Curriculum Statement

Our Aims

**Intent:** Encourage greater engagement, develop depth of learning and increased vocabulary

**Implementation:** Through half termly topics with a key foundation subject focus

**Impact:** Increased pupil vocabulary, knowledge and skills. Greater involvement and engagement, developing a deeper curiosity about the world around them.

Birches Green Infant School is committed to meeting the requirements of the primary National Curriculum introduced in September 2014.

Birches Green Infant School, whilst delivering the statutory content of the National Curriculum, plans a thematic approach to learning with themes changing half-termly to excite and stimulate the children.

Teachers have received training in the key areas of curriculum change and we are equipped to provide outstanding curriculum provision.

The curriculum is taught with the consideration of the needs of all learners encouraging a growth mindset approach. Children are expected to evaluate their own and others learning to help teachers inform future planning. Our curriculum is exciting and inspires children to nurture a passion for learning.

**Formal requirements of the National Curriculum**

Every state-funded school must offer a curriculum, which is balanced and broadly based upon British, Values which: promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

The school curriculum comprises all learning and other experiences that each school plans for its pupils. The National Curriculum forms one part of the school curriculum.

All state schools are also required to make provision for a daily act of collective worship and must teach religious education to pupils at every key stage.

Maintained schools in England are legally required to follow the statutory national curriculum, which sets out in programmes of study, based on key stages, subject content for those subjects that should be taught to all pupils. All schools must publish their school curriculum by subject and academic year online.

All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice. Schools are also free to include other subjects or topics of their choice in planning and designing their own programme of education.
Birches Green Infant School

Values
Our school values are: Honesty, Friendship, Excellence and Respect

The Department for Education states that there is a need:

“To create and enforce a clear and rigorous expectation on all schools to promote the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs”.

The Department for Education defines British Values as follows:

- Respect for democracy and support or participation in the democratic process.
- Respect for the basis on which the law is made and applies in England.
- Support for equality of opportunity for all.
- Support and respect for the liberties of all within the law.
- Respect for and tolerance of different faiths and religious and other beliefs.

Our school reflects British Values in all that we do. We aim to nurture our children on their journey through life so they can grow into safe, caring, democratic, responsible and tolerant adults who make a positive difference to British society and to the world. Birches Green Infants is a No Outsiders school, which we mean we encourage our children to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world.

Extra-curricular Experiences

These include a variety of sports and creative activities during lunchtimes and after school.

Educational visits
To engage and stimulate our curriculum

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<th>Year 2</th>
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<td>Christmas Service to St. Barnabas</td>
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<td>Pirate Ron/Pirate Day</td>
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<td>St Barnabas RE Trip</td>
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<td>Rookery Park</td>
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<td>Residential away from school</td>
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<th>Year 1</th>
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<td>Trip to Birmingham</td>
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<td>Golden Hillock Mosque RE Trip</td>
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<td>Cannock Toy Museum visit</td>
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<td>Ash End farm</td>
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<td>Trip to Lidl</td>
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<td>Rookery park</td>
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<th>Nursery</th>
<th>Sheldon country park</th>
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<td>Year group guarantees</td>
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<td><strong>Nursery</strong> - Visit a farm, get messy, care for an animal, eat a picnic and follow a nature trail</td>
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<td><strong>Reception</strong> - Go on a Bug hunt, ride a balance bike, throw and catch, grow a seed and go to a pantomime.</td>
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<td><strong>Year 1</strong> - Experience all four seasons, play an instrument, make a den, skip with a rope and cook some food.</td>
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<td><strong>Year 2</strong> - Stay away from home overnight, represent school in a sport, sew a button, visit places of worship and visit a library.</td>
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Aims and objectives
We foster self-esteem, confidence, independence and British Values at Birches Green Infants. Children are encouraged to aim high; think positively; develop a love of learning through exciting and memorable experiences and to develop the ability to reflect and improve. Respect is encouraged for each other, our environment and ourselves. Emotional Wellbeing is widely promoted through our Thrive programme, diversity, and inclusion through our No Outsiders ethos. We recognise the values of every individual as well as an awareness of the role they play within the wider community.

Learning is a life-long process, which enables us all to play a full part in society, to contribute to it and benefit from it. Children, parents, teachers, governors and the wider community are involved in this process. It is therefore of vital importance as it provides a solid foundation for future life experiences. At Birches Green Infants, we emphasise that all children have an entitlement to:
- equality of access and opportunity
- broad, balanced and relevant learning experiences
- a curriculum which recognises the individuality and special needs of each child
- a curriculum which involves children in their learning
- Religious Education and acts of collective worship as required by the Education Reform Act.
- PSHE (Personal, Social, Health Education)

The staff and governors wish to ensure that through our curriculum children will develop and apply the skills, knowledge and understanding gained from their homes, our school and the local community.

Organisation and planning of the curriculum
Birches Green curriculum is topic led supported by the scheme Cornerstones. It is a creative curriculum base with WOW starts and FAB finishes. Specific subjects are taught throughout these topics with key National Curriculum objectives linked and learning opportunities planned to meet the needs of our children.

English
At Birches Green Infants we teach English sessions four times a week, this has a high proportion of Talk for Writing, whole class group teaching and guided group work. During
these lessons children experience a jumpstart activity to stimulate and excite the beginning of an English lesson, a whole class shared reading or writing activity, a guided group or independent activity and a whole class session to review progress and learning.

At Birches Green Infants, we follow the Letters and Sounds programme in EYFS incorporating Jolly Phonics. In year one Letters and Sounds is taught four times a week for 30 minutes in ability groups. During year 2, the Support for spelling programme is used to support the teaching of the Spelling, Punctuation and Grammar requirements.

In EYFS, individual reading is introduced in the autumn term building confidence. This develops into paired and group reading. Whole class story sessions happen twice a day.

In key stage one guided reading occurs five times a week and is based on a whole class reading session. Throughout the week, the children are exposed to a high quality text, which they are encouraged to read aloud and discuss. The interactive program Bug Club is used to promote our love of reading. Children are expected to access this at home and in school with appropriate reading texts to explore and understand. There is always a focus question to guide the discussion. There is an opportunity for comprehension, modelled by the adults first and then completed independently by the children.

Group and individual reading continues to happen within these sessions alongside independent activities, for example, reading and spelling of keywords, sentence construction, handwriting and reading for pleasure.

Reading for pleasure is important at Birches Green Infants and staff read to children on a daily basis to encourage independent reading.

In year 2 children have daily spelling, grammar and punctuation lessons.

Cursive handwriting is taught through weekly handwriting lessons and used in all areas of the curriculum. The Letter Join interactive program is used to support handwriting and is accessible to children at home and school. All English skills are encouraged to be used and applied through their learning in other areas of the curriculum.

We carry out the curriculum planning in English in three phases; long-term, medium-term and short-term.

Mathematics

At Birches Green Infant School, we believe that mathematics is a tool for everyday life. It is a whole network of concepts and relationships, which provide a way of viewing and making sense of the world. It is used to analyse and communicate information and ideas and to tackle a range of practical tasks and real life problems.

It is our aim to develop:

• a positive attitude towards mathematics and an awareness of the fascination of mathematics
• Competence and confidence in mathematical knowledge, concepts and skills in order to develop a deeper understanding.
• an ability to solve problems, to reason, to think logically and to work systematically and accurately.
• initiative and an ability to work both independently and in cooperation with others
• an ability to communicate mathematics
• an ability to use and apply mathematics across the curriculum and in real life situations
• an understanding of mathematics through a process of enquiry and experiment

The approach to the teaching of mathematics within the school is based on:
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- regular mathematics lessons using Visual maths as a tool to teach the 4 mathematical operations
- a clear focus on direct, instructional teaching and interactive oral work with both the whole class and smaller ability groups.
- The use of FFITTS to assess knowledge and skills at set points in a topic.

Through careful planning and preparation, we aim to ensure that throughout the school children are given opportunities for:
- practical activities and mathematical games
- problem solving
- individual, group and whole class discussions and activities
- open and closed tasks
- a range of methods of calculating eg. mental, pencil and paper
- working with computers as a mathematical tool

Lessons are planned encompassing the aims and content of the Renewed Framework. This planning enables teachers to plan for mixed ability classes with clarity. A Calculations Policy outlines progression of skills that are taught throughout the school.

Teachers of the Nursery and Reception children, base their teaching on objectives in the Framework for Reception, ensuring that they are working towards the ‘Early Learning Goals for Mathematical Development’

Science
At Birches Green Infants, our ultimate goal is for children to be young scientists, working scientifically within lessons and using accurate scientific language. We seek to foster curiosity and wonder through light bulb moments created through engaging and memorable lessons and the wider science curriculum. Children are encouraged to ask questions and follow lines of enquiry to answer their own questions. Scientific skills and knowledge are developed from EYFS through ‘Understanding of the World,’ and in KS1 through weekly science lessons; providing opportunities for discovery through practical, hands on learning inside and outside of the classroom.

Religious Education
At Birches Green Infant School, we follow and use the Birmingham Agreed Syllabus 2007 to provide children with a rich RE education. RE lessons are taught on weekly basis in line with the guidelines set in the Birmingham Agreed Syllabus 2007. Our key aims are – to promote Spiritual, Moral, Social and Cultural development and to prepare pupils for a future in diverse society. This is done through the two main attainment targets (1) Learning from faith (2) Learning about faith. Pupils are supported to develop their knowledge, affections, dispositions, skills and relationships with others in society by asking and answering key questions. Throughout the year, children are introduced to the six main religions and taught the key principles in RE based assemblies. We provide valuable experiences for children to visit different places of worship to enhance the topics taught.

In our teaching at Birches Green Infant School, we follow the programme of study for Key Stage 1 as shown in the Agreed Syllabus 2007.

The Areas of Study are defined by three key areas and taught through 24 dispositions:
- Cultivating Spiritual and Moral Dispositions
- Using selected religious Material
- Using clusters

Dispositions – These are the key focus for RE lessons across KS1. There are 24 dispositions in total these being an example:

Being Thankful
Caring for others, animals and environment
Sharing and being generous
Living by rules
Cultivating inclusion, Identity and belonging
Creating unity and harmony
Participating and willing to lead
Being open, honest and truthful
Being reflective and self-critical

Computing
Children are taught to analyse problems across the curriculum in computational terms, using ‘Switched on Computing’. They can access a range of devices and use them competently and with confidence. A structured e-safety programme runs alongside our curriculum and pupils are encouraged to be safe, respectful and responsible users of technology.

Personal, Social, Health Education
Personal, Social and Health Education are central to the wellbeing of individuals and forms an integral part of the whole curriculum of our school. All our teaching and contacts with children – both in the classroom and around school promote an environment in which they feel happy, valued, and secure and are encouraged to share responsibility for their own well-being, in line with fundamental British Values, which as school we reinforce on a daily basis. PSHE lessons are taught on a weekly basis and coverage is ensured from the objectives set out by the PSHE Association and SEAL, including a range of exciting Circle Time Games. PSHE permeates all areas of the curriculum and all aspects of school life and widely supports different elements of Spiritual, Moral, Social and Cultural areas. In Year 2 children’s questions about Sex and Relationships education will be answered sensitively, with their class teacher.

Design & Technology
Design and Technology lessons are taught in blocks. Topics from the Cornerstones curriculum allow DT to be taught more effectively and provide more meaning and understanding in this subject. Each time a block is taught, the process of design, make, evaluate is followed to allow the children to explore existing products and evaluate their own product to ensure that it is fit for purpose.

History
History at Birches Green is a fun, active and engaging subject that teaches children key skills they will use for the rest of their lives. History is about real people who lived, and real events that happened in the past. As a subject, those children have a real passion for; it gives us a sense of identity and allows children to recognize their place in time. History fires
the children’s curiosity about the past in Britain and the wider world and plays an essential part in preparing us for living and working in the contemporary world. Pupils consider how the past influences the present, what past societies were like and how people or events had an impact on the world we live in today.

History is taught through our Cornerstones topics. Year 1 History topics are; Memory Box, Moon Zoom and Splendid Skies. Year 2 History topics are; Dear Diary, Towers and Turrets, and Beachcombers. Throughout these exciting topics, History teaching focuses on quality questioning to enable children to explore information, make informed opinions and make links to key concepts such as chronology, cause and consequence, significance and empathy amongst others. Children have the opportunity to build skills such as recognising, identifying, describing, observing, selecting, categorising, classifying, sequencing, comparing and contrasting and recalling along with many others. This is taught through fun and engaging lessons, which give children the freedom to have an opinion and the opportunity to back up their opinion with historical understanding. Pupils will have access to practical resources and artefacts from outside agencies to bring history to life; exciting and engaging pupils. Pupils will also take part in active learning such as roleplaying, hot seating and debating to allow historical discussion and opinions to develop.

At Birches Green, we will endeavour to have a whole school History day each year, where children will have the opportunity to take part in a workshop focusing on a specific aspect of History; allowing them to put all the skills and concepts they have learnt throughout the year into practise in a fun and memorable way.

Physical Education
Birches Green Infant School aims to provide a wide programme of physical activity within curriculum time as well as during leisure time. Birches Green Infant School recognises the benefit of physical activity in creating healthy bodies and minds. Each child receives their weekly entitlement of curriculum, physical education and opportunities to take part in out of school hours and lunchtime sporting activities.
Physical activity is promoted at lunchtimes through wake-up Shake-up and activities lead by our lunchtime supervisors, Year 2 Play Leaders and Sports Coaches.
Physical Activity is used as a tool to promote self-esteem and confidence in expression of feelings. Thinking, selecting and applying skills are employed during physical activity, these are promoted as life skills. Birches Green Infants aims to promote an understanding of the many benefits of exercise, through a balanced range of relevant activities to include individual, team, co-operative and competitive activities. We actively support our more able pupils with our successful participation in Level 2 competitions and our less able pupils through our well-established, weekly Club4You.
Children in the Foundation stage take part in 1 formal P.E. a week, in addition to other Physical Development activities every day. In KS1, the children have two P.E. lessons a week, in accordance with Government guidelines.
All lessons, throughout the school, are taught as class groups following the Early Years Foundation Stage Curriculum and the Rising Stars scheme of work. Lessons are taught by either the class teacher or sports coaches, supported by a teaching assistant. Occasionally we are able to invite community sports coaches to advertise their sports and their clubs. Teaching and learning is based upon progressive learning objectives, which combined with
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varied and flexible teaching styles, endeavour to provide appropriate, stimulating, challenging and enjoyable learning situations for all pupils. The planning is in place to ensure progress and to build on what the children already know and do. Each lesson includes a warm-up, the children are given opportunities to discuss the ‘effects of exercise on their bodies’. There is always an opportunity to ‘acquire and develop skills’, then they ‘select and apply these skills’ then finally take part in ‘evaluating and improving’ their skills (through peer and self-assessment) and finish with a cool down.

Assessment will be informally given as oral feedback within lessons with reference to the objectives contained within the planning. This will be used to inform future planning and differentiation within lessons. Any children that are not making expected progress will be given appropriate additional support, i.e. motor group, ITP targets, Club4You, Foundation stage focus groups. Pupils that are more able will be challenged through differentiated activities within each lesson.

Birches Green Infants School actively prepares our children for taking part in competitive sports. All KS1 classes have the opportunity to take part in an intra-school competition (Level 1), eg: Multi-skills, Indoor Athletics, football, etc. Teams of Year 1 and Year 2 children represent our School in regular Inter-school competitions (Level 2) which are organised by Kingsbury Schools Sports Partnership staff. We also hold an annual Sports Day where all children take part in competitive and non-competitive activities.

Cross-curricular links are made wherever possible to raise the status of sport in school, to encourage high achievements and to promote healthy lifestyles for all.

**Geography**

Geography is taught as an engaging, relevant and cross-curricular subject through our Cornerstones topics.

Year one geography topics are; Bright Lights, Big City, Paws, Claws and Whiskers and Superheroes.

Year 2 geography topics are; Land Ahoy, Street Detectives and Beachcombers.

During these stimulating topics, geography is taught through lines of enquiry enabling the children to build on skills that they can apply to all subjects. We aim to give our children opportunities to utilise high quality resources, technical vocabulary and engaging activities. It is our mission that children’s natural curiosity is nurtured and that our children, have the time and space to explore the geographical concepts that interest them. The geography curriculum covers local and international place and locational knowledge such as the British Isles and its surrounding seas, the seven continents and five oceans and where they are in relation to the rest of the world. They investigate human and physical geography and build on geographical skills through practical experiences and fieldwork such as planning a route and following a map to the local library. A celebration of exploring other countries and cultures is held during our geography week, inspiring the children to find out more about their chosen country and greater understanding the similarities and differences.

**Art and Design**

Art has a very important place in our curriculum and is linked in with our half termly topics. Our teaching provides an understanding of all the diverse art forms so the children can experience drawing, painting, collage, textiles, sculpture and printmaking. The children have
an opportunity at the beginning of each Art topic to learn about Famous Artists and explore their work. They are able to review and evaluate various Artists’ work.

We have yearly Art weeks with a whole school focus such as Around the World Art and focus on different Art techniques. The children each have their own Art sketchbooks where they are able to record their own Artwork. This provides a record of the child’s learning and progress. From time to time, the children have the chance to work with a visiting Artist and are able to produce a collaborative piece of Art.

**Music**
In music lessons, children use their voices expressively and creatively by singing songs and speaking chants and rhymes. Children are also taught how to play a variety of instruments and encouraged to compose and play music individually and in groups. Music is taught through music express online and covers elements, such as, pitch, dynamics, timbre and rhythm.
Music is played as the children enter and leave assemblies, which broadens their knowledge about composers, music through the years and the sounds of different instruments.

**Outdoor Learning**
At Birches Green Infant School, we aim to incorporate the outdoor environment in to our daily routines. This is done through well-planned activities, which are carried out by children with adult supervision. The children learn about growing and caring for plants and the environment by growing vegetables and taking an active role in looking after the school grounds. In the sessions, children are also encouraged to care for nature by providing food and building homes for the animal/minibeasts that live within the area. We extend children’s knowledge and understanding by looking at tree, leaves, plants, animals and habitats and this is further supported with valuable visits from the RSPB and topics within the school curriculum

Teachers use a variety of documents to support planning, for example: Jolly Phonics, Letters and Sounds for phonics, Support for Spellings, Bug Club interactive reading support, White Rose Maths, N-Rich Maths, Switched on to Computing, Rising Stars PE, RE Birmingham Agreed Syllabus, Music Express, Pie Corbett’s Talk for Writing, Jumpstarts and Cornerstones.

**Children with Special Educational Needs and or Disability, including able, gifted and talented**
The curriculum in our school is designed to provide access and opportunity for all children who attend the school, as stated in our SEND and Information report. We provide additional or different resources and support for children with special needs.
If a child is identified as having a special need and or disability, our school does all it can to meet the needs of the individual. We comply with the requirements set out in the SEND Code of Practice 2014 in providing for children with special educational needs and disabilities. If staff, parents or carers raise a concern about a child, his/her teacher will make an assessment under advice from the SENCo. In most instances, the teacher is able to provide resources and educational opportunities, which meet the child’s needs within the normal class organisation. Support staff may be used to assist the child. We work closely
with outside agencies using their advice to further support our SEND pupils where appropriate and use them for statutory assessments. If a child is working at above the expected standard staff will ensure children are sufficiently challenged. Our creative curriculum provides opportunities for pupils to demonstrate and develop their creative skills.

**The Early Years Foundation Stage**
The EYFS curriculum incorporates the Prime areas- Communication and Language, PSED and Physical Development.
The specific areas are Literacy, Mathematics, Understanding the World and Expressive Arts and Design

Literacy and maths are planned and delivered in the mornings and topic is taught in the afternoon. Some literacy and mathematics is a taught through topic work.
Parents are encouraged to attend workshops within school, support with reading of keywords at home, moving onto reading books.

**The role of the subject leader**
The role of the subject leader is to: provide a strategic lead and direction for the subject; support and offer advice to colleagues on issues related to the subject; monitor and evaluate pupil progress in that subject area; provide efficient resource management for the subject.

It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review and monitor the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned into schemes of work.

**Monitoring and review**
Our Governing Body’s Curriculum Committee is responsible for monitoring the way the school curriculum is implemented.
The Class Teacher is responsible for the day-to-day organisation of the curriculum and is responsible for the short, medium and long-term planning, which is shared with the subject leaders.
The Head Teacher and Senior Leadership monitor the lesson planning of all teachers during the year.
Subject leaders monitor the way their subject is taught throughout the school and have responsibility for the purchase, storage and management of resources.
The policy is reviewed every year.

Helen Davis
Curriculum Leader
2018
This policy will be reviewed on a bi-annual basis.

Policy reviewed by Governors  December 2018
Next review due  December 2020

Signed.......................................................  Chair of Governors  Dated..............................................

Signed.......................................................  Head Teacher  Dated..............................................