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## Curriculum Statement 2016-17

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Member of Staff Responsible	Chris James
Position	Headteacher
Dated	September 2016
Date of next review	September 2017

At Thurnham C E Infant School we seek to create an environment where all children and adults can work together with mutual respect, valuing the differences, beliefs and opinions of others.

We believe that curriculum should be relevant, meaningful, enjoyable and personalised for the individual and that all children should have equal opportunity to access and benefit from a curriculum that will enable them to make informed decisions and choices in their lives and become responsible participants in their community and society.

The school mission statement is:

*“At Thurnham we learn to love and love to learn.”*

Therefore we work hard to enable the children’s learning to reflect that aim.

The outcomes of an excellent curriculum will stay with children throughout their lives. Our aim is for teaching of that curriculum to be consistently of a high standard, with a minimum standard of ‘Good’ lessons with clear indicators established and evaluated regularly to strive for all learning to be of an ‘Outstanding’ standard.

### **Vision, Mission and Values:**

#### **Vision and aims:**

At Thurnham C.E. Infant School our pupils will :

*(bracketed headings are in pupil’s words)*

- Be highly motivated learners;  
*(really want to learn)*
- Embrace our Christian ethos;  
*(know that God is always with me)*
- Embrace their learning through curiosity and creativity;  
*(find new ideas and using my imagination)*
- Be happy, value and respect themselves, others and their environment;  
*(be happy and look after myself, people, places and things)*
- Be equipped with life skills for the modern world;  
*(be good at doing lots of different things)*
- Strive to give their best academically, emotionally, socially and spiritually;  
*(do my best with work, feelings, friends and beliefs)*

.....through capitalising on the advantages of a Church Infant school environment in the provision of :

- A bold and creative curriculum that enriches and extends pupil’s lives;
- An exciting school environment which stimulates the development of pupils;
- Staffing skills that will maximise the potential of every child;
- An ethos of achievement, values of fun and mutual respect;
- A shared learning experience between home, school and community;
- Excellent teaching supported by cutting edge research and technology

## **Mission Statement**

### **Children's Version:**

At Thurnham School we learn to love and love to learn.

### **Adult Version:**

At Thurnham School we aim to provide an environment in which everyone recognises they have a valuable role to play, and in which learning will be an enjoyable, satisfying experience encompassing all aspects of development. We expect children to work hard and reach high standards of achievement, relevant to their levels of ability.

Through the strong Christian ethos of the school we strive to provide a sense of tolerance and consideration for others in both the immediate and wider community.

## **Our Six Christian Values**

Thurnham is a Church of England school and strong Christian ethos are an integral part of the 'fabric' of the school. Within the year we concentrate on each of our Christian values not only explicitly such as in worship, but also bringing it in subtly into other lessons for example trust in a team game in PE. Our six Christian values are:

Kindness  
Trust  
Sharing  
Respect  
Love  
Friendship

These values are taught and shared in everything we do in school.

## **Spiritual, Moral, Social, Cultural (SMSC)**

As a Church School, in our curriculum we also seek to plan across all children's learning opportunities for SMSC.

Pupils' **spiritual** development is shown by their:

- beliefs, religious or otherwise, which inform their perspective on life & their interest in & respect for different people's feelings & values
- sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
- use of imagination and creativity in their learning
- willingness to reflect on their experiences

Pupils' **moral** development is shown by their:

- ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives
- understanding of the consequences of their actions
- interest in investigating and offering reasoned views about moral and ethical issues

Pupils' **social development** is shown by their:

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds

- willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively
- interest in, and understanding of, the way communities and societies function at a variety of levels

Pupils' **cultural** development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage
- willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities
- interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

#### **At Thurnham C E Infant School we value:**

- Quality, excellence and progress through encouraging enthusiasm and enjoyment for learning.
- The independence and confidence required to become active participants in our individual learning journeys and within our community.
- Active learning and a creative curriculum within a stimulating and enabling environment.
- Equality and appreciation of diversity with active inclusive practice.
- Care, respect, consideration and responsibility for ourselves, others and our environment.
- Challenge and risk taking in order to fulfil our potential.

#### **Curriculum**

The school offers a broad, balanced and relevant curriculum according to the requirements of the Foundation Stage (for Reception) and the National Curriculum (from Year 1 onwards). The National Curriculum core subjects are English, Mathematics and Science. The foundation subjects include Art and Design, Design Technology, Geography, History, Music and PE. RE is also a compulsory subject and Computing. All subjects will be cross-curricular and usually taught through a termly topic, (for example RE stories can be used also in a group reading exercise, or in music the children may learn counting songs). There are times when some areas are taught as discrete subjects such as particular RE or Science topics or Mathematical concepts but generally the children will be taught through topic.

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

For their Reception year, the children follow the Early Years Foundation Stage curriculum which covers seventeen Early Learning Goals. The children learn and access the curriculum through a mix of teacher directed activities and child initiated activities, small group and whole class teaching. The seventeen ELG areas covered (sub-divided into seven areas; three prime and four specific areas) are:

##### Prime Area: Personal, Social and Emotional Development

##### [Early Learning Goal – Making relationships](#)

Children play group games with rules. They understand someone else's point of view can be different from theirs. They resolve minor disagreements through listening to each other to come up with a fair solution. They understand what bullying is and that this is unacceptable behaviour

##### [Early Learning Goal –Self-confidence and self-awareness](#)

Children know some ways to manage their feelings and are beginning to use these to maintain control. They can listen to each other's suggestions and plan how to achieve an outcome without adult help. They know when and how to stand up for themselves appropriately. They can stop and think before acting and they can wait for things they want.

#### [Early Learning Goal – Managing feelings and behaviour](#)

Children talk about how they and others show feelings, talk about their own and others behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

#### Prime Area: Communication

##### [Early Learning Goal – Listening and attention](#)

Children listen to instructions and follow them accurately, asking for clarification if necessary. They listen attentively with sustained concentration to follow a story without pictures or props and can listen in a larger group, for example, at assembly

##### [Early Learning Goal – Understanding](#)

After listening to stories children can express views about events or characters in the story and answer questions about why things happened. They can carry out instructions which contain several parts in a sequence.

##### [Early Learning Goal – Speaking](#)

Children show some awareness of the listener by making changes to language and non-verbal features. They recount experiences and imagine possibilities, often connecting ideas. They use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.

#### Prime Area: Physical Development

##### [Early Learning Goal - Moving and handling](#)

Children can hop confidently and skip in time to music. They hold paper in position and use their preferred hand for writing, using a correct pencil grip. They are beginning to be able to write on lines and control letter size.

##### [Early Learning Goal - Health and self-care](#)

Children know about and can make healthy choices in relation to healthy eating and exercise. They can dress and undress independently, successfully managing fastening buttons or laces.

#### Specific Area: Literacy

##### [Early Learning Goal – Reading](#)

Children can read phonically regular words of more than one syllable as well as many irregular but high frequency words. They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. They can describe the main events in the simple stories they have read.

##### [Early Learning Goal – Writing](#)

Children can spell phonically regular words of more than one syllable as well as many irregular but high frequency words. They use key features of narrative in their own writing.

#### Specific Area: Mathematics

##### [Early Learning Goal – Numbers](#)

Children estimate a number of objects and check quantities by counting up to 20. They solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups.

##### [Early Learning Goal – Shape, space and measure](#)

Children estimate, measure, weigh and compare and order objects and talk about properties, position and time.

Specific Area: Understanding the world

[Early Learning Goal – People and communities](#)

Children know the difference between past and present events in their own lives and some reasons why people's lives were different in the past. They know that other children have different likes and dislikes and that they may be good at different things. They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.

[Early Learning Goal – The world](#)

Children know that the environment and living things are influenced by human activity. They can describe some actions which people in their own community do that help to maintain the area they live in. They know the properties of some materials and can suggest some of the purposes they are used for. They are familiar with basic scientific concepts such as floating, sinking, experimentation.

[Early Learning Goal – Technology](#)

Children find out about and use a range of everyday technology. They select appropriate applications that support an identified need – for example in deciding how best to make a record of a special event in their lives, such as a journey on a steam train.

Specific Area: Expressive arts and design

[Early Learning Goal – Exploring and using media and materials](#)

Children develop their own ideas through selecting and using materials and working on processes that interest them. Through their explorations they find out and make decisions about how media and materials can be combined and changed.

[Early Learning Goal – Being imaginative](#)

Children talk about the ideas and processes which have led them to make music, designs, images or products. They can talk about features of their own and others work, recognising the differences between them and the strengths of others.

For Year 1 and 2 the children will follow the National Curriculum subjects:

**English**

Language is at the heart of learning throughout the school curriculum. Years 1 and 2 have a daily English lesson. Reception year children are gradually introduced to all aspects of the curriculum as appropriate to their development.

**Reading**

Emphasis is placed on all children enjoying rich and pleasurable reading experiences by providing a wide variety of fiction and some non-fiction books in all the classroom areas, which children can take home. The library is well stocked with non-fiction books. A selection of reading schemes are used for guided and individual reading, and are supplemented with quality, non-scheme books. The children will bring home a colour-coded book three times per week. Twice a week the children will be guided to choose from a particular book band, once a week they will have a free choice. The reading of environmental print (labels, captions, instructions) is an integral part of the school day.

**Writing**

A developmental approach to writing is encouraged so that children gain confidence in putting their thoughts and ideas on to paper. Emphasis is placed on content and individual creativity. The correct spelling of high frequency words from the Literacy Strategy is encouraged from an early stage. Children are encouraged to recognise and

learn features of conventional spelling. A Home/School contact book is used to record messages and also for the children to write about the books which they bring home or other topics. This is a gradual process building up to book reviews, accounts, notes, and poems in Year 2. We hold a writing week usually in March with many exciting events and stimulating activities and the children also collaborate on a school newspaper, published six times a year.

**Speaking and Listening skills** are encouraged to express ideas and listen to the opinions of others. Drama and role-play are encouraged within the curriculum. Dramatic work performed by the children or outside visitors, helps to develop speaking and listening skills. Children take part in assemblies, both for a small and large audience.

### **Phonics**

Phonics is all about sounds. There are 44 sounds in the English language, which are put together to form words. Some are represented by one letter, like 't', and some by two or more, like 'ck' in duck and 'air' in chair. Children are taught the sounds first, then how to match them to letters, and finally how to use the letter sounds for reading and spelling. Children are encouraged in blending the sounds to read words, based on the idea that children should sound out unknown words and not rely on their context.

The children are taught a daily phonics session using a range of resources including the 'letters and sounds' scheme. They are assessed towards the end of Year 1 in a Phonics screening check with results shared with parents.

### **Mathematics**

The mathematics curriculum includes a daily structured Maths lesson. We promote a positive attitude towards mathematics with children becoming confident and competent with numbers and measures. Children will develop a repertoire of computational skills, an ability to solve number problems, and an understanding of ways to collect and present data. They also develop an ability to explain their reasoning. Use of correct mathematical vocabulary is encouraged. There is considerable emphasis on teaching mental calculation methods, with informal written recording being introduced when a child has a secure knowledge of mental calculation methods. All children will also experience and use manipulatives (practical resources) to further their skills.

Mathematics is integrated into other curriculum subjects such as Science, Geography, Computing and DT to provide reinforcement and development of skills.

Maths Week or Maths Days take place regularly to promote mathematics throughout the school. Maths homework activities are sent home on a weekly basis in Yr 1 and Yr 2.

These activities are linked to the Maths covered in class. Class teachers assess children's understanding of the main teaching points and check their progress. Year 2 children are assessed in end of key stage tasks and tests.

Children with additional educational needs are supported by the class teacher, teaching assistants and learning support assistants, and, if necessary, have an individual education plan with small achievable targets to be worked on in Maths lessons and at home. More able children are provided with appropriate materials to ensure they are challenged and stretched.

### **Science**

Science is a fascinating subject and we aim to enthuse children. Each topic is designed to develop pupils' enjoyment and interest in Science by building on their curiosity and sense of awe of the natural world. It includes a planned range of investigations and practical activities to give pupils a greater understanding of the concepts and knowledge

of science and develop their scientific vocabulary. We use careful questioning to encourage the children to give thoughtful responses and develop thinking skills.

### **Computing**

Children explore various technologies, using them confidently to achieve specific learning outcomes. Children use computers to develop and present their ideas and record their creative work across all areas of the curriculum. Every class in the school has three computers and a printer which is centrally networked. In addition to this we have a small bank of laptops for individual or group use. Children use digital and video cameras, digital microscopes and remote control devices as well as tablet computers (known as learn pads).

All classes in Year 1 and 2 have their own Interactive Whiteboard which helps stimulate learning across all subject areas. Children in Year R are given the opportunity to use the Interactive Whiteboard several times a week. The internet is an essential element and is used to support children's learning experiences. We have an Internet Policy to support the use of supervised internet access. In school, children are taught how to safely navigate curriculum sites under the direct supervision of a teacher. Internet access within the school is secure and password protected. A secure filtering system, prevents harmful material from being viewed. E-safety is also taught.

### **Art and Design**

Children are taught to develop their own ideas from observation, experience, and imagination. They explore various starting points for their work, including stories, the natural environment, and art from different time and cultures, working with various materials and media, and using different tools and techniques. They are encouraged to make independent decisions, and creativity and originality are valued. Children are helped to reflect on their own work and that of their peers, and consider what could be changed or developed. Work is valued, and carefully displayed around the school.

### **Design and Technology**

This is a very practical subject. The curriculum encourages pupils to research, design, plan and develop their ideas. They are taught the safe use of a range of tools to measure, mark, cut and assemble models. Pupils are encouraged to evaluate and discuss their work with adults and peers. Year 1 and Year 2 children have DT days each term. These days are thoroughly enjoyed by the children, staff and parent volunteers. The curriculum includes food technology and encompasses all areas of the curriculum.

### **Geography**

We aim to enable children to become familiar with their own environment and to develop an increasing awareness of the wider world. They investigate both the human and physical aspects of geography to develop their knowledge and understanding of places. The local environment is studied through first hand experience but children are also encouraged to find out about other places using IT and reference materials such as photographs, books, maps and globes. Much of this work is carried out through a cross-curricular approach. Throughout their work they will learn to use appropriate geographical language, develop geographical skills and be encouraged to ask geographical questions. This school was given a gold level award from the Geographical Association for excellent practice.

### **History**

We encourage the children to become critical and creative thinkers, to use clues, tell stories and offer explanations. Using the Foundation Stage Curriculum and National Curriculum programmes of study, the children become aware that life has changed and



learn how people in the past have behaved and why. They learn through a range of resources such as artefacts, computer programs, pictures, photographs, books and interaction with adults. The children use a range of skills to demonstrate their knowledge and understanding including writing, IT, Art and Drama.

### **Music**

Children's natural enjoyment of music and rhythm is encouraged through the development of performing, composing and appraising skills. Musical understanding and confidence is extended through playing a variety of tuned and untuned instruments, exploring sounds and creating compositions and accompaniments. Each year group has a music session and a singing session each week. All Year 2 children learn to play the recorder. All Year 1 children learn to play the ocarina. The children are encouraged to use their voices expressively by singing a variety of songs, rhymes and chants from memory. Listening skills are developed through responding to a range of live and recorded music from different times and cultures. During the year we celebrate special occasions when the children display their skills and perform with and for others in assemblies and events.

### **Physical Education and Movement**

Our aim is to increase the activity levels and well-being of the whole school through a supportive environment that encourages and enhances physical activity and a healthy lifestyle. We aim to provide a balanced programme of physical activity, giving the children experience of Gymnastics, Dance, Games skills and Outside Adventurous Activities.

We encourage pupils to take part in a range of out of school hours physical activities, by arranging after school clubs and lunchtime activities, and by making them aware of activities available in the community. We use sport coaches to lead after school clubs and support teachers in PE lessons.

A sports afternoon is held annually in the summer term on the playing field. Parents and pre-school children are invited to join in and celebrate children's achievements. During the year we take part in special occasions to support charities promoting physical activity and encourage pupils, parents and staff to walk to school when possible.

### **Religious Education**

Religious education is taught in accordance with current legislation and we follow the Kent Agreed Syllabus. Children will learn about Christianity, Judaism and Hinduism to develop an understanding of and tolerance towards the beliefs of others. Religious education in school takes place within the context of chosen themes related to the particular needs, interests, experiences and abilities of the children. Some themes are spontaneous and arise from the everyday life of the school as incidents occur which highlight human experience, e.g. kindness, disappointment, generosity, quarrelling. Parents have the right to withdraw their children from religious education, and supervision will be arranged in such cases. Parents should discuss any concerns with the headteacher before exercising this right.

### **Collective Worship**

An act of worship (assembly) is held in the school every day for all pupils. In this Church of England controlled school, worship reflects Anglican beliefs, practices and values in accordance with the requirements of the Trust Deed, as well as using messages from stories from literature, everyday life and other faiths. There is a mixture of class, group and whole school assemblies during the week. Acts of worship are seen and valued as "school family" occasions. There are special worship times, to which parents are invited.

Celebration Time, when good work/actions are recognized take place fortnightly. Parents of children selected for this assembly are invited to join us on these occasions. At Christmas, a service is held at Holy Cross Church for Year 2 children. There are weekly worships led by the staff of the Holy Cross Church. The 'Family Trust' also leads worship twice a term. Parents have the right to withdraw their child from collective worship, and supervision will be arranged in such cases. However, our collective worship is broadly based and usually acceptable to everyone. Parents should discuss any concerns with the headteacher before exercising this right.

### **Personal, Social, Health Education (PSHE)**

As part of the teaching of PSHE and circle time, the Social Emotional Aspects of Learning (known as SEAL) themes form a focus through which children are taught to recognise and manage aspects of their own behaviour. Some PSHE lessons arise from issues raised by the children themselves, some relate to our Christian values. The children are participants in aspiring to our vision of education at its best. All children are included in the decision-making processes of the school through class and school opportunities to enable them to understand and learn about individual responsibility within our school and issues in school and in the wider world that affect them.

This document will be reflected upon regularly and will inform monitoring. It will be reviewed every year unless required to do so earlier. It links to the following policies and Plans:

The School Improvement Plan  
Early Years New Entrants Handbook  
Home School Agreement  
Homework Policy  
Special Educational Needs Policy and Information Report  
Curriculum / Other Specific Policies  
Assessment Policy  
Marking Policy  
Individual Subject Policies