

## WENTWORTH CHURCH OF ENGLAND JUNIOR AND INFANT SCHOOL



### **The Wentworth Curriculum**

At Wentworth we believe that our curriculum should be challenging, engaging, enjoyable, relevant and immersive. We want our children to ‘step in to an experience’ to support their learning. We want a curriculum that is a carefully planned, thematic approach to teaching and learning designed to provoke children’s natural curiosity. We strive to present opportunities to build learning power by drawing on the children’s range of learning behaviours to stimulate their creativity and make links to prior knowledge. To provide the opportunity to experience learning as individuals and to develop their reciprocity by working with others whilst embedding the time to reflect, consolidate and transfer their learning and build resilience to approach each new learning experience with self-belief.

#### **Early Years Foundation Stage**

We are proud of the start we give to all children in Foundation Stage as they join our school. The Foundation Stage is a discrete and very special phase and is concerned with the development of “the whole child”, each area of development closely and often seamlessly intertwined together as children learn and develop following a play based curriculum. We have adopted and follow the 2013 EYFS Curriculum. The Early Years Foundation Stage curriculum has three “prime” areas of learning and four “specific” areas

#### **Prime areas**

- Personal, Social and Emotional development
- language for communication and thinking

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- physical development

### **Specific Areas**

- literacy
- mathematics
- understanding the world
- expressive arts and design.

Broad developmental bands indicating likely stages of development and behaviours in each of these areas form the basis of our planning for learning and children's progress and attainment is monitored in relation to these developmental bands. All activities and experiences are designed and planned to meet individual needs and interests by develop their own ideas, working with other children and adults in a variety of contexts both indoors and in the outdoor classroom.

### **Key Stage 1 and 2 Curriculum**

Our approach to the curriculum is a skills based approach. The key concepts, principles and themes have been developed, in line with the 2014 National Curriculum into a range of progressive milestones, through which the children are helped to grow and develop. This Skills Based Curriculum (which covers History, Geography, Art and Design, Design and Technology, Science, PE, Music, ICT and RE) allows a creative way of learning and teaching, enabling us to move away from discrete lessons into a more meaningful, immersive theme based approach for our foundation subjects; providing challenging, engaging opportunities for the children to

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develop subject specific skills whilst developing a range of subject specific vocabulary to broaden their knowledge, understanding and ideas.

The curriculum we offer is designed to meet the needs of individual learners and each theme has a text to use as the hook for learning. Our curriculum is thought provoking, rich, varied, creative and immersive. Through regular assessment experiences are matched to the ability of each child through differentiated activities and adult support. Activities provide a level of challenge that is stimulating for pupils and provide opportunities to become better learners and develop Resilience, Resourcefulness, Reciprocity, Reflectiveness and Responsibility.

We value the importance of direct experience within the curriculum so that teachers draw out and develop children's thinking and capacities in meaningful contexts. Core knowledge and skills are at the heart of the learning process with the children exploring a wide range of topics, to prepare them for life.

We use the 2014 curriculum for teaching Literacy and Numeracy and where appropriate cross curricular links are made. This includes opportunities for encouraging children to develop their spoken and written English in a variety of contexts and to apply Maths to everyday situations.

Where appropriate and meaningful links can be made Science is part of theme across school however when meaningful links can not be made Science is taught discretely. Science is taught through AT1 (Scientific enquiry) which allows children to test and explore scientific theories.

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PE, again, where appropriate and meaningful links can be made to the theme this will be thematic and we draw on the specialised teaching of our dance teacher. We also take advantage of our specialised sports teacher, the children are given plenty of sporting opportunities, both in school and through extra-curricular groups, to practice and develop the skills taught during PE lessons as individuals, teams and in competitive situations.

RE is taught discretely to ensure depth and rigour and we follow the agreed Rotherham Local Authority Agreed Syllabus for Religious Education. RE in school provides a balance of opportunities for children to learn about and learn from religion. Learning from religion provides huge scope for developing children's spirituality and embed our school values.

ICT is not taught discretely but is embedded across the whole curriculum and permeates every subject. It is used in all curriculum areas and has raised interest, self-esteem, creativity and aspirations of all children. The ICT curriculum seeks to provide our pupils with the skills required for life in the 21st Century.

MFL is taught from key stage 2 and our language of choice is French.

MFL is initially taught via speaking and listening so children become familiar with the vocabulary and pronunciation. This is then extended into basic writing and reading activities as the child's skills develop. We additionally offer an extra –curricular club for German to expand the children's opportunities further.

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### Tribe Time

Tribe time is an opportunity, taking place each Friday afternoon, for the children to experience enriched learning activities in addition to their class theme. Each tribe is designed to cover aspects of the National Curriculum that individual year groups may not cover during their immersive themes over the academic year. It also provide children the opportunity to develop relationships with all staff across the school.

### Forest School

We design our curriculum with the outdoor environment in mind; we strive to provide purposeful learning experiences that will impact on both the academic development of our children and raise awareness of the need to protect the natural environment of our beautiful woodland surroundings and the wider world.

### Fabulous Finish

Fabulous Finish is an opportunity for the children to invite their families in to school to spend time exploring the learning that has taken place over the period of a theme. It is an exhibition of work produced across the curriculum and allows the children to demonstrate new skills, show how they have developed their learning muscles and help their families to understand the learning language used within school. Activities led by the children enable them to show their understanding by becoming 'the teacher' of a skill to share with their family.

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Our curriculum is continually monitored and reviewed. This is done through the use of pupil voice feedback and through skills monitoring by our curriculum lead and subject leaders.

**Policy Agreed by: Governing Body Effective Date 2014**

**This policy was reviewed 2017. Next review 2019.**

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