

## National Curriculum/Early Years Foundation stage Curriculum

Our statutory duty is to deliver the EYFS curriculum in the reception year and the National curriculum in years 1-6.

## Modern Languages

We use Language Angels to provide a structured programme of language learning that builds children's linguistic skills over time.

## Unit Plans

The EYFS/National curriculum objectives, along with our skills progression are carefully planned into cross-curricular 'units' ensuring that all the key objectives, knowledge, skills and understanding are covered. Each unit has a key question enabling an enquiry based approach that gives purpose to the pupils' learning.

## Enrichment

We want our children to have direct, first-hand experiences as we believe this helps them to see the purpose of lessons and by 'living the learning' makes lessons memorable in order that the learning is internalised.

## Outdoor Learning

Our children tell us regularly that they learn and remember best when they are outdoors and physically accessing learning. We believe that frequent participation in outdoor, adventurous activities has a positive impact not only upon children's physical development and well-being but also on their progress across the curriculum. In particular, children have the opportunity to develop key skills such as team work and problem-solving and increase their confidence. This offer is central to our vision of providing a holistic educational experience for each and every child where elements of differing subjects are intertwined. Our experience in school shows that children know more and remember more when they learn through these physical experiences.

## Recap, Explain, Teach, An example, Individualise, New learning, Step in

We have developed a lesson structure that is designed to support our pupils to build on previous learning in order that they know more and remember more over time. **RETAINS**

## Maths

We use White Rose to provide a sequenced structure to learning whilst also enabling the fluency, application & reasoning process we believe supports mathematical understanding.

## Kapow Computing & Music

We have chosen to use the Kapow Computing resource to support our teaching of this core subject. The units provide teachers with detailed plans that enable them to teach high quality lessons in a subject where many have requested greater guidance. The delivery of the lessons fits in with our ethos of practical, purposeful learning. We adapt the 'scheme' to fit our unit plans so not all units are taught and some are taught in different years.

## Discovery RE

As LA maintained schools we are required to use The Kent Agreed Syllabus for RE as the basis for our RE teaching. However, the lessons did not engage the children. Discovery RE is an enquiry based approach to learning which fits in with our curriculum ethos and is also a far more engaging programme that covers all the elements we are required to teach.

Assessment of each child's ability is completed using the unit objectives on a day to day basis and through Flourish days. Flourish gives our children the autonomy to choose how to demonstrate their learning and shows their depth of understanding as children apply their knowledge, skills & understanding. Assessment is made linked to our federation assessment pyramid based on Blooms Taxonomy.



## Thrive

As a result of implementing The Thrive Approach, our children are better placed to engage with their learning and with life.

## Phonics

We use the Read, Write, Inc scheme at Preston & TWINKL at Wingham, to provide a structured and sequential approach to the teaching of phonics. We have adapted some parts of the teaching sequence, from our experience over time, to meet the needs of our pupils. We have carefully organised the reading books used by our younger pupils, whilst they are securing their phonic knowledge, to ensure they are well-matched to their phonic ability.

## No-Nonsense Spelling

We chose to follow the No-Nonsense spelling programme:

- To provide structure to the teaching of spelling
- It fits with our ethos/approach to learning
- To support children to become better spellers

We have adopted some elements of the programme to align with our beliefs. For example, we do not implement the 'test' aspect but rather assess according to how well children apply the spelling rules they have been taught in their written work.

## Skills/Knowledge

## Progression

We have broken the EYFS/National curriculum objectives into smaller, sequential steps to enable children to build upon previous learning and thus develop their knowledge, skills and understanding.

## Heartsmart PSHE

We have chosen to follow the Heartsmart programme for PSHE as teachers wanted a more detailed programme to support high quality teaching in this subject. We adopt the programme in places to fit in with our RSE policy. For example, we do not teach the puberty unit in year 4 as we feel this is not appropriate for children of this age.

## RICH VALUES

**Respect, Inclusive, Creative, Hardworking**

These values are at the CORE of all we do, embedded in our curriculum and ethos of the federation.

