



Bude Primary Academy Infant School Curriculum Intent



A Knowledge Engaged Curriculum

We believe that for very young children a knowledge engaged approach to learning is the most appropriate and that knowledge underpins and enables the application of skill

Our ultimate intent is that learning is structured within a curriculum that is designed to be engaging, enjoyable and rich with experiences and meaningful contexts for learning. The development of Reading and skills in English and Mathematics is at the core of the curriculum. The drive for progress is everything

Please go to our EYFS page and read the document - **EYFS and the New 2021 Framework** for detailed information on what our EYFS children will learn and experience in preparation for the these National Curriculum subjects

SUBJECT	INTENT
Art and Design	<p>Our Art and Design curriculum will stimulate creativity, imagination and individuality. We believe that art gives our pupils the skills, concepts and knowledge necessary for them to express responses to ideas and experiences. We will enable them to express themselves while they experience the beauty of colour, different mediums, light and materials</p> <p>During their time at Bude Primary infants our children will</p> <ul style="list-style-type: none">• Use a range of materials creatively to design and make products• Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination• Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space• Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
Computing	<p>In Computing we teach the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. We will build on this knowledge and understanding so that pupils use information technology to create programs, systems and a range of content. We will focus on being safe whilst working in a digital environment and understand the digital footprint we leave. The curriculum will develop pupil's digital literacy so that they are able to use, and express themselves at a level suitable for the future workplace and as active participants in a digital world</p> <p>During their time and Bude Primary infants out children will</p> <ul style="list-style-type: none">• Learn what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions• Create and debug simple programs• Use logical reasoning to predict the behaviour of simple programs• Use technology purposefully to create, organise, store, manipulate and retrieve digital content• Recognise common uses of information technology beyond school• Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

	<p>Children have regular iPad time in class to enhance their understanding of learning and for research throughout the curriculum.</p>
Design and Technology	<p>Our DT curriculum will develop imaginative thinking in children to enable them to talk about what they like and dislike when designing and making. It will enable children to talk about how things work, and to draw and model their ideas. Throughout this curriculum children will be encouraged to select appropriate tools and techniques for making a product, whilst following safe procedures.</p> <p>During their time at Bude Primary infants our pupils will gain the knowledge, understanding and skills needed to engage in a process of designing and making.</p> <p>They will have the opportunities to</p> <ul style="list-style-type: none"> • Design • Make. • Evaluate <p>They will learn</p> <ul style="list-style-type: none"> • Technical knowledge • Food and Nutrition including both how to cook and how to apply the principles of nutrition and healthy eating. <p>At the end of each term every child will have the opportunity to apply their technical knowledge to design and make a product and its appropriate packaging for a real life purpose such as selling at the school Christmas Fayre.</p>
Geography	<p>In Geography, we inspire pupils with a curiosity and fascination about the world and its people. Pupils will gain knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. We intend to develop children's competency in the geographical skills through the use of fieldwork, maps, diagrams, globes and aerial photographs.</p> <p>During their time and Bude Primary infants our pupils will learn</p> <ul style="list-style-type: none"> • Locational knowledge - name and locate the world's seven continents and five oceans; name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • Place knowledge - understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country • Human and physical geography <p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Use basic geographical vocabulary to refer to:</p> <p>Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <ul style="list-style-type: none"> • Geographical skills and fieldwork <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>- use simple compass directions (North, South, East and West) and locational and directional language [for example,</p>

	<p>near and far; left and right], to describe the location of features and routes on a map</p> <ul style="list-style-type: none"> - use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key - use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
History	<p>Our History curriculum will engage and inspire curiosity, while encouraging children to think critically and ask questions. Through our history curriculum we aim to teach children the importance of enquiry, research and analysis; and teach an understanding of the complexity of people's lives and the process of change. We believe that high-quality History lessons inspire children to want to know more about the past and to think and act as historians.</p> <p>We aim develop children with the following essential characteristics to help them become historians and during their time at Bude Primary Academy Infants our children will develop</p> <ul style="list-style-type: none"> • An excellent knowledge and understanding of people, events and contexts from a range of historical periods, including significant events in Britain's past; • The ability to think critically about history and communicate ideas confidently to a range of audiences; • The ability to support, evaluate and challenge their own and others' views using historical evidence from a range of sources; • The ability to think, reflect, debate, discuss and evaluate the past by formulating and refining questions and lines of enquiry; • A respect for historical evidence and the ability to make critical use of it to support their learning; • A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics; • A developing sense of curiosity about the past and how and why people interpret the past in different ways. <p>The History curriculum in Key Stages One seeks to give pupils a solid foundation and broad overview in some of the most important periods, events and themes in local, national and world history</p>
Maths	<p>At Bude Primary Infants we have adopted a Mastery Curriculum for Maths using White Rose Maths Hub scheme of learning. We adapt this scheme to cater for our children's needs and add our own stimulating resources and activities. Maths Mastery is founded on 3 main principles:</p> <ul style="list-style-type: none"> • Fluency - learning number facts with quick recall and using these elsewhere in maths • Reasoning in maths is the process of applying logical thinking to a situation to derive the correct problem solving strategy for a given question, and using this method to develop and describe a solution. • Problem solving - is finding a way to apply knowledge and skills you have to answer unfamiliar types of problems. Mastery aims to teach all children how to succeed at learning new skills in small manageable steps which they build on progressively through the week and revisit during the year. Maths Mastery gives children a deeper understanding of number, shapes, space and measure. It teaches children how to represent numbers in lots of different ways, using drawings, written methods and a wide selection of apparatus. It gives children a better knowledge of what a number

	<p>means and helps children to build knowledge and skills that they will be able to apply in more complex problems as they get more confident.</p> <p><u>EYFS</u></p> <p>In EYFS, children are taught how to count using one to one correspondence e.g. that one object is one number. They learn to count in order and know how numbers compare to one another by quantity. We learn what each number to 10, then 20 means - and how to represent them in different ways using a range of equipment. We also learn about shapes, positions and measures through practical play experiences.</p> <p><u>Key stage 1</u></p> <p>Broadly the children will learn the following in each year group:</p> <p>Year 1 - children will explore numbers to 100, identifying and representing those using objects and pictorial representations. Children will look at basic fractions, shapes and measurements, applying their new knowledge to the world around them.</p> <p>Year 2 - children will use place value and number facts to solve problems using addition and subtraction, recall and use multiplication and division facts, recognise a variety of fractions and shapes and use measurement.</p>
Music	<p>Our Music curriculum will engage and inspire pupils, developing their love for and interest in music. It will develop their skills and confidence in playing musical instruments as well as nurturing their critical engagement, eventually being able to appraise and compose pieces of music</p> <p>Pupils will be taught to</p> <ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes • Play tuned and untuned instruments musically • Listen with concentration and understanding to a range of high-quality live and recorded music including that of both great composers and musicians • Experiment with, create, select and combine sounds using the inter-related dimensions of music
P.E	<p>In PE, we provide engaging and challenging activities that help to inspire children of all different levels to be active and to lead healthy lives. We aim to grow the whole child through our PE curriculum, by focusing on a wide variety of skills and knowledge that will help children to develop: physically, mentally and socially Pupils develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</p> <p>Pupils are be taught to:</p> <ul style="list-style-type: none"> • Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • Participate in team games, developing simple tactics for attacking and defending • Perform dances using simple movement patterns..
PSHE/RSE	<p>Our PSHE curriculum will develop the knowledge, skills and attributes needed to prepare children for their future lives in the wider world. It is key to enhancing children's growth mindset, developing and raising self esteem, building resilience and a</p>

sense of place in the world which will allow them to grow into individuals who can be the best they can be.
 At Bude Primary Academy Infants we follow the SCARF curriculum which , a full and comprehensive PSHE scheme. It is divided into 6 half termly themes which are taught throughout the school. Each unit builds on children previous experiences, the skills they developed and the knowledge they gained.:
 understand their own identity and their place in the world

Our Children will

- be able to express their feelings and emotions and understand those of others
- be equipped with strategies to cope with conflict and difficult life situations
- value similarities differences and understand who and what is special to them
- understand fairness and know ways to cope with unfairness
- know how to keep themselves safe including keeping physically and mentally healthy, recognise inappropriate behaviour, know key risks and things that can harm them such as smoking and alcohol and know how medicines are to be used safely
- Understand what rights and responsibilities we have as humans and how these are put into practice in school and the wider world
- understand basic economic principles such as earning, budgeting and saving money
- want to strive to be the best version of them self
- understand how we change and grow and how this affects us physically, mentally and within our relationships with others.

PSHE every day

PSHE is more than just a lesson to be taught. It runs through the veins of everything we do as a school family. Our school ethos is fostered around our 3 main rules:

- **Be safe;**
- **Be ready;**
- **Be respectful.**

Through regular discussion with our classes, our expectation is that all children follow these rules to the best of their abilities. We regularly praise children who follow the rules and use them as an example to follow.

We have Above and Beyond Boards within each classroom to celebrate children's successes. We also have Recognition Boards to promote behaviours for learning and we celebrate all these achievements with a song at the end of the day!

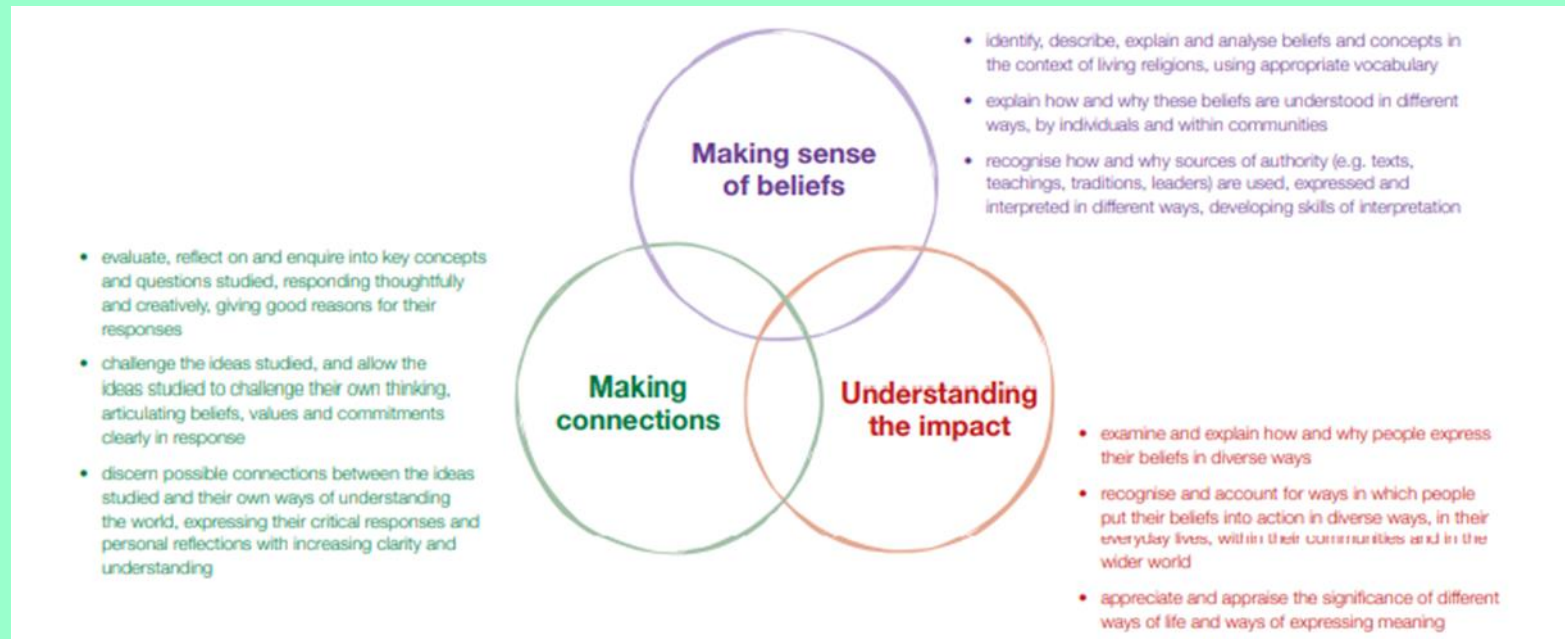
We are also a school who uses a TIS (Trauma Informed Schools) approach in order to provide children who have more challenging behaviours with support. Every child deserves to feel safe, loved, nurtured and secure.

RE

Intent

Our principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Our teaching and learning approach has three core elements, which are woven together to provide breadth and balance within teaching and learning about religions and beliefs. Teaching and learning within the classroom will encompass all three elements, allowing for overlap between elements as suits the religion, concept and question being explored.



RE teaching is based on the Cornwall Agreed Syllabus 2020. We develop children's knowledge and understanding of some of the major world faiths by exploring the beliefs, values and traditions of Christianity, Hinduism, Islam, and Judaism. R.E. is delivered in discrete lessons as well as being linked with other subjects as appropriate. We enhance our children's understanding of our multicultural society and encourage respect and sensitivity towards other people and their beliefs.

Reading

At Bude Primary Infants reading is at the heart of our curriculum. We believe that learning to read is a fundamental skill that opens the doors to a whole world of possibilities, not least to a love of books. Each classroom has a reading area filled with books that are chosen to engage and excite young readers from EYFS to Year 2. We also have a new library which is a wonderful space to share books together.

Our Reading curriculum will instil a personal love of reading for all children. Children will become fluent and confident readers whilst engaging with a stimulating range of texts from a variety of genres in both fiction and non-fiction. Through this curriculum, children will develop and nurture the essential skills of word reading and comprehension

During their time at Bude Primary Academy Infant school our children will;

- Develop the fundamental skills needed to be able to read through the Read Write Inc Phonics Programme
- Be passionate about reading, developing positive attitudes and understanding what they have read.
- Talk positively about books and recommend them.
- Understand how to infer, retrieve, predict, summarise and explain.
- Leave us with the necessary skills to access the reading and vocabulary demands of the Junior curriculum and for them to be successful communicators throughout their lives.

Science

Children experience 'science' every moment of every day. They see the sun move through the sky, they bring light to a room by flicking a switch, they tumble to the ground when they fall. At Bude Primary Academy, we aim to support children in questioning the wonderful world around us. We teach science to inspire and harness curiosity as well as providing an explanation and vocabulary which helps joins the dots. Teaching science allows for those Oooooh!!! moments when something suddenly makes sense. We offer opportunities for children to engage in new experience as well as noticing and exploring the familiar and encourage all to question, why?

During their time at Bude Primary Academy Infant school our children will

- ask simple questions and recognise that they can be answered in different ways
- observe closely, using simple equipment
- perform simple tests
- identify and classify
- use their observations and ideas to suggest answers to questions
- gather and record data to help in answering questions.
- identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- identify and describe the basic structure of a variety of common flowering plants, including trees.
- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- distinguish between an object and the material from which it is made
- identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- describe the simple physical properties of a variety of everyday materials
- compare and group together a variety of everyday materials on the basis of their simple physical properties.
- observe changes across the four seasons
- observe and describe weather associated with the seasons and how day length varies

Writing	<p data-bbox="257 39 2197 231">At Bude Primary Infants we aim for all our children to be able to write independently in a variety of genres and for a range of purposes with fluency, accuracy and enjoyment. We believe children should understand from an early age that their writing needs to be accurate, legible and set out in an appropriate way. It is our hope for them that they will learn to explore and immerse themselves in the writing process while being creative, see the value of it and for them to leave us as confident, accomplished writers.</p> <p data-bbox="257 271 2197 454">Our early stages of learning to write is closely linked to our synthetic phonics programme called 'Read Write Inc' produced by Ruth Miskin. This is a method of learning letter sounds both blending them together to read words and segmenting them in order to write words. Within every daily phonics session there is a writing element where children develop the basic skills of composing, writing and punctuating simple sentences. We then draw upon these skills and work carefully to reinforce links between the RWI lessons and writing across the whole curriculum.</p> <p data-bbox="257 462 2197 534">We use the Talk for Writing approach to developing our children's writing and composition skills. This consists of three key stages ; Imitation, Innovation and Inventions</p> <p data-bbox="257 574 2197 614">Through creativity and exploration, modelling and passion we make every writing lesson exciting and engaging.</p>
---------	---