

CURRICULUM INTENT

'Reaching high, learning and growing together'



At Thorpe Acre Infant School (TAIS), we want:

- **our pupils to...**
 - develop a 'love of learning' and 'curiosity' to enquire about the world around them - near and far, now and in the past.
 - make consistently good personal and academic progress, moving into KS2 ready to apply their key reading, writing and mathematical skills independently and across subjects.
 - feel proud of the work they produce, their wider achievements (in and out of school) and being part of our school community.

- **our families to...**
 - be aspirational about what their children can do now and accomplish in the future.
 - develop an interest and enthusiasm for school and education that aids their child's progress and is held 'lifelong'.

Subsequently, we continually review and shape **our curriculum to:**

- engage pupils - stimulating their creativity, reasoning and 'talk'.
- embrace our school context, making good use of practical resources, the locality and the 'outdoor classroom'
- build children's cultural capital.

We have high expectations for all of the children in our care and to this end, always seek to understand our pupils, and their potential, as individuals. 'Quality first' Lessons and learning are planned and sequenced to challenge thinking and draw on children's imagination, with opportunities to make important 'links' and explore further. We encourage all children to be thoughtful and apply what they know, responding to questions with the confidence to 'have a go' and asking their own, to find out more.

Developing children's vocabulary and use of language, spoken and written, is central to our curriculum. By prioritising this, through 'Talk for writing', alongside children's phonetic awareness and application, we enable our pupils to access ideas and concepts across the curriculum and engage more fully with their learning.

The joy and value of reading is promoted throughout the school. Well-chosen and well-presented texts are used to inspire children's own reading and writing and make it purposeful, including a developing knowledge of 'the author' and their choices. We believe 'Fluency' and 'understanding' are key aspects of early mathematics and English and are part of our evolving approach to help ensure pupil's retain deeper learning.

Our differences - and the fundamental values of respect and tolerance - are explored across phases, raising children's awareness of diversity and the importance of understanding that we can all 'belong' as friends, family (including school) and members of a community.

Important character 'muscles' - and our ability to continue to exercise and improve them - are considered as a whole school and in classrooms, to help our children develop the resilience necessary to manage new and changing situations. Linked with this, our five 'stars' underpin the curriculum and help to develop and reinforce those key characteristics we identify with the children, as essential to being successful 'learners' and members of a community; namely, to be... kind and caring, determined, independent, proud and reach high.

We carefully consider the knowledge, skills and values our pupils need to be successful, healthy, educated citizens and we plan learning opportunities to fulfil these. Opportunities for trips, visit and visitors are thoughtfully chosen to bring learning to life and enrich pupils' experience. Healthy lifestyles are promoted through different forms of daily exercise, use of the outdoors, a 'good' food culture and a growth mindset approach.