



## Catherington Church of England Infant School Curriculum for Learning



<u><b>INTENT</b></u>	Our schools Christian Values underpin our schools curriculum and aim to ensure all children feel loved and show Love for others, have Courage to face new challenges and fulfil their potential and develop Respect for God’s creations.			
<b>Our Christian Values</b> The beliefs we encourage children to develop as they explore the world as young people.	<u><b>LOVE</b></u> <b><u>Love is thinking about others before yourself.</u></b> Laughter and happiness, Offering friendship, Valuing everyone, Expressing thanks to God.	<u><b>COURAGE</b></u> <b><u>Courage is doing the right thing even when its difficult</u></b> Carrying on when things are difficult, Overcoming fear, Understanding and facing a challenge, Risking being out of your comfort zone, Always believing in God’s promise, Going for a goal, Empowered by encouragement.		<u><b>RESPECT</b></u> <b><u>Respect is valuing everyone and everything and celebrating our differences.</u></b> Readiness to listen, Everyone being valued, Showing appreciation, Praying for people, Expressing opinions sensitively, Caring for our environment, Treating property carefully.
<b>Core Christian Elements</b> The aspects of life we value as part of children’s development.	<u><b>Spirituality</b></u> We believe spirituality is when we are touched by events and there is an impact on our lives and we look to change the way we live.	<u><b>Worship and Prayer</b></u> We see worship and prayer as the opportunity to reflect on and celebrate our relationship with God and with each other.	<u><b>Character Development</b></u> We believe the development of children’s characters is a crucial element and we look to inspire them to love God’s world, in which they can achieve and prosper whilst making a positive difference to the lives of others.	<u><b>Community and Living well together</b></u> We strive to show tolerance and love to all, irrespective of beliefs, race or gender.
<b>At Catherington Church of England Infant School, we work together to ensure our school is a safe, happy and exciting place, where children can grow on their unique academic, social and emotional journey.</b>				
<b>Our Vision and Aims for all Children</b>	We want our children to know they are all valued and enable them to develop their skills, knowledge, understanding and enjoyment that sustain a lifetime of successful learning. We want our children to learn how to build positive relationships with others and recognise what is good mental health and wellbeing. They know who they are and how to lead safe, healthy and fulfilling lives.	We want to equip our children with the resilience and perseverance to become independent learners. We are empowering our children to take appropriate risks without fear of failure. We want our children to grow into responsible citizens who make a positive contribution to local, national and global communities, helping them to see their place in the world.		We want our children to celebrate and respect difference and be proud of who they are. We want our children to have enquiring minds to question and to be confident in their own thoughts and actions.
<b>RESPECT the past                      LOVE our world                      Face the future with COURAGE</b>				
<u><b>IMPLEMENTATION</b></u>  <b>What experiences do we feel are important for the children of Catherington?</b>	Learning strategies to support a positive mental health and wellbeing. Becoming part of a community by learning about the history of the local area and exploring the South Downs national park. Hearing ambitious stories to develop a broad vocabulary. Know a range of bible stories and hymns. Hearing a variety of music and poetry. See and discuss the work of a variety of artists. Perform for an audience.			Supporting charities to ensure an awareness of the wider world and our impact on it. Becoming courageous advocates.  Learning about different religions and cultures to develop a respect for differences.

Our Inclusive Teaching Intentions	To promote lifelong learning for all children and staff preparing us for an ever changing world.													
	To create a safe environment which promotes and supports the mental health and wellbeing of staff and pupils.													
	Carefully planned ambitious and inclusive learning journeys which build from enquiry questions ensuring children build a deep knowledge in all subject areas.			Teaching models respect for pupils uniqueness, challenges prejudice and promotes social justice.		Approaches to learning that recognise the unique identity of each child and the importance of their personal growth.		Classroom climate which is varied and stimulating for all learners allowing them to develop their individual talents and to express themselves confidently.			Parents and carers are challenged and supported to play a full role in their child’ learning.			
Effective teaching	Teachers have a deep knowledge of the subject to be taught.			Teachers have a clear understanding of cognition and learning.		Teachers employ skilful and effective questioning to check and deepen understanding.		All adults have high expectations and provide challenge for all.			Teachers use a range of flexible and responsive teaching strategies.			
Assessment for Learning	Assessment used within lessons to quickly identify misconceptions and fill gaps			Effective use of Summative assessment to inform next steps		Oral and written feedback that has an imediate impact		Moderation-internal/external to inform professional discussions			Clear learning intentions shared by children and understood by all			
Organisation	Stimulating indoor and outdoor learning environments.			Making use of children’s own ideas and interests to shape the learning.		Units of work which are based on enquiry questions and cross curricular themes.		Units of work which build on prior knowledge, developing a unique learning journey from Year R to Year 2.			Hooks that engage the children and give the context for the learning.		A clear outcome which gives purpose to the learning.	
EYFS and NC	PSED		PD	CLL	L	M	UW					EAD		
	PSHE	PE	English			Maths	Comp	Geo	His	RE	Sci	A&D	D&T	Music
Wider Curriculum at Catherington	<u>Competitive Sports and Physical development</u> We participate in inter school festivals and competitions. We provide extra curricular clubs.			<u>Performing and Creative arts</u> Our choir practice each week and perform for audiences. Children in each year group perform in class assemblies and yearly productions.		<u>Worship, visitors and trips</u> Worships encourage children’s contibutions and are rooted in values. School trips are carefully planned to enhance the curriculum.		<u>School council, pupil voice</u> Class representatives are elected every year and they contribute to the improvement of our school as well as raising funds for charity.			<u>Community</u> We want our children to courageous advocates who are invested in positive change in their immediate community and beyond.			
<u>IMPACT</u> Represented in 5 key areas	An Inspiring and challenging curriculum for all			Teaching which is consistently good for all pupil groups.		High levels of attainment and progress regardless of backgrounds.		Positive climate for learning in all classrooms			The development of each unique child’s sense of identity and awareness of strengths and weaknesses			
EVALUATION	Memorable Connections Does the learning make links with prior and current learning across the curriculum? Is the learning relevent to the lives of our children? Does the learning excite to create memorable moments?			Enquiry based learning fuels curiosity Is an enquiry based approach to Learning joumeys used in all subjects? Does the task or topic promote deeper thinking? Do children reflect on their learning and generate new thinking? Is each subject/area of learning given integrity and taught well?		Equality and Enrichment Are there high expectations for all? Are all children able to access the learning? Do all children experience the whole curriculum? Does the task design enrich children’s experiences? Are all leaders ensuring consistency across the 3 year groups?		High quality Outcomes and challenge for all Do all adults have high expectations of all children at all times? Are there clear assessment criteria linked to the development of knowledge and skills? Has the learning journey led to a purposeful outcome? Are the children challenged to think about and to evaluate their learning?			Personal Identity and their relationship with the world Are children curious to make personal sense of spirual, moral, social and cultural education? Are children able to relate their values to British and Christian values? Are children developing independent resilience? Can children talk about their Wellbeing?			
Children who are well prepared to: RESPECT the past LOVE our world Face the future with COURAGE														