Curriculum at Colman Infant School

Intent

"Education is not the filling of a pail, but the lighting of a fire."
WB Yeats, 1865 to1939, Irish poet, dramatist, and prose writer.

At CIS we have high aspirations for all our children; our curriculum is designed to provide a language-rich, broad and balanced education that inspires and equips pupils to be life-long learners, confident individuals and responsible citizens, able and eager to contribute in their community.
We facilitate a smooth transition between phases through the delivery of a developmentally appropriate curriculum that embraces the importance of play and promotes learner agency. Through EYFS and into KS1 the key principles of continuous provision underpin our practice. Our children enjoy learning in enabling environments resourced to meet their development needs and accommodate their interests. We believe that happy children make successful learners with the capacity to achieve and fulfil their true potential.

Big Ideas

Continuous provision increases engagement, motivation, and resilience. Pupils approach challenges with confidence knowing that endeavour leads to new learning. Language, the spoken and written word, is at the heart of our curriculum. Language is the foundation for thinking, and children's learning experiences and understanding are enhanced through high-quality interactions. Language rich texts that represent the diversity of our school community are selected and reading for learning and pleasure is embedded across the curriculum.

Language

At CIS we believe that communication and literacy are key skills that enable children to access and engage with the wider curriculum, make connections and see relevance in their learning and lives. In all subject areas children encounter high-quality texts and key vocabulary is explicitly taught. Communication Champions, an EAL teacher, a Teacher of the Deaf and a Specialist Language TA drive and support speech, language and communication provision and practice across the school. All language interventions are evidence informed.

Connected

The more children know, the more they can learn. Our curriculum is mapped so that learning experiences, knowledge and skills are encountered in a coherent sequence, allowing ideas to build on secure foundations. Subject curriculum maps reflect our thematic approach, detailing when key concepts are initially taught and revisited at incremental levels of difficulty.
Links between subjects and enrichment opportunities are also identified so that pupils form a secure network of information around connected ideas (schemata).

Knowledge Based

The Early Years Foundation Stage and National Curriculum for Key Stage 1 outlines the core knowledge around which our wider curriculum is designed. Planned to provoke curiosity, knowledge-rich content supports children's learning, helping them know and remember more, preparing them for opportunities and experiences in school and beyond. At CIS we promote the development of pupils' knowledge, understanding and skills by:
- Engendering an appreciation of human creativity and achievement, building Cultural Capital by introducing children to the best that has been thought and said
- Identifying key concepts and powerful knowledge that will help children make connections across learning, to prior learning, and to future learning
- Planning inspiring lessons that increase intrinsic motivation
- Setting high expectations and challenge in low threat contexts

Remember?

Our curriculum is shaped by current thinking, the science of learning:
- Human brains privilege story and high-quality texts immerse children in areas of study and stimulate thinking
- A thematic approach helps manage cognitive load and assists efficient schematic organisation
- Key concepts are revisited and prior knowledge activated
- Effective feedback; clarify, motivate, strengthen, make connections
- Retrieval practice; remember, recall, apply
- Formative assessment and responsive teaching to close gaps

Progression

Curriculum at CIS is mapped for the accumulation of knowledge and skills. Progress is evident when pupils show they are learning and remembering more and can apply their knowledge and transfer skills successfully in an increasing range of contexts.
The curriculum is sequenced to enable pupils to build knowledge and skills towards agreed end points. The curriculum in Reception sets a strong foundation for KS1, and in KS1 the curriculum is constructed to ensure that pupils are able to read, write and use maths well to access learning in KS2.

Ambitious

CIS is recognised as an inclusive school, dedicated to meeting the individual needs of all children. We understand that difference is positive and individual characteristics make people unique. We are proud that, through our curriculum, appropriately scaffolded or adapted, we promote equality of opportunity, enabling pupils to thrive and learn together.
We are ambitious for all our pupils regardless of their starting points. Our curriculum is designed to inspire, challenge and equip pupils to pursue their personal dreams and aspirations.