

Drifffield Church of England (VC) Infant School



'Learn to let your light shine'

Matthew 5: 14-16

Curriculum Statement

February 2025

Driffield Church of England Infant School

Curriculum Statement

1. Statement of intent and ethos

Driffield CE Infant School welcomes all God's children and their families and is a place where children of all faiths and none flourish and are inspired by the Christian character and values of our school and learn to love God, one another and themselves (Mark 12:30-31) in order that they can 'Live life in all its fullness' (John 10:10).

It is this ethos and the words from Matthew 5: 14-16 'Learn to let your light shine' that underpin the curriculum in our school.

2. Curriculum Intent

At Driffield CE Infant School we believe that the curriculum is a powerful tool that provides the knowledge 'building blocks' for future success and promotes a lifelong love of learning. Our curriculum is driven and underpinned by our six school Christian values: **Friendship, Honesty, Respect, Perseverance, Peace and Creativity.**

We use the Early Years Foundation Stage framework and the National Curriculum as the starting points for a wide and varied learning experience for our children. We are determined that our children will have the opportunity to be creative, physically active and academically challenged every day.

Our curriculum is designed to be exciting, engaging and fun. We are continually reviewing and improving the curriculum we offer to our children.

3. Aims and Objectives

The aims of our school curriculum are:

- To enable children to gain the skills, knowledge and attributes needed to be a successful learner
- To promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning
- To ensure our children develop a rich vocabulary
- To teach children the basic skills of English and Mathematics to a high standard
- To develop children as independent learners
- To enable children to be creative through art, dance, music, drama and design technology
- To teach children about their developing world, including how their environment and society have changed over time
- To enable children to be positive citizens in society and to feel that they can make a difference
- To enable children to learn about their own culture and to understand and respect other cultures
- To teach children to have an awareness of their own spiritual development
- To teach children to understand right from wrong and the consequences of their choices and actions on others
- To help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all
- To enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others
- To enable children to be active and to start to take responsibility for their own health

- To enable children to ask questions and take risks
- To fulfil all the requirements of the National Curriculum, the Early Years Foundation Stage and the Locally Agreed syllabus for Religious Education

4. Curriculum Implementation

4.1 Organisation and Planning

We plan our curriculum in three phases. We agree a whole school long-term plan, which ensures coverage of the EYFS/ National Curriculum for each subject. With our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each theme.

We adopt an inter-disciplinary approach to medium term curriculum planning linking relevant subjects together to make learning meaningful to children. We plan the curriculum carefully, ensuring there is clearly sequenced progression in all curriculum areas. Our aim is to deepen children's understanding rather than race through a vast amount of content.

Our short-term plans are those that our teachers write on a weekly basis to ensure differentiation for the differing needs of the pupils in the class. We use all aspects of the curriculum to deepen children's learning in English and maths, giving these key skills a real purpose.

Some aspects of the curriculum may be taught as stand-alone subjects or through themed weeks or days if this is more appropriate. Phonics, reading, spelling, handwriting and maths are taught as stand-alone subjects but applied across the curriculum.

Phonics and early reading are prioritised within our timetable, as we believe that teaching children to read and develop a love of reading unlocks the rest of the curriculum and improves outcomes for life.

4.2 Implementation in Early Years Foundation Stage

The Early Years Foundation Stage framework forms the starting point for the curriculum that we teach in EYFS. Our curriculum planning focuses on the seven areas of learning: personal, social and emotional development; communication and language; physical development, literacy (reading and writing); mathematics (numbers and numerical patterns); understanding the world; and expressive arts and design. The EYFS curriculum is planned carefully to meet the needs of all of our children and forms a strong foundation for all future learning in school.

Our school fully supports the principle that young children learn through play, and by engaging in well-planned structured activities with the support and guidance of well-trained adults. The day is built up of short focused teaching sessions of the key skills, supported by opportunities to develop these skills and apply knowledge independently during 'busy time'.

4.3 Children with Special Educational Needs and Disabilities (SEND)

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If a child has difficulties that affect their learning, the teacher makes an assessment and adapts the teaching accordingly. Children on the SEND register receive additional support, as required, to access the curriculum (see SEN policy for more details).

5. Extended Curriculum

At Drifffield CE Infant School, we are committed to developing the whole child. We enrich our curriculum through a regular programme of visits and visitors to give first-hand experiences to ensure learning is

meaningful for all children. Visitors include dance and sports instructors, artists, musicians, community and church representatives, local businesses and many more. We offer regular visits to a local farm, museums, and places of worship and participate in a number of community events. Our children also get opportunities to learn skills in road safety, first aid, and financial literacy and develop their mental health and spiritual wellbeing.

In addition to visits and visitors, we extend our curriculum by offering a wide range of extra-curricular activities, including clubs for art and craft, gardening, sign language, Lego, construction, puzzles and a wide range of sports across the year.

Staff continually seek innovative ways to enhance and develop the curriculum for our children.

6. The Role of the Subject Leader

We consider the role of the Subject Leader to be crucial to the success of our curriculum. Our Subject Leaders receive dedicated time each term to develop and understand their subject. They prepare the Long Term Plans for their subject and review the way the subjects are taught across the school. Subject Leaders have responsibility for monitoring standards and ensuring that teachers have the skills and resources they need. They use their knowledge to plan for improvement, linked to whole-school objectives.

7. Monitoring and Review

The Headteacher is responsible for the day-to-day organisation of the curriculum. The Headteacher monitors the curriculum through planning, classroom observation, liaising with the Subject Leaders and Senior Leadership Team.

Our Governing Body's Curriculum Committee is responsible for monitoring the way the school curriculum is implemented.

This statement will be reviewed formally every two years.

To be reviewed February 2027