

# Biddick Hall Infant and Nursery School



## Curriculum Policy

**Policy written by: Biddick Hall Infant and Nursery School**

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**Signed by Chair of Governors: B Foster**  
**Signed by Head teacher: A Willis**

# Our Curriculum

## Introduction

At Biddick Hall Infant and Nursery School we meet statutory requirements by delivering the early years foundation stage curriculum, the national curriculum and the locally agreed syllabus for religious education.

We have taken great care to design our curriculum to achieve our vision and ensure our school values underpin it.

## Intent

Our intent is to provide high quality learning experiences in an environment where there are strong relationships between all learners in school (pupils and staff). The Biddick way ensures children feel safe and enjoyment and achievement are promoted and valued. Our approaches focus on our three school rules of **stay safe, show respect** and **achieve**.

We strive to have respectful, resilient children with the recognition of a can do approach to learning. We believe this is achieved through the delivery of an **innovative, interactive** curriculum, which promotes inclusion and **independence**.

The acquisition of a wide and rich vocabulary sits at the heart of our curriculum design. We believe this supports pupils in their ability to think, to express and to reason. Promoting the enjoyment of reading and love of books is a key feature across our school, the use of exciting and stimulating texts is integrated into our curriculum design/planning. We firmly believe that by prioritising reading we will enable pupils to develop knowledge, understand concepts and acquire skills so that they leave Biddick Hall Infant and Nursery School fully prepared for the next stage of their education taking their place as responsible citizens in society with the necessary skills to be successful.

## Implementation

- We recognise the importance of creating links within learning, believing that where links are effective children are able to apply their knowledge and skills across subjects/ areas of learning.
- Planning supports reviewing learning at key moments often referred to as spaced learning or distributive practice to interrupt the forgetting curve.
- Foundation subject plans are set out in blocked weeks and subject leads work together to ensure there is a common thread flowing through to ensure children are embedding knowledge, skills and understanding.
- Our approach to curriculum planning allows children to study all areas of the curriculum in depth building on prior learning in blocked sessions.
- The focus of a blocked curriculum unit can be used as a context for writing with children being asked to write about what they have experienced.

- Our curriculum is enriched by experiences outside of the classroom in the wider environment, local community and through visitors into school.
- Literacy and numeracy are taught on a daily basis. Key literacy skills are also taught through phonics lessons, one to one reading sessions and daily story times.
- Foundation subjects are either taught on a weekly basis or blocked depending on the subject.
- Every year the whole school takes part in curriculum focus days/weeks. The inspiration for these days is based on the current priorities for the school and curriculum content.
- Our curriculum design is based on a keep up not catch up philosophy with most children taught in their classes with a focus on upward differentiation; support, intervention and challenge given at the point of teaching.
- Post teach phonics/phonics intervention is delivered in small groups or one to one outside of the classroom.
- In EYFS all areas of learning are addressed through adult led activities, high quality environments, purposeful interactions and child initiated play. Learning is planned around a broad topic each term with the flexibility to be responsive to children's needs and interests.

### **National Curriculum**

The curriculum provided for our pupils will cover the following national curriculum subjects:

- English
- Maths
- Science
- Art & Design
- Computing
- Design Technology
- Geography
- History
- Music
- Physical Education (PE)
- Religious Education (RE)
- PSHE (Personal, Social and Health Ed)

Our curriculum approach does not fully prioritise core subject learning at the expense of a broad and balanced curriculum or pupil's holistic development. Planning in each subject supports and enhances learning in other subject areas.

## **Planning**

Long term planning is an overview of the subjects taught across blocked weeks with information on the focus covered in each of the units.

Medium term planning identifies what is to be taught from the national curriculum/EYFS curriculum and the skills to be covered. Tier 2 and tier 3 vocabulary to be taught is identified to ensure children have the language to question, think and reason.

A progressive teaching sequence and clear expectations of evidence for assessment are also included.

Short term planning details what will be taught in individual lessons.

## **EYFS Planning**

EYFS long term planning outlines broad themes, possible areas of interest and whole school events whilst maintaining flexibility to incorporate children's own interests. These themes are introduced in Nursery and re-visited and built upon in Year Reception. Experiences, resources and opportunities within these themes provide the foundations to prepare children for later learning in discreet subject areas.

Medium term planning sets out the progressive teaching sequences for Phonics, English and Maths along with topic webs linked to EYFS framework.

Short term planning details what will be taught daily.

## **Roles and Responsibilities**

### **Curriculum Lead**

The curriculum lead maintains an overview of the curriculum provided by the school. She works alongside the head teacher on a range of strategic planning, monitoring and evaluative tasks.

### **Subject leads**

The subject leaders provide leadership and direction for their subject(s). This includes ensuring that they keep up to date with developments in their subject at both national and local level.

They have responsibility of reviewing school performance within the subject and planning for improvement including supporting and advising colleagues.

Leads will also review their curriculum plans ensuring there is full coverage of the national curriculum and other statutory requirements. They will also ensure

progression is clearly planned for and they take responsibility for resource management.

### **Monitoring and Evaluation**

The Head teacher has the overall responsibility for the quality of teaching and learning and outcomes in terms of attainment and progress. Monitoring and evaluative tasks will be undertaken in partnership with the curriculum lead. These monitoring activities will link into a calendar of monitoring, strategic improvement plan priorities and actions as well as the performance management of teaching staff. The Head teacher and curriculum leader will report their findings through regular reports including the termly head teacher report.

## Curriculum Statements

### English Curriculum Statement

#### Intent

At Biddick Hall Infant and Nursery school we aim to lay the foundations to ensure all children are competent readers and writers by the time they leave year 2. Our school is language rich as we promote the importance of talk, stories, poetry and reading across the curriculum. We use an evidence based Systematic Synthetic Phonics Programme – Sounds Write and have a commitment to ensuring we have a team of expert reading teachers. Assessment is used, both formatively and summatively to inform their teaching across all areas of English. Children with SEND are mainly supported within class and gaps are quickly identified. Appropriate and timely interventions ensure children make progress.

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

#### Implementation

##### Reading

The Rose Review (2006) set out a reading model – The Simple View of Reading. The model was designed to show that skilled reading requires two processes:

- word recognition processes – using phonic rules to read words
- language comprehension processes – understanding of language

## Phonics

Our approach to teaching phonics is through the linguistic phonic programme: Sounds-Write. Sounds-Write begins with the sounds in the language and moves from the sounds to the written word. In order to become a fluent reader and speller of English the learner must have a sound understanding of **conceptual knowledge** and **skills**.

The Sounds-Write programme develops the understanding of:

### ***Conceptual Knowledge***

1. Letters are symbols (spellings) that represent sounds.
2. A sound may be spelled by 1, 2, 3 or 4 letters.
3. The same sound can be spelled in more than one way.
4. Many spellings can represent more than one sound.

### ***Skills***

1. Blending – the ability to push sounds together to build words.
2. Segmenting – the ability to pull apart the individual sounds in words.
3. Phoneme manipulation – the ability to insert sounds into and delete sounds out of words.

Daily whole class phonics lessons, 30 minutes in length, are taught in Reception to Year 2. Group and 1-1 phonics interventions, and post teach lessons are also implemented.

### **General teaching points for Sounds-Write lessons –**

- **The lessons are written in a script format** to enable the teacher to use accurate language from the start.
- **The sounds are presented in the context of a whole word, not in isolation.** No previous knowledge of sounds is needed before starting these lessons.
- **Always refer to the sound, not the letter name.**
- **Precise pronunciation** of consonants is vital. Pupils should say the individual sounds separately and without an attached vowel, for example /b/ not 'buh'.
- **Continuants** are emphasised to help pupils with blending and segmenting.
- **The teacher's gestures** are very important. They let the pupils know exactly what we want them to do. Pupils should also be encouraged to use the gestures themselves.
- **Writing/Spelling** is a part of each lesson. Teacher uses whiteboard which can be seen by all children. Each child has something on which to write.
- **The Lesson Plans** have two sections:

**Main Lesson:** is suitable for any number of pupils: whole class, small group or individuals. This lesson is usually presented first. It requires little or no advance preparation of materials.

**Follow-Up Lessons:** These are useful extensions and variations of the main lesson, designed, primarily, for use with pupils seated at tables. All are suitable for whole-class work. Each lesson begins with a list of required materials, some of which need advance preparation.

- **Teaching through errors** forms a very important part of the Sounds-Write teaching approach.
- **Word lists and stories:** word lists and stories are provided to support lessons.

The Sounds-Write Programme consists of 3 sections:

1. **The Initial Code** – Lessons 1-5
2. **The Extended Code** – Lessons 6-10
3. **Polysyllabic Words** – Lessons 11-15

### **The Initial Code**

In the initial code, children will learn:

- to segment, blend and manipulate sounds in words with the structure: CVC, 2 consonants in final position, 2 consonants in the initial position, 3 adjacent consonants.
- sounds can be represented by spellings with one letter, some spellings are written with a double consonant and some spellings are written with two different letters.

The code knowledge is set out on p84 of the Sounds-Write programme.

### **The Extended Code**

In the extended code, children will learn:

- to segment: to spell words containing the target sound.
- to blend: to read words containing the target sound
- to manipulate alternative sounds in and out of words.
- a sound can be represented by more than one spelling.
- the most common spellings which represent the target sound.
- a spelling can represent more than one sound.
- the most common sounds represented by the target spelling.

### **Polysyllabic Words**

In Polysyllabic words, the children will learn:

- to segment: to spell polysyllabic words by segmenting them first into syllables, and then each syllable, in turn, into sounds.
- to blend: to read words by first blending sounds into syllables, and then syllables, in turn into words.
- some words are made up of more than one syllable.

- the spelling of common syllables, such as prefixes and suffixes.
- some polysyllabic words contain schwas.

Daily lessons should be a combination of 3 Sounds-Write lessons, no less than 2. All staff delivering phonics teaching must have completed and passed the Sounds-Write training and assessment.

### **Phonics Books**

In order for children to practise by reading texts closely matched to their level of phonic attainment, that do not require them to use alternative strategies to read unknown words we have purchased books from the following publishers:

**Phonicbooks** – Dandelion Launchers (Initial Code) and Dandelion Readers (Initial and Extended Code)

**Sounds-Write** – Initial and Extended Code Books

Phonicbooks and Sounds-Write books are aligned to the Sounds-Write Programme.

Dandelion Launchers have 1-2 lines of text per page.

Dandelion Readers have 3-4 lines of text per page.

Sounds-Write Books mainly consist of 1-2 paragraphs per page.

Children in Reception and Year 1 must read a phonics book to a Sounds-Write trained adult before it can be taken home to practise. The aim for children in year 2 is that they will have acquired enough phonics knowledge to read a range of texts. Those children, in year 2, who have not acquired those skills, will continue to read phonics texts matched to their phonic attainment.

### **Comprehension**

From Nursery to Year Two, we use stories and non-fiction texts to develop children's understanding. We have dedicated story times in all year groups. KS1 children have a weekly focus for their story times which supports the children to develop a range of comprehension skills. The teachers choose from a bank of suggested literature to share with the children to help promote a love of reading from an early age and to help with early vocabulary development. In year 2, two comprehension lessons are timetabled weekly alongside daily story times. We operate a weekend library in every year group, for families to share books together; EYFS children choose from a bank of stories, KS1 children access the school library to choose a fiction or non-fiction book. Children also develop comprehension skills through discussions in the Wider Curriculum subjects. Subject leads purchase texts to support the learning in their subjects.

## **Spelling, Vocabulary, Grammar and Punctuation**

Through the Sounds Write phonics programme children are taught to spell. They are introduced to spelling in the very first lesson in reception. Letter sound correspondences are not taught in isolation but in the context of a word. They build the word then write the word. Children working in the initial code learn first that sounds can be represented by spellings with one letter, then with double consonants and finally with two different letters (consonant digraphs). In the extended code children write words with vowel digraphs, they sort words according to the different spellings of one sound. The children apply this knowledge through dictation, in writing lessons and through the wider curriculum. In phonics, children are taught how to spell polysyllabic words by segmenting them first into syllables, and then each syllable, in turn, into sounds. Children are taught to analyse polysyllabic words to identify any difficult spellings and use their knowledge of other words to support this.

Within English, vocabulary is increased from reading and writing. Story books have been purchased to challenge and develop children's increasing vocabulary. Through the Talk for Writing process - specific vocabulary is taught. Children are taught what the words mean and are encouraged to use the words both in spoken and written language. In the phonics decodable reading books, vocabulary is highlighted and the meaning is written alongside the word. This supports the teacher who is reading with a child 1-1.

Grammar and punctuation are taught in context using a key text through the Talk for Writing Process. Planning is based on Pie Corbett's **Teaching guide for progression in writing year by year**, this highlights the grammar and punctuation to be taught from reception to year 2. Children are taught key vocabulary of grammar and punctuation to enable them to discuss and identify it in texts and to use it in their own writing.

## **Spoken Language**

The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. (The national Curriculum 2014)

Our curriculum is designed to provide opportunities for children to verbalise their thoughts, feelings and ideas, and to communicate these effectively in all areas both in school and at home. From nursery children are immersed in a language rich environment and staff support children's communication skills with high quality interactions throughout the school day.

The programme of visits provides first hand and shared experiences to embed the use of new vocabulary for all. Subject leaders identify key vocabulary to enable children to communicate their understanding within each subject. In our Talk for Writing approach children are given opportunities to discuss texts and prepare ideas before they write, and children take part in practises linked to drama. Across the curriculum children take part in discussions, debates and are taught to actively listen to others. Throughout the year there are opportunities for children to present and perform in front of audiences; Early Years Nativity, Year 2 Leavers' performance.

Language intervention programmes are used in the Early Years where gaps in language are identified; Launchpad for Literacy, Blast, Talk Boost, Time to Talk and Nuffield Early Language Intervention.

## Writing

Talk for Writing is the approach we use to create storytellers and writers.

“The term Talk for Writing not only describes all the talk that surrounds the teaching of writing but also the wider learning within a unit. It helps children to become better speakers, listeners, readers, writers and thinkers.” (p3 Creating Storytellers and Writers by Pie Corbett and Julia Strong 2017)

The Talk for Writing process is underpinned by moving through imitation through innovation into independent application. “The imitation stage is centred around supporting the children to learn a story orally, enabling them to internalise a narrative pattern so that it is added to their linguistic repertoire...The children are then taken on a journey from imitation to innovation to independent application.” (p3 Creating Storytellers and Writers by Pie Corbett and Julia Strong 2017)

In the innovation stage, children use their knowledge of a story to write a new story by making changes. Teachers support children in this stage through shared writing. In the independent stage children are supported to write their own versions of the texts they internalise. Some examples of this are; *the children changed the setting of the Gingerbread Man story to the school setting, The Three Little Pigs was changed to The Three little sharks and was set under the sea, The Tiger who came to Tea was changed to The elephant who came to Breakfast.*

In Early Years, factual writing is closely linked to the key story being used. The majority of the stories are matched to the wider themes within the foundation stage e.g. Dear Zoo is used as a hook to write about animals, write labels and lists, The Sleepy Bumblebee is a text used when learning about minibeasts, children write information about minibeasts.

The Talk for Writing process is used to develop writing across the curriculum in Key Stage One. The majority of the non-fiction writing units are closely linked to the subjects taught in the wider curriculum. Children use the knowledge they have internalised in the subjects to support their writing in a range of non-fiction text types.

Some examples of this are; In **history** the children learn about the events of WW1 and WW2. Following the history unit is an **information** writing unit in English. At the end of the unit the children are asked to write information under the heading of Why do people wear poppies? (Y1) and Why do people celebrate Remembrance Day? (Y2) In **Design and Technology** under the theme of the coast, children create wind socks (Y1) and greenhouses (Y2) to use in science. Following the Design and Technology unit is an **instructional** writing unit. The children end the unit writing a set of instructions to make a wind sock/greenhouse. This ensures the writing unit focussed on the teaching and learning of writing. Pie Corbett states that when deciding on the purpose of each unit of work "...it is a vehicle to teach essential transferable skills." (p15 Talk for Writing Across the Curriculum 2<sup>nd</sup> edition Pie Corbett and Julia Strong 2017) Children are taught the content in the wider curriculum lessons and this is used as a purpose to teach transferable writing skills in English. We aim that this approach supports the children to embed their learning across the curriculum.

## **PSHE/RSE Curriculum Statement**

### **Intent**

At Biddick Hall Infant and Nursery School, we teach PSHE and RSE as set out in this policy. The Department for Education has introduced a compulsory Relationships Education for primary pupils and Relationships and Sex Education (RSE) for secondary pupils from September 2020. Also, from September 2020 it will be compulsory for all schools to teach Health Education. Through these subjects, we want to support all young people to be happy, healthy and safe – we want to equip them for adult life and to make a positive contribution to society.

**Definition of RSE with reference to the Relationships and sex education and health education guidance 2019.** "In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy."

"Teaching about mental wellbeing is central to these subjects, especially as a priority for parents is their children's happiness."

"We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely. The new subject content will give them the knowledge and capability to take care of themselves and receive support if problems arise."

## **Implementation**

### **PSHE/RSE Content and how it is taught:**

Our PSHE and RSE sessions are taught through following a local authority developed scheme "One Life". One Life sessions are often link to British values themes and KidSafe sessions. As a school, we also delivery KidSafe to our children in Reception, Year 1 and Year 2. We have staff who are KidSafe trained. The children undertake the Kidsafe program from the EYFS and this continues with refresher sessions in KS1. These involve the children learning to respect each other, recognise appropriate and inappropriate behaviour and know how to deal with such behaviours.

We also use "Operation Encompass" sessions as part of our PSHE curriculum. We have had an experienced School safeguarding Learning Office in school to support staff with delivering the new RSE guidance and team teaching together to show how Operation Encompass sessions can support the learning of RSE statements.

The PSHE lead has created unit plans for KS1 for each half term. The Unit plans clearly state the relationship and health objectives that are to be delivered in each PSHE and RSE session. The PSHE lead has also created a long term overview that states the topic that is focused upon each for Year 1 and Year 2. In KS1, PSHE and RSE sessions are taught daily. All sessions are planned for in the unit plans. This supports teachers in delivering focused PSHE and RSE sessions daily and with a clear purpose relating to the learning objectives.

Although when PSHE and RSE are taught as a discreet subject, it also has a significant and high profile place in our school assemblies where discussion about a wide range of issues sets the climate for learning within the school. We also develop PSHE and British Values through various activities and whole-school events, for example the School Council have an important role in gathering pupil voice and expressing them to the Head Teacher and PSHE Lead. At our school, we value the opinion of the children and involve them in decision making through the School Council. Each class participates in Democracy week. Children nominate and then vote for the children they think would represent their class well.

### **Topics delivered in our PSHE/ RSE sessions**

The overview of PSHE/RSE sessions and topics can be found on our school website. The topics are planned with the focus of delivering the Relationships and Health learning objectives. The learning objective themes can be seen below as set in the RSE guidance 2019.

**Relationships:** Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online. Children will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, we will teach children how to treat each other with kindness, consideration and respect.

By the end of primary school, pupils will have been content on:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

**Health:** Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

By the end of primary school, pupils will have been taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body (ages 9 to 11 – covered in KS2)

Our teaching is developed to show respect for others and for difference, and educate pupils about healthy relationships. We believe that RSE should meet the needs of all pupils, whatever their developing sexuality or identity – this should include age-appropriate teaching about different types of relationships in the context of the law. Pupils should receive teaching on LGBT relationships, which is delivered for example, through teaching about different types of family, including those with same sex parents.

### **PSHE/RSE sessions accessible by all children with equal opportunities**

We teach PSHE and RSE to all children regardless of ability. Teachers provide learning opportunities matched to the individual needs of the children, taking into account those with learning difficulties and also the more able. We take into account the targets set for children in their Individual Action Plans. We ensure that all pupils have equal access to the full range of educational opportunities provided by the school. We aim to provide all pupils with equal access to all aspects of school life and work to ensure that every child is valued as an individual, regardless of sex, race, disability, religion or belief, or sexual orientation, gender reassignment, nationality, ethnic or national origins. This is in accordance with the school's Equal Opportunities policy (Equality Act 2010).

### **Safeguarding of disclosures**

Occasionally pupils may make personal disclosures in class or to individual teachers particularly in PSHE where discussion is encouraged. The disclosure may refer to inappropriate activity the child has been part of or has experienced. The whole school is clear about their legal and professional roles and responsibilities as outlined in the Safeguarding Policy and any disclosures would be followed appropriately and timely in accordance to our Safeguarding Procedures.

### **Parents' Right to Withdraw:**

The school is well aware that the primary role in children's Relationships and Health Education lies with parents and carers. We wish to build a positive and supportive relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- Make available online, via the school's website, this PSHE and RSE Policy;
- Answer any questions that parents may have about the RSE/PSHE education of their child;
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE/PSHE in the school;
- Inform parents about the best practice known with regard to RSE, so that the teaching in school supports the key messages that parents and carers give to children at home.

You cannot withdraw your child from Relationships Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe. There is no right to withdraw children from PSHE lessons because as an Infant school we only teach the Relationship and Health aspects of the guidance. We do not teach the Sex education aspects and therefore children cannot be withdrawn from sessions. Any parent/carer who is concerned with the content of the PSHE/RSE sessions can speak to our Head teacher or PSHE lead for further information.

### **Development and Reviewing of PSHE/RSE Policy**

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

- Review – the PSHE lead, pulled together all relevant information including relevant national and local guidance and reviewed the previous policy
- Staff consultation – school staff were given the opportunity to look at the policy and make recommendations.
- Pupil voice – we listen to what pupils want from their RSE and PSHE lessons and the way they learn most effectively. Teachers pass this information on to the PSHE lead to include in the Unit plans. Teachers use professional judgement to deliver the planned sessions through learning styles that suit their own class needs (group

discussions, group projects, paired tasks, independent tasks, reflection tasks, presentations etc.)

- Ratification – the Curriculum policy was shared with and reviewed by governors.
- Parent/Carer consultation – The Curriculum policy and PSHE/RSE long term overview is available and shared on our school website. Parents are welcomed to read through the policy and contact school to discuss any concerns or queries regarding the delivery of our PSHE/RSE Curriculum. The Head Teacher, Assistant Head Teachers and PSHE Lead will be available to discuss any requests.

**Reviewing:** The PSHE/RSE statement will be reviewed and update annually as part of our curriculum policy. The PSHE Lead will liaise with the Head teacher and curriculum lead to ensure all updated guidance is included and shared with parents, staff and governors.

The long term overview will be updated annually to show what we are teaching in school with regards to PSHE/RSE sessions.

## **Maths**

### **Intent**

At Biddick Hall Infant and Nursery School, we aim for our children to enjoy maths and become confident, resilient and skilful mathematicians where they are able to make links in their learning to a range of contexts and maths in real-life.

### **Implementation**

As a school, we are currently working closely with the North East Maths Hub on the 'Mastery Readiness Programme'. We are in year 1 of 4 working towards a whole school mastery approach that complements the Primary Advantage (PA) maths programme that we follow.

The PA Maths Programme is followed throughout the school and is supported by the Mayor of London and the DFE. By following this approach, we are committed to a Concrete, Pictorial, Abstract approach, which supports the development of children's deep conceptual understanding, good progression and positive attitudes towards maths. Children in all year groups experience using concrete resources on a daily basis such as dienes, counting sticks, counters, cubes and numicon.

During lessons, children are exposed to a range of models and images including part whole models and bar modelling to support their thinking and understanding. Children take part in daily number talk where a small part of the maths lesson is dedicated to giving children the opportunity to talk about numbers, learn new vocabulary and talk about patterns and relationships in number and focus on learning number facts. There are opportunities for children develop fluency in maths, problem solving and reasoning about numbers in all maths lessons.

**Maths Curriculum:** As its underpinning aims, problem solving reasoning and fluency are at the heart of the National Curriculum, it indicated that these areas should be woven through all teaching and learning in maths. The PA maths programme supports this approach and believes that through developing children's problem solving, reasoning and fluency skills there will be a range of positive outcomes including the development of children's conceptual understanding, their ability to use maths in meaningful ways and positive attitudes throughout their time in our school.

**Inclusion and equal opportunities:** It is our belief that all children can and will succeed in maths. Our curriculum is fully inclusive and supports ranging needs and cultural diversity.

**Differentiation and challenge:** All learners are able to access the learning objective and children will be supported through with fluency, where needed, in the moment intervention, CPA approach and skilful questioning. Children who are 'rapid graspers' or 'working at greater depth' in maths will be challenged through their explanations, through their responses to a problem and through careful questioning from teachers. Children will be encouraged to provide solutions to a problem in different ways; considering which is most effective and why.

**Intervention:** Teachers follow a same-day intervention approach. Our approach to intervention is reactive and linked to the curriculum content. We do not follow a specific intervention scheme.

**Speaking and listening:** As with the mastery approach, children are encouraged to become mathematically articulate – speaking in full sentences and using appropriate vocabulary. Key vocabulary is displayed and referred to.

**Planning in maths:** We plan from the PA maths programme (linked to the National Curriculum). Teachers plan weekly overviews, using a range of resources and publications that support a mastery approach. Teachers' planning is adapted according to the needs of the children on a day-to-day basis.

**Teaching of calculation:** We follow calculation guidance specified by the National Centre for Excellence in Teaching Mathematics and as set out in our whole school 'mastery calculation policy'.

**Timetabling of maths:** In EYFS children in Nursery are taught in key groups. They complete a daily message board which has a maths focus of approximately 5 minutes. Children then have another 10 minutes of maths group time each day. This can be as a whole class or key, small group. The amount of adult led maths increases across the year as the children are able to sustain more focused learning. In reception, children are taught maths in a large group, whole class approximately 20 minutes and 20 minutes small group daily. In KS1, children have a daily maths lesson lasting approximately 50 minutes-1 hour.

**Maths in EY:** The PA maths approach is now embedded in the Early Years. We plan for maths in the learning environment and through stories. We support this using practical resources, such as tens Frames, Numicon, counters and objects found in

the natural world such as sticks, pebbles, pine cones, conkers etc. Maths activities are taught both whole-class and in small group.

**How do we assess maths?** Assessment happens daily through questioning and diagnostic marking. Teachers use assessment trackers based on the Teacher Assessment Framework and EYFS framework respectively. We use these to indicate progress in maths and they are updated regularly. Termly assessments carried out by teachers for each child. This forms part of the overall teacher judgement along with children's books. Children are identified as emerging (e), developing (d), secure (s) against age related expectations. (ARE) A (+) indicates that a child has achieved depth wherever they are in their breadth of knowledge.

**Information and communication technology (ICT) in maths:** maths is linked to computing where applicable. Teachers use ICT to support teaching (for example, interactive resources and maths programs) and pupils use ICT to support learning for example maths games linked to their learning on the internet, and use programmes such as purple mash and espresso.

**CPD in maths:** Is delivered by the Maths Lead, key teachers, the Primary Advantage teaching schools, involvement in maths hubs and through the local authority.

**Work and presentation:** jottings and workings are promoted in maths. Children are encouraged to use models and images in their explanations. Some work is practical using resources and sometimes photographed for evidence. Most work is completed in pencil.

**Marking:** most marking is done 'live' during lessons, teachers will respond to misconceptions as a whole class or through intervention. We do not encourage lengthy comments in maths marking. Learning objectives will be highlighted pink when children have been successful and areas for development in green.

**Evaluation and monitoring:** There is a monitoring cycle for maths through performance management, pupil voice discussions, governor meetings, learning walks/drop-ins and work scrutinies.

**School governor role in maths:** there is a curriculum link governor allocated for the oversight of maths. Governors will be asked to join the monitoring cycle with SLT. Key documents/action plans will be shared when updated and regular meetings will be held with the curriculum link governor.

## **Computing Curriculum Statement**

### **Intent**

At Biddick Hall Infants and Nursery School we are committed to equip our children with the knowledge and skills to access the ever developing digital world. We aim to provide firm foundations in Computer Science whilst developing strong Digital Literacy.

### **Implementation**

Computing is taught weekly with skills being developed, practiced and applied throughout the curriculum. This allows our children to embed knowledge and skills whilst utilising them in a range of contexts. These cross-curriculum links have been agreed with Curriculum Leads and is included in medium term planning. Whilst attending Biddick Hall Infants School our children will use ChromeBooks, Ipads, desktop computers as well as other digital hardware (camera and recording devices) and will be supported in using this technology to best meet their needs including the creation, organisation, storing, manipulation and retrieval of digital content.

Fundamental skills are taught starting in Reception where children develop mouse control, keyboard skills, the retrieval, saving and printing of work. They are able to access subject specific content and access creative tools for pictures and collages. These fundamental skills will continue to develop into KS1 within the google suite. Our children will also create, predict and debug simple programmes by applying precise algorithms as well as identifying uses of information technology beyond school. This ultimately prepares our children to live and be active participants within a digital world.

In Key stage 1 children access the Teach Computing Curriculum designed by the National Centre for Computing Education. Learning is structured into units which aim to develop children's understanding of Digital Literacy, Information Technology and Computer Science. Learning Outcomes can be described through a high-level taxonomy of ten strands which are:

- Algorithms — Be able to comprehend, design, create, and evaluate algorithms
- Computer networks — Understand how networks can be used to retrieve and share information, and how they come with associated risks
- Computer systems — Understand what a computer is, and how its constituent parts function together as a whole
- Creating media — Select and create a range of media including text, images, sounds, and video
- Data and information — Understand how data is stored, organised, and used to represent real-world artefacts and scenarios

- Design and development — Understand the activities involved in planning, creating, and evaluating computing artefacts
- Effective use of tools — Use software tools to support computing work
- Impact of technology — Understand how individuals, systems, and society as a whole interact with computer systems
- Programming — Create software to allow computers to solve problems
- Safety and security — Understand risks when using technology, and how to protect individual and systems.

An essential part of our computing curriculum is e-safety which is referred to in all lessons and is discreetly taught during Internet Safety Week. In all year groups children will be taught to be safe and respectful online. Children will be given the tools to communicate any concerns they may have surrounding any content and/or contact the encounter on the internet or on a digital device with strong links to PSHE and Kidsafe. It is vital that children are aware that their personal information is private and this should not be shared online.

To support our computing curriculum we utilise Purple Mash, a creative online space from 2Simple. This site provides curriculum focused activities, creative tools, programmes and games to support and inspire creative learning. We also access Espresso by Discovery Education, an online platform where children are able to research curriculum resources, watch informative videos and complete relevant activities. As both Purple Mash and Espresso are online children are able to continue their learning anywhere at any time.

Specialists from ICT in School work closely with staff to ensure our curriculum and skills remain relevant and up to date. In Reception specialists from the Openzone come into school with the most recent hardware for the children to use, this includes Spheros and a ICT loan box. Children also experience the use of a green screen to record their nativity. In KS1 children visit the Openzone to explore animation and coding whilst experiencing a professional recording studio and green screen

## **Design & Technology**

### **Intent**

Biddick Hall Infant and Nursery School follow the national curriculum for Design Technology and we aim to ensure that all our pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users

- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.

## **Implementation**

Design Technology in our school is taught as a discreet lesson in Key Stage one, and in the Early Years, through the medium of play and exploration, making use of the learning environment both indoors and outdoors. Through the units of work, our children experience the key concepts of designing, making, evaluating and developing their technical knowledge.

Vocabulary is important for all our children's learning in Design Technology. We provide essential and challenging vocabulary to enable our children to ask questions, to evaluate products and to communicate their ideas. All our units of work include relevant vocabulary, which will always be on display on our curriculum wall, and is regularly referred to. Indeed, we have clear links to English, as our unit of work on rickshaws is used as a basis for instructional writing. In this way, our pupils expand the vocabulary choices that are available to them when they write.

Our units of work are built upon over time, to ensure children deepen their understanding. For example, children design, make and evaluate their own fruit salad as their introduction to preparing healthy food. This is then progressed in the summer term as they plan and cook a simple meal for the Head Teacher. This learning is explored in more detail in Science as the children explore the Eat Well plate and talk further about nutrition. We also celebrate Harvest Festival by cooking healthy, seasonal soup, inviting parents in to enjoy food together. Our children design and make their own Christmas card, and then the following year, the learning is further developed, as they include a moving part in their card, exploring levers and sliders.

We make good use of links with other subjects, and DT is strategically placed one week prior to Science in the summer term to strengthen these links. Products designed and built in DT (wind chimes and simple greenhouses), are then specifically used in Science, to monitor wind and to grow seeds in the Science units of work. This makes the learning purposeful and real and enhances understanding through STEM experiences.

We teach the children to choose and safely use from a range of equipment, for example hacksaws and glue guns. They are taught to assess simple risks and to work independently where possible, whilst being supervised. We design, make and evaluate exciting and purposeful products in our school, for example in our Chinese week, we explore, design and make our own Chinese dragon toy, practising the skills of folding and joining paper and adding embellishments to make them appealing. Leaver's t-shirts are designed and made, using buttons, ribbons, jewels, fabric pens and fabric crayons. These t-shirts are created specifically to wear at the end of the Key Stage 1 Summer concert by pupils and staff alike.

We broaden children's horizons and embed the learning further by providing a high quality after school Engineering club in Year 2 – which takes part in The South Tyneside Primary Engineer Programme. Staff have attended a day's training and were given the skills and resources to take part in the Engineering Competition, with schools across the region. We were very proud to have come runner up in our first

year. This has not been able to happen more recently due to COVID, but the intention is to resume participation as circumstances allow. Children designed, made and evaluated a shoe-box vehicle, exploring different wheels to ensure a straight and speedy trajectory.

We use the online learning platform Purple Mash which has 3D design tools to enhance the learning in class. This can then be transferred home as pupils all have home logins, allowing access for all.

## **Geography Curriculum Statement**

### **Intent**

At Biddick Hall infant school, we endeavour to inspire children to have a fascination with the world and its people. We believe children should learn about the diverse people and places that our amazing Earth has. They should begin to have an understanding of the world around them knowing key physical and human features of their immediate locality and begin to compare it to that of the wider world. We encourage children to ask questions about other places and to research human and physical features of places using high quality geographical texts, globes, atlases and the internet. Maps and globes are part of continuous provision in all classes. In year 1 children have a large map of the UK displayed and in Year 2, children have a map of the world, including the continents and seas.

Key geographical themes such as fieldwork skills, maps, human and physical features are revisited across KS1 to enable a deeper understanding of geographical concepts over time.

### **Implementation**

#### **Geographical Skills and Fieldwork**

At Biddick Hall Infants we believe that children should experience geography first-hand using our school environment and enrichment visits out in our local area.

In year 1 children are introduced to the idea of maps and symbols. They are provided with plan perspectives of our school and are given the opportunity to create their own symbols for particular areas. Later in year 1 they use technology (blue bots) and maths skills (position and direction) to plot routes to their new classrooms and begin to learn about the compass directions.

Early in year 2 children build on maps and mapping. They are able to use maps and aerial views to locate the street in which they live and begin to plot their route to school.

In the summer term year 2 children get the opportunity to further develop maps and mapping skills by drawing their own map of the River Tyne including making a simple key. They then go on to further explore their immediate locality and to support transition. They plot a route on a map to the junior school and are able to revisit compass directions. They also get the opportunity to identify countries in the

northern and southern hemispheres and compare weather in summer in the UK weather to that of weather in of a country in the southern hemisphere.

### **Locational Knowledge**

In the autumn term, in year 1 children begin to learn about our immediate locality. Children use satellite mapping to locate our school and explore it from above as an aerial view. Children are able to create simple maps of our school and grounds. Children go on a walk around in our local area where they are introduced to the idea of physical and human features in our immediate locality.

Children then go onto learn about the country in which we live. They use maps to locate the UK, naming the four countries and exploring the capital cities using google maps and Ariel views.

In the spring term children in year 1 begin to learn about their immediate locality but with increasing depth. They learn about location circles to emphasise scale and locational knowledge. They learn that they live in Biddick Hall, which is a small area of the larger town of South Shields, which is part of the larger country of England. They should begin to feel a sense of pride for where they live and write some information about our estate and town.

### **Place Knowledge**

In year 2 in the autumn term, children revisit knowledge of capital cities and learn in greater depth about our capital city London. They use the internet and books to find out about it. They then go onto compare the city of London to the city of Beijing in China. They explore what is similar and what is different about the two capital cities.

### **Human and Physical Geography**

At Biddick Hall Infants we are privileged to live in a locality steeped in physical features such as our coastline in south shields and the River Tyne.

In the summer term, in both year 1 and 2 we take advantage of using our own locality for fieldwork taking a trip exploring the River and coastline. In year 1 children go and visit our beaches and coastline, they visit Souter Lighthouse and the other lighthouses along the coast, considering their uses and significance from the past right up to today. They are able to see key physical features of our coast such as cliffs and Marsden rock children where can begin to experience the idea of coastal erosion over time by exploring these features. They are encouraged to think about the human features such as lighthouses. They explore how the relationship between physical features such as the sea provided a need for humans to build lighthouses.

This trip also offers links to history as year 1 children visit the Souter lighthouse and year 2 children visit the historical site 'Arbeia fort', they can consider the position of the fort and how it's closeness to the sea and river would have benefitted humans (the romans) in the distant past. While on the trip, children are able to see first-hand

key physical and human features of South Shields and Tyneside. They are able to learn about what the River Tyne provides for humans such as transportation and industry and how humans have built around the river to support their needs e.g. the port, marinas, factories and cranes.

## **P.E Curriculum Statement**

### **Intent**

Our P.E curriculum is developed around the children learning and building on fundamental skills and developing the ability to shine in a variety of physical activities through a range of opportunities provided by our staff, coaches and outside experiences. We ensure that all children are physically active for sustained periods of time throughout the day such as through P.E sessions, break and lunch times, the daily mile, after school clubs and competitive sport opportunities in the local area. This supports the children's understanding of how to lead healthy and active lives.

### **Implementation**

The P.E curriculum is created to allow all children to work collaboratively, co-operatively and how to be a team player. This supports our pupils' emotional development through a holistic approach. The curriculum is planned to ensure progression across the year groups. Year 1 and Year 2 are taught the same unit topic at the same time throughout the year. It allows the fundamental skills to be developed each year with clear intentions and outcomes set for each year group. The unit plans created are designed to keep the whole class learning the same topic at the same time. Differentiation is planned for within each lesson and the activities set to allow staff to assess, support and challenge providing opportunities to apply skills in a more challenging activity or be given a simplified set of instructions to work on a fundamental skill.

Key Stage One receive one teacher led session and one coach led session per week, both one hour each. Our P.E coaches teach the children fundamental skills such as mastering basic movements such as running, jumping, as well as developing balance, agility and co-ordination and applying these skills in a range of activities. Coaches plan team games to develop the children's tactic skills and to support the development of team building skills. Staff support lessons led by coaches to support CPD in P.E.

EYFS develop their Physical Development engaging in activities throughout the day including access to the EYFS outdoor areas. Opportunities are provided for climbing, balancing, throwing and catching equipment. Directed tasks are planned for each week to ensure children are given the opportunity to develop these fundamental skills. Nursery and Reception have daily yard time to use equipment and develop physical skills through gross and fine motor activities. Reception participate in coach led sessions to introduce them to formal P.E lessons in preparation for Year 1 in the Summer Term. Children are taught the life skills of keeping themselves healthy and the importance of physical exercise.

## Music Curriculum Statement

### Intent

Music at Biddickhall Infant School and Nursery will give every child a chance to have confidence in their own creative ability and appreciate the work of others. We strive to intertwine music with our rich and innovative curriculum. Children are exposed to a variety of music ranging from contemporary artists to classical composers and local musicians as well as develop their own music knowledge and skills. Throughout their time at school, our children are given the opportunity to learn how to play instruments musically and experiment with, create, select and combine sounds using the inter related dimensions of music.

We hold to the principle that every child is unique and therefore the education we provide must fit the needs of each individual in order for them to be effective learners. Therefore, we follow Charanga's Model Music Scheme in KS1 and follow a Kodaly approach in Early Years in directed music teaching time. Both have the same methodology of teaching and core principles. Our aim is to create a happy and engaging environment in which children can feel safe. We promote a shared understanding that everyone can sing and should have the opportunity to develop their musical skills. We hope to foster a lifelong love of music by exposing the children to diverse musical experiences. **"Music is a universal language that embodies one of the highest forms of creativity"** (The National Curriculum)

### Implementation

Children are exposed to a variety of music throughout their learning such as listening music when entering assemblies, singing together at the end of the day in class and then in larger groups during assemblies. Music is often linked to curriculum learning where appropriate and all children have the opportunity to take part in a class performance once a year. We like to make links with the community including singing carols at our local care home and an annual visit to the Local Pantomime each Christmas.

In KS1, the children have music lessons weekly for Charanga where the learning is based on the following aspects listening and appraising, musical activities involving creating and exploring, singing, playing instruments and performing. In Early Years, music is daily with singing games and actions as well as opportunities for performing in child initiated play.

## **Science Curriculum Statement**

### **Intent**

At Biddick Hall Infant and Nursery School, we follow the national curriculum for Science and we aim to ensure that all our pupils:

- develop scientific knowledge and conceptual understanding through the specific disciplines of Science
- develop understanding of the nature, processes and methods of Science through different types of Science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the uses and implications of Science, today and for the future.

### **Implementation**

Science in our school is taught as a discreet lesson in Key Stage one, and in the Early Years, through the medium of play and exploration, making use of the learning environment both indoors and outdoors.

Our children learn the scientific concepts of Seasonal Changes, Everyday Materials and their uses, Plants, Animals Including Humans and Habitats. In the Early Years, children follow the EYFS and The World element of Understanding the World.

Vocabulary is at the core of all our children's learning in Science. We provide essential and challenging vocabulary to enable our children to ask questions, to explore, to explain and to deepen their understanding. During our units of work, relevant vocabulary will always be on display on our curriculum wall, and is referred to regularly. In this way, our pupils expand the vocabulary choices that are available to them when they write.

In every Science lesson, children are taught the skills of Working Scientifically: focusing on the key features of scientific enquiry, this ensures that pupils learn to use a variety of approaches to answer relevant scientific questions. Children experience observing over time; pattern seeking; identifying, classifying and grouping; comparative and fair testing (controlled investigations); and researching using secondary sources. Pupils are also supported to seek answers to questions through collecting, analysing and presenting data.

Our units of work are built upon over time to ensure children deepen their understanding. For example, Seasonal Changes is studied in Autumn and again in Summer, but this is further enhanced with work covered on deciduous and non-deciduous plants in Winter.

Animals including Humans is a 3-week unit. The children begin by naming the body parts of animals and humans, they then use this knowledge to be able to compare animals. The final week moves on and children look at identifying carnivores, omnivores and herbivores and their associated features.

In the Early Years Nursery look at pebbles, corks and other small objects and investigate floating and sinking, whereas in Reception the learning moves on with using that prior knowledge to build a simple boat that can float.

Science has clear links with Mathematics and we link this wherever possible, for example measuring the growth over time of our grass heads, and reading a scale on a thermometer in Seasonal Changes. We also link Science with Design Technology, making appealing wind socks which are then used to measure the wind in our Seasonal Changes unit.

In Year 2, the children use simple greenhouses built in Design Technology to support their work growing seeds in Science the following week. This helps children to see links in learning, and further deepens and enhances their understanding through STEM experiences.

We use simple equipment and carry out hands-on, practical activities wherever possible, for example to enhance the learning about life cycles in Year 2, we always have class stick insects that we observe over time from nymph to adult. During materials week we design and make a protective jacket for our Humpty Dumpty egg and drop him from a great height, using our previous knowledge of the properties of materials learned in year 1. We make good use of our outdoor garden and school environment to further enhance the children's understanding of the world around them. We identify different trees from the shapes of their leaves and can talk about the difference between trees and plants. We hunt for minibeasts using simple equipment to catch and observe them safely.

Children in Key Stage 1 are supported to answer scientific questions by planning simple, fun and fair tests, carrying them out safely and analysing the results. They are encouraged to talk about their predictions, their results and whether or not they have answered the scientific question.

We broaden the children's horizons and embed the learning further by providing high quality and targeted educational visits and visitors into school. We visit Salthome RSPB to support our learning on animals and habitats, and our younger children visit Blue Reef Aquarium to support learning during their Under the Sea theme. British Science Week is recognised and celebrated in school and Science is taught for 2 weeks over this period.

Online learning platforms such as Explorify and Espresso are used to support children in their learning. The children can then continue their learning journey at home on Espresso as they are equipped with home logins. We use our class and school library, which is stocked with high quality non-fiction books as secondary sources of information. These books can be chosen to take home as part of our library service. Good quality, relevant storybooks are also used and read to the children as another way of embedding the learning in class, and allowing access for all in Science.

## **History Curriculum Statement**

### **Intent**

At Biddick Hall Infant and Nursery School, history is taught with key themes in mind linking to important local and national events and people of significance. We strive to inspire our children to ask questions about the past, think critically and explore historical sources and artefacts to find answers to questions. We aim to bring history to life for our children so that they can make real links with learning about the past.

## **Implementation**

In KS1 there is a great emphasis on the understanding of chronology. Children are taught about the present, past and the distant past. Each classroom displays a timeline as part of continuous provision, which is referred to at the start of any blocked week of history teaching allowing children to reflect on prior learning to deepen their understanding of chronology. Key historical vocabulary that will be used is discussed, displayed and referred to throughout the block of work. Significant events beyond living memory. Remembrance is a key theme of learning in the autumn term. Children in Year 1 learn about the events of World War one and in year 2 children learn about the events of World War two. The theme is enhanced by use of 'boxes of delight' loaned from the 'Tyne and Wear Archives' at the Discovery Museum. The boxes allow a hands on approach in order to bring history to life. Children in year 1 use resources from the box based on life in the trenches 'The front line' and in year 2 children learn about evacuation through the 'Evacuee's Suitcase'. At Biddick Hall Infants, we always mark Remembrance Day in school. We have a whole school assembly and remembrance ceremony to allow for reflection. Some children are chosen to represent our school at the local war memorial and take part in the remembrance ceremony in our community. It is important that our children know the challenges that people in our past faced and the sacrifices that people made, in order for us to live in peaceful diverse society today. Changes Within Living Memory In the spring term, children in year 1 learn about changes in living memory through a theme on 'Toys'. To further enhance their learning children visit Preston park and take part in the 'toys' workshop. Children are given the opportunity to handle 'real' toys from the past and talk about the changes that have occurred within living memory. They are then able to answer questions such as; 'How are our toys different to toys in the past? In year 2 Children are able to study changes in living memory through transport and build on their knowledge about changes. They visit Beamish museum where they have the opportunity to experience travelling on transport from the past first-hand. They take part in a transport workshop where they learn about features of transport from the past and reflect on how it has changed. As part of this blocked work children study transport pioneers 'The Wright brothers' and the first flight, they are able to compare planes from the past, to planes of today and answer questions such as; 'How did the Wright brothers help the development of transport?' Significant Individuals Reading and language is at the heart of what we do at Biddick Hall Infants, we strive to develop a love of literature in our children. As part of this work, in history, we celebrate the lives of two very special authors from the past by studying their lives and influences. In year 1 children study 'Beatrix Potter' where they learn about her life and influences, her contribution to literature and conservation. In year 2 children learn about 'Roald Dahl' and his amazing life starting out as a young boy in boarding school to an exciting career in the RAF. Children are encouraged to look for clues in Roald's life as to what may have influenced some of his most famous stories. History in our Locality At Biddick Hall infants, in the North East of England, we live in an area of great historical significance. We believe it is important for our children know important people and events from the past where we live. Children in year 1 learn about the real life hero from the past, Grace Darling. They find out about lighthouses from the past and their

purpose considering how they are as important today as they were in the past but how they have evolved overtime. To enhance this theme children visit Souter Lighthouse, where they are fascinated to discover that this lighthouse was the first to be powered by electricity. South Tyneside is steeped in history from the distant past being home to Arbeia Fort. In year 2 children begin to study 'The Romans'. They learn about Roman life, soldiers and important people such as Emperor Hadrian. They find out about and reflect on what the romans brought to our country in the past and the strong influence on our culture we continue to see so many years on... To enhance this theme we explore artefacts from Roman Britain, using the 'Boxes of Delight' again, loaned from the Tyne and Wear Archives. This theme is further enhanced by a visit to Arbeia fort where children can experience life as a Roman Soldier

## **Religious Education - Subject Statement.**

### **Intent**

At Biddick Hall infant and Nursery school each of our Religious Education modules are planned and delivered in line with the South Tyneside Agreed Syllabus for Religious Education. The intention of our RE curriculum is to engage, inspire, encourage and challenge our pupils to think critically. Throughout a child's time at our school they will explore different religious beliefs, traditions and values. We aim to equip each child with the knowledge and understanding they need to answer challenging questions. RE also offers the opportunity for personal reflection as each module encourages the children to reflect upon their own personal beliefs, ideas, feelings, traditions and values whilst maintaining a mutual respect and tolerance for the diverse personal beliefs and faiths of others, a fundamental British value.

### **Implementation**

As a school we have adopted an enquiry based approach to the teaching of RE. This involves using a range of teaching and learning styles, including activities such as discussion, role-play, stories, games, problem-solving activities and the use of artefacts to engage and support the learning of pupils. As a school we have built strong links within both the local and wider community. This allows us to invite visitors into our school and arrange educational visits where relevant to help enhance each child's learning experience. Throughout the year we also celebrate and participate in a number of events which further promote diversity and encourage acceptance.

RE is taught in block weeks and is taught to all children throughout both EYFS and KS1. Each of the RE units has been planned to allow the children to build upon the knowledge and skills they have previously developed. Throughout Early Years the children will learn about special times, during this unit Children are introduced to the idea of special days and festivals within religions such as Harvest, Christmas, Easter and The Hindu festival of Diwali. Children will explore how such times are celebrated by different faith communities both within the home and within the wider community. The children will also reflect on any personal celebrations they have experienced and discuss and compare their own traditions to those they have been learning

about in school. Following on from this the children will then progress on to learn about special books. During this unit children are introduced to sacred books such as the Bible, Quran and Torah. Children will explore the stories and teachings taught throughout each of the special books and also learn about the importance of respecting sacred books within faith traditions. The children will also use this time to reflect on books which are important to them and discuss which books they have enjoyed reading and sharing so far. Following on from this the children will then learn about special places and places of worship. During this time the children will explore what it is like inside a church and discuss the different Christian celebrations which are held within a church such as baptisms and weddings.

As the children progress into key stage one they will continue to build upon the knowledge and skills they have developed throughout both Nursery and Reception. They will continue to learn about religious celebrations such as Christmas and Easter alongside the Jewish celebrations of Shabbat and Hanukkah. The children will also build upon their understanding of special places exploring both the Church and the Synagogue. They will continue to read religious stories and begin to learn about individuals who are important within different religions. For example, children will explore why Jesus is important to Christians and Why Moses is special to Jewish people. The children will also part take in a diversity unit within KS1. This unit will allow the children to explore local faith within our local community. Promoting acceptance and respect for others, issues which reflect our own school ethos.

## **Art Curriculum Statement**

### **Intent**

At Biddick Hall Infant and Nursery School, we are committed to ensuring our children leave our school with a wide breadth of experience and knowledge about a range of different artistic styles, skills and cultures. We recognise the importance of not only developing our children's own skills in Art but also giving them experiences and opportunities to work with and observe professionals.

### **Implementation**

The Curriculum is organised so that across each year group, each year the children re-visit and develop a wide range of techniques and skills. We strive to ensure that they acquire both a strong depth of knowledge and acquire skills that have developed over their time in our school and hope this can support our children in realising their full potential in Art. The children are encouraged to recognise their strengths as an Artist and their resilience is carefully nurtured so, with guidance, children can acknowledge which areas of learning can be developed further. This is developed through different approaches such as exhibitions, class discussions, demonstrations and personal development.

Art is taught in blocked weeks that focus on a key skill. These weeks are strategically planned so they often follow on from previous learning that will

contribute to the knowledge needed to enhance and give a strong understanding of a project. In Summer term the children in Year 1 design their own sculptures based on "Conversation Piece by Juan Munoz" a public art piece that is a fitting tribute to South Tyneside's glorious coast. These magnificent statues, affectionately known as the 'weebles', are a firm favourite with visitors and residents of our local area. The children visit this area the week before art week as part of a Geography Trip and are encouraged to spend some time looking and experiencing this piece in preparation for the following topic.

We encourage the children to use their own personal experiences from both past and present to influence their art and make it their own ensuring our Curriculum Content is responsive and relevant to the children of our school. During our KS1 China project the Year 2 children designed Willow Pattern plates designed to tell the story of a personal experience of their own.

We have strong community ties and support our children to share their learning and achievements with each other, their families and the wider community. We passionately encourage the children to display their Art for others with Mini Art Exhibitions and collaborative projects throughout the school Year. This enables both children and parents to appreciate Art across the school and shows the progression of skill across year groups.

## **EYFS Curriculum Statement**

### **Intent**

Our curriculum has a strong focus on children's early language and communication skills. We want children to see themselves as individuals and valued members of their own families, school and local community. We want children to learn that places and people are not all the same, each having similarities and differences which should be celebrated. We aim to develop children's play skills and ability to interact with one another showing resilience, tolerance and respect for others whilst having confidence in their own abilities.

We aim to provide children with the foundations they need for future success in learning. It is our intention that children should enjoy coming to school, be excited and motivated to learning leaving at the end of their Reception year 'school ready' and prepared for the next steps in their learning.

### **Implementation**

Our EYFS curriculum follows the statutory guidance from EYFS Framework 2021 and is supported by the Development Matters guidance 2021. Our thematic approach is taught through a daily routine of planned adult led learning and child

initiated play with a flexible approach, responsive to learning opportunities which develop throughout the day. High quality environments, stories and resources promote interest, independence and engagement.

Visits to places such as Hall Hill Farm, West Boldon Environmental Centre and Tynemouth Sea Life centre bring learning to life. We want children to know there is a big world out there and to begin to be interested in different countries and cultures . We want children to be excited by what they are learning and choose for themselves to carry out independent application of the skills they have been taught and express themselves creatively. We support our children to make the most of learning opportunities which naturally arise such as the weather and seasons with an outdoor environment which promotes investigation, risk taking and physical activity.

We use Launchpad for literacy as a targeted approach to support our Nursery children to be ready for phonics moving into Reception year where daily lessons of Sounds Write are taught. Along with direct teaching, staff spend time with the children, listening to them, having conversations, playing with them, modelling and extending language.

In planning our EYFS curriculum we have considered **what we what our children to learn, know and do** We want them to know about themselves and their place at home, then contrast our locality to other places (farm/sea), countries (China/Arctic), learn about the seasons and the science that comes with it, for example (lifecycles ,celebrations and key events throughout the year.