

# Pound Hill Infant Academy Curriculum Vision

Our curriculum teaches children the importance of kindness and empathy. Children are encouraged to look after each other and be proud to be part of Pound Hill Academy. Using this experience and understanding of the behaviour of 'caring' our learners will be motivated by a strong personal sense of morality. They will make decisions for the right reasons and in the best interests of their community. They will be able to decide what is right and what is wrong, and will be resilient to the influence of others. They will go out into the world and make a difference in their own life and to others.

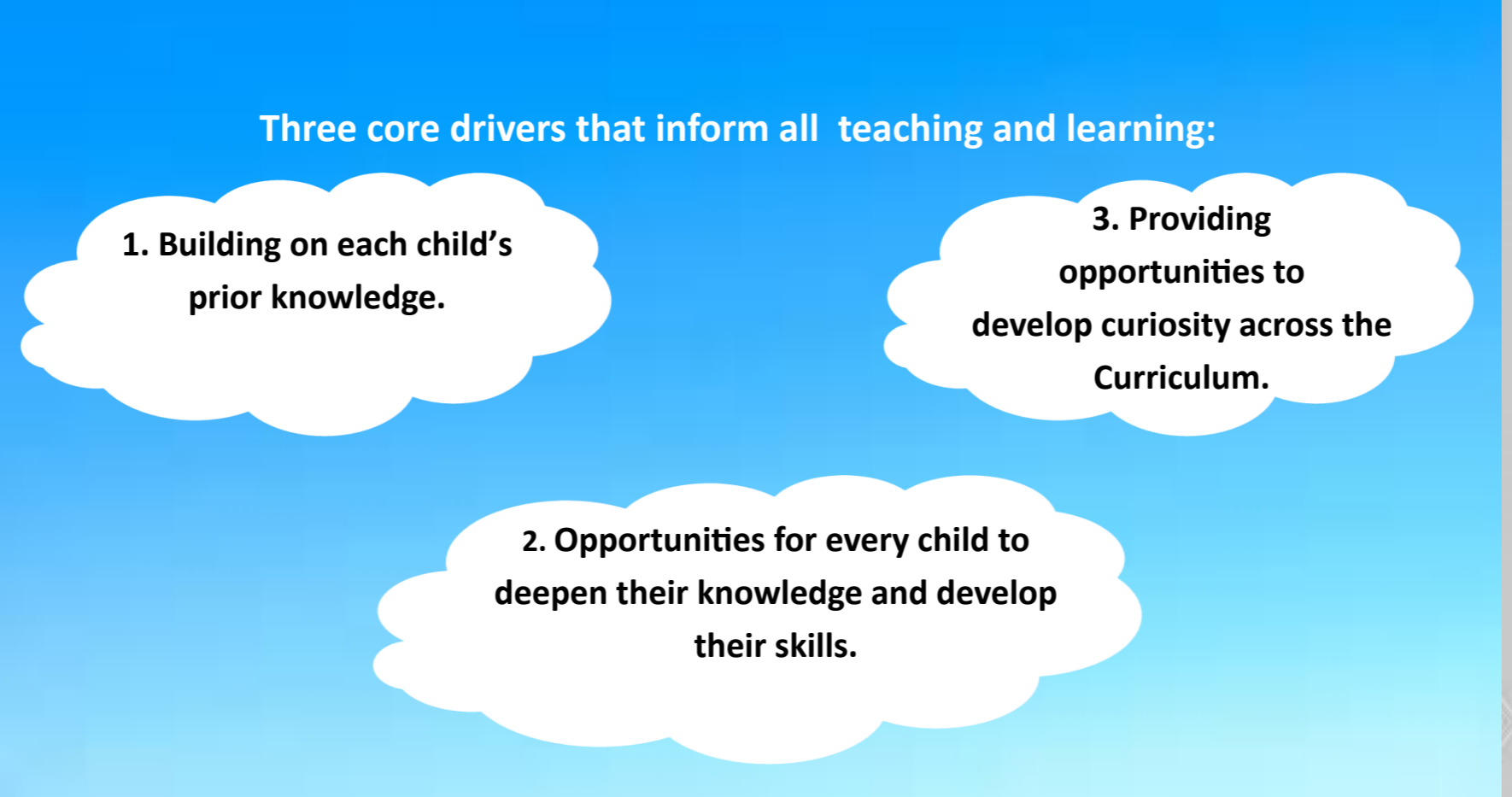
**Purpose:** *To inspire, motivate, encourage and educate our pupils to acquire critical life skills, to think for themselves and build their confidence as they develop the wisdom needed to achieve their goals, enjoy their life and make a difference in our world. Together, we drive social mobility and contribute to a more equal and inclusive society.*

Our curriculum is inclusive, diverse, purposeful and creative; offering a wide range of first hand experiences and extra-curricular activities, embodying our trust values and academy behaviours. Links are made throughout our curriculum to enhance the knowledge and skills of our pupils. Through our curriculum design we celebrate our diversity and each other's unique qualities, welcoming difference as a way of embracing what each other has to offer. We encourage curiosity, enable children to become critical thinkers and develop a thirst for new experiences. This fulfills our mission to inspire our children, staff and community to flourish and achieve their best.

Our curriculum provides rich learning opportunities for all children that enable them to learn the skills required to become lifelong independent learners with high aspirations. Every child is recognised as a unique individual and pupils of all abilities and social backgrounds are supported to develop the appropriate subject specific knowledge, skills and understanding as set out in the ambitions of the National Curriculum, so that children can flourish, reach and achieve their potential academically, physically and artistically, knowing how to continue their learning outside of the academy.

Our curriculum celebrates and welcomes diversity. We ensure that all children understand the positive contribution they make to their community and wider society while supporting the spiritual, moral, social and cultural development of each child. We celebrate what makes us unique. By understanding spirituality in themselves and others, they will develop social skills and understand the diversity of our society, building personal morality through deep respect for individuals..

The curriculum strives to reflect the lives, languages and cultural differences of the pupils we serve, to ensure a greater understanding and celebration of difference. Within this, we ensure understanding of more complex behaviour of respecting one another, such as equality, friendship, trust and relationships.



Our curriculum is a progressive model, accessible and challenging for all, building on prior learning and deepening knowledge. Its delivery provides children with the motivation to learn, with plentiful opportunities to celebrate achievements . Our children enjoy their learning and are highly motivated to succeed and achieve. They understand their own needs and next steps to develop.

Our curriculum provides breadth, depth, stretch and challenge across all subjects, as well as promoting positive mental health and wellbeing through developing confidence and self assurance. By encouraging children's curiosity, passion and drive to learn and enabling their access to learning opportunities, children build a resilience and motivation whereby they will persevere to meet their own potential and rise to challenges they encounter. We motivate each child to believe in themselves and to strive to meet their own potential, building resilience.

Our curriculum is **reactive**, responding to changes or issues within the Academy, local area, wider community, nationally or internationally.

**End of year goal:** The children will be curious, motivated independent learners, confident to ask questions, investigate and explore own ideas and interests.

Throughout the year the curriculum focuses on the importance of caring for others, ourselves and the environment. In addition to this, the academy promotes and teaches caring for others through Pupil Parliament, JIGSAW PSHE sessions, playground friends, reading buddies, working with others, taking turns and sharing, negotiating play, understanding and following rules of games, teaching children to care and protect our own bodies, understanding why exercise is important, exploring real life superheroes, caring for our environment with dedicated Eco Warriors and studying ocean pollution.

Children begin to build on their knowledge of different faiths, cultures and customs. They will learn about celebrations from around the world including: Harvest, Christmas, Diwali, Chinese New Year, Shrove Tuesday and Easter. Children are given opportunities to identify and respect similarities and differences between the lives of others and their own. Reading stories that reflect the pupils cultural and religious backgrounds and heritage.

**Opportunities to build on prior learning:**

Teachers will complete Nursery visits where possible and receive transition reports. Baseline assessments will be formed through play and observations, these will inform planning and future teaching.

**Stretch and Challenge**

Teaching is matched to the unique needs of each child. Carefully planned, inspiring learning opportunities build on prior knowledge and skills. The characteristics of effective learning drive teaching and learning opportunities. Children are challenged through ambitious, flexible and comprehensive planning; targeted questioning, focus group interventions and open ended challenges.

## Pound Hill Infant Academy

### Reception Curriculum

#### Learning Theme: "Thinkers"

Reception's learning journey primarily focuses on people and solving problems.

The children begin the year by understanding what makes them special and unique. The children then use their knowledge and skills to solve problems and mysteries.

The focus then moves to superheroes, both fictional and everyday heroes.

The final two terms give the children the opportunity to begin seeing themselves as global citizens by understanding their role in protecting the oceans and animals within the rainforest.

Children are encouraged to become independent in all areas of their life, this includes: personal hygiene, changing clothes, organising belongings, navigating the Academy, selecting resources and initiating play.

Learning and Investigating time enables children to follow their own lines of enquiry and interest. Children drive their own learning and are encouraged to share their own unique ideas through problem solving activities. Children are given lots of opportunities to talk about their family and themselves.

Successes are celebrated throughout our Academy using: daily, weekly and termly celebration awards; developing a Growth Mindset by growing our brains; filling our buckets; receiving tokens of recognition; talking to other adults and taking on responsibilities. Where possible, parents are invited to share success, this might include: showcasing learning achievements, art galleries, classroom museums and observing debates.

Children are encouraged to adopt a 'have a go' approach to new and exciting experiences. They begin to develop their own unique learning style and sustain concentration during activities. Through independent learning, children are encouraged to challenge themselves and find different ways to achieve a desired outcome.

**First hand experiences, opportunities to investigate, foster curiosity and creative responses:**

Opportunities are generated across the academic year. 'Stunning starts' are carefully planned to launch each learning theme to generate excitement and learning for the learning ahead. Enriching the learning opportunities, beyond the current lived experiences, are used to join the learning journey together and 'Fabulous Finishes' celebrate success and showcase the pupils learning.

All learning opportunities are driven by hands on learning experiences. Children are regularly given opportunities to generate curiosity and discussion in a range of ways built on the foundations of strong relationship building between staff, pupils, parents and the wider academy community. The pupils will also participate in off site trips which enrich the curriculum and cement pupils knowledge and skills through these experiences.



**End of year milestone:** The children will be curious, motivated independent learners, confident to ask questions, investigate and explore own ideas and interests.  
Children have adopted a 'have a go' attitude to all aspects of school life and learning.  
All children can read fluently.

The academy promotes and teaches caring for others through Pupil Parliament, JIGSAW PSHE sessions to learn about relationships, playground friends; reading buddies; working with others, taking turns and sharing; understanding and following rules of game and playing as a team.  
Teaching children to care and protect our own bodies and understanding why exercise is important. The children build on their awareness of becoming community and global citizens by: exploring how to use information and balance opposing viewpoints; being mindful citizens with a collective responsibility to our Academy and the wider community; beginning to understand that we have a responsibility to something larger than ourselves.

A creative curriculum builds on children's prior knowledge, skills, experiences and interests to foster independent problem solving in all aspects of their life.

**Opportunities to build on prior learning:**

Transition planning and discussions with previous teachers ensure staff have a firm understanding of individual needs. Pupil passports are regularly updated. The learning is coherently planned and sequenced to build upon skills and knowledge from the Early Years Curriculum. All learning is assessed by staff adhering to the academy's Assessment policy and the 'PHIA Planning and Assessment Planner'.

**Stretch and Challenge**

Teaching is matched to the unique needs of each child. Carefully planned, inspiring learning opportunities build on prior knowledge and skills. The characteristics of effective learning drive teaching and learning opportunities. Children are challenged through ambitious, flexible and comprehensive planning; targeted questioning, focus group interventions; open ended challenges and clearly communicating targets to both parents and pupils.

**Pound Hill Infant Academy**

**Year One Curriculum**

**Learning Theme: "Explorers"**

Year One's learning journey focuses on exploring our planet and beyond.

The children begin by travelling through our solar system and learning about the pioneers of space travel.

The learning focus then moves to develop an appreciation for Earth and all its inhabitants. The children begin to see themselves global citizens and are encouraged to integrate environmentally-friendly actions into daily routines.

Learning about the wider world is then concentrated to exploring India, a contrasting locality

The children focus on respecting themselves, each other and the world around them. Children continue to build on their knowledge of different faiths, cultures and customs. India is explored as we fully immerse ourselves into celebrating similarities and differences in daily life, culture and the environment. The children continue to develop an understanding of world faiths with a focus on Christianity and Hinduism.

Key texts are carefully chosen to reflect the diversity and lives of the pupils the academy serves.

Successes are celebrated throughout our Academy using: daily, weekly and termly celebration awards; developing a Growth Mindset by growing our brains; filling our buckets; receiving tokens of recognition; talking to other adults and taking on responsibilities.

Where possible, parents are invited to share the children's successes e.g. graduating Space Cadet School, enjoying a performance of the children's learning, listening to poetry recitals and creating a gallery of Indian artwork.

Perseverance and resilience is taught and fostered through celebrating and exploiting mistakes for learning opportunities. The Empowerment Approach allows the children to understand themselves, personal needs, neural development and how to use this to react and prepare for difficult situations.

**First hand experiences, opportunities to investigate, foster curiosity and creative responses:**

Opportunities are generated across the academic year. 'Stunning starts' are carefully planned to launch each learning theme to generate excitement and learning for the learning ahead. Enriching the learning opportunities, beyond the current lived experiences, are used to join the learning journey together and 'Fabulous Finishes' celebrate success and showcase the pupils learning.

During the learning theme of 'Beyond the Stars' pupils find themselves as members of a space cadet training school, completing various challenges and investigations. The pupils will experience a virtual reality space tour, participate in a moon walk and enjoy a day in Space. Once all of the learning has been reached, the children will officially graduate the training school.

'Winter Wonderland' sees the children thrust into the magical world of the Nutcracker and will culminate in a celebration performance.

'Our Wonderful World' focuses on mini projects, investigations and exploring our locality and beyond. Children explore the world, changes in technology and the responsibilities we have to become global citizens.

The 'India' learning theme is launched in term 5. The children will find themselves exploring India to and investigating the human and physical landmarks. The children will explore and experience traditional Indian dance, food, music and art.

All learning opportunities are driven by hands on learning experiences. Children are regularly given opportunities to generate curiosity and discussion in a range of ways built on the foundations of strong relationship building between staff, pupils, parents and the wider academy community. The pupils will also participate in off site trips which enrich the curriculum and cement pupils knowledge and skills through these experiences.

**End of year milestone:** All children to have the knowledge and skills to successfully transition to lower Key Stage 2.

The academy promotes and teaches caring for others through Pupil Parliament, JIGSAW PSHE sessions to learn about relationships, play-ground friends; reading buddies; working with others, taking turns and sharing; understanding and following rules of games and playing as a team. The children learn and discover how our actions impact upon the world in which we live, including pollution and over development. We teach about the importance of biodiversity and how to care for animals and insects. Using this knowledge they are able to make decisions about the way they live their lives, the values they place on their world and how to make a difference.

The children focus on respecting themselves, each other and the world around them. Children continue to build on their knowledge of different faiths, cultures and customs with a focus on Judaism and Islam. Year two children take responsibility to oversee the development of our academy environment and are tasked with leading school changes where appropriate, using their skills and understanding of how to work with others, listen to one another and respect all views. Texts (both core and supporting) are chosen carefully to match to learning objectives, exploit learning opportunities and ensure reflect the lives of the pupils the academy serves.

### **Stretch and Challenge**

Teaching is matched to the unique needs of each child. Carefully planned, inspiring learning opportunities build on prior knowledge and skills. The characteristics of effective learning drive teaching and learning opportunities. Children are challenged through ambitious, flexible and comprehensive planning; targeted questioning, focus group interventions; open ended challenges and clearly communicating targets to both parents and pupils.

### **Opportunities to build on prior learning:**

Transition planning and discussions with previous teachers ensure staff have a firm understanding of individual needs. Pupil passports are regularly updated. The learning is coherently planned and sequenced to build upon skills and knowledge from the Early Years Curriculum. All learning is assessed by staff adhering to the academy's Assessment policy and the 'PHIA Planning and Assessment Planner'.

## **Pound Hill Infant Academy**

### **Year Two Curriculum**

#### **Learning Theme: "Investigators"**

Year Two's learning journey primarily focuses on investigating the United Kingdom and a contrasting locality.

Over the first term, the children investigate London; it's history and geography. In the Spring, the children investigate the contrasting frozen world of the Arctic and Antarctica and in the summer, developing an appreciation for British wildlife and gaining an understanding of Darwin's work and its impact on the world.

As the oldest children in the academy, the pupils are expected to take on the highest level of responsibility. Throughout the year purposeful links are made with Junior settings to promote a smooth transition into Key Stage Two. To further support this, all pupils will participate in a transition based topic during the final term. Roles and responsibilities are further developed within the year group and children will be asked where possible to support with academy tours, events and visitors.

Successes are celebrated throughout our Academy using: daily, weekly and termly celebration awards; developing a Growth Mindset by growing our brains; filling our buckets; receiving tokens of recognition; talking to other adults and taking on responsibilities. Where possible, parents are invited to share the children's success e.g children's learning Blogs, examples of recorded films, art galleries and animated story books, performances and celebrated daily work.

Perseverance and resilience is taught and developed through positively acknowledging, valuing and exploiting mistakes in order to develop learning opportunities. The Empowerment Approach allows the children to understand themselves, personal needs, neural development and how to use this to react and prepare for difficult situations.

### **First hand experiences, opportunities to investigate, foster curiosity and creative responses:**

Opportunities are generated across the academic year. 'Stunning starts' are carefully planned to launch each learning theme to generate excitement and learning for the learning ahead. Enriching the learning opportunities, beyond the current lived experiences, are used to join the learning journey together and 'Fabulous Finishes' celebrate success and showcase the pupils learning.

During the learning journey:

The year begins with the magical world of traditional tales before thrusting us into a study on London, exploring the architecture, economy, life in a city and how life has changed since The Great Fire of London. The Autumn term ends with a short learning journey 'Winter Wonderland' which focuses on a rich breadth of poetry, culminating in performance pieces.

Changing our focus, in the Spring, we move to our learning journey on 'Frozen Lands' where the children will be immersed in a 'Survival Week' where through drama opportunities and physical activities will plan for life in Antarctica. Children will be required to plan their trips, backpacks, create dens for surviving the bitter temperatures and of course avoiding wildlife.

'Down at the bottom of the garden', our summer learning theme, enables the pupils to find themselves feeding and caring for their own caterpillars, designing outside areas of our environment and bidding for funds to use, visiting The British Wildlife Centre and learning in depth about the varied wildlife we have in our own environment. The children become investigators, expert bug hunters and skilled, knowledgeable scientists and artists.

All learning opportunities are driven by hands on learning experiences. Children are regularly given opportunities to generate curiosity and discussion in a range of ways built on the foundations of strong relationship building between staff, pupils, parents and the wider academy community. The pupils will also participate in off site trips which enrich the curriculum and cement pupils knowledge and skills through these experiences.