

*Excellence - Inspiring successful, creative learners*

Victor Seymour Infants' School  
The Overarching Curriculum

## Introduction to the Curriculum

### **Inspiring Successful, creative learners for the future**

***'Together as a community we strive to inspire everyone to reach their full potential.'***

At Victor Seymour School every child's learning experience is paramount. Teaching staff are here to provide outstanding learning and we place great importance on a curriculum which develops the whole child. We encourage and support every child to reach their potential and do this by developing confident, independent learners who can make choices that lead to increasing their learning every day.

Our curriculum is planned and delivered to include coverage of the National Curriculum and provides a range of experiences for our pupils. Our curriculum is designed to challenge, engage and motivate with the ultimate goal that our learners progress academically, personally and socially and become successful, confident individuals, who make a positive contribution to the community and society - both now and in the future. Through our curriculum we want children to be resourceful, resilient, reflective and a team player.

We believe our Learning Heroes help us to understand what we need to do to be a good learner. You can expect your child to therefore:

- Know themselves as learners and how to improve,
- Take appropriate responsibility and be able to make decisions,
- Respect themselves and others equally,
- Celebrate the talents and skills of themselves and others.


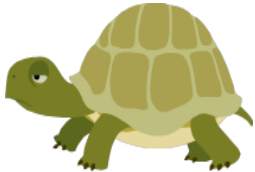


## Intent

### Broad and Balanced Curriculum

Our curriculum fulfills the requirements of the Foundation Stage and National Curriculum, but these do not define us. Our desire to ensure children are excited and enthusiastic learners means our constant development and delivery of our curriculum means we ensure subject areas/areas of learning are met and the way we deliver them makes effective links and keeps each area of equal importance. Our children are 'historians', 'scientists', 'mathematicians' and so much more. Underpinning this breadth; are the fundamental skills driven through all subject areas.

Diverse and Inclusive	Purposeful and Relevant	Reaching potential and challenge
Children will develop understanding of how to be socially, morally, spiritually and culturally responsible and aware, and develop a core value of respect for themselves and others.	Children will be encouraged to make positive contributions to the local community in the current times in response to world, national and local news. Learning will encompass what is going on in the world around them (at an age appropriate level), and prepare them for life that is happening locally and in the here and now.	All children are encouraged to achieve the best they can - academically, and in extra curricular interests, whatever stage of their learning journey. Children are given appropriate challenges tailored to their abilities.
Skills and Knowledge	The Unique Child	Developing Learning Behaviour
The curriculum taught will develop children's knowledge, skills and understanding across all areas of learning in the Foundation Stage and National Curriculum in a progressive and appropriately sequential way. These are mapped from Nursery to Year 2 to ensure learning matches to year groups and individuals appropriately.	The curriculum at Victor Seymour will develop the whole child - this includes input from parents and carers. A holistic approach is taken when planning and resourcing learning.	Children are encouraged to reflect upon their learning and take responsibility for their achievement. Our Learning Heroes help children to understand how to become a successful learner. The key behaviours are Resilience, Resourcefulness, Reflectiveness and Collaboration.
Implement		
Knowledge and Skills through cross curricular learning		
<p>As an infant school, we have early education at our heart. Our focus at all times is to ensure we are embedding <b>basic skills</b> across all areas of learning so that our children have a solid foundation for subsequent learning to be built on.</p> <p>Basic skills in reading, writing and maths are developed through all areas of learning and our cross curricular approach is a deliberate and purposeful part of our curriculum delivery.</p>		
Active Learning	Extra -Curricular Learning	Meeting Needs of All children
Through practical exploration, investigation and problem solving the curriculum enables children to have opportunities to consider, share and apply their own ideas when learning. Practical learning creates deep understanding where learning <b>sticks</b> . All learning has an active part and staff encourage children to make links across areas of their learning and are always encouraged to be creative and think critically.	Carefully planned visits, activities, community links, skill workshops, life experiences enhance the learning of our pupils and develop their understanding of how they can contribute to the community and society.	All children are expected to make at least good progress over time. Progress is measured in lessons, over a sequence of lessons and over longer periods of time. Children will receive rapid and purposeful interventions where there is a need to boost progress. Inclusivity is key to our practice and adjustments are made to learning for children with specific educational needs.

Growth Mindset	Child's Voice	Mental Health and Well being
Through our strong delivery of our curriculum we develop confident and independent learners with a 'have a go' attitude for all children in all areas of learning. We develop an attitude to learning that means children are not afraid to make mistakes. In fact, our children know that making mistakes is part of an effective learning process.	Through discussion and feedback, children are encouraged to talk about their learning. We want them to show a genuine curiosity and interest in what they have learnt and will learn in the future. We ask and encourage children to share their views on their learning and from this measure the enthusiasm and desire to learn in specific lessons and across sequences of learning.	Children feel secure, welcome and able to learn at Victor Seymour. Children learn how to understand their own bodies, about being healthy mentally and physically, being confident to ask questions, knowing how to talk to each other respectfully about their differences and knowing how to ask for help.
Impact		
Effective Communicators	Embedded Learning	Application
Effective learning is fundamentally based on good communication by those who facilitate learning and the learners they teach. Our children are able to question and respond to others. They demonstrate good listening skills and develop the confidence to share their own thoughts, feelings and ideas. As communicators, children at Victor Seymour benefit from strong relationships with all adults and of course parents/carers.	Because we believe in providing all children with an engaging and stimulating learning environment and opportunities that build on each individual's wants, needs and interests, children's learning is deep and embedded. The use of verbalising concepts (the use of Stem Sentences), use of indoor and outdoor environments, clear use of practical to abstract processes in learning and review, teach, practice and apply systems means children know it, use it and then apply it independently.	All of our children leave Victor Seymour Infants respectful, skillful, ambitious and with a thirst for life and all it has to offer. To be able to apply what they have learnt in a range of experiences and situations with confidence and enthusiasm. Our high expectations result in children who demonstrate secure skills, enthusiasm for their learning and an ability to apply what they know.
Confidence and Enthusiasm	Inclusivity and Respect	Positive Informed Citizens
The impact of the way we plan and deliver our curriculum results in confident children who make very good progress. Children love the learning they do at Victor Seymour, and are inspired to learn more. Staff model this thirst for learning and by making it as fun and accessible to children, they in turn replicate the positive attitudes towards learning.	Our children show respect for all individuals, communities and cultures. Our children recognise equality and diversity so that they respect the ideas, attitudes, values and feelings of others. This is very evident in the way they conduct themselves in school and <b>respect</b> is a word they know very well.	Our children grow into reliable, independent and assured children who have a positive impact on our school and local community. We lay the groundings for our children to become prepared citizens for the future who show respect and empathy for others.
Building Learning Power for Independent, Respectful, Reflective and Resilient Learners		
Who are our Learning Heroes and what they represent:		

Value	Aims	Learning Hero	Learning Characteristics
Respect	<ul style="list-style-type: none"> <li>Develop respect for all communities and cultures.</li> </ul>	<p>Team Ant</p> 	Working together, <b>collaboration</b>
Resilience	<ul style="list-style-type: none"> <li>Develop a 'growth mindset' and support children to become both independent and learners. <i>It is not that I can't do it, I just can't do it yet.</i></li> </ul>	<p>Tough Tortoise</p> 	Keeping going when things are tricky, never afraid to ' <b>have a go</b> ' or to get things wrong.
Responsibility	<ul style="list-style-type: none"> <li>Develop children to grow into reliable, independent and assured citizens who have a positive impact on their community.</li> </ul>	<p>Sensible Squirrel</p> 	<b>Independence</b> in learning, knowing how to help themselves when learning
Thoughtfulness	<ul style="list-style-type: none"> <li>Develop children to recognise equality and diversity so that they respect the ideas, attitudes, values and feelings of others as well as knowing their own strengths and what they know and can do.</li> </ul>	<p>Wise Owl</p> 	Being <b>reflective</b> about themselves, others and their learning.