



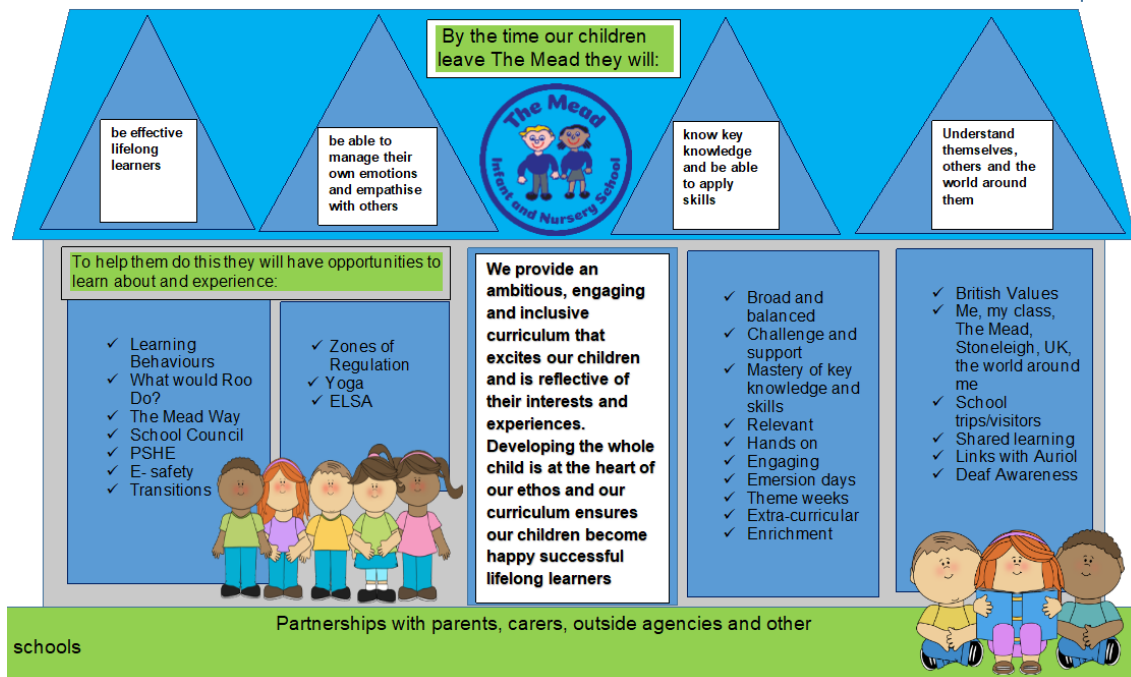
# The Mead Infant and Nursery School

## Curriculum Policy

School name: The Mead Infant and Nursery School  
Approved by : Headteacher  
Status & review cycle: Reviewed every 2 years  
Next review date: Summer 2, 2027

# 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. Our subjects are carefully sequenced to build on prior knowledge and deepen the children’s understanding.
- Our ambitious curriculum enables all children to succeed 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. 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.
- We assess all areas of the curriculum and reflect on the children’s attainment and achievements, adapting the curriculum as necessary to help close gaps and raise standards.

## **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 and Design	Design and Technology	Computing	Esafety	Geography
<ul style="list-style-type: none"> <li>• Drawing</li> <li>• Painting &amp; Mixed Media</li> <li>• Craft &amp; Design</li> <li>• Sculpture &amp; 3D</li> </ul> <p><b>Art theory:</b></p> <ul style="list-style-type: none"> <li>• Colour</li> <li>• Line</li> <li>• Shape</li> <li>• Tone</li> <li>• Pattern</li> <li>• Texture</li> <li>• Form</li> </ul>	<ul style="list-style-type: none"> <li>• Design</li> <li>• Make</li> <li>• Evaluate</li> <li>• Cooking &amp; Nutrition</li> <li>• Mechanisms</li> <li>• Structures</li> <li>• Textiles</li> </ul>	<ul style="list-style-type: none"> <li>• Computer Science (algorithms, programming, local reasoning)</li> <li>• Information Technology (digital content)</li> <li>• Digital Literacy (e-safety &amp; technology beyond school)</li> </ul>	<ul style="list-style-type: none"> <li>• Online relationships</li> <li>• <u>Self image &amp; identity</u></li> <li>• Online bullying</li> <li>• Copyright and ownership</li> <li>• Managing online information</li> <li>• Online reputation</li> <li>• Health wellbeing &amp; lifestyle</li> <li>• Privacy &amp; security</li> </ul>	<ul style="list-style-type: none"> <li>• Locational Knowledge</li> <li>• Place Knowledge</li> <li>• Human &amp; Physical Geography</li> <li>• Geographical skills &amp; fieldwork</li> </ul>

History	Maths	Music	P.E.	PSHE
<ul style="list-style-type: none"> <li>• Continuity &amp; change</li> <li>• Cause &amp; consequence</li> <li>• Similarity &amp; difference</li> <li>• Historical significance &amp; understanding</li> <li>• Chronological understanding</li> <li>• Historical interpretation</li> <li>• Historical enquiry</li> </ul>	<ul style="list-style-type: none"> <li>• Number - number &amp; place value</li> <li>• Number - addition &amp; subtraction</li> <li>• Number - multiplication &amp; division</li> <li>• Number - fractions</li> <li>• Measurement</li> <li>• Geometry - properties of shapes</li> <li>• Geometry - position &amp; direction</li> <li>• Statistics</li> </ul>	<ul style="list-style-type: none"> <li>• Listening and evaluating</li> <li>• Creating sound</li> <li>• Notation</li> <li>• Composing and improvisation</li> <li>• Performing</li> <li>• <b>Key musical knowledge:</b></li> <li>• Explore and create- Interrelated dimensions of music- Pulse Rhythm Pitch <u>Timbre Tempo</u></li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Fundamentals, fitness and athletics</li> <li>• Ball skills</li> <li>• Games</li> <li>• Gymnastics</li> <li>• Team building</li> <li>• SET (social, emotional, thinking)</li> <li>• Fine motor</li> </ul>	<ul style="list-style-type: none"> <li>• Me &amp; my relationships</li> <li>• Valuing Difference</li> <li>• Keeping myself safe</li> <li>• Rights and responsibilities</li> <li>• Being my best</li> <li>• Growing &amp; changing</li> </ul>

R.E.	Reading	Writing	Science
<ul style="list-style-type: none"> <li>• God</li> <li>• Community</li> <li>• Identity</li> <li>• Christianity</li> <li>• Judaism</li> <li>• Islam</li> </ul>	<ul style="list-style-type: none"> <li>• Word reading</li> <li>• Comprehension</li> <li>• Phonics</li> </ul> <p><b>VIPERS</b> Vocabulary Inference Prediction Explain Retrieval Summarise and Sequence</p>	<ul style="list-style-type: none"> <li>• Transcription</li> <li>• Handwriting</li> <li>• Composition</li> <li>• Vocabulary, punctuation &amp; grammar</li> </ul>	<ul style="list-style-type: none"> <li>• Working scientifically</li> <li>• Plants</li> <li>• Animals including humans</li> <li>• <u>Every day</u> materials</li> <li>• Uses of every day materials</li> <li>• Seasonal changes</li> <li>• Living things &amp; their habitats</li> <li>• Making connections</li> </ul>

Each subject leader has a clear intent and plan for their subject, which underpins their curriculum design. These can be viewed on our school website.

Each subject has a **Subject Progression Tracker** with objectives for each key theme from Nursery to Year 2 (taken from Development Matters, Birth to 5 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' is being covered 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 2 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**

Each subject is clearly mapped across the year to ensure it is progressive and building on prior learning and key skills and where appropriate provides cross curricular opportunities. We use a variety of workshops, enrichment and opportunities in our local environment to support and enhance our learning. The key learning objectives are mapped very carefully however we take a child led approach and adapt our curriculum based on the needs of our current cohorts. Each subject leader takes our schools context into consideration when planning their subject and ensures that our curriculum is adapted appropriately.

## **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. Subject leaders carry out monitoring yearly in a variety of different ways. We monitor the teaching and learning of the curriculum through;

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

Subject leaders review their subject at the beginning of the year and complete their action plan, setting targets and key areas for priority for the year ahead. 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.

## **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. All of our foundation subjects have an assessment grid with key objectives identified by the subject leader. The assessment grid is completed at the end of each unit of learning by the class teachers. Subject leaders then analyse the data and suggest next steps and adaptations to help close the gaps.

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 Infant and Nursery School Curriculum Structure

## The Mead Infant and Nursery School Curriculum

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 overview** which identifies when each **theme** is **taught** and the **topic** used to deliver the theme.



Workshops  
& trips

BET  
Guarantee

Each year group has a **detailed 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.

