

Hyde Park Infant School

Curriculum Statement

Aims:

At Hyde Park Infant School, we have designed our curriculum to promote the enjoyment of teaching and learning across the whole curriculum. We ensure that children's learning is of the highest quality and enables them to learn, grow and progress in a rich and contextual learning environment. All learning provides meaningful and relevant contexts for the children, allowing them to develop to deepen their understanding of the concepts taught. We have high standards for all children and believe that our curriculum caters for everyone regardless of their learning needs or starting point. Our broad and balanced curriculum ensures children develop self-esteem, confidence and a positive attitude towards learning.

We have designed our curriculum so that it is progressive across all year groups, enabling pupils to develop knowledge, understand concepts and acquire skills, which they can then choose to apply these in relevant situations. Learning is supported by an understanding of language and the necessary vocabulary needed to access that learning.

Every child will experience every aspect of the curriculum, allowing their understanding, knowledge and skills to grow with them as they move through the school, ensuring they have the building blocks needed for their next steps in life.

Curriculum organization:

At Hyde Park Infant School, we offer a multi-layered approach which ensures that the needs and abilities of all groups are catered for throughout the curriculum. Our curriculum mapping is fluid, a working entity that adapts to the needs of our children and community. It acknowledges the experiences of every child, but ensures that gaps in experience are filled through teaching to ensure an equality of cultural capital, so that no child is disadvantaged. Each subject is carefully and thoughtfully mapped out to show the progression of knowledge and skills needed within each year group. All vocabulary needed for children to learn is explicitly taught within each year group. Subjects are taught in context and all learning is relevant to the real world and the children's understanding of the world, both in the local community and wider.

Documentation and policies:

Every subject has a policy statement mapping out our teaching intent, its implementation in the curriculum and the impact for each subject across the school, acknowledging where the children have come from and where they will be going next.

Every subject has a progression of knowledge, skills and vocabulary needed across each year group, ensuring children will leave key stage one well equipped and prepared to enter key stage two. This is all carefully monitored by subject leads.

Learning aspirations for the end of Key Stage One:

By the end of key stage one all pupils will have developed the knowledge, concepts and skills that are necessary to progress. They will have a rich and varied vocabulary that supports their learning. All children will have had a rich diet of stories and texts, allowing them to access the world beyond their immediate community and broaden their knowledge of the world around them. Children will have been supported with their spiritual, moral, physical, social and cultural development, helping them to make informed decisions about their learning, their health and their future. We aim ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support.