

Olney Infant Academy Curriculum

Intent

At Olney Infant Academy we pride ourselves in providing an exciting and creative curriculum rooted in outstanding Early Years principles. We capture our children's interests and talents to help them grow into independent, confident, and successful learners. Our dedicated staff work together to ignite an enthusiasm and lifelong passion for learning in every child.

We firmly believe that the key to promoting successful learning for every child lies in the strong partnership we form with parents and this is important to us. We aspire to create independent, active learners, who are able to think critically and overcome barriers. Throughout their learning journey at Olney Infant Academy, we aim to grow and nurture thinkers who have a genuine love of learning and the confidence and courage to question to pursue their dreams with determination and pride, knowing that nothing will stand between them and their goals.

Our school is built on an ethos of open ended, challenging, and uncapped learning, and an environment that promotes and challenges children's independence through curiosity, awe, and wonder. This enables our children to engage in a rich, bespoke curriculum that is innovative, creative, open ended and active and equips them with the essential knowledge and skills needed to succeed in life and be the best possible version of themselves.

Our curriculum is inclusive, celebrates diversity and guides our children to become responsible citizens of the future.

Our Curriculum Roots

At Olney Infant Academy, our curriculum is built from our values and ethos, our community sits at the heart of school life and this is reflected in our curriculum. Our stunning outdoor environment is a key part of our learning environment; we whole heartedly believe that 'the best classroom and the richest cupboard is roofed only by the sky' Margaret McMillan

C	U	R	I	O	U	S
Courage	Unique	Respect	Independent	Open ended	Understanding	Supportive
At OIA we want our children to be strong and courageous in all that they do. We want our children to be confident in the choices they make and show strength, resilience and courage when things are challenging.	At OIA we want our children to embrace who they are, be proud of their uniqueness, to be creative and to think 'outside the box'. We encourage and support all our children to challenge their own and others thinking, to push the boundaries and try new experiences.	At OIA we see ourselves as the 'beating heart' of our community. A place where children learn and understand the importance of how communities can bring people together. Through our community, we want to broaden the children's horizons, so they learn how to be tolerant and respectful of others.	At OIA we want our children to learn to be independent: independent in their learning, independent in their thinking, honest and with strong moral principles. From this, the children will learn to make the right decisions for both themselves and all those around them.	At OIA the sky is not the limit, it is just the beginning. Nothing should get in the way of all our children achieving their best and our open ended, uncapped curriculum is underpinned by this. Regardless of their starting point, the journey is tailored for the child so they can be the best version of themselves	At OIA we expect everyone to show understanding, compassion and to be understanding of how others feel. We expect our children to understand that sometimes things change, and that sometimes things don't go to plan but that this is OK	At OIA we teach our children how to be supportive, empathetic inclusive and accepting. We expect our children to show kindness and lend a hand. We expect our children to be there for their friends and peers and to care

Progression in knowledge and skills'

Knowledge underpins and enables the application of skill. We strive for children to learn skills alongside knowledge, ensuring that both explicitly are developed. At Olney Infant Academy we see knowledge and skills as intertwined. The curriculum is about how we can ensure that pupils can achieve both knowledge and skill. We do this by having an emphasis on cross-curricular teaching. We believe that this is important for making the curriculum relevant and meaningful to pupils and for putting knowledge into context.

We believe it is our responsibility to develop the literacy and numeracy skills for all our pupils. Using the Early Years Foundation Stage Framework and National Curriculum as a basis, age-appropriate progression in knowledge for each core and foundation subject has been identified. This has been mapped out to ensure coverage of identified knowledge is secured across the EYFS and KS1. We carefully select the sequence of when, what and how knowledge is taught and subject leaders work actively to review this aspect regularly.

In Key Stage 1, the curriculum content is grouped into a series of topics. Each topic begins with an inquiry question, designed to engage the children, and frame the learning journey through to identified outcomes. Initial reflection on this question supports formative assessment of pupils' starting points and gives an opportunity for pupil voice to lead the topic in directions relevant to the specific cohort. Our outstanding principles for Early Years practice are built on, with children leading the learning and exploring and practising taught skills through open-ended continuous provision, enhanced to stretch, challenge and embed.

During the learning journey, a range of objectives in several curriculum subjects are addressed. This content is sequenced to ensure that components of knowledge lead to conceptual learning. This analysis is supported by strong subject knowledge from staff and aims for both depth of learning and breadth of coverage. Opportunities to practise knowledge and skills are built into the curriculum to secure deep understanding of each discipline. The curriculum planning ensures a layering of knowledge and concepts so that all pupils can make progress. Key vocabulary is taught through each topic and revisited from previous topics where relevant so children can transfer skills, knowledge and vocabulary between year groups.

The length of each topic depends upon the identified learning and outcomes.

British Values at Olney Infant Academy

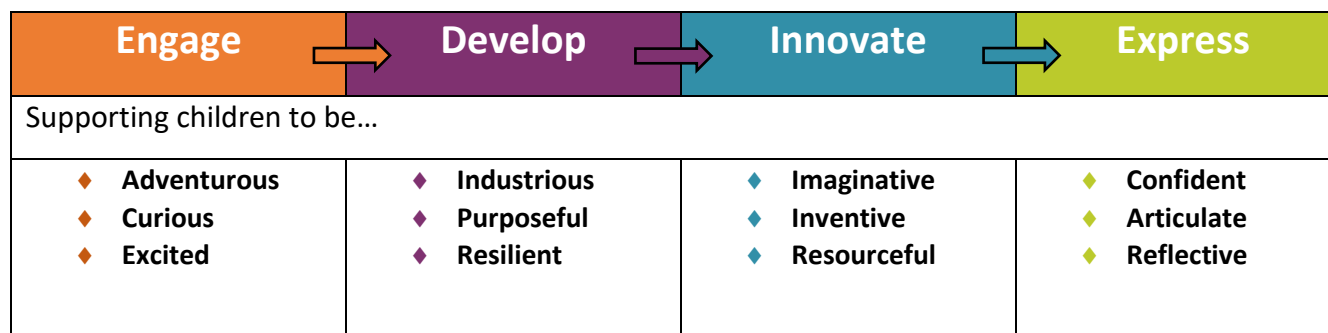
At Olney Infant Academy, the British values of democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs are rooted in our curriculum and the way in which we treat each other.

Children learn about these values through assemblies, class PSHE/circle time sessions and through our themed weeks across the school calendar. Through these sessions, children are given the opportunities to share their ideas, listen to others and vote themselves; allowing them to stand up for what they believe is right. This also gives them an understanding of governance and law.

Through these opportunities we aim to teach the children to formulate their own opinions based on what is right and wrong and to feel confident in expressing these opinions with others. Our bespoke and varied curriculum promotes independence and develops the children's self-confidence.

Structure

Our curriculum is built on 'The Four Cornerstones of Learning' – Engage, Develop, Innovate and Express. These are four stages that actively promote children's learning and thinking. The Four Cornerstones of Learning link explicitly to pupils' spiritual, moral, social and cultural (SMSC) development and encompass our school values



What do the Four Cornerstones look like?

DURING THE **ENGAGE** STAGE CHILDREN WILL...

- ◆ have memorable first-hand experiences – for example going on a visit outside the classroom or inviting a specialist visitor into the classroom
- ◆ have WOW experiences – Investigate and Discover
- ◆ be introduced in exciting ways to the new topic or theme
- ◆ begin initial research and set enquiry questions
- ◆ have lots of opportunity to make observations
- ◆ develop spoken language skills
- ◆ take part in sensory activities
- ◆ have a great deal of fun, allowing them to fully 'engage' with their new topic

DURING THE **DEVELOP** STAGE CHILDREN WILL...

- ◆ dig much deeper to develop their skills, knowledge and understanding of a topic across the curriculum
- ◆ practice their newfound skills
- ◆ compose, make, do, build, investigate, explore, write for different purposes, read across the curriculum
- ◆ research their own questions and those posed by others

- ◆ follow new pathways of enquiry based on their own interests
- ◆ complete homework activities that support their learning in school

DURING THE **INNOVATE** STAGE CHILDREN WILL...

- ◆ apply previous skills, knowledge and understanding in real life contexts
- ◆ be challenged with real or imagined problems and situations to solve using knowledge and skills from the earlier stages
- ◆ be inspired with imaginative and creative opportunities
- ◆ have time to re-visit skills, knowledge and understanding not grasped during the develop stage
- ◆ have the opportunity to take on different roles

DURING THE **EXPRESS** STAGE CHILDREN WILL...

- ◆ become the performers, the experts, the informers
- ◆ share their achievements with others in many different ways parents, classmates, and the community
- ◆ evaluate finished products/processes
- ◆ tie learning back to the beginning
- ◆ celebrate

SMSC (Spiritual, Moral, Social, Cultural Curriculum and British Values)

At Olney Infant Academy, we are fully committed to developing the SMSC (Spiritual, Moral, Social and Cultural) education of our children. This commitment is reflected in our school ethos, values and the promotion of the British Values of democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. These values form the basis of our SMSC curriculum which is interwoven into all aspects of school life including assemblies, special days and visitors, PSHE and Relationships lessons, circle time and through our continuous provision.

Our bespoke, broad and balanced curriculum provides opportunities for the children to achieve academically, but also to develop positive relationships with others, their confidence, independence and resilience for life.

We recognise that the development of pupils, spiritually, morally, socially and culturally plays a significant part not only in their ability to learn and achieve, but also in their ability to access the world they live in. Therefore, we aim to provide an education that provides children with opportunities to explore and develop their own values, whilst developing tolerance and respect for views that may be different to their own. Spiritual awareness, high standards of personal behaviour, an understanding of their own social and cultural traditions, and an appreciation of the diversity and richness of other cultures, are all critical skills and aspects that we nurture, encourage and develop through our curriculum.

Pupil Voice

At Olney Infant Academy, allowing every child to express their opinions in a safe and respectful environment is a fundamental part of our curriculum and ethos. Through our pupil voice opportunities, they develop their confidence and embed their British Values.

Junior Leadership Team

House Captains and Vice Captains form the schools Junior Leadership Team. In September 2021, there will be a JLT across the Olney Offer. For Olney Infant Academy, the Junior Leadership Team will consist of House Captains and vice Captains from Year 2 and Class Representatives. Our Junior Leadership team will assist with curriculum community links and influence our wider extracurricular offer.

Enrichment and Entitlement

We strive to offer a rich and engaging curriculum that takes into consideration all that the children are taught and experience. In addition to this we also recognise and plan for those activities and learning experiences that take place outside of the classroom, beyond the statutory timetable and free of the requirements of the National Curriculum. We believe that these activities and experiences can help children further develop, use and apply learned skills and knowledge. Our 'pupil offer' will change year on year but in order to ensure breadth and balance we will plan experiences that are suitable for our current cohorts of children. Our wonderful outdoor learning spaces will always be used for enrichment opportunities.

At Olney Infant Academy, we believe that high quality teaching inspires and motivates children, enabling them to make good progress in their learning. We believe that children should aspire to be the best they can be and be motivated and enthusiastic about their learning.

English

Through quality first teaching in English, we aim to broaden the children's current use of language and vocabulary, to enable children to become fluent, articulate speakers with confidence to communicate their ideas and emotions to others. Through their development of reading and listening skills, they will understand, empathise and evaluate the views of others.

We strive to encourage and nurture a love for reading and provide children with an increased experience, this is particularly focussed on through our discrete teaching of reading approach which supports the teaching and learning and develop children emotionally, culturally, intellectually, socially and spiritually. Reading enables pupils both to acquire knowledge and to build on what they already know. By exposing children to a range of high quality texts, we aim to increase and improve their vocabulary beyond that which they hear or use in everyday speech.

All the skills of language are essential to participating fully as a member of the community as well as preparing them for the future. Our children therefore, will learn to speak, read and write fluently and confidently; they will be prepared for a future in which they have all the tools to be successful.

Our English curriculum will promote:

Reading

- An appreciation and life-long love of reading.
- Excellent phonic knowledge and skills to enable our pupils to decode printed words quickly and with understanding.
- Excellent comprehension of a wide range of texts both in English and across the wider curriculum.
- An extensive and rich vocabulary.
- An appreciation of our rich and varied literary heritage.

Writing

- A love of writing.
- The confidence to 'have a go'
- A vivid imagination which makes readers engage with and enjoy their writing.
- The ability to write with increasing fluency and in detail for a range of contexts, purposes, and audiences throughout the curriculum.
- Well-organised and structured writing.
- An extensive vocabulary and an excellent knowledge of writing techniques including correct use of grammar and punctuation for effect.
- Excellent transcription skills that ensure fluency, legibility and speed in their handwriting.

Spoken Language

- A rich and varied vocabulary that gives clarity and interest to conversations, storytelling, debate and discussions.
- Clear speech with an excellent understanding of the grammatical structure of the English language.
- The skill in initiating and joining in conversations, respecting others even when views differ.
- An ability to listen attentively so as to understand what is being said.

Mathematics

Maths is an essential part of everyday life, as a child and an adult. We believe that high-quality maths teaching provides the firm foundations and roots for understanding the world, the ability to reason, problem solve and promotes a sense of enjoyment and curiosity about the subject, leading to successful, ambitious learners.

At Olney Infant Academy we teach maths for mastery, an engaging and accessible style of mathematics teaching inspired by White Rose; inspired and informed by the work of leading **maths** researchers and practitioners across the world. Our approach and aim is to develop a whole new culture of deep understanding, confidence and competence in **maths** – a culture that produces strong, secure learning and real progress that enhances mathematical understanding, enjoyment and achievement for every child. Children are encouraged to physically represent mathematical concepts. Objects and pictures are used to demonstrate and visualise abstract ideas, alongside numbers and symbols. Mathematical concepts are explored in a variety of representations and problem-solving contexts to give pupils a richer and deeper learning experience.

Our maths curriculum will promote:

- A secure understanding of the important concepts and an ability to make connections within mathematics.
- A broad range of skills in using and applying mathematics.
- An understanding of the importance of mathematical skills in everyday life.
- A fluent knowledge and recall of number facts and the number system.
- A commitment to and passion for mathematics.
- The ability to show initiative and resilience in solving problems in a wide range of contexts, including the new or unusual.
- The ability to think independently and to persevere when faced with challenges, showing a confidence of success.
- The ability to embrace the value of learning from mistakes and false starts.
- The ability to reason, generalise and make sense of solutions.
- A wide range of mathematical vocabulary.
- Fluency in performing written and mental calculations and mathematical techniques

Science

A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

- The ability to think independently and raise questions about working scientifically and the knowledge and skills that it brings.
- Confidence and competence in the full range of practical skills, taking the initiative in, for example, planning and carrying out scientific investigations.
- Excellent scientific knowledge and conceptual understanding, which is demonstrated in written and verbal explanations, solving challenging problems and reporting scientific findings.
- High levels of originality, imagination or innovation in the application of skills.
- The ability to undertake practical work in a variety of contexts, including fieldwork.
- A passion for science and its application in past, present and future technologies.
- Develop a knowledge and appreciation of the contribution made by famous scientists to our knowledge of the world including scientists from different cultures.

Physical Health and Personal Wellbeing

At Olney Infant Academy we endeavour to promote the importance of Physical Education and a healthy lifestyle to all children across the school. We encourage participation in a wide range of opportunities, including through our extracurricular activities and through the festivals and competitions we partake in throughout the year. We offer a range of creative and exciting PE lessons delivered by our qualified sports teacher and the teaching team, giving the children opportunity to learn and try activities, gain physical skills but also develop their skills of sportsmanship for future life. We strive to offer as many experiences to the children as possible, to ensure they develop a passion for physical activity and a deep understanding of health and wellbeing.

We are committed to the well-being of our children and want to ensure that each and every child at Olney Infant Academy develops a high level of self-esteem, a sense of confidence and feeling their place in the world. We will guide them to improve their concentration and they will learn how to feel and understand their emotions, and the emotions of others.

Olney Infant Academy Childhood Pledge

Active

The IFTL Childhood Pledge will support me to live an active and flourishing lifestyle so I can make informed and healthy decisions that have a positive effect on my own life and of those around me.

- Learn to swim
- Learn how to ride a bike safely
- Take part in a sports day
- Help prepare and cook a healthy meal

Arts

The IFTL Childhood Pledge will support me to explore my creativity and imagination whilst allowing me to develop my confidence through the enjoyment of the arts.

- Learn to play a musical instrument
- Recite a poem
- Perform to an audience
- Visit an art gallery

Culture/Heritage

The IFTL Childhood Pledge will support me to have an understanding and appreciation of where I belong within my community, my past, the values and beliefs of others and how all of this impacts on my future.

- Visit a place of worship
- Learn about the history of Olney
- Try foods from another culture
- Visit a famous landmark

IFTL Community

The IFTL Childhood Pledge will support me to work alongside my peers within my own school as well as schools throughout the Trust. We will celebrate each other's achievements and share our learning journey together.

- Participate in a virtual club with another school
- Participate in an IFTL competition

Citizenship

The IFTL Childhood Pledge will support me to engage with others, to develop my understanding of my community and allow me to be a responsible and active citizen.

- Donate to a food bank
- Take part in a National charity Event
- Help people in the community
- Take part in a vote

Environment

The IFTL Childhood Pledge will support me to know how to look after the world I live in. I will understand the impact I can have on the world around me and I will strive to care for and protect our planet.

- Complete a litter pick
- Grow something from a seed
- Go cloud watching
- Complete a year group recycling project

Life Skills

The IFTL Childhood Pledge will support me to learn about money, how to save and spend money sensibly. It helps me to develop my life skills which help me to contribute to my family, learning how to look after myself.

- Learn some basic first aid
- Learn how to cross a road safely
- Grow your own vegetables
- Bake a cake

Visits / Visitors

The IFTL Childhood Pledge will support me to experience a range of adventures which will broaden my knowledge and understanding of the people and places around me. I will welcome visitors into my learning environment.

- Stay away from home
- Meet an author
- Meet a local hero
- Go on a school trip