



## CURRICULUM IMPLEMENTATION

### *How will we deliver an effective curriculum that drives high standards for all children?*

Our carefully crafted curriculum is broad and balanced taking into account the unique character of our school and our children. It offers an all-encompassing range of experiences allowing our children to flourish. Age related expectations combine the acquisition and long-term retention of knowledge and development of skills to create a purposeful and exciting learning journey for each child.

The curriculum consists of many planned experiences in school and out: lessons, themed days, themed weeks, assemblies, visits, visitors, workshops, after school clubs, sports and community involvement. Outcomes are designed to meet the requirements of the national curriculum but also to develop the essential skills necessary for future learning and a successful life in modern Britain.

Our vibrant and rich curriculum is designed so that subject specific skills are scaffolded within cross curricular themes or contexts each half term. These themes have a hook provided by a key text and are developed in response to the interests and fascinations of the children in the year group.

Within Early Years (reception and nursery classes), children are offered a rich variety of experiences that stimulate the development of their early skills in reading, writing, oracy and number. They learn actively within outstanding classroom environments and outdoors with teaching staff responding to their emerging interests. Oracy is brought into all aspects of the curriculum and is carefully planned into each of the prime areas and a particular focus within the Communication and Language area. Nursery and Reception children work on the Early Years Foundation Stage Curriculum, which is organised into three prime Areas of Learning and four specific Areas of Learning:

The prime areas:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language (speaking and listening)

The specific areas:

- Literacy (reading and writing)
- Mathematics
- Understanding the World
- Expressive Arts and Design

These areas merge naturally into the Key Stage 1 National Curriculum Subjects, studied in Key stage 1.

In order to ensure that progression and balance is maintained, the programmes of study are developed into medium term plans which clearly highlight the learning objectives, assessment opportunities, differentiated tasks as well as cross curricular links to other subjects. Teachers then translate these plans into smaller units, where the specific needs of the learners are addressed.

**SUBJECT LEADERS** oversee, develop, monitor and evaluate the effectiveness of their subject across both key stages within curriculum hub teams. Staff are committed to delivering high quality learning experiences throughout the curriculum. Support staff have developed their strengths in order to further enhance the quality of learning.

### **ORACY**

Oracy is a focus here at our school that is implemented into all parts of our curriculum. However it is detailed into our literacy planning the four specific strands and which strand/s are being taught throughout the year. Our aim is to ensure children develop an understanding of the correct Standard English and to be able to articulate and use a wide range of vocabulary within their discussions.



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## READING

Reading is a fundamental part of everything we do at Fulwell Infants. Children are exposed to high quality texts across the curriculum and reading skills are taught explicitly in each year group. Alongside the skills of decoding and comprehension, guided sessions daily enable children to discuss texts, their preferences, likes and dislikes as they begin to think as a reader. Children also read individually with staff keeping a close check on their development.

Reading texts are shared in school through the RWInc programme, to ensure children are reading at a level that matches their phonics stage. We use Oxford Owl and the book children have been reading in their groups each day is sent home at the end of the week. These books are on line.

Reading for pleasure is a corner stone of our approach and children access a well-stocked school library as well as a variety of quality texts in each classroom. They also take a book to 'share' home from our stock of reading books.

Oracy is improved by children having more opportunities to read as this can enable children to use a wider vocabulary as they progress throughout the school. This can help to improve their communication and writing skills.

## WRITING

Writing is taught through a range of exciting stimuli. We strive to equip children to develop a rich vocabulary, enabling them to bring their writing to life. Basic skills and non-negotiable expectations in each year group underpin writing within Literacy and across the curriculum. Teachers model the writing process and demonstrate the ambitious high standards expected of all children. Every child is encouraged to let their imagination and personality shine through their writing. Handwriting and spelling are two specific foci throughout the whole school and is a targeted outcome for each year group. For children to access the Collins joined up handwriting scheme in Year Two, letters must be formed correctly and consistently leading to practising the joined up style. Within our school we have non-negotiable spellings that children must practise and apply within their writing. Within Key Stage One we begin to encourage the children to edit their own writing and self-correct their spellings with the expectation that children will become more independent with their editing skills in Year Two.

## PHONICS

Phonics teaching takes place every day from Reception to Year 2. The scheme we use is 'Read, Write, Inc' which utilises a clear progression in a structured approach to developing children's early reading and spelling skills. Children are assessed continually during their daily phonics lessons and the groups in which they are taught change regularly according to their needs using additional adults to differentiate the provision more widely.

## MATHS

We embrace the 'mastery approach' to teaching mathematics. Our teachers ensure that mathematical skills are taught every day following through 'Mastering Number', developing children's fluency, reasoning and understanding. Children are introduced to concepts through a concrete, pictorial and abstract approach, which deepens learning. Our scheme provides a practical, investigative approach through substantial work on number, shape, measurements, time and money. The academy is well resourced in practical apparatus. Children are assessed on a regular basis to make sure the learning they undertake is suitable for their ability, with sufficient challenge to ensure progression. Our children will understand the importance of mathematics in everyday life and are encouraged to be



confident in numeracy, applying the skills that they learn to problem solving. The breadth of challenges they experience gives them a wide range of mathematical knowledge and understanding.

### **SCIENCE**

Science is a crucial discipline and vital to the world's future prosperity. Children are taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of knowledge and concepts, children are encouraged to develop a sense of excitement and curiosity about the natural world. They are encouraged to make sensible predictions and hypothesise whilst recording their work in a range of ways. They are introduced to the concept of a 'fair test' and limiting the variables in any experiment.

### **HISTORY**

We teach children a sense of chronology, and through this they develop a sense of identity and cultural understanding based in their historical heritage. By considering how people lived in the past, children are better able to make their own life choices. Through history, they learn to value their own and other peoples cultures in modern multicultural Britain. They begin to investigate past events and in so doing, develop the skill of enquiry, interpretation and problem solving.

### **GEOGRAPHY**

Geography develops children's understanding of place and environments. They learn about their local area and contrast this to different locations in mainland Britain or abroad. We focus on the physical world and this enables them to recognise the importance of sustainable development for the future of mankind.

### **COMPUTING**

In Computing, we encourage the children to work confidently with a variety of equipment, including iPads, computers and programmable toys. Each reception classroom has a bank of three computers, with internet connection (fully supervised). Classrooms are also equipped with iPads and interactive whiteboards to facilitate teaching and learning. In addition, there is a dedicated IT resources room, which enables whole-class teaching of computer skills, including work on coding - an introduction to computer programming.

### **MUSIC**

In Music specialist teaching is offered to children in all year groups. The children take part in a balanced programme of activities to develop their understanding, enjoyment and appreciation of music. Our older children have the opportunity to learn how to play the recorder and the violin as well as joining the school choir. There is the opportunity of attending a range of musical events whilst children are in Key Stage 1.

### **ART**

In Art children are given opportunities to use a variety of materials and techniques. We emphasise observational skills to help children develop an understanding of the world around them. We also encourage them to look at the work of other artists to inform their own efforts, including members of staff. Art skills are taught progressively and enable children to achieve personal fulfilment and satisfaction, stimulating their creativity and imagination.

### **DESIGN TECHNOLOGY**

Design Technology prepares children to take part in the development of tomorrow's rapidly changing world. We help children to appreciate the importance of design technology in everyday life. Children



are given opportunities to plan, to select materials, to make and then to evaluate all types of items. This encourages them to become autonomous and creative problem solvers, both as individuals and as part of a team. Design Technology helps children to become discriminating and informed consumers and potential innovators.

## **RE**

Using the Sunderland Agreed Syllabus, children are taught knowledge and understanding around a range of religious views so that they can: explain, describe, investigate, allowing them to appreciate beliefs and practices, recognising diversity, meanings and values within and between communities (including their own) and between individuals.

## **RELATIONSHIPS and SEX EDUCATION**

The content of our RSE teaching has been drawn up in accordance with the national guidance (2020). Relationships and sex education is part of our Health Programme (including growing up, modern day families, keeping safe, exercising, medicine and drugs, healthy eating, keeping clean, feeling good and caring for the environment). We hope to create a climate in which the children feel able to ask questions and to have those answered by their teachers in a frank, but appropriate way.

The PSHE aspect of RSE is a very important part of the curriculum. We encourage children to lead healthy lives by educating them on healthy eating, exercise, decision-making, responsible citizenship and relationships with family and friends. The purpose of the curriculum is to help children to grow into independent, thoughtful citizens, who take risks within sensible boundaries and learn to keep safe in our modern world. Recently we have developed an ELSA (emotional literacy support) group who receive support for worries and concerns within a safe environment, led by a qualified member of staff.

## **PHYSICAL EDUCATION**

Children develop their skills in gymnastics, dance, outdoor games (individual and team) and adventure play, in order to develop good body co-ordination and control. All the work is connected to a programme of health and fitness as we aim to improve key skills of co-ordination, control, manipulation and movement through fun and enjoyable activities. Children have a minimum of 2 hours PE a week and key stage 1 classes also undertake the daily mile. We endeavour to give each child enjoyment and satisfaction from physical activity and to foster the development of positive sporting attitudes.

## **CURRICULUM IMPACT**

At Fulwell Infants we strive for all children to achieve their maximum potential by having high expectations and excellent standards of achievement. Each year our results are outstanding in both key stages. Children make consistently rapid progress and do extremely well when compared with local and national results. Our stimulating curriculum and quality first teaching delivers the proficient use of core skills in English and maths whilst actively promoting all other curriculum areas.

Our children enjoy lessons and we believe this love of learning stimulates children to become life-long learners.

We work hard to promote social skills, resilience, self-awareness, respect, consideration and cooperation throughout the curriculum enabling children to become fantastic role models and the very best version of themselves.

We monitor the impact of the curriculum rigorously through:

- School data in which the vast majority of children achieve in line with national expectations and many exceed expectations at ages 5 and 7 years. Children learn exceptionally well.



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- Leadership checking of data (standards and progress) at least termly. Children are expected to make good or better progress in all subjects.
- Weekly monitoring of progress and standards in reading, writing and maths. (work sampling)
- Learning walks that focus on a specific theme.
- Discussions with children and staff about the curriculum and how best it is meeting children's learning needs.
- Stakeholder feedback, from parents, governors and directors as they review standards.
- Regular monitoring of teaching in lessons.
- Moderation of standards with our partner junior school, within the trust and with schools in neighbouring local authorities.

Our children have fully rounded characters with a clear understanding of complex values that prepares them for living in the community; demonstrating tolerance and equality. This is seen in the daily interaction of all members of our community, including staff and children.

Ofsted reported

"A highly imaginative curriculum is tailored especially well to meet pupils' varying needs. Pupils' musical and artistic talents are particularly well promoted. Pupils' basic literacy and numeracy skills develop rapidly due to excellent opportunities to practise their skills across all aspects of their learning."