

Shinfield Infant and Nursery School



Curriculum Overview 2022-2023

This document is designed to portray the curriculum intent and purpose; implementation and pedagogy; breadth and specifics of knowledge taught and progression of key concepts at Shinfield Infant and Nursery School. Our curriculum, based on the National Curriculum (2014) is planned to reflect our school vision: Everyone Shining in their own field.

The purpose of this document is to provide a clear and coherent rationale that is accessible to and understood by all involved in the education of our pupils.

For each curriculum subject in KS1, we have included the following elements, where applicable:

- Subject intent and purpose (what do we aim to achieve within this subject)
- Subject implementation and pedagogy how we teach this subject at Shinfield Infant and Nursery.
- Subject content spine (an overview what knowledge content is being taught within each academic year)
- Knowledge Organisers (what is explicitly taught in each unit of work)
- Key concepts (what key ideas we want to develop as children progress throughout the school)
- Progression maps (what development in the key concepts looks like for each year group)

This curriculum coverage overview and details aims to allow all pupils to access the content and make progress throughout their time at Shinfield Infant and Nursery.

Introduction

Curriculum Commitment

We have children who love to learn and staff who love to teach. We wish to achieve and maintain positive mental health and well-being for all.

We aim to develop and nurture skills for positive life-long learning behaviours through encouraging independence, resilience and challenge. We want our children to have the self-belief to develop their talents and marvel at the incredible; fostering a love of learning.

We plan quality first hand experiences under an umbrella topic that inspire and immerse children in their learning through creativity and problem solving. Their personal learning experiences will enable them to be ambitious and resilient, and prepare them for their future lives.



Curriculum Commitment

A curriculum that is fit for purpose

- A curriculum that is built upon the Circle Trust's Curriculum Principals
- A curriculum that offers a holistic approach to the education we deliver and our five circle trust key competencies underpin our curriculum design: community, culture, character, core and curriculum.
- Has the retention of powerful knowledge at the heart .
- Is progressive
- Is based around **threshold concepts** that are revisited each term, year and built upon.
- Leads to a change in long-term memory.
- Has reading opportunities embedded across the curriculum.



Curriculum Principals

Schools within the Circle Trust firmly believe that it is their duty to offer a holistic approach to the education we deliver and our five key competencies underpin our curriculum design: community, culture, character, core and curriculum.

Learning is a change to long-term memory therefore the curriculum is planned as a progressive model.

We establish high-performing schools which maximise attainment, value diversity, develop character and build cultural capital. Cultural capital gives our students the vital background knowledge required to be informed and thoughtful members of our community who understand and believe in British values.

Curriculum breadth is shaped by our key competencies, cultural capital, subject topics and our ambition for students to study the best of what has been thought and said.

Communication and language (oracy) in each subject are given high status.



Curriculum Principals

Key concepts tie together the subject topics into meaningful schema.

The same concepts are explored in a wide breadth of topics. Through this 'interleaving' of the curriculum, students return to the same concepts over and over and gradually build understanding of them.

The curriculum is planned giving thought to the optimum knowledge sequence for building secure schema.

The curriculum will be designed to remember in detail: to be stored in our student's long-term memories so that they can later build on it is forming ever wider and deeper understanding.

Our knowledge rich curriculum embraces research from cognitive science about memory, forgetting and the power of retrieval practice.

The curriculum will embrace and value knowledge from a variety of cultures and traditions.

At each phase, the curriculum will focus on closing gaps, early intervention, and developing the core literacy and numeracy skills for success at that level.

Both in and out of the classroom, the curriculum will build the hard work, diligence and resilience necessary for the next stage of education and success in life.

The curriculum will introduce students to new experiences beyond the classroom to broaden their horizons and to prepare them fully for later life.

Every teacher to base practice on the best educational research and have access to high quality professional development and collaboration opportunities across the Trust.



Curriculum Pedagogy

A Common Language for Teaching

The EEF suggest a 'Five-a-Day' approach as a starting point for classroom teaching of all pupils. These five specific principles, as detailed here, are particularly well evidenced to have a positive impact on the teaching outcomes of all pupils, including those with SEND.

1 Explicit instruction

Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.



2 Cognitive and metacognitive strategies

Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.



3 Scaffolding

When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.



4 Flexible grouping

Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.



5 Using technology

Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, you might use a class visualiser to share students' work or to jointly rework an incorrect model.

