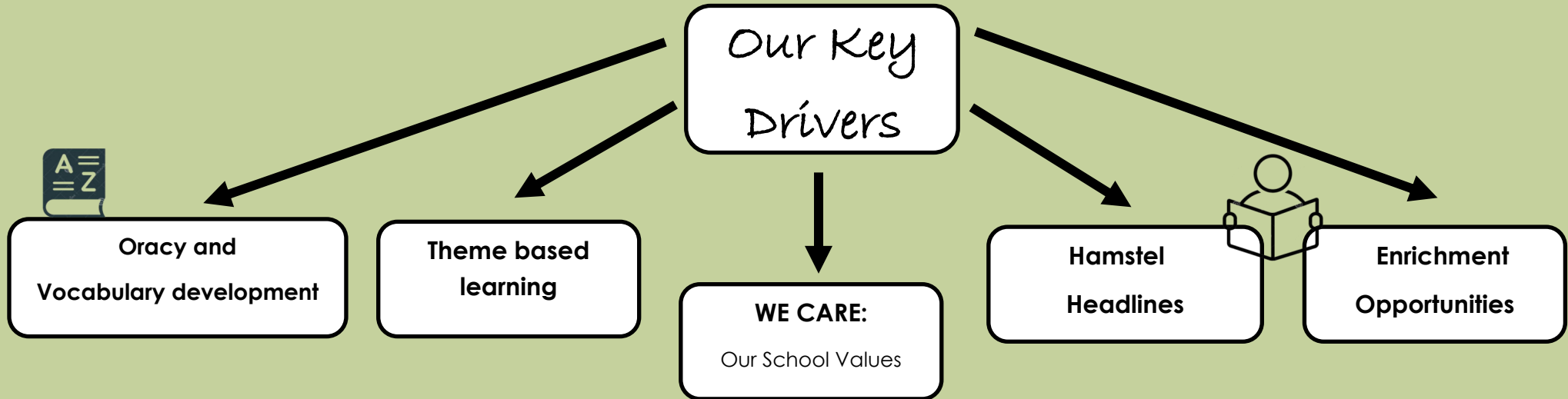
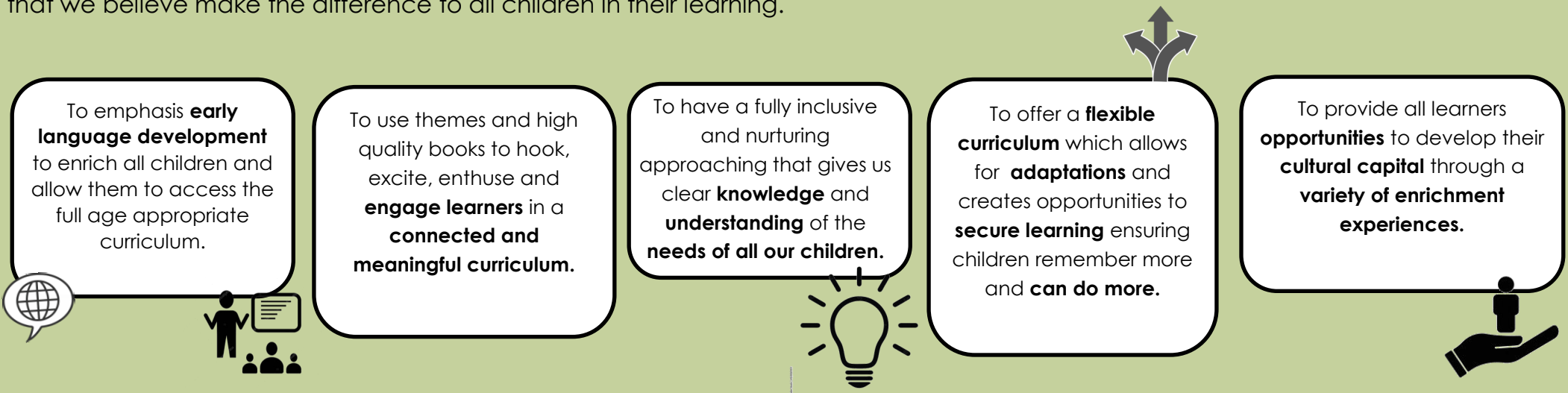


Our Curriculum

At Hamstel Infant School and Nursery we believe our curriculum offer meets the needs of the children in our community. We pride ourselves in offering a **flexible, enriched, connected and nurturing curriculum** that goes beyond the statutory requirements. We understand the importance of offering a **knowledge and skills-based curriculum** as guided by the Early Years Foundation Stage Curriculum and National Curriculum requirements.



INTENT: *We aim...* To deliver the Hamstel Headlines by ensuring all staff are skilled in our fundamental techniques that we believe make the difference to all children in their learning.



IMPLEMENTATION—How do we achieve our aims?

Oracy and Vocabulary Development

Theme Based Approach

Our Pupil Voice has told what our children find interesting so the curriculum is taught through year group agreed **engaging themes** that have **connections across subjects and vocabulary development**. The themes run half termly providing a wealth of **cross-curricular opportunities**, in which we make links to different subjects, our community and our world to provide meaning to the children's learning at the age appropriate stage. The themes allow children to **gain knowledge**, develop **new skills** and introduce them to **new experiences** inside and outside of the classroom.

Sequenced Planning and Progression

The curriculum is **carefully structured** and **planned** to show the sequence and progression **from Nursery to the end of KS1**. Our **Long Term Planning ensures coverage of the curriculum**. Our **bespoke progression grids** have been designed to break down the curriculum and explicitly highlight the **skills and knowledge** to be taught in each year group. **Medium term planning** outlines half termly coverage in each subject and year groups to ensure subjects are linked carefully to the themes. Our planning also ensure links are made to previous and future learning to build on the children's schemas. **Short term planning** is then developed and **adapted** appropriately to meet the learning needs of all children, securing **previously taught learning** and **providing opportunities to learn new knowledge and skills** appropriate to the age expected outcomes.

Through **well-planned sequence lessons** and **talk opportunities** children learn new and rich vocabulary. The use of vocabulary is modelled and put into context for children using **STEM sentences** as a way of scaffolding. They are encouraged to further develop their understanding of this **new vocabulary** and use it through talk and written work. Staff plan explicitly to introduce deliberate vocabulary through themes and subjects to ensure we are **up-levelling** all children's vocabulary knowledge and understanding as well as **closing gaps** for others.

Hamstel Headlines

Our **Hamstel Headlines drive our commitment** to all children receiving quality first teaching and learning. Staff have **high expectations** of themselves and the children, and **demonstrate excellent subject knowledge across the curriculum** that is shared with enthusiasm. Children show a high level of **engagement** through collaborative and **independent learning**. Clear and explicit learning objectives and success criteria embed specific skills. Assessment for Learning is used to ensure knowledge is embedded, understanding is checked and opportunities to practice and **apply new and previously learnt skills or knowledge** independently are given. Learning is appropriately **adapted** through questioning, modelling, explaining and challenge.

Assessment

Using our **progression grids and our highlighted expectations for the end of EYFS and Key Stage 1**, teachers use this tool alongside our **connected grids** to inform the journey our children have already been on and continue to go on, developing their knowledge and skills across our curriculum. In **EYFS the assessment checkpoints** are used to inform judgements for all the different curriculum areas, using observations as a key method within this process. **Explicit Success Criteria's** help our children understand the learning outcomes and are referenced to throughout lessons. **Previous learning is reviewed** at the start of all lessons to gauge the knowledge or skills remembered that is **forming part of the long-term memory**. Using **embedded formative assessment strategies** that are linked to adapting the teaching and learning within the delivery of our curriculum, staff are able to make informed assessments about the children. **Effective questioning and feedback strategies** such as thumbs up, thumbs down, show me boards, 3 tick answers, think pair share and say it again better form part of our **core techniques** used in the classroom to provide feedback that moves our children on as well as addressing gaps or misconceptions. Low-stake quizzes form part of the assessment process and provide opportunities to check progress against the learning outcomes, which includes the desired **sticky knowledge, connected skills and deliberate vocabulary** within a unit of work.

Learning Environments

Organised classroom environments provide a **safe and engaging place for our children to learn**. Suitable resources and rich, quality texts are used to enhance our theme based approach whilst providing the necessary support for children to **grow as confident and independent learners**. Other environments such as the Wildlife Area provide opportunities for the children to enhance their learning across the curriculum and apply knowledge and skills in a variety of ways outdoors. Additional skills such as **building resilience, collaborative learning, managing risks and social skills flow through our WE CARE values and are developed to support them currently and in future learning**.

Enrichment Opportunities

We provide a wide range of **enrichment opportunities that go beyond** our learners statutory curriculum. These opportunities provide fun, new experiences and extend learning in a meaningful and memorable way. We utilise our local community links, offer a variety of clubs, participate in sporting events, welcome visitors and hold 'experience days or weeks' in school to ensure we fulfil this **commitment**. We involve our **parents and carers** with a wide range of opportunities to attend **informative workshops** and join the children in learning.

IMPACT—How will we know we have achieved our aims?

All children are exposed to and use a wide variety of appropriate **vocabulary** across the curriculum, which will **improve language acquisition and understanding**. Children are encouraged to use **full sentences** when responding and explaining their ideas.

Children are **engaged and positive** about their learning, they confidently build on **previous knowledge and skills, making links** within their learning and the world.

Children are **resilient, confident and independent** learners. The children have the **social and emotional age appropriate** skills to achieve academic and social successes. Children understand the school values and these are celebrated weekly.

Children make **excellent progress** across the curriculum from their starting points to meet appropriate age-expected outcomes. **Children will remember more and do more!**

All children are prepared and ready for the next stage in their journey. The children will have **built on their life experiences** through a **nurturing, flexible and enriched curriculum**.