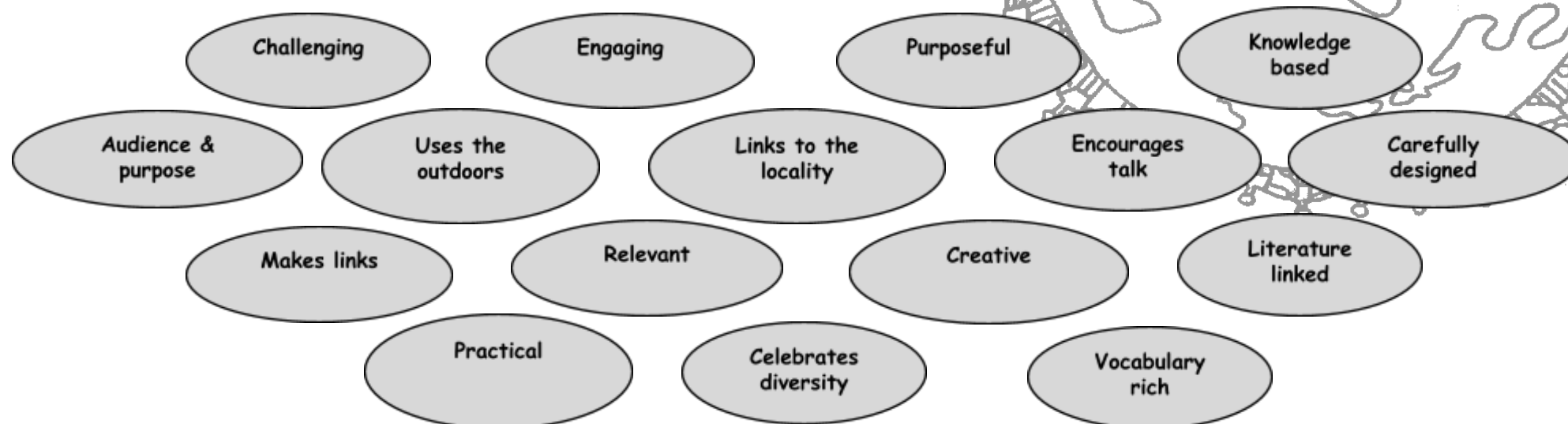


Belmont Infants Curriculum Intent 2022

What is the rationale for our curriculum at Belmont Infant School?

We believe that it is essential that learning is contextualised and that children have the opportunity to transfer their learning to different subject areas. Knowledge, concepts and skills need to be applied across a range of subjects as this facilitates comprehension. We believe as a school we need to have a 'specific, cumulative curriculum based on the acquisition of knowledge...with a clear, sequential focus on shared content.' (Why knowledge matters, ED Hirsch, 2016). For this reason we follow a thematic approach to our curriculum with history, geography and science subject knowledge providing context for our English lessons.

We aim to provide a curriculum that is:



Even though our children are young we know that they can learn interesting facts and concepts as well as related **higher-order vocabulary**. It matters to us that children learn words and facts because:

- Research shows that a reduction economic inequality starts in the classroom - with the **acquisition of subject knowledge** and the exposure to the **complex vocabulary** related to this knowledge, we aim to 'free children from the limitations of their experience' (Michael Young, 2014);
- Knowing things makes you **confident**;
- Learning linked and relevant facts aids **memory**;
- Being inspired by learning provokes **curiosity** to find out more;

- Having a broad subject knowledge supports comprehension in other subjects.

As an Infant school we know the importance of the '**characteristics of effective learning**' as outlined in the Early Years Curriculum Framework. We think these characteristics are important for ALL learners. We want our curriculum to allow for these characteristics to develop in all our children. We aim to provide a curriculum that:

- Is **playful and exploratory** - that allows children to investigate, explore and have a go;
- Encourages **active learning** - children have the opportunity to concentrate and keep on trying if they encounter difficulties; and enjoy their achievements;
- Ensures **creativity and critical thinking** - children are encouraged to have and develop their own ideas and to develop their own strategies for solving problems.

Teachers know the curriculum content in each subject - both substantive and disciplinary knowledge - and work closely with their year group partner and subject leads to carefully craft a sequence of lessons to meet these objectives.

At the planning stage teachers identify texts to enhance the learning, consider the range of writing opportunities and identify how to make links with computing, art and DT subject plans. To enrich and extend understanding with first-hand experiences, teachers plan visits and visitors that will enhance the learning. Teachers weave the half term's learning together, using the planning matrix, which clearly shows how subjects and themes are linked purposefully.

We aim for our curriculum to be 'a waistcoat not a straightjacket'!

What is the rationale for our KS1 curriculum at Belmont Infant School?

Using the National Curriculum as the minimum requirement, we have mapped out six topics per year group:

In Year 1 *two are history led, one geography led, one literature led and two science led.*

In Year 2 *one is history led, two geography led, one literature led and two science led.*

Where Science is not the lead subject it is taught discretely, as are Maths, music, P.S.H.E, P.E. and R.E.