowledge attained within subjects and across the curriculum.

***'Aiming High' is our school motto – and this is what we aspire to do every day for everyone. Children and staff are encouraged to be the best and to do their best at all times.***

## **CURRICULUM STATEMENT – ART**

---

### ***INTENT***

---

The Art curriculum at Monkton Infants is designed in such a way as to give all pupils the chance to develop their Art skills in a variety of different ways, regardless of their circumstances, abilities and needs.

All pupils have the opportunity to express themselves in an imaginative and creative manner through exploration and investigation. All children begin to develop an awareness of the variety of art forms such as drawing, painting, sculptures and other craft techniques.

### ***IMPLEMENTATION***

---

The Art curriculum is carefully planned in order to allow pupils to build upon their prior knowledge and skills whilst expanding their knowledge and understanding. Pupils are given many opportunities to learn about artists from around the world including those local to school and try out their approaches and techniques.

Within the EYFS children are able to explore the Arts through many ways. They will explore textures, movement, feel and look of various media and materials. These skills are built upon in the topics and areas of focus in Year 1 and Year 2.

Where possible, Art is linked to each topic the children study each term or half term.

### ***IMPACT***

---

The impact of the Art curriculum is measured in many ways; regular monitoring of children's work, lesson observations and discussions with pupils regarding their learning. This will include their ideas, thought processes and evaluations of their work.

Discussions with staff are also carried out regularly to consider their views of how Art is progressing and any areas which need to be addressed can be noted and reviewed.

# **CURRICULUM STATEMENT – COMPUTING**

---

## ***INTENT***

---

The Computing curriculum at Monkton Infants is designed in such a way as to give all pupils the opportunity to develop their Computing skills in a variety of different ways, regardless of their circumstances, abilities and needs.

The curriculum allows children to explore, experiment and develop their computational thinking skills allowing them to participate safely and effectively within the digital world which surrounds them.

Pupils are provided with solid foundations in their understanding of Computer Science, Digital Literacy and Information Technology, which they can build upon in various aspects of the wider curriculum.

## ***IMPLEMENTATION***

---

Children participate in weekly computing lessons based around topics and skills. Activities are carefully planned out in order to ensure progression throughout EYFS and KS1.

Computing has strong links with Science, Maths and Design & Technology, and links within these areas are planned whilst combining aspects of each year group topic. Children are taught specific skills in weekly, discrete computing lessons in addition to having opportunities to utilise computing skills in other curriculum areas and subjects.

There is the opportunity to work with various computing equipment and resources to develop understanding and computational thinking.

## ***IMPACT***

---

The impact of the Computing curriculum is measured in many ways such as regular monitoring of children's work, lesson observations and discussions with pupils regarding their learning. This will include thought processes behind the use of technology in school and in the wider world.

The children will be confident in their use of technology and will have a clear awareness when selecting technology to use. They will understand the safety aspects and know how to keep themselves safe online.

Discussions with staff are also carried out regularly to consider their views of how Computing is progressing and any areas, which need to be addressed, can be noted and revised.

These discussions also refer to the resources, equipment and support in order to ensure Computing is delivered effectively across the school.

## **CURRICULUM STATEMENT – DT**

---

### ***INTENT***

---

Monkton Infants' curriculum for Design & Technology is designed in such a way as to give all pupils the chance to develop their Design & Technology skills in a variety of different ways, regardless of their circumstances, abilities and needs.

All pupils have the opportunity to learn about the role of Design & Technology within everyday life and how the skills they acquire will support them in their future lives.

### ***IMPLEMENTATION***

---

The Design & Technology curriculum is carefully planned in order to allow pupils to build upon their prior knowledge and skills whilst expanding their knowledge and understanding.

Using the National Curriculum guidelines; topics are carefully planned and projects are linked where appropriate within topics to give the children an opportunity to create for a purpose.

Lessons and topics follow the same approach across the year groups using research, design, make and evaluate ensuring consistency in the teaching of Design & Technology.

### ***IMPACT***

---

The impact of the DT curriculum is measured in many ways; regular monitoring of children's work, lesson observations and discussions with pupils regarding their learning. This will include their ideas, thought processes and evaluations of their work.

Discussions with staff are also carried out regularly to consider their views of how DT is progressing and any areas, which need to be addressed, can be noted and reviewed.

The children will develop confidence in the elements of Design & Technology, which they can apply throughout their work within the lesson and across other areas of the curriculum.

# **CURRICULUM STATEMENT – ENGLISH**

---

## ***INTENT***

---

At Monkton Infants School, we believe that a quality Literacy (English) curriculum should develop children's love of reading, writing and discussion. English is embedded within all lessons.

Through the use of high-quality texts, which immerse children in vocabulary- rich learning environments and ensuring curriculum expectations and the progression of skills are met, the children are exposed to a language heavy, creative and continuous English curriculum which will not only enable them to become primary literate but will also develop a love of reading, creative writing and purposeful speaking and listening.

The importance of nurturing a culture where children take pride in their writing can write clearly and accurately and adapt their language and style for a range of contexts is recognised in school. Children are encouraged to be confident in the art of speaking and listening and can use discussion to communicate and further their learning.

Children need to develop a secure knowledge-base in Literacy, which follows a clear pathway of progression as they advance through the primary curriculum. A secure basis in literacy skills is crucial to a high quality education and will give our pupils the tools they need to participate fully as a member of society.

## ***IMPLEMENTATION***

---

The English curriculum is rigorous and well organised; it provides many purposeful opportunities for reading, writing and discussion. Teachers ensure that cross-curricular links with concurrent topic work are woven into the programme of study.

In addition to daily literacy lessons, children excel in early reading through the use of the 'Letters and Sounds' (DFES) scheme from Nursery to Year 2. A wide variety of quality texts and resources are used to motivate and inspire children. A wealth of enrichment opportunities are provided; from inviting authors into school to visiting the local library each year

## ***IMPACT***

---

The English curriculum successfully develops and supports a community of enthusiastic readers and writers who enjoy showcasing their developing literacy knowledge and skills.

Pupils are confident in their reading and writing, and love to discuss and share their ideas.

Attainment at the end of EYFS and KS1 is consistently above the National Average.

# **CURRICULUM STATEMENT – GEOGRAPHY**

---

## ***INTENT***

---

Through a high quality curriculum for Geography, Monkton Infants aims to inspire in pupils a curiosity and fascination about the world and its people.

The curriculum is intended to equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

The curriculum enables pupils to develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics.

## ***IMPLEMENTATION***

---

The Geography curriculum is planned and delivered in such a way as to provide sequential learning throughout the school, building on, and not repeating, previous knowledge and skills.

Themes and topics encourage pupils to develop knowledge about the world, the United Kingdom and their locality. Geographical skills are enhanced through the use of fieldwork and observational studies, using a wide range of appropriate resources to support learning.

Subject-specific vocabulary relating to human and physical geography is introduced and developed across the school; additionally, pupils use geographical skills, including first-hand observation to enhance locational awareness.

## ***IMPACT***

---

The impact of the Geography curriculum is measured in many ways; regular monitoring of children's work, lesson observations and discussions with pupils regarding their learning. This will include their ideas, thought processes and evaluations of their work.

Discussions with staff are also carried out regularly to consider their views of how Geography is progressing and any areas, which need to be addressed, can be noted and reviewed.

# **CURRICULUM STATEMENT – HISTORY**

---

## ***INTENT***

---

Through a high quality curriculum for History, Monkton Infants aims to help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world.

The curriculum is intended to equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

The curriculum enables pupils to develop understanding of the complexity of people’s lives, the process of change, the diversity of societies, while also understanding their own identity and the challenges of their time.

## ***IMPLEMENTATION***

---

The History curriculum is planned and delivered in such a way as to provide sequential learning throughout the school, building on, and not repeating, previous knowledge and skills.

Themes and topics encourage pupils to develop knowledge and understanding of the history of Britain as a coherent, chronological narrative, from the earliest times to the present day; while also recognising significant aspects of the history of the wider world.

Historical concepts such as continuity and change, cause and consequence, similarity, difference and significance are developed across the curriculum; as pupils make connections, draw contrasts, analyse trends, pose historically-valid questions and create their own structured accounts, including written narratives.

## ***IMPACT***

---

The impact of the History curriculum is measured in many ways; regular monitoring of children’s work, lesson observations and discussions with pupils regarding their learning.

This will include their ideas, thought processes and evaluations of their own work to ensure pupils are able to know, apply and understand the matters, skills and processes in each theme covered.

Discussions with staff are also carried out regularly to consider their views of how History is progressing and any areas, which need to be addressed, can be noted and reviewed.

## **CURRICULUM STATEMENT – MATHS**

---

### ***INTENT***

---

Monkton Infants, believes every child has the right to achieve their maximum potential without a pre-conceived limit being put on their ability and attainment; this is referred to as the ‘Mastery Approach’. This is done through planning for misconceptions, carefully crafting questions to expose pupils’ thinking and pre-conceptions, structured scaffolding for slower graspers and challenging problems for the rapid graspers in order to deepen understanding.

The aim is to give all pupils an understanding of the mechanics and concepts behind mathematics in order to develop their own deep understanding. The aim is for pupils to be fluent in procedures and to be able to articulate their reasoning clearly in order to problem solve.

### ***IMPLEMENTATION***

---

The Maths curriculum is planned using ‘White Rose Maths’; the schemes of work break down concepts into small steps for children to grasp.

All children are given opportunities to reason, problem solve and gain fluency; with access to multiple representations and to use concrete, pictorial and abstract representations alongside each other to develop a deep understanding of methods and concepts. The lesson is carefully crafted to allow learning to take place over a number of small, conceptual steps, which allow opportunities to make connections and to investigate maths at greater depth.

Any child who rapidly grasps skills and concepts in the lesson is challenged by being given activities, which require a greater depth of understanding.

Maths lessons feature a lot of dialogue between the teacher and pupils and between the children themselves. Differentiation is mainly through the level of adult support each child receives. Generally, children are not given different activities to complete.

### ***IMPACT***

---

The Maths curriculum develops knowledge by deepening pupils’ understanding of objectives; as pupils work through an objective, they initially gain fluency in the mechanics of a method through the concrete, pictorial, abstract approach, before applying reasoning and problem solving to deepen understanding.

‘White Rose’ assessments are used in Key Stage 1 to support teachers’ professional judgement of the concepts children have or have not grasped. Coupled with daily marking and discussions with children, a formal grading is given to each child at the end of each term (emerging, developing, secure or mastery).

## **CURRICULUM STATEMENT – MUSIC**

---

### ***INTENT***

---

Through a high quality curriculum for Music, Monkton Infants aims to engage and inspire pupils to develop a love of music and their talent as musicians, which will in turn, increase their self-confidence, creativity and sense of achievement.

The curriculum is intended to enable all pupils to perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.

The curriculum supports pupils as they learn to sing and to use their voices, to create and compose music independently and with others and to explore how music is created.

### ***IMPLEMENTATION***

---

The Music curriculum is planned and delivered in such a way as to provide sequential learning throughout the school, building on, and not repeating, previous knowledge and skills.

Pupils learn how to use technology appropriately to produce their own music; while also experiencing a range of musical instruments.

Subject-specific vocabulary relating to the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, structure and musical notations is developed across the school.

### ***IMPACT***

---

The impact of the Music curriculum is measured in many ways; regular monitoring of children's work, lesson observations and discussions with pupils regarding their learning. This will include their ideas, thought processes and evaluations of their work.

Discussions with staff are also carried out regularly to consider their views of how Music is progressing and any areas, which need to be addressed, can be noted and reviewed.

## **CURRICULUM STATEMENT – PE**

---

### ***INTENT***

---

The PE curriculum at Monkton Infants is designed in such a way as to give all pupils the chance to develop their physical skills in a variety of different ways, regardless of their circumstances, abilities and needs.

All pupils will have the opportunity to take part in a variety of physical activities, which will ultimately encourage and promote a healthy and active lifestyle.

The children will develop their collaborative and co-operative skills throughout the lessons as they are taught how to work as an effective team member; to be fair and supportive and to develop not only physical skills but also their personal and emotional development.

### ***IMPLEMENTATION***

---

The PE curriculum is carefully planned to ensure progression across the year groups. Where possible, year groups will be taught the same topic at the same time but at an appropriate level for their age and ability.

Each year group curriculum is composed of six areas with two units of six lessons in each unit. Two units will be taught during each half term through the weekly two hours of PE in each class.

Each unit of work is designed to develop children's fundamental movement skills in a variety of ways whilst building upon their independence and team work skills.

### ***IMPACT***

---

The impact of the PE curriculum is measured in many ways; regular monitoring of children's progress, lesson observations and discussions with pupils regarding their learning. This will include their thoughts, experiences and views on their own fitness levels.

Discussions with staff are also carried out regularly to consider their views of how PE is progressing and any areas which need to be addressed reviewed.

## **CURRICULUM STATEMENT – P.S.H.C.E.**

---

### ***INTENT***

---

Through a high quality curriculum for PSHCE, Monkton Infants provides pupils with opportunities and experiences which reflect the increasing independence and social awareness of learners as they move through the school. Children learn skills to develop effective relationships, assume greater responsibility and keep themselves safe.

The curriculum is intended to equip pupils with the knowledge, understanding and skills they need to manage their lives now and in the future. Children develop the attributes required to live healthy, safe, productive, capable, responsible and balanced lives as individuals and as members of society.

### ***IMPLEMENTATION***

---

The PSHCE curriculum is a planned, developmental programme of learning through which children build on, and do not repeat, previous knowledge and skills.

Themes and topics encourage pupils to reflect on and clarify their own values and attitudes while also exploring the conflicting values and attitudes which they may encounter in the future. Children are supported as they gain confidence, resilience and self-esteem; and identify and manage risk, make informed choices and understand what influences their decisions.

In addition, the PSHCE curriculum is essential in safeguarding pupils; enabling children to form and maintain good relationships.

### ***IMPACT***

---

The impact of the PSHCE curriculum is measured in many ways; regular monitoring of children's work, lesson observations and discussions with pupils regarding their learning. This will include their ideas, thought processes, self-reflection and evaluations of their work.

Discussions with staff are also carried out regularly to consider their views of how PSHCE is progressing and any areas, which need to be addressed, can be noted and reviewed.

## **CURRICULUM STATEMENT – R.E**

---

### ***INTENT***

---

Monkton Infants aims to ensure that pupils will develop deepening knowledge and understanding about a range of religious and non-religious worldviews. The curriculum for R.E is intended to encourage all children to describe and explain ways in which beliefs are expressed and to understand the significance of beliefs and practices on individuals, communities and societies. Children should gain an understanding of specialist vocabulary and terms, as well as demonstrate an understanding about religious diversity. The curriculum is intended to encourage all children to take responsibility for their actions and their choices and ensure children reflect on their own thoughts, feelings, experiences, ideas, values and beliefs.

### ***IMPLEMENTATION***

---

The R.E curriculum is planned and delivered to be coherent and progressive, enabling children to deepen their knowledge and understanding of religious and non-religious worldviews.

Children will build on previous learning to broaden their understanding through complex enquiries. Basic themes (special, belonging) are introduced in the Early Years Foundation Stage and are developed throughout Key Stage 1 through the discrete teaching of R.E and also through cross-curricular learning.

Children in Key Stage 1 are taught about: Christianity, Judaism and religious diversity. Learning is enhanced via appropriate visitors and visits to appropriate places of worship. The inclusion of reading books focusing on religious festivals is used to improve reading skills, promote discussion of religions, at home and in school.

### ***IMPACT***

---

Monitoring of the subject is undertaken by the Subject Leader each term through lesson observations, book scrutinies and discussion with the children. This ensures that children have developed the desired knowledge and skills in order to achieve and succeed in R.E.

# **CURRICULUM STATEMENT – SCIENCE**

---

## ***INTENT***

---

Monkton Infants aims to promote high quality science education, which provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics.

Through a well-planned curriculum, pupils build up a body of key foundational knowledge and concepts; they are encouraged to recognise the power of rational explanation and to develop a sense of excitement and curiosity about natural phenomena.

The curriculum encourages pupils to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

## ***IMPLEMENTATION***

---

The Science curriculum is planned and delivered in such a way as to provide sequential learning of knowledge and concepts.

The principal focus of the science curriculum is to enable pupils to experience and observe phenomena, looking more closely at the natural and humanly-constructed world around them. Pupils are encouraged to ask questions about what they notice; and to devise processes and investigations in order to answer their own questions appropriately. This includes, observing changes over a period of time, noticing patterns, grouping and classifying things, carrying out simple comparative tests and finding things out using secondary sources of information.

Simple scientific vocabulary and terms are developed, as children talk about what they have discovered and communicate their ideas to a range of audiences in a variety of ways.

## ***IMPACT***

---

Monitoring of the subject is undertaken by the Subject leader each term through lesson observations, book scrutinies and discussions with children. Assessment data is also analysed thoroughly, with individual progression tracked carefully.

This ensures pupils have developed the desired knowledge and skills in order to achieve and progress.

## **CURRICULUM STATEMENT - SEND**

---

### ***INTENT***

---

The curriculum at Monkton Infants is designed in such a way as to give all pupils, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND), the knowledge and cultural capital they require to succeed in life.

The curriculum has been carefully planned and sequenced with an intention to enable pupils with SEND to gain appropriate knowledge and skills required for their future learning. At Monkton Infants School, we have the same ambitions and aspirations for all pupils.

Where this is not practical – for example, for some pupils with high levels of SEND – the curriculum is designed to be ambitious and to meet their individual needs. We ensure this by teaching a full range of subjects for as long as possible, ‘specialising’ only when necessary.

### ***IMPLEMENTATION***

---

Children’s understanding in all subjects is regularly assessed and rigorously tracked in order to identify misconceptions quickly and accurately, and to provide clear, direct feedback.

We ensure that all any SEND pupil’s progress is reviewed termly by the class teacher, and SENDCO, and is also shared with parents/ carers.

The resources and materials which teachers utilise are appropriate for the children’s learning and clearly support the intent of the lesson. Children with SEND may access additional resources or support to enable them to access the learning at their individual level of attainment. Activities and tasks in the classroom are differentiated to address the needs of all children.

Pupils with SEND may work in smaller groups with support of a Teaching Assistant; or access specific interventions to support their progress within specific curriculum areas. An Individual Intervention Plan may also be formulated in order to set small, achievable targets for these children.

### ***IMPACT***

---

Monitoring of pupils with SEND is undertaken by the SENDCO to ensure these pupils achieve the best possible outcome at the end of EYFS and Key Stage 1.

Assessment data and progress against targets on Individual Intervention Plans is analysed thoroughly.

This ensures pupils make consistent progress and are well prepared for the next stage of their learning.