



Curriculum 2024

Our Curriculum Intent

We have 5 key drivers that thread through our curriculum. They are highlighted throughout all subjects. Our key drivers are: love of reading, creativity and curiosity, building cultural capital and vocabulary.

Through collaboration with parents, governor's, staff and children we have created a school intent that enables, us as a school, to deliver a high-quality curriculum that stimulates all pupils so that they can achieve well and foster a **love of reading**.

We pride ourselves in our welcoming and friendly ethos where both working as a team and every individual is highly valued. Across the broad and balanced curriculum, our topics promote experiential learning both in the classroom and outdoors so that children are fully engaged in relevant and ambitious new learning. Where it is beneficial, we make connections to our local community and the area in which we live. For example, we have great connections with our local churches, Police Community Support Officer (PCSO), Allestree library, local shops, Mercy Care home, Busy Bees Preschool, parents and grandparents as visitors either sharing their story or their job role, local authors, music workshops and ukulele teacher, plus taking advantage of our woodland areas and parks. We bring together our experiences and further develop our learning within our wonderful Forest School, located within the school grounds. We feel this really connects our learning to access a broad and balanced curriculum.

At Portway Infant school, it is our belief that every child is our future and thus our curriculum is deliberately designed to prepare children for their next stage of learning and to grow, flourish, be **curious** and realise their potential. Through effective teaching we nurture and care for each individual preparing them by immersing them in fun, challenging and **creative** learning that they will remember as their building blocks. This is achieved through a carefully constructed and sequential curriculum demonstrating how all children make progress at our school.

We provide a safe, happy, inclusive and caring learning environment in which all children can develop their academic, personal and social and emotional skills. Indeed, we deliberately support our children to become increasingly independent, healthy and responsible members of the school community equipped with the skills and attitudes to be lifelong learners with a commitment to building **cultural capital**.

We have developed partnerships within school and the wider community such as Bridge the Gap and Allestree's Local Area Coordinator to support children's well-being. Our pastoral team is a critical feature at Portway, our learning mentor works with children and their families offering support and advice. We show how well staff know their pupils' unique circumstances so they can learn effectively. We pride ourselves on the quality of relationships, strong partnerships, high expectations and how staff respond to the needs of specific pupils and groups. Parents are encouraged to actively share in their child's learning and wider school life.

Our Forest School gives children the opportunity to learn through experience within a woodland setting, to develop their self-esteem and confidence in a hands-on manner. We enable them to develop an inquisitive and positive relationship with the natural world, respect for each other, co-operation, motivation to learn and persevere through challenges and problem solving and opportunities to make decisions in their learning and play.

We continually evaluate our curriculum to ensure it provides progression from EYFS to the end of KS1. We have designed our curriculum to ensure it meets the needs of our children and that lessons are sequential to help children build upon what they have learnt in each lesson. We have clear building blocks that build upon children's prior knowledge, **vocabulary** acquisition and what they need to know and remember in preparation for their next phase. This is monitored by subject leaders with an emphasis on how children make progress through the knowledge and skills they are taught to support children to know more and remember more over time.

Aims

The taught curriculum is comprised of The National Curriculum and the wider curriculum. The curriculum meets statutory requirements and supports the children in developing life skills.

The aims of the curriculum are to:

- promote high standards in reading, writing and maths
- enable children to acquire knowledge and skills in science
- enable children to be confident in the use of Computing
- promote spiritual, moral and cultural development and an understanding of British values
- Promote social, physical and mental development and an awareness of the importance of a healthy lifestyle
- develop the personal and social skills of each child;
- provide equality of access and the opportunity for all pupils to make progress and provide challenge for all.
- promote a positive attitude towards learning, so that all children enjoy coming to school, and acquire a solid basis for lifelong learning
- help children understand the importance of having respect for themselves, other people and their environment
- develop curiosity through the asking of questions.

Implementation

The curriculum is planned to provide continuity and progression, taking into account children's knowledge and areas they would like to find out about. It promotes enjoyment of learning and a commitment to learning and achieving.

We aim to deliver an exciting and engaging curriculum that builds on and makes connections with pupils' prior knowledge. In addition to this, our teaching will ensure there are regular opportunities for pupils to re-visit, retrieve and elaborate on the knowledge being taught as these are all strategies that will support subject knowledge being committed to pupils' long-term memory.

The Early Years Foundation Stage Curriculum

The curriculum that we teach in the Early Years Foundation Stage (EYFS) meets the requirements set out in the Early Years Foundation curriculum. Our school fully supports the principle that children learn through play, and by engaging in well-structured activities.

During the foundation stage, the adults make continual observations for assessment. These assessments form an important part of the future curriculum planning for each child and their next steps, which are shared with staff, parents and carers.

Continuous provision indoor and outdoor allows children to apply things that have been taught but also to provide additional support to those who need it.

Key Stage 1

The curriculum we teach in Key Stage 1 (KS1) incorporates school years 1 and 2 and meets the requirements of the National Curriculum. KS1 marks a shift from EYFS to more subject specific learning. KS1 covers all compulsory national curriculum subjects which are English, maths, science, history, geography, computing, languages, PE, art and design, music and design and technology. In year 1 the national Phonics Screening Check is conducted in June to test the reading skills of a 6-year-old child. Below are the taught lessons in KS1,

- Blocked lessons – geography, design and technology, art and history
- Daily lessons – phonics, maths, English, handwriting
- Weekly lessons – PSHE, music, PE, RE, science, computing

Children with SEND

The curriculum in our school is designed to provide access and opportunity for all children who attend school as stated in our SEND policy. We always provide additional resources and adapt curriculum planning to support children with special needs if required.

The role of the subject leader

The role of the subject leader is to:

- Provide a strategic lead and direction for the subject
- Support and offer advice to colleagues on issues related to the subject
- Monitor pupil progress in that subject area
- Ensure coverage for that subject
- Provide efficient resource management for the subject
- Keep abreast of local and national updates through available network meetings

Impact

The governing body's Curriculum and Pupils committee is responsible for monitoring the way the school's curriculum is implemented and its impact on learning. Named governors work with each member of staff and look at their subject priorities for the year and review again at the end of the year.

The class teacher is responsible for the day-to-day organisation of the curriculum and ensuring that all areas are covered and impact measured.

Mrs Hayley Anderson

Reviewed autumn term 2024

To be reviewed autumn term 2026

