

Hetts Lane Infant & Nursery School



Curriculum Statement

Updated July 2024

Introduction

At Hetts Lane we aim to inspire all children to succeed by providing meaningful and memorable learning through a broad, well planned and stimulating curriculum. Careful consideration, based on research and an understanding of the needs of our children and community has been given to reviewing and improving our curriculum at Hetts Lane to ensure that it is aspirational and ambitious for all and reflects our local context.

We have ensured that our curriculum meets all statutory requirements of the Early Years Framework, National Curriculum and Nottinghamshire Agreed RE Syllabus, whilst also making sure it is engaging, relevant to our community and promotes our school vision and values in order to develop a love of learning.

A focus on the **acquisition of basic skills** underpins our whole curriculum, as we know that without the ability to communicate, read, write and apply basic mathematical concepts to problems, children will be unable to access future learning or a full curriculum in Key Stage 2.

Our curriculum is all the planned experiences we provide for every pupil to enable them to be able to know more and do more whilst developing an enjoyment of learning. It is designed to give all pupils the knowledge, skills and values they need to be the best they can be and acquire the cultural capital need to succeed in life.

Through our curriculum at Hetts Lane we aim to provide all children with the values, skills and knowledge they need to be **caring, successful, Happy Learners**, both now and in the future. Our 4 principles of **caring, successful, happy learning** shown below form the bedrock/ foundations of our school **ethos** and **values** which underpin everything we do including our curriculum.



Our curriculum is designed to incorporate 2 key areas:

1. **The implementaion of The Early Years Framework and National Curriculum for KS1**
2. **Addressing the local context and needs of our school community (Key Drivers)**

1. The Early Years and KS1 National Curriculum

In the Foundation Stage the curriculum incorporates **the 7 areas of learning**: Communication and Language, Personal, Social and Emotional Development, Physical Development, Literacy, Maths, Understanding the World and Expressive Arts and Design.

In Key Stage 1, the curriculum incorporates the subject areas of: English which includes reading, writing, handwriting and phonics (Taught at Hetts Lane using a validated Synthetic phonics programme “Twinkl Phonics”), Mathematics, Science, Computing, Design Technology, History, Geography, Religious Education (Following the Nottinghamshire Agreed Syllabus) Music, Art and Design, Physical Education and Personal, Social, Health education and Citizenship

2. Key Drivers for our Curriculum (Addressing our local context)

At Hetts Lane we aim for all children to be: **Caring, Successful, Happy Learners.**

This is the key driver that personalises our curriculum.

To enable this to be achieved the following 5 areas have been identified as central to our intent in addressing disadvantage for children at Hetts Lane and enabling children to acquire cultural capital. An increased amount of **cultural capital** provides more social mobility and therefore improved and increased opportunities in life.

- Promoting our School Values (**respect, caring, keeping safe and doing our best**) & British Values (**Democracy, Rule of Law, Individual Liberty and Mutual Respect and Tolerance**)
- The Acquisition of Fundamental Basic Skills (with a focus on **reading & communication**)
- Personal Development (positive physical and mental wellbeing)
- Wonderful Words (**Vocabulary & Quality Texts**)
- Providing Shared Memorable Experiences

The Key Drivers for our Curriculum

<p>Caring</p> <ul style="list-style-type: none"> • For pupils to learn about caring for and respecting themselves, others and the world around them. • For everyone at Hetts Lane to have an understanding and respect for “differences” including different families, cultures and beliefs. • For everyone in our school community be kind and caring and be able to use appropriate language and vocabulary to express and show respect. • As school we aim to care for and support our families and community 	<p>Our School Values & British Values</p>	<p>Fundamental Basic skills (Communication & Reading)</p>	<p>Personal Development</p>	<p>Wonderful Words (Vocabulary and Quality Texts)</p>	<p>Shared Memorable Experiences</p>
<p>Successful</p> <ul style="list-style-type: none"> • For everyone at Hetts Lane to have ambitious high aspirations for themselves and for everyone in our school • Providing pupils with the knowledge and skills they need to enable them to access the next steps in their education and the cultural capital to succeed in future life • For pupils to be able to identify and celebrate their achievements and the achievements of others • For all pupils to learn to read and have a repertoire of vocabulary to enable them to achieve social mobility and express themselves 					
<p>Happy</p> <ul style="list-style-type: none"> • For everyone at Hetts Lane to feel happy, safe and confident to ask for help and take risks • Supporting pupils personal development and wellbeing and ensuring they have the skills and knowledge to be physically and mentally healthy • Promoting a can do attitude through a positive leaning environment to enable all pupils to develop an enthusiasm and love of learning • Ensuring pupils can use appropriate vocabulary to express their feelings and emotions and ask for help 					
<p>Learners for life</p> <ul style="list-style-type: none"> • Providing pupils with the knowledge and skills they need to enable them to access future learning. • Prioritising reading as a fundamental part of everything we do at Hetts Lane as it is the skill that underpins everything that is taught and opens the door to current and future learning across the curriculum. • Promote the characteristics of effective learning though the early years and into KS1: Effective learner 					

Our Intent (What we want children to learn and achieve at Hetts Lane)

We want our children to:

- Be **caring, successful, Happy Learners**
- Be able to communicate and express themselves effectively
- Leave Hetts Lane with the basic skills in language & communication, reading writing and maths and be ready to access the next stage in their education
- Have a positive attitude to learning and high aspirations for themselves
- Develop knowledge and skills which enable them to foster positive relationships, have respect for themselves, others and their environment, keep themselves and others safe and become a healthy, independent and responsible member of society both now and as they grow through life.
- Have experiences and memories to support future wellbeing and learning

Curriculum Design

Our curriculum sets out **what** pupils need to know and be able to do in each subject area. Subject Leaders have planned the knowledge and skills to be acquired and this is interleaved (revisited) through topics and related texts.

We have reorganised our curriculum into a 3 year cycle of whole school themes which supports how children learn through enabling:

- Learning to be **linked together**
- The curriculum to be **broad and engaging** whilst focusing on basic skills
- **Progression towards clear end points**
- **Key learning and knowledge to be repeated, recalled and built on**, deepening understanding in order that it is retained in long term memory

Linking Learning Together

We use key texts and overarching topic titles to make learning interconnected. This supports our young children to make links with previous, current and future learning and across subjects to enable the knowledge to become “sticky” and the learning to be retained and built on

The overarching themes for each term are the same each year: “**There’s No Place Like Home**” in the Autumn Term, “**Heroes and Heroines**” in the Spring Term and “**Exploring the Wider World**” in the Summer term.

These themes have been chosen to build the children’s learning from the familiar, where immediate first hand experiences are used to attach new learning to the more distant, abstract and less familiar. (Our Long Term Curriculum Plan can be seen on our website)

Broad and Engaging Learning

Our curriculum is designed and planned to be broad and ambitious to expand and broaden children’s knowledge and selected themes are intended to be engaging, enabling children to want to learn and build on the knowledge and skills they have.

To develop a breadth of knowledge in Geography, History and Art and Design we have incorporated a 3 year cycle into our curriculum plan. This enables key skills and knowledge to be taught and then retrieved, applied and built on in a different context. For example in History in the Autumn Term children will learn key skills and knowledge applied to different changes within living memory: Cycle 1: Our school, Cycle 2: Toys and Cycle 3: Wash Day

The knowledge children learn is transferable between each cycle/context and the knowledge learnt and applied across the curriculum aids understanding

Progression Towards Clear End Points

Our curriculum is constructed to build towards **clear end points** in each subject area. To enable children to achieve these end points, each subject area has clear expectations of the intended **knowledge** and **skills** that we aim for children to acquire by the end of each year group (EYFS, Year 1 and Year 2) and this is then further broken down into terms. These form a sequence of steps in progression building on previous

learning to enable children to meet the end of Key Stage 1 end points and acquire the intended knowledge and skills (These can be seen on our website, under each subject heading).

The Early Years Foundation Stage is the bedrock of subsequent learning and our curriculum builds on the foundations of knowledge and skills taught in the 7 areas of learning in the EYFS.

Spaced Repetition, Recall and Revisiting

Our curriculum is designed to ensure that knowledge is repeated several times over and skills are applied in different contexts therefore supporting learning to be retained in the long term memory.

Implementation (How we teach/ deliver our curriculum)

We understand that **learning is a change in long term memory** therefore we implement our curriculum in a way that integrates new concepts in a repeated and interlinked way. Content is broken down into components that are sequenced in a logical progression building on what has been taught before.

When implementing our curriculum we:

- Follow an agreed long term plan and medium term Learning Organisers which inform our short term plans
- Have a focus on basic skills in Maths and English particularly oracy, reading and phonics every single day.
- Link learning together
- Deliver content through focussed quality texts with an umbrella topic where appropriate
- Repeat knowledge and provide regular opportunities for children to practice, revisit and retrieve previously learned content to deepen understanding of concepts in order that it is retained in long term memory and improves retention
- Use good teacher knowledge and high standards of teaching and learning in an enabling, inclusive environment where each child is nurtured and valued as an individual and encouraged to reach their potential
- Provide opportunities for children to revisit and use and apply their learning and skills across different curriculum areas
- Making sure children have lots of opportunities to “problem solve”, using their knowledge in different contexts

In the Early Years Foundation Stage we promote a curriculum that is play based where children are given opportunities to engage in first hand experiences. We encourage active, meaningful learning that will have a positive impact on children’s development in all areas. We deliver learning for all of the areas through purposeful play and learning experiences with a balance of adult-led and child-initiated activities. This includes whole group work, small group work and carefully planned independent activities for children to engage with the topic that is being taught in that half term.

Teaching and learning in our Foundation Stage takes place both indoors and outdoors. We believe it is of vital importance to cater for the different learning styles of children, which we address through the use of the Early Years Foundation Stage Characteristics of Effective Learning. These are concerned with the way in which children learn rather than the outcome they produce. (More information about our Early Years Curriculum can be found on the school website)

Implementing our Key Drivers

We deliver the Early Years Foundation Stage curriculum and the National Curriculum in a way which priorities the development of children's oral language, vocabulary and engagement with books

- **Our School Values (respect, caring, keeping safe and doing our best) & British Values (Democracy, Rule of Law, Individual Liberty and Mutual Respect and Tolerance)**
The teaching and reinforcing of our shared key values and British Values is at the heart of our curriculum and taught explicitly through our RSHE curriculum and termly induction. Links are made between our school values and British Values and each half term we also dedicate time in assemblies and the classroom to exploring and investigating the meaning of each one and how it can be portrayed and shown through our behaviour and actions. Children are rewarded with a special "values card" when they demonstrate one of our values.
- **Acquisition of fundamental basic skills (with a focus on reading & communication)**
Children are taught essential key knowledge in English (including oracy/ speaking and listening, reading, phonics and writing) and maths from the National curriculum and EYFS Framework through explicitly taught sessions. Opportunities for children to practise and apply their knowledge are then planned and provided through all areas of learning/ curriculum areas. All full time children are taught phonics daily and have daily opportunities for reading and developing their oral communication.
- **Personal Development (positive physical and mental wellbeing)**
The personal development and wellbeing of pupils is supported through our planned PSHE curriculum and through our school values and ethos. At Hetts Lane we understand that children need to feel valued, safe and secure in an environment that is based on trusting relationships and well established routines and expectations in order for them to learn, take risks and achieve the best they can. We give priority in our curriculum at the start of each term to carefully planned "Induction" which focuses time and attention on these fundamental areas.
- **Wonderful Words (Vocabulary & Quality Texts)**
Within each subject area a progression of key vocabulary is identified and taught. (This can be seen on our website, under each subject heading). This is explicitly taught and opportunities are to use and practise.
In addition to delivering content through focussed quality texts, all children have daily opportunities to read and to share and discuss a class story. As well as reading their phonically decodable reading book, children also enjoy exploring a selected "Brilliant Book" each week.
- **Memorable Experiences**
When delivering our curriculum we make use of school grounds and our local area as much as possible enhancing learning through Forest School activities, local visits within Warsop and also to contrasting localities further afield. Learning is also enhanced and made memorable through visitors to school and planned whole school themed days. We ensure there are enrichment opportunities for every child and offer a variety of clubs. Children take part in raising money and supporting local community events and representing the school at sporting events and competitions

We make sure all children can learn by:

- Presenting information and knowledge clearly to all children
- Providing additional support and intervention for when children need it (both for learning and emotional support)
- Providing work which enables children to achieve the aims of the curriculum
- Checking pupils understanding systematically to identify misconceptions and providing clear feedback
- Using ongoing, formative assessment to adapt teaching as necessary
- Integrating new knowledge into wider areas
- Implementing a consistent approach to manage behaviour across the school which is focussed on celebrating everything positive
- Working closely with parents
- Sharing and celebrating as many successes as possible (weekly assemblies, awards)
- Creating a calm and positive learning environment
- Teachers using assessment to check pupils understanding & identify & address misunderstandings to inform future teaching
- Addressing identified barriers to learning

Assessment

Through successful implementation of the curriculum intent children will make progress as they build their knowledge skills and understanding in all areas.

Assessment is an integral part of the learning process. Teachers use assessment as part of learning, regularly asking children to review and recall previous learning to consolidate and build on their understanding and knowledge. Ongoing formative assessment is used for learning to enable misconceptions to be addressed, teaching to be adapted and to inform future planning and teaching and summative assessment of learning is used to evaluate the impact of our curriculum.

Our Intended Impact

As learning is a change to long term memory we do not expect to see short term impact but a development of conceptual understanding over a key stage. We value the use of repeated verbal recall activities which embed learning as children are required to recall knowledge for their long term memory. We talk to pupils about their learning and make observations about how their ability to verbalise their knowledge progresses over time.

As a result of the effective implementation of our curriculum the impact will be:

- All children **achieve the best possible outcomes**
- Children's work reflects that pupils know more can do more and they have developed detailed knowledge and skills
- Children achieve well as reflected in end of EYFS and KS1 assessments

- Children have a good acquisition of basic skills particularly reading to enable them to access future learning
- Children are ready for next stage of education and have the knowledge and skills they need
- Children read well with fluency and can apply mathematical knowledge and skills appropriately for their age
- Children can express themselves fluently using a range of vocabulary to communicate their needs and feelings and articulate their learning
- All children have benefited from a range of memorable shared experiences
- Children can recall a range of stories and texts and demonstrate a love of literature
- Children have aspiration and are self confident and know how to keep themselves and others safe and well
- Children are Caring, Successful **Happy Learners**

Equality & Entitlement for All

Equality of opportunity is a fundamental right for all children regardless of race, culture, gender or special educational needs. Hetts Lane prides itself on providing a curriculum that is accessible for all children. This policy is written for all and recognises that every child has equal opportunities

Pupils with SEND

We aim to provide all children with the best possible learning experiences matched to their individual needs. Whilst adapting the curriculum to meet the needs of children with SEND we aim to ensure that it does not become narrow. We believe that it is essential that all children including those with SEND have access to a broad curriculum and range of learning experiences.

Monitoring & Reviewing our Curriculum

Leaders and governors continually evaluate the quality of our curriculum provision and its impact in meeting the needs of our children through regular monitoring, including looking at children's work, talking to children, observation and reviewing planning. We are always challenging ourselves to improve and make our curriculum and the quality of education we provide even better to ensure that it enables children to acquire the values, skills and knowledge they need to be **caring, successful, Happy Learners**, both now and in the future.