

Twyford Church of England School

Vision for Learning and Curriculum Strategy



Our vision for our children by the end of the early years is to ensure they are ready for the next phase of their education in KS1

We want our children to be:	So they need to have experienced:	Therefore our curriculum needs to include:
<i>Secure, harmonious and happy in their relationships with their peers and adults.</i>	<ul style="list-style-type: none"> • A strong relationship with staff. • Working with a wide range of adults, both in the school and in our wider community. • Opportunities to play and learn together with their peers and other children in school. 	<ul style="list-style-type: none"> • An explicit focus on activities that develop children’s personal, social and emotional skills, e.g. turn taking, sharing, resolving conflict amicably. • Teaching children how to recognise a range of emotions and emotional states. • A focus on developing engaging role play activities. Include role play by adults to initiate discussions and embed a wide range of different cultural and family experiences to develop inclusive relationships. • Embedding a values-based education in all their experiences – values should be discussed and shared as an integral part of the children’s daily learning.
<i>Strong communicators</i>	<ul style="list-style-type: none"> • A deep and rich variety of vocabulary and language. • Exposure to a wide range of children’s literature. • Being read to at home and at school. • Exposure to a wide range of topics for discussion at home and at school. 	<ul style="list-style-type: none"> • A curriculum founded on exposure to a wide range of nursery rhymes, traditional tales and high-quality children’s literature. • Explicitly sharing and celebrating vocabulary through our daily teaching and learning environment. • Explicit focus on developing listening skills, helping them to listen to sounds in the environment, to adults and to each other. • Use basic Makaton signs as a visual language to support early language development for all children. • Explicitly focus on developing speaking and listening skills, helping pupils to communicate effectively to adults and with each other.
<i>Physically confident and well co-ordinated.</i>	<ul style="list-style-type: none"> • Lots of outdoor and physical play to develop gross motor skills. • An environment where lots of fine motor skills are embedded in continuous provision. 	<ul style="list-style-type: none"> • Enhanced provision based on individual needs and developing fine and gross motor skills. • Daily activities to develop fine and gross motor skills e.g. funky fingers and kinetic letters. • Planned PE sessions within the Early Years, including gymnastics, games and dance to refine gross motor skills. • Continuous free flow access to the outside area.

<p><i>Readers and writers, who love books and enjoy communicating through their writing. Story-tellers.</i></p>	<ul style="list-style-type: none"> • A strong foundation in early phonics. • High quality teaching of reading and writing. • High quality teaching and opportunities for speaking and listening. • An environment that is language rich, with a great range of books to interests and inspire children. • Opportunities to retell stories and make up their own for different audiences. 	<ul style="list-style-type: none"> • Exposure to letters, words and phrases in both the indoor and outdoor provision. • Opportunities to use and apply reading and writing skills meaningfully, both indoors and out. • Daily opportunities for children to read to an adult. • Daily story time; listening to an adult read. • Explicit sharing and enhancing of vocabulary through the daily teaching and learning environment. • Opportunities to practice their speaking and listening skills. • Opportunities to retell stories orally and to make up their own. • Focused adult-led phonics activities to ensure that all children entering Year 1 can read and write a grapheme for each of the 44 phonemes. • Early identification of pupils who need additional support and provision of personalised input to help them build a strong foundation in reading and writing before moving up to Year 1.
<p><i>Confident with numbers and simple calculation.</i></p>	<ul style="list-style-type: none"> • High quality teaching of maths as a discrete subject. • Opportunities to explore number across all areas of learning, both inside and out. • A strong foundation in number. 	<ul style="list-style-type: none"> • Opportunities to use and apply numbers skills across all areas of learning, both inside and out. • Access to a range of concrete and visual resources to support conceptual understanding. • Focused adult-led activities to develop number skills. • Explicit teaching of number bonds and foundation skills to manipulate number, with the opportunity to practice these skills inside and out. • Early identification of pupils who need additional support and provision of personalised input to help them build a strong foundation before moving up to Year 1.
<p><i>Ambitious for their future with high ambitions.</i></p>	<ul style="list-style-type: none"> • Input from lots of different positive role models. • Opportunities to talk about their own dreams for the future. 	<ul style="list-style-type: none"> • Visits to and visitors from the local community and other inspirational people e.g. people who help us. • Opportunities for parents to get actively involved in learning alongside their children. • Learning alongside older children e.g. reading buddies, mixed age activities, guardians. • Quality teaching of PSHE. • Access to a range of after school enrichment clubs. • Opportunities to learn a musical instrument. • Opportunities to take on roles of responsibilities e.g. school councils, monitors.
<p><i>Aware of the wider world around them. Experience a rich cultural capital.</i></p>	<ul style="list-style-type: none"> • A range of learning experiences beyond their usual day-to-day in and out of school experiences. • A range of different cultures, religions and ways of life, where our similarities are highlighted and our differences celebrated. • Making a difference to the wider community. 	<ul style="list-style-type: none"> • Visits and visitors that enrich learning e.g. to National Trust properties, theatres, places of worship. • Create links with local community groups e.g. Lime Tree Court care home, WI, the local churches, community shop. • Learning about and celebrating festivals of many faiths and cultures. • Resources that reflect the diverse society in which we live. • Getting involved with local and national charity events e.g. Children in Need, Harvest boxes, Comic Relief. • Helping others around us both local and wider. • Opportunities to do our bit for climate change e.g. recycling, use of electricity.

<p><i>Risk takers. Safe, both physically and online. Mindful of their own wellbeing.</i></p>	<ul style="list-style-type: none"> • An environment where they can identify, manage and take risks. • Care for their emotional wellbeing as well as academic success. 	<ul style="list-style-type: none"> • Opportunities to take risks. • Adults modelling in the external environment, involving children in assessing and managing risks. • New experiences where risk is discussed between adults and children. • Off site visits. • A focus on activities that develop children’s personal, social and emotional skills. • Basic rules of e-safety established. • Opportunities for pupils to talk to members of staff to share any worries or concerns.
<p><i>Effective learners.</i></p>	<ul style="list-style-type: none"> • Having a range of experiences that excite and engage learners. • Enquiry based learning where mistakes are used as a powerful tool for learning. • Tasks where children can develop their own ideas and take their learning further. • Tasks requiring a trial and error approach. • Tasks requiring perseverance. 	<ul style="list-style-type: none"> • Adults being role models to show how we can learn from making mistakes. • Focus on characteristics of effective learning through all planning. • Reward systems that acknowledge effort, resilience and overcoming obstacles in achieving your goals, e.g the beanstalk and star of the week certificates.
<p><i>Leaders of their own learning.</i></p>	<ul style="list-style-type: none"> • A curriculum that has been shaped with them and by them. 	<ul style="list-style-type: none"> • The environment supports interests of the children and enhances learning through child-led play. • Children are encouraged to choose to extend themselves beyond their initial choices, both inside and out.
<p><i>Good choice makers with a strong sense of self/their own identity.</i></p>	<ul style="list-style-type: none"> • Secure PSHE and RE curriculum. • Opportunities to participate in local events in the community. • An inclusive learning environment which challenges stereotypes. • Opportunities to play and learn together with their peers and other children in the school. 	<ul style="list-style-type: none"> • An explicit focus on activities that develop children’s personal, social and emotional skills. • Opportunities for children to make good choices and reflect on the choices they have made. • A focus on developing engaging role play activities, including role play by adults to initiate discussions and embed a wide range of different cultural and family experiences to develop inclusive relationships. • Embedding a values based education in all their experiences. • Opportunities for children to take on democratically elected roles, e.g. school council, eco reps.

Our vision for our children by the end of Year 6 is to give them the academic skills to succeed, the self-awareness and strength to stand by their values, the confidence to be themselves, take risks and learn from their mistakes, a lifelong love of learning and high aspirations that will help them succeed in secondary school.

We want our children to be:	So they need to have experienced:	Therefore our curriculum needs to include:
<p><i>Kind and compassionate human beings. Secure, harmonious and happy in their lasting relationships with others.</i></p>	<ul style="list-style-type: none"> • Sustained and lasting friendships. • How to manage relationships with peers and adults. • Acceptance of all. 	<ul style="list-style-type: none"> • An explicit focus on learning both inside and beyond the classroom that develops children’s personal, social and emotional skills, e.g. managing conflict, resolving differences. • Strong PSHE curriculum that focusses on relationships. • The promotion of respect and acceptance of others regardless of our differences. • Opportunities to take on responsibilities, e.g. guardians, librarians. • Teaching children how to recognise a wide range of emotions and emotional states and develop a tool-box for self-regulation. • Embedding a values-based education in all their experiences – values should be discussed and shared as an integral part of the children’s daily learning.
<p><i>Responsible local and global citizens who are empowered to make a difference. Experience a rich cultural capital.</i></p>	<ul style="list-style-type: none"> • A rich and varied introduction to the world. • Contributing to a better world – either within our community or larger projects. • A range of different cultures, religions and ways of life, where our similarities are highlighted and our differences celebrated. • Challenging stereotypes. • Making a difference to the wider community. 	<ul style="list-style-type: none"> • Trips and visits that extend and enrich learning and children’s experiences. • Visitors from other cultures and faiths who broaden the children’s horizons. • Collective worship celebrates children’s lives from other faiths and cultures. • Time to share and reflect on current affairs. • Getting involved with local and national events, e.g. Children in Need, World Book Day, Anti-Bullying week. • Opportunities to connect with the local community, e.g. Lime Tree Court care home, the community café, real projects that will impact on our environment, making them key people in the community. • Opportunities to challenge stereotypes, e.g. based on gender, race, religion, age. • Opportunities to do our bit for climate change, e.g. recycling, electricity usage.
<p><i>Spiritually aware.</i></p>	<ul style="list-style-type: none"> • Open discussion. • Opportunities to talk to each other and outside the school about their beliefs. • Time to ‘be’. 	<ul style="list-style-type: none"> • Explicit teaching of mindfulness throughout the school. • Enquiry based RE and PSHE lessons that enable pupils to pose questions and engage in thoughtful discussions. • Time to reflect on the ‘awe and wonder’ of the world around us.

<p><i>Risk Takers. Safe, both physically and online.</i></p>	<ul style="list-style-type: none"> • Opportunities to take risks. • Open discussion about risks and threats, both physical and online. • Care for their emotional wellbeing as well as academic success. 	<ul style="list-style-type: none"> • A long term PSHE plan that ensures physical, mental and online safety are fully covered and understood by all. • Relationships and sex education integrated in PSHE throughout each year. • Mindfulness, mental well-being and dealing with emotions is integrated into the PSHE curriculum. • Opportunities for pupils to talk to members of staff to share any worries or concerns. • Opportunities to take, assess and manage risks that are physical or class-based. • Mindfulness is integrated into the school day. • Explicit teaching of eSafety and introduce children to social media before they use it themselves. • Secondary school preparation to ensure pupils are well prepared for the challenges ahead.
<p><i>Fantastic communicators.</i></p>	<ul style="list-style-type: none"> • Fluent expression of ideas using a complex and rich vocabulary. 	<ul style="list-style-type: none"> • Explicit focus on vocabulary in every lesson. • Displays that celebrate new language across the curriculum. • Enhancement of new vocabulary through our 'golden words'. • Use of high quality texts. • A curriculum founded on exposure to a wide range of high-quality age-appropriate children's literature. • Explicit focus on developing speaking and listening skills, helping pupils to communicate effectively to adults and with each other, and to consider the viewpoints of other people. • Opportunities for pupils to speak confidently and expressively and to perform to wider audiences, e.g. reading in church, end of year performance, poetry slam. • Explicit SPaG teaching. • Explicit teaching of standard English. • Opportunities to communicate with different audiences and adapt their delivery to the intended audience.
<p><i>Physically confident, active and well-coordinated. Experience the benefits of healthy competition and team participation.</i></p>	<ul style="list-style-type: none"> • Weekly PE lessons, including dance, gymnastics, athletics and team games. • Access to extra-curricular clubs after school. • Signposting to local clubs. • School Travel Plan. 	<ul style="list-style-type: none"> • Planned PE lessons to refine gross motor skills and enhance skills and competitive spirit. • A range of after school extra-curricular clubs to develop skills and keep children active. • Signposting of children to local clubs for further opportunity. • School travel plan encourages children to walk or cycle to school where possible. Footsteps (KS1) and Bikeability (KS2) training is provided for children. • Inter school sports competitions to develop lifelong skills and encourage healthy competition and team work. • Celebrate children's physical achievements outside of school.

<p><i>Ready for secondary school, confident as fluent and skilled readers, writers and mathematicians.</i></p>	<ul style="list-style-type: none"> • High quality teaching and curriculum provision of reading, writing and mathematics as discrete subjects and across the wider curriculum. 	<ul style="list-style-type: none"> • Opportunities to use and apply reading, writing and mathematics across all subjects of the curriculum as well as through discrete teaching of these subjects. • Access to quality teaching and learning opportunities. • Carefully planned sequential lessons which build on previous learning. • Exposure to high-quality texts. • A mastery approach in mathematics to deepen learning. • The integration of formal aspects of learning, e.g. spelling and punctuation, into context. • Purposeful links. • Early identification of pupils who need additional support and provision of personalized input to help them build a strong foundation in reading and writing before moving on to Key Stage 3.
<p><i>Ambitious, with high aspirations for their future.</i></p>	<ul style="list-style-type: none"> • Exposure to a wide range of people who have followed different careers, hobbies and adventures, including those who have overcome adversity or prejudice to achieve their goals. • A rich curriculum where all possibilities are explored and where no one is limited. • Opportunities to talk about their own dreams for the future. 	<ul style="list-style-type: none"> • Inviting guest speakers into school to share their experiences. • Opportunities for parents to be involved in learning alongside their children. • Quality teaching of PSHE. • Young enterprise opportunities. • Access to a range of after school enrichment clubs. • Opportunities to learn a musical instrument. • Visits to and visits from the local community and other inspirational people. • Access to texts and different media about inspirational people who have shaped our lives, e.g. in Science and History, RE. • Opportunities to take on roles of responsibility that make a tangible difference to others and raise esteem, e.g. guardians, school council reps, eco reps. • Reward systems that acknowledge effort and resilience and overcoming obstacles in achieving your goals, e.g. star of the week, class reward certificates.
<p><i>Curious learners who are inspired and leaders of their own learning.</i></p>	<ul style="list-style-type: none"> • Asking questions that deepen their learning. • A wide range of experiences that excite and engage learners. • Enquiry based learning where mistakes are used as a powerful tool for learning. • Challenging tasks. • Open ended tasks. • Tasks requiring trial and error. • Longer tasks completed over a period of time which demand sustained concentration. • Opportunities for critical evaluation, editing and enhancing work. 	<ul style="list-style-type: none"> • Enquiry based learning opportunities. • Having a broad and balanced curriculum. • Individual, original research – based on class learning. • Opportunities for pupils to take their own learning forwards. • Opportunities for pupils to challenge ideas and question others respectfully. • Opportunities for pupils to build resilience and character through open ended tasks and those which require perseverance and a trial and error approach. • Opportunities for pupils to self and peer evaluate and edit and enhance their work. • Give children the opportunity to showcase their learning using different media. • Experiences of new places – virtual and real.

<p>Reflective learners.</p>	<ul style="list-style-type: none"> • Understanding their strengths and areas for further development. 	<ul style="list-style-type: none"> • Specific focus on learning skills. • Targets that focus on learning skills as well as academic. • Celebrating both successes and mistakes – their attitude over the outcome. • Helping children deal with stress – management techniques etc.
<p>Risk takers. Safe, both physically and online. Mindful of their own emotional wellbeing.</p>	<ul style="list-style-type: none"> • Opportunities to take risks. • Open discussion about risks and threats, both physical and online. • Care for their emotional wellbeing as well as academic success. 	<ul style="list-style-type: none"> • A rigorous PSHE curriculum that ensures physical safety, mental well-being and online safety are fully covered and deeply understood by all. • Relationships and sex education is integrated into the PSHE curriculum across the school at an age-appropriate level. • Mindfulness, mental well-being and dealing with emotions is integrated into the PSHE curriculum. • Explicit teaching of eSafety and introduce pupils to social media before they use it themselves.
<p>Leaders and effective team members.</p>	<ul style="list-style-type: none"> • Contributing positively to and leading a team. • Taking on leadership roles within the school, e.g. school council, guardian. • Talking to leaders in different walks of life. 	<ul style="list-style-type: none"> • Collaborative tasks in all areas of learning. • Mentoring and growing how to lead. • Challenges that give pupils the opportunity to decide when teamwork or independent work is appropriate and how best to assign roles within a team. • Lessons that enable pupils to reflect on the qualities of a good leader. • Explicitly teaching active listening skills and considering the viewpoint of others.
<p>Problem solvers.</p>	<ul style="list-style-type: none"> • Problem solving across the curriculum. 	<ul style="list-style-type: none"> • Opportunities for enquiry-based learning and critical thinking across the whole curriculum. • Giving opportunities for the teacher to step down and children to step up and learn for themselves. • Coding and robotics opportunities, e.g. bug fixing, Lego day. Developing projects to solve real problems. • Projects for the local community.
<p>Confident to stand up for what they believe in with a strong moral compass and sense of self.</p>	<ul style="list-style-type: none"> • Democracy in action. • Debates about challenging subjects and current affairs. • Strong PSHE and RSE curriculum provision. 	<ul style="list-style-type: none"> • Opportunities for children to take on democratically elected influential leadership roles, e.g. school council, eco rep and share their views publicly. • Public speaking opportunities through drama, debates and presentations. • Opportunities to participate in local events and the community. • Class assemblies where children manage the content that they present. • A PSHE and RSE curriculum that help pupils reflect on the complexities of modern day life, challenging stereotypes.