

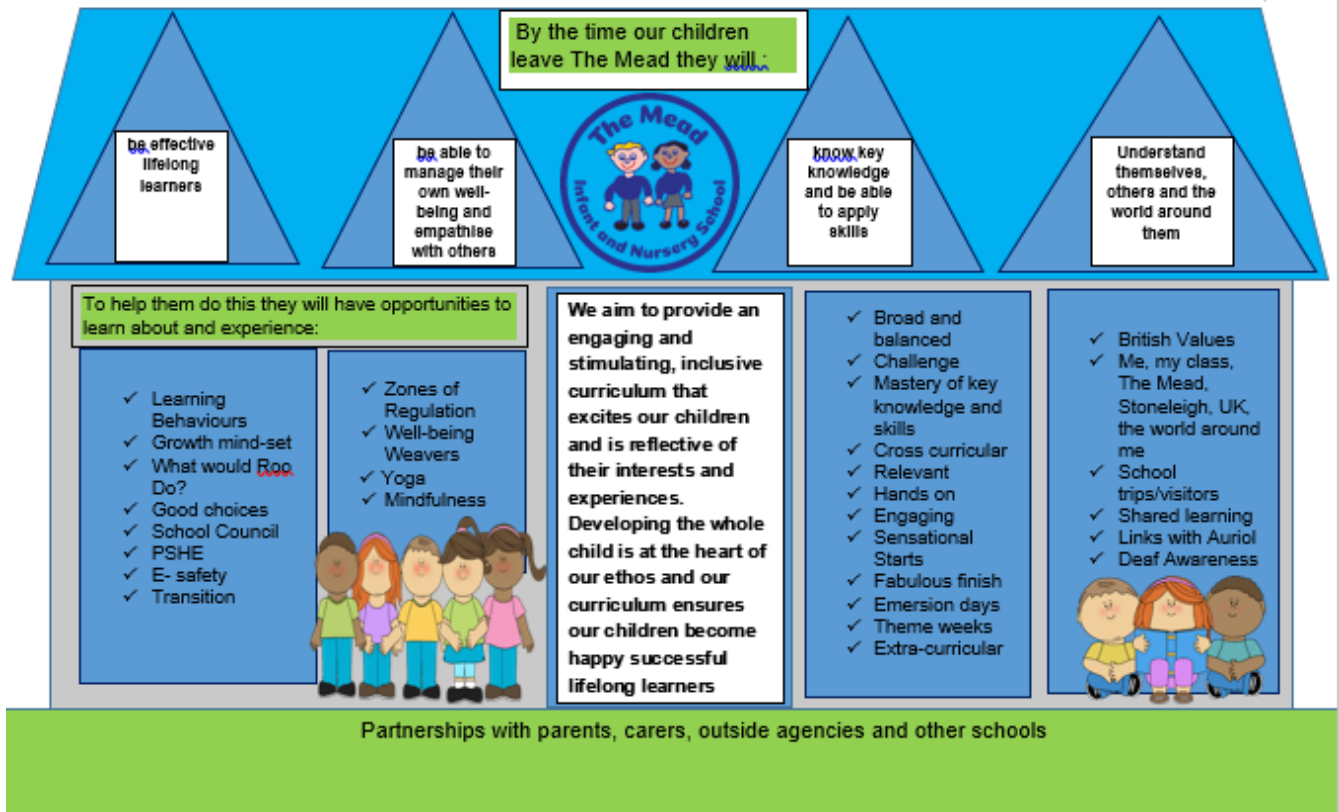


# **The Mead Infant and Nursery School**

## **Curriculum Policy**

# The Mead Infant and Nursery School Curriculum

## "Proud to Belong"



## Our Curriculum Intent and Aims

At The Mead Infant and Nursery School, we have four **key aims** to our curriculum that underpin everything we do.

These are, for the children:

- to become effective lifelong learners
- to be able to manage their own well-being and empathise with others
- to know key knowledge and be apply to apply skills
- to understand themselves, others and the world around them

To support these key curriculum aims we have developed an inclusive, engaging and coherent, relevant curriculum. We have a holistic approach that allows all of our children to succeed. Our curriculum ensures that every child, no matter what their individual needs or barriers to learning are , have equal access and the same opportunities to achieve

- We ensure our curriculum is relevant to the child by using our local community, children's interests and celebrating the diversity of all of our children.
- Our curriculum is broad and balanced and all subjects are given equal importance. We use a topic based approach where children are able to become immersed in their learning. Through this engagement of learning, children remember key knowledge and apply skills they have been taught in each subject.

- Our ambitious curriculum enables all children to success and provides opportunities beyond the basic entitlement
- We teach our children the learning behaviours through our PSHCE lessons and promote these in all of our lessons (see appendix 1 Learning Behaviours), providing children with a range of learning opportunities and experiences to enable them to become well rounded, lifelong effective learners.
- We have a whole school focus on well-being and have achieved the Optimus Education Well Being Award. We use Zones of Regulation across the school, KS1 children have weekly yoga sessions and all year groups promote mindfulness and looking after our mental health. Well-being is embedded into our curriculum and part of everyday life at The Mead.
- We ensure that there is depth to our curriculum through challenge and mastery work. This provides opportunity for deeper learning and application through real life problem solving and exploration.

## **Our Curriculum Structure**

### **Early Years**

In Early Years we follow the Early Years Foundation Stage Profile, this includes:

#### **The Characteristics of Effective Teaching and Learning**

- playing and exploring - children investigate and experience things, and ‘have a go’
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

#### **The Curriculum Areas**

Communication and Language <ul style="list-style-type: none"> <li>• Listening, attention and understanding</li> <li>• Speaking</li> </ul>	Literacy <ul style="list-style-type: none"> <li>• Comprehension</li> <li>• Word reading</li> <li>• Writing</li> </ul>
Personal, Social and Emotional <ul style="list-style-type: none"> <li>• Self-regulation</li> <li>• Managing self</li> <li>• Building relationships</li> </ul>	Maths <ul style="list-style-type: none"> <li>• Number</li> <li>• Numerical patterns</li> </ul>
Physical Development <ul style="list-style-type: none"> <li>• Gross motor skills</li> <li>• Fine motor skills</li> </ul>	Understanding the World <ul style="list-style-type: none"> <li>• Past and present</li> <li>• People, culture and communities</li> <li>• The natural world</li> </ul>
	Expressive Art and Design <ul style="list-style-type: none"> <li>• Creating with materials</li> <li>• Being imaginative and expressive</li> </ul>

### **Key Stage 1**

Our Key Stage 1 Curriculum consists of all of the subjects covered in the national curriculum. Each subject is broken down into ‘**Curriculum Themes**’. (see below)



## The Mead Infant and Nursery School Curriculum Themes

+	+												
Art & Design	Design & Technology	Computing	Geography	History	Maths	Music	P.E.	PSHE	R.E.	Reading	Writing	Science	
Colour	Design	Computer Science (algorithms, programming, logical reasoning) Programming	Locational knowledge	Chronological understanding	Number - number & place value	Listening and responding/ appraising	Fundamentals	Responsibilities & rights	Specialness	Word reading	Transcription	Working scientifically	
Drawing	Make		Place knowledge	Knowledge & understanding of events, people & changes in the past	Number - addition & subtraction	Explore and create- Interrelated dimensions of music- Pulse Rhythm Pitch Timbre Tempo	Body management	Health	Celebration	Comprehension	Handwriting	Plants	
Pattern	Evaluate		Information technology (digital content)		Human & physical geography	Number - multiplication & division	Singing	Outdoor adventurous activities	Safety & risks	Belonging	Phonics	Composition	Animals including humans
Texture & textiles	Cooking & nutrition	Digital literacy (e-safety & technology beyond school)	Geographical skills & fieldwork	Historical enquiry	Playing		Games	Goals	Christianity (KS1)		Vocabulary, punctuation & grammar	Every day materials	
Painting			Number - fractions			Improvising	Dance	Relationship education	Judaism (KS1)			Uses of every day materials	
Sculpture						Measurement	Composing	S.E.T Social Emotional Thinking	Money			Islam (KS1)	
Printing		Geometry - properties of shapes				Performing and sharing	Identity		Comparative (KS1)				
Evaluate		Geometry - position & direction				Health and Fitness	Feelings & friendship						
Artists, craft makers & designers													

Each subject leader has a clear intent and plan for their subject, which underpins their curriculum design. (see appendix 2 Curriculum Subject Intent)

Each subject has a **Subject Progression Tracker** with objectives for each key theme from Nursery to Year 2 (taken from Development Matters, the Early Years Foundation Stage Profile, the National Curriculum and objectives that we feel are critical at The Mead).

Subjects also have **Knowledge Organisers** (where appropriate) which are developed by the subject leaders and contain all the key knowledge for a particular topic or aspect of their learning.

We have a **Long Term Plan** for The Mead Infant and Nursery School which details the topics each year group covers and which 'curriculum theme' they covering throughout each half term.

Each year group then creates a **Medium Term Plan** which includes details of the objectives they are covering and relevant activities and learning opportunities for the children.  
(See appendix 3 for The Mead Curriculum Structure)

*These are all working documents as we are flexible in our approach to our curriculum and planning are continually adapting based on the needs and interests of the children.*

## **Our Curriculum In Action**

We take a topic approach to our curriculum. Each half term (or term) a new topic is introduced to the children, this is also flexible as we follow the children's interests. These topics are chosen carefully to ensure they are relevant and meeting the needs of our learners. We do not set specific time scales on how long the topics should last, this is dependent on the ages, needs and interests of the children.

Each topic begins with a **Sensational Starter**. This is an exciting introduction for our children and often includes things such as; visitors, trips, exciting hooks, etc.

This allows the children to become fully immersed into their new topic, to draw out prior knowledge and to also find out what direction their learning will take based on the children's interests, abilities and needs.

Each topic ends with a **Fabulous Finisher**. This is an opportunity for children to display all of their learning from a particular topic. We aim to invite parents to as many 'fabulous finisher' experiences as possible.

Examples of a fabulous finisher might be: a performance to parents, a gallery, a presentation of a project, a workshop, etc.

## **Subject Leaders**

At The Mead, our Curriculum Leader is responsible for the design of the curriculum. The Curriculum Leader is also responsible for supporting and mentoring all middle leaders to lead their subjects and drive standards forward.

Each subject has a dedicated 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;
- carry out their own CPD and train staff members to increase subject knowledge;
- monitor pupil progress in that subject area;
- provide efficient resource management for the subject.

The school gives subject leaders non-contact time with the support of the curriculum leader, so that they can carry out the necessary duties involved with their role. 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 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, learning intentions are clear and that progression is planned into schemes of work.

## **Monitoring and Review**

Subject leaders alongside the Senior Leadership Team are responsible for the monitoring and review of their subjects. We monitor the teaching and learning of the curriculum through;

- learning walks
- formal lesson observations
- planning scrutiny
- work scrutiny
- pupil voice

Members of the Senior Leadership Team carry out joint learning walks every two to three weeks across the school. This ensures that the curriculum is seen 'in action' on a regular basis.

Subject leaders review their subject at the beginning of the year and complete their **Subject Leader Curriculum Review and Monitoring** document. This allows them to think critically about their subject, review previous action plan targets, set new targets and look at the curriculum planning and overview for the upcoming year. The subject leaders also have a mid-year review of their subject where they revisit this document and adapt their action plans.

The subject leaders also have one 'formal' subject monitoring session a year, with support from the curriculum lead and SLT. This could include learning walks, formal lesson observations, planning scrutiny, work scrutiny or pupil voice depending on the needs of their subjects. As a result of their findings, the subject leader then plans a workshop and training for staff based on the outcome.

## **Assessment and Inclusion**

Assessment plays a vital part in our planning process, both at a whole school level and for the individual child. We take into account the needs of our cohort and use a range of assessment strategies to ensure teaching and learning is targeted and meeting the needs of all pupils.

Each subject is assessed in different ways based on the delivery and needs of that particular subject. We use a variety of different assessment strategies of both formative or summative assessment.

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

## Appendix 1 The Mead Learning Behaviours

# LEARNING BEHAVIOURS



**Resilient (KS1)**  
**Motivation (EYFS)**  
Tigger always bounces back and he keeps trying even when it gets difficult. He never gives up.



**Responsible (KS1)**  
Kanga is responsible because she cares for Baby Roo and carries him around in her pouch. Kanga also always listens well so that she knows exactly what to do, to look after Baby Roo.



**Resourceful (KS1)**  
**Thinking (EYFS)**  
Eeyore always thinks carefully and uses a range of resources. To be a resourceful learner you must use your imagination and be creative. Eeyore once had a balloon to mend.



**Reflective (KS1)**  
Wise owl always reflects upon what he does and thinks of ways of improving. He can tell you what he is really good at and what he needs to do to, to become an even wiser owl.



**Reasoning (KS1)**  
Pooh always likes to give reasons for his decisions and explain how he worked something out. He is also really good at asking questions. He once got stuck in a hole and had to choose the best method to get out.

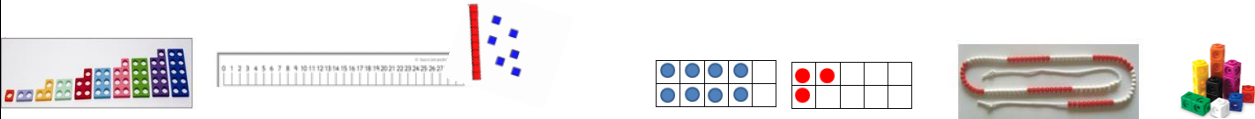


**Playing and exploring Engagement (EYFS)**  
Piglet is Pooh's best friend. He loves to explore and play. He tries to be brave and is always willing to have a go.

## **Appendix 2 The Mead Curriculum Subject Intents:**

English – Reading	<p>At The Mead Infant and Nursery School, we prioritise the teaching of reading both as a key component of our English provision and one which unlocks opportunity in all other subjects. We aim to develop positive attitudes towards reading so every child thinks of themselves as a reader and has fostered a love of the written word in all its various forms. We wish to create a community of readers that share, enjoy and promote reading as a skill and desirable pastime.</p> <p>Our English lessons develop pupils’ spoken language, reading, writing and vocabulary. Literacy is taught in a cross-curricular way, linking up with other areas of the curriculum. We teach our pupils to speak clearly, to convey their ideas fluently and confidently and to ask questions. Their vocabulary is developed systematically.</p> <p>Our reading lessons are delivered through whole class shared reading sessions, group reading, 1:1 reading as well as through discreet phonics teaching. All classes have key texts read to them throughout the year which helps to promote reading as a desirable past time and something that should be valued and treasured. We read a range of text types including fiction, non-fiction and poetry. We regularly update our stock of books in the library and class book-corners, ensuring that a balance of fiction, non-fiction and poetry is on offer to our children. The children are able to take a book of their choice from their classroom to enjoy reading at home.</p> <p>We ensure that readers of all abilities are presented with texts that are challenging for them and allow them to apply the reading skills that they have learnt. All children in Reception and Key Stage 1 choose a school book banded reading book to read in their 1:1 reading sessions and at home. These books are all available in each classroom and children can change their book as often as needed. The children are responsible for changing their own book and knowing which book band or phase they are reading within and working towards. We have a range of reading scheme books which in Reception and Year 1 are organised into Phases to match the teaching of our phonics programme Letters and Sounds.</p> <p>We greatly value parent contributions to reading and we offer parent workshops that enable our parents to learn how to support their child at home. Parents are also invited into the classrooms to share books with their child.</p>
English - Phonics	<p>At The Mead Infant and Nursery School, we follow the phonic programme Letters and Sounds across the EYFS and Key Stage One. This is supported by teachers using elements from Jolly Phonics, namely the actions and songs to support the effective delivery of phonics lessons.</p> <p>It is our aim that through our high quality phonics teaching that all children will have good phonic knowledge, understanding and skills so that they can decode words confidently and engage with higher order reading and writing skills.</p> <p>Planning for phonics will be done separately from English but with the understanding that good phonics teaching should link to the literacy needs of the children within an English lesson and across the curriculum.</p>
English - Writing	<p>At The Mead we have a developmental approach towards writing where children are encouraged to write for a variety of purposes. The children are provided with many different opportunities to write throughout Early Years, both indoors and outdoors, to help develop an interest in writing. We understand the importance of building each child’s confidence as a writer so all attempts are acknowledged and praised from the earliest form of mark making to writing complex sentences. We follow the Letters and Sounds programme which promotes children’s speaking and listening skills through the systematic teaching of phonics. Children are taught to sound out words using their phonetic knowledge and order their thoughts until they eventually become confident, independent writers. The spelling of common exception words is also taught within English lessons. As children become more confident writers, they are encouraged to plan, check and edit their written work. At The Mead, we aim to teach writing in a cross-curricular way and children understand the importance of applying skills to any written piece of work even when it is linked to other areas of the curriculum.</p> <p>From Reception the children are taught to write using a joined-up cursive script. We encourage them to take pride in their writing and this is evident in the high standard of work they produce. We invite parents to a workshop so that you can learn the cursive letter shapes and help your children to form them at home.</p>



Maths	<p>At The Mead Infant and Nursery School, it is our intent for all our children to develop mathematical skills that are essential to everyday life, to develop a positive attitude towards maths and to see themselves as ‘mathematicians’. We aim to provide children with a high-quality, broad and challenging Mathematics curriculum. Our Maths lessons enable children to become <b>fluent</b> in the fundamentals of maths and to develop their ability to recall and apply their mathematic knowledge quickly and accurately. Children develop their use of mathematical language through speaking and listening and we teach stem sentences to help children with this. Children are encouraged to <b>reason mathematically</b>, making links to known facts and explaining their ideas using mathematical vocabulary. Children are praised for reasoning which links to our learning behaviour character ‘Winnie the Pooh’, who likes to explain. The children’s understanding of mathematical concepts will also be challenged through the use of <b>problem solving</b> tasks enabling them to see maths really is all around them.</p> <p>In Nursery and Reception, our young mathematicians are provided with many exciting opportunities, (through a mixture of adult-led and child-initiated activities) to develop and improve their skills in counting, their understanding of numbers, calculating simple addition and subtraction problems, doubling, halving and their ability to describe shapes, spaces and measure.</p> <p>Throughout Key Stage 1, we follow the ‘National curriculum for England’. Our Maths curriculum provides many opportunities for our older mathematicians to develop their fluency and confidence when working with counting, place value and the four operations (addition, subtraction, multiplication and division). The children will also develop their skills and knowledge when working with fractions, shapes, measure, time and money. The use of practical equipment supports the children developing their understanding before they are challenged through problem solving and questioning. We are proud of the wide range of mathematical resources that we have and these are used throughout the school from Nursery to Year 2. At our school, children are praised for being resourceful like ‘Eeyore’ (linked to our learning behaviours) when using the mathematics resources!</p> <div data-bbox="148 896 1409 1014">  </div> <p>Above are a few examples of the resources the children use in school (Left to right-</p> <p>In Key Stage 1, in addition to Mathematics lessons, children also take part in ‘Speedy Maths’ sessions. Fluency and accuracy of key mathematics skills are developed during these sessions and provide an opportunity to revisit and review previously taught topics and the fundamentals of maths.</p> <p>To ensure children feel positively about Maths, we never mark work as ‘wrong’ but instead we indicate with a dot that a child needs to ‘re-think’ their answer just like Reflective Wise Owl (linked to our learning behaviours). Throughout the process children are praised for being resilient like Tigger (linked to our learning behaviours) for trying their best and not giving up!</p>
Science	<p>At the Mead we aim to nurture children’s curiosity about the world around them; to develop scientific knowledge and conceptual understanding and to introduce children to the excitement of scientific enquiry.</p> <p>Science has changed our lives and is vital to the world’s future prosperity so it is vital we motivate and involve our pupils so they are interested in and enjoy science. We do this through embedding first hand exploration and practical investigation, often in a cross curricular way. We build up scientific vocabulary and encourage our children to apply their mathematical knowledge to their understanding of science, including collecting, presenting and analysing data.</p> <p>To enrich our curriculum we invite in science based workshops and visitors to engage our pupils and help enhance their learning. Alongside this we are lucky to be able to experience real, relevant science outside the classroom at the Mead in our garden areas, on the field and at the shared pond environment.</p> <p>In all our scientific work we aim to promote a responsible attitude towards health and safety, and a respect for living organisms and the environment.</p>

Computing	<p>For the children at The Mead Infant and Nursery School technology is becoming an ever increasing integral part of day to day life. We recognise the potential that technology has for supporting, enriching and enhancing teaching and learning in all areas of the curriculum. Our curriculum ensures that we equip our children as active participants in the digital world we live in. We aim to deliver a high quality computing curriculum which ensures that children become digitally literate</p> <p>Children have discrete teaching of ICT skills as well as opportunities to use ICT to support learning in other areas of the curriculum. Purple Mash supports the teaching and learning of computing providing exciting curriculum focused activities, creative tools, programs and games to support and inspire creative learning every day. The children develop their skills, starting in reception with mouse control, keyboard skills, saving and printing work. They draw pictures, write and use the internet to carry out research. They then progress to more complex skills such as data analysis and coding. Pupils will learn how to use technology safely and identify where to go for help and support when they have concerns. Children also have access to hardware such as cameras, video cameras and programmable robots</p>
PSHCE and British Values	<p>At The Mead Infant and Nursery School <b>we aim to equip our children with the knowledge, skills and personal attributes they need to develop positive, respectful relationships and to make informed choices about their physical health and mental wellbeing.</b> Consequently PSHCE (Personal, Social, Health and Citizenship Education) is fundamental to everything that we do.</p> <p>Since September 2020 PSHCE has been designated a compulsory part of the National Curriculum. At The Mead we welcomed this move forward as we feel that PSHCE underpins all of the children's learning, values and interactions with the school community and beyond. This subject revolves around a planned series of learning through which our children acquire the knowledge, skills and understanding that they need to manage their lives and relationships as they grow up in what is a rapidly changing and evolving world.</p> <p>We follow a spiral curriculum which builds year on year, revisiting areas as and when relevant to the year group. The main themes that we cover in PSHCE are: Responsibility and Rights, Health, Safety and Risks, Goals, Relationships Education, Money, Identity and Feelings and Friendship. Within this we actively promote the British Values.</p> <p>Relationships education is vital for helping children manage their friendships and relationships within, and beyond school, particularly in being able to recognise and maintain a healthy relationship, and to know what to do about an unhealthy relationship. Throughout their time with us, our children work on these aspects through active learning, circle time discussions and focussed activities. Individual work, paired, group and class work builds relationships both within, and beyond our school environment.</p> <p>Underpinning much of our PSHCE are our school learning behaviours which are taught across the school. Our learning behaviours teach children what it means to be an effective learner and are based on a growth mind set. This enables our children to think independently, become critical thinkers and move their learning forward, both in class and out.</p> <p>Relationships Education is now also compulsory and this aspect is also built on within our PSHCE lessons. We live in an ever changing world where children and adults have access to ever evolving means of direct, and indirect access, to others 24 hours a day. Our PSHCE seeks to address these issues and ensure that our children can manage their own well-being and empathise with others. Through partnership with our community at school and beyond, we seek to instil, and embed a care for themselves, others and the environment.</p>

History	<p>At The Mead Infant and Nursery School we want our children to develop a secure knowledge of historical events, a wide historical vocabulary and a curiosity for the past. our children will become learners who ask questions and have a thirst for knowledge and interest in finding out about events.</p> <p>We begin in Nursery and Reception by using the children's own personal experiences, and those of their families, to help them begin to develop an awareness of the past. We do this by drawing up their own personal time line, including birthdays and celebrations, and by listening to and questioning visitors talking about the recent past. Children in Key Stage 1 extend their awareness of the past beyond living memory by comparing national life in different periods of time and studying individuals and events that are of national or global significance, such as the history of flight and the Great Fire of London and The Victorians. As in geography, we do this within cross-curricular topics which allow us to strengthen and enrich our children's historical knowledge and understanding by linking work in other subjects, such as art and English, wherever possible. Children are also introduced to the skills of historical enquiry as we encourage them to ask questions and form judgements about events in the past and to begin to consider the reliability of different sources of evidence. We also enjoy visits to places which are of local historical significance.</p>
Geography	<p>We want our children to be curious about the world around them and to understand their place in their local community, Britain and the wider world. Through the teaching of geographical knowledge and skills are children will to develop an understanding , respect and curiosity for different cultures and societies and the physical world around them.</p> <p>We begin in Nursery and Reception by using the children's own personal experiences of their home, school and immediate locality, to help them develop an awareness of place. For example, short walks in the local area and their journeys to and from school are used to develop their observational skills by noticing features of their surroundings. The school grounds and trips in the local area are also used to develop mapping skills as children progress through Key Stage 1. As in history, in Key Stage 1 we teach geography within cross-curricular topics to strengthen and enrich the children's knowledge and understanding of different places around the world and to help them to compare life in non-European countries to life in Stoneleigh. In particular, we make use of the school's links M'temambalame School in Malawi to bring to life some of the differences and similarities in life around the globe. Locational knowledge and geographical vocabulary are taught as part of these topics to ensure they are relevant and engaging to the children. While trips to the Arctic or the rainforest may not be feasible for our children, we enjoy recreating these environments as best as we can within the school to fuel their imaginations and immerse them in their topics.</p>
Religious Education	<p>It is our aim that through the teaching of RE that the children are met with thought provoking questions such as the meaning and purpose in life, beliefs about God, issues of right and wrong and what it means to be human. Children will be encouraged and supported to express their views whilst being respectful of the views of others. RE at The Mead supports the children's developing sense of identity within The Mead family itself as well as within the local wider community and the diverse world in which we live in.</p> <p>At The Mead the purpose of Religious Education (RE) in Key Stage 1 is to introduce children to the study of Christianity and aspects of Judaism and Islam and incorporating, where appropriate, consideration of non-religious world views such as Humanism. A thematic approach is taken in our Early Years where topics are based upon children's own lives and experiences. The children are introduced to Christianity, and other religions and beliefs represented within their own class and/or school. RE at The Mead is taught through weekly lessons in accordance with the Surrey Agreed Syllabus 2017-2021 (<a href="https://www.cofeguildford.org.uk/docs/default-source/making-disciples/nurturing-education/education/sacre/sacre/agreed-syllabus/agreed-syllabus-for-religious-education-in-surrey-schools-2017-2022.pdf?sfvrsn=a33b2232_3">https://www.cofeguildford.org.uk/docs/default-source/making-disciples/nurturing-education/education/sacre/sacre/agreed-syllabus/agreed-syllabus-for-religious-education-in-surrey-schools-2017-2022.pdf?sfvrsn=a33b2232_3</a>).</p> <p>In addition, Key Stage 1 classes will take part in a visit to a place of worship including visits to Worcester Park Baptist Church and North West Surrey Synagogue and to Baitul Futuh Mosque in Morden. Children will also learn about many of the calendar's religious festivals in our school or class assemblies.</p>

Physical Education	<p>At The Mead Infant and Nursery School our intent is to ensure that children understand the importance of leading a healthy lifestyle and to equip them with the knowledge and skills to do so. We do this by providing children with a range of inclusive and engaging physical activities so that each child can fulfil their potential and develop a lifelong love of staying active and maintaining a healthy active life style.</p> <p>We encourage all our pupils to participate in both group and individual tasks. Throughout our PE curriculum there are opportunities for both competitive and co-operative activities. The activities are designed to demand increasing independence, competence and co-operation from each pupil. We strongly believe that good quality PE can help children to develop positive attitudes in other curricular areas as well as in everyday situations.</p> <p>From Nursery through to year 2, children are taught to master basic movements including running, jumping, throwing, and catching. As well as developing balance, agility and coordination and begin to apply these in a range of activities. All children are also taught to participate in team games and perform dances using simple movements.</p> <p>We use “Get Set 4 PE” to support the delivery of Our PE curriculum. This ensures all children have the opportunity to develop their health and fitness, acquire and practice new skills, evaluate and improve their performance, learn dance movements and patterns, take part in team games, explore movements and actions in gymnastics, improve their ability to throw and catch and complete a range of activities in athletics.</p> <p>Alongside our timetabled PE lessons some form of physical activity takes place every day, this includes running as a starter to our daily playtimes, Jump Start Jonny activities and challenges, and regular Active Learning Breaks. The Mead takes part in a variety of inter-school competitions, throughout the year: The Dance Festival, Scatter ball, District Sports and events for Sport Relief and other Theme days. The whole school takes part in our annual sports day.</p>
Art & design / Design & technology	<p>At The Mead Infant and Nursery School we believe that Art is vital and an integral part of children’s education. Through a wide range of Art experiences our children will develop a natural sense of awe and wonder and curiosity about the world around them. We want them to have the confidence to express themselves whilst developing proficiency in skills and knowledge.</p> <p>Consequently, Art has a very important place in our curriculum and is weaved into our termly topics. We see Art as a vehicle for creativity and individual expression, as well as an opportunity for collaborative work. It is also an important form of cultural expression and, therefore, has significance and meaning for all of our children.</p> <p>Our teaching provides an understanding of all of the diverse art forms so that the children experience drawing, painting, collage, sculpture, textiles, 3D design, printmaking and digital media.</p> <p>Throughout their time at The Mead, children are introduced to a wide range of artists and their styles. We have ‘Art Days’ with a whole school focus, as well as including art in our theme weeks.</p> <p>Design and Technology</p> <p>At The Mead Infant and Nursery School through a wide range of DT experiences our children will develop their ability to think and solve problems both as individuals and in groups. Children will develop their creativity and imagination through designing and making. They will also make links to designs and designers throughout history</p> <p>Our design and technology lessons encourage the designing and making of products to solve real and relevant problems. Our pupils learn to select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p>

Music	<p><i>"With music, one's whole future life is brightened. This is such a treasure in life that it helps us over many troubles and difficulties. Music is nourishment, a comforting elixir. Music multiplies all that is beautiful and of value in life." – Zoltan Kodaly</i></p> <p>Music is a universal language, and here, at The Mead Infant and Nursery school our musical journey starts with what the children know and enjoy. It is our intent that we make music an enjoyable learning experience, encouraging children to participate in a variety of musical experiences through which we aim to build up confidence and expression along with knowledge and understanding of how music works.</p> <p>Across the Foundation stage and KS1, the music curriculum at The Mead shows progress in singing, listening, performing, evaluating, in both explicit teaching and coincidental, every day experiences across the school. In the Foundation stage, music is interweaved through all areas of play, teaching and learning. Children enjoy singing nursery rhymes and favourite songs, and get a daily diet of rhythm and rhyme from the 'Poetry Basket'. Exploration and teaching often follows a particular topic, interest or key celebration for the children in the class. Much exploring takes place, finding out by having hands on experience with instruments, hearing a range of music, and a wide variety of songs and rhymes. Music is often linked with stories, art, and being able to express oneself through music and other means is a large part of our PSHE curriculum.</p> <p>Moving from Reception and into KS1, Music is explored through many areas of the curriculum such as History and Geography using previous learning as a starting point and inspiration such as the topic of London and the Planets. Through these starting points, teaching progresses on building on from the exploration earlier on in the children's' musical journey. More complex dimensions of music are examined, such as pulse, rhythm, timbre, and tempo and children are encouraged to listen to, create and discuss music using these terms.</p> <p>Music at The Mead allows children to understand the workings of music on a technical and personal level. Children develop an understanding of culture and history, both in relation to children individually, as well as ethnicities from across the world. Music is a personal expression that is unique to individuals. Children at The Mead are inspired to continue their musical journey where they are proud to belong.</p>
Early Years	<p>In the Foundation Stage at The Mead Infant and Nursery School, we pride ourselves on our commitment to a child centred curriculum. By observing and gaining knowledge about every individual child's needs and interests, we are able to enhance our engaging child led environment.</p> <p>It is important that children have the time and space to explore, make choices and to learn. They are able to practise skills, build upon and revisit prior learning and experiences. Play gives our children the opportunity to pursue their own interests and consolidate understanding and skills. Safe, secure and self-contained inside and outside provision is available to children across the Foundation stage ensuring all learning needs are catered where they can become excited, independent and resilient learners in a safe secure environment.</p> <p>In planning and guiding what children learn, we will focus on the three characteristics of effective teaching and learning.</p> <ul style="list-style-type: none"> <li>• <b>playing and exploring</b> - children investigate and experience things, and 'have a go'</li> <li>• <b>active learning</b> - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements</li> <li>• <b>creating and thinking critically</b> - children have and develop their own ideas, make links between ideas, and develop strategies for doing things</li> </ul>

## Appendix 3 The Mead Infant and Nursery School Curriculum Structure

The Mead Curriculum **Intent** underpins our curriculum.



The Mead Curriculum is broken down into **themes** for each subject area



Each subject has a **subject progression tracker** where the **themes** are broken down into **aims and objectives**.



Each year group has a **long term plan** which identifies when each **theme** is taught and the **topic** used to deliver the theme.



Workshops  
& trips

Curriculum  
promise

Each year group has a **medium term plan** which identifies when each **objective** is covered.



Sensational  
starters

Fabulous  
finishers

Most subjects also have **knowledge organisers** which identify the **key information** that is taught and key skills covered.

