



Curriculum Intent

Intent

At Brookhurst Primary School we intend that our curriculum is ambitious and aspirational and will provide a broad and balanced education that meets the needs of all learners and groups of learners, including the most disadvantaged and those with SEND and higher levels of needs, the knowledge and cultural capital they need to succeed in their future lives.

It enables all the children to gain the knowledge, skills and understanding they need to be effective, inquisitive, curious and independent learners as they begin their educational journey. We support children's personal, social and emotional development so they can feel safe and secure and are ready to learn.

In EYFS children experience the 7 areas of learning through a balance of whole class/group/1:1 teaching and play based learning. This is through the children's interests, planned themes, continuous provision activities and phonics. Learning is carefully planned by the staff to support early reading, writing, mathematics and language development as well as social skills in a way that excites and engages children. It builds on their previous experiences of the world around them. We recognise that children begin Brookhurst with varied experiences and we work hard to ensure that the learning opportunities we provide will broaden their knowledge and understanding of the world around them.

Our curriculum celebrates the diversity the children bring as well as that of the wider community. We support the spiritual, moral, social and cultural development of all children. We continually strive to make adaptations and reasonable adjustments to enable all our pupils to access our school curriculum. Children with additional needs are supported appropriately in order for them to achieve their full academic and personal potential, and be successful.



We firmly believe that childhood should be a happy, investigative and enquiring time in our lives where there are no limits to curiosity and where all children are exposed to new experiences and knowledge through a varied curriculum regardless of barriers to learning.

Implementation

At Brookhurst Primary School we encourage children to demonstrate their attitudes and behaviours to learning through the Characteristics of Effective Learning.

Prior to the children starting school, they visit the school and spend time in the classroom. Parents are invited to an information evening. Parents and children are also invited to a 'Meet and Mingle' during the summer term. In September the Foundation staff visit the children in their homes to enable the children to see their teacher in familiar surroundings, ask questions and talk about starting school. This also gives parents chance to ask questions and raise any concerns or issues. Staff also get to know the children and understand a little more of their interests.

Our curriculum is designed around topic themes which recognise the children's prior learning and provide first hand learning experiences, allowing the children to develop interpersonal skills, build resilience and become creative, critical thinkers to enable them to challenge themselves. We ensure the content of the curriculum is taught in a logical progression so that children build on prior learning.

We recognise that reading is a key to all other learning and ensure quality phonic sessions are being taught daily using the whole school approach of Letters and Sounds with children's reading books matching their phonic ability as well as reading aloud to the children, telling stories and rhymes. We encourage parents to read with their child and to recognise the importance of reading to their child on a daily basis to promote an enjoyment and love of reading.

At this stage in a child's life learning through play is vital, we use the environment to ensure their needs are met through continuous provision, enhanced provision and following their interests. Staff teach objectives through whole class and small group teaching. We also



develop that objective through our provision. There are also a range of simulating and engaging activities which the children can access independently. Staff can then observe children's play and move learning forward at that point. They record 'snapshot' evidence of children's learning to build an overall picture and have knowledge of next steps for learning. Formative assessment takes place within these sessions and helps staff to identify any children that needs more support to achieve the objective and those that need challenging. This may be instantaneous if appropriate. Regular 'Key Jobs' are prepared for the children, covering different areas of the EYFS these may represent an aspect of the topic taught, an area of particular need or next steps identified. Although EYFS has a separate curriculum we are keen to make sure our children are prepared for the next chapter in their school life.

At Brookhurst, we believe the enjoyment of the curriculum promotes achievement, confidence and good behaviour. Our children feel safe to try new things, inquisitive to want to try new things and confident to have a go at new things.

Staff in Foundation create an environment to match the needs and skill levels of our children and use teacher assessments and knowledge of the children to inform their planning and the quality provision.

Regular formative assessment ensures teachers identify the children who may need more support and the ones that need more challenge through carefully structured interactions and a change in provision. Summative assessments of the children's learning are made using the Development Matters ages and stages throughout the year on SIMs. The Early Learning Goals are used to make the end of year judgements. These assessments are fed back to parents in the end of year school reports.

Impact

We strive to ensure that our children's progress across the EYFS curriculum is at least good from their varied starting points. We also strive for children to reach the Early Learning Goals at the end of Foundation and for our school to be above National Expectations. The evidence in children's Learning Journeys support all areas of the EYFS curriculum. Class teachers use observations to make formative assessments which inform future planning and ensure that all children build on their current knowledge and skills at a good pace. Summative assessment compares children's attainment to age related expectations using month bands in the Development Matters. This is tracked on



SIMs to ensure rates of progress are at least good for all children, including vulnerable groups such as those with SEND or who are disadvantaged. Assessment judgements are moderated both in school and externally with local schools. Experienced staff undertake moderator training through the LA which helps validate school judgements.

	PSED	Communication and Language	Physical Development	Literacy	Mathematics	Understanding the world	Expressive Arts and Design
Autumn 1 <i>Me and My family</i> <i>Transport</i>	Settling in and learning the new routine. Taking care – Preventative Education	Listening to stories. Talking in small groups.	Power of P.E – Transport Personal hygiene, including getting dressed and undressed for P.E	Phonics Phase 1 Beginning Reading Writing names	2d shape Length Numbers to 20	People and Communities – Families How and why things work Technology – toys R.E today Which stories are special and why	Designing and making vehicles. Role play: Home corner Garage
Autumn 2 <i>Celebrations</i>	Talking to others Adapting behaviour to	Listening to stories and visitors. Talking about	Power of P.E – Space Sleeping	Phonics Phase 2 Letter	Positional Language	Traditions and Customs R.E Today F4	Light and dark painting Dark den



<p><i>Light and Dark</i></p> <p><i>Space</i></p>	<p>different events</p> <p>My Mind</p>	<p>what they know.</p>		<p>formation</p> <p>Writing CVC words and beginning to write sentences.</p>	<p>Number</p>	<p>Which times are special and Why?</p>	<p>Role Play: Space centre</p>
<p>Spring 1</p> <p><i>Our House</i></p> <p><i>Food (Healthy eating and Hygiene)</i></p>	<p>Initiate conversation. Communicate about home life.</p> <p>Police STAR Medicines And healthy life styles</p>	<p>Using complex sentences to link thoughts</p>	<p>P.E Apparatus</p> <p>Healthy food Hygiene</p>	<p>Writing menus</p> <p>Continuing with phonics moving on to Phase 3</p> <p>Developing tricky word knowledge</p>	<p>Weight</p> <p>Estimation</p> <p>Number</p>	<p>Comparing past and present lives.</p> <p>Technology around the home.</p> <p>Purple Mash healthy eating</p> <p>R.E Today F5 Where do we belong?</p>	<p>Role Play: Cafe</p> <p>Making clay food</p>
<p>Spring 2</p> <p><i>Animals (Farm, Rainforest,</i></p>	<p>Asking questions</p> <p>Being aware of expectations.</p>	<p>Extending vocabulary</p> <p>Expressing themselves</p>	<p>Power of P.E – The Jungle, Under the Sea Considering safety</p>	<p>Writing information books about animals</p>	<p>Pattern</p> <p>Capacity</p> <p>Number</p>	<p>The World Finding out about animals and their habitats</p>	<p>Junk Modelling animals</p> <p>Small world: Each</p>



<p><i>Under the Sea, Arctic)</i></p>	<p>Police STAR Say no to Bullying</p>	<p>effectively</p>		<p>Looking at non fiction books and features of non fiction</p>		<p>R.E Today F2 Which People are Special and Why? Using maps on the computer. Purple mash animal print/textures</p>	<p>environment throughout the term. Role Play Wildlife explorers.</p>
<p>Summer 1 <i>Traditional Tales</i></p>	<p>Confident to speak in familiar groups and acting out stories. SRE All About Me</p>	<p>Asking 'how' and 'why' questions.</p>	<p>Team racing games</p>	<p>Writing stories based on traditional tales. Reading traditional tales and the features of traditional tales.</p>	<p>3d Shape Money Halving, doubling and sharing</p>	<p>Using the computer to write stories R.E Today F6 What is special about our World?</p>	<p>Theatre</p>



FOUNDATION LONG TERM PLAN

Summer 2 <i>One World (Looking After Our Planet)</i> <i>Dinosaurs</i>	Listening to others ideas and building them into their play. PiXL – A mind to Be Kind	Using past, present and future forms	Power of P.E Dinosaurs Sports Day	Writing about our planet Developing fluency in reading	Time Number	Features of environments and how they are different. R.E Today F3 Which places are special and Why?	Role Play Dino World
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