



Townhill Infant School

Curriculum Intent 2025-2026

Our curriculum has been designed to cover all of the skills, knowledge and understanding set out in EYFS framework and the Key stage 1 National Curriculum. We have ensured that this relates to our locality, reflects the wider multicultural society and heritage of our pupils and community. We strive to open our children's eyes and minds to the world beyond their immediate environment. In addition we enrich learning by providing a range of opportunities, visits, visitors and experiences linked to our curriculum plans and provision. This provides meaningful experiences and real life learning. To ensure that pupils develop secure knowledge, skills and understanding our curriculum is organised so that the key knowledge, vocabulary and skills are embedded in our teaching, revisited and revised over time so that pupils retain this in their long term memory.

All aspects of the curriculum are carefully planned to ensure that pupils build on prior knowledge and learning so that they can make purposeful connections. Each subject taught has a progression of skills from Year R to year 2 which has been developed and written by the subject teams to secure carefully sequenced learning over time. Medium term plans have been developed and written by the subject teams in consultation with all staff to plan in greater detail for the identified specific knowledge, skills and understanding within that topic/theme.

All subjects are delivered through subject specific teaching organised under a topic./theme. These have been carefully selected to offer a broad and balanced curriculum which reflects the National curriculum, locality and wider multicultural society. For example within the Art Curriculum the subject team have ensured that a range of artists from all cultures are part of the provision. The promotion of a rich vocabulary is pivotal to this provision and subject teams have identified key language on the medium term plans.

Teachers will use a range of adaptive strategies – modelling, scaffolding, cueing and questioning to support children to practice new learning and develop further skills and knowledge. This will enable all children to access their learning at an appropriate level. This adaptive approach to teaching and learning enables children to develop independence, apply their skills and knowledge and offers appropriate challenge.

Assessment is ongoing and teachers use questioning, observations, feedback and work scrutiny to evaluate children's progress and attainment. Rosenshines principles of Instruction underpin our adaptive approach particularly using the weekly and monthly reviews to support children to retain and know more focussing on the key knowledge and skills identified on the medium term plans.

Our Curriculum will provide children with a wealth of experiences which will make them think, be creative and be curious about the world around them. The impact of this is reflected in ; the progress and outcomes of our pupils in core subjects. Children's work in books and displays demonstrates the knowledge and skills which they have been taught. Children can talk about their learning using specific subject related vocabulary and will discuss with confidence their learning. Pupils voice will demonstrate that pupils enjoy their learning reflected in their enthusiasm and

engagement. Pupils will be able to recall their learning over time and begin to make links and connections with what they know.

Our curriculum is designed to be inclusive and equal opportunities for all pupils in line with The Equality act 2010 and the special Needs and disability regulations 2014.

We ensure that the curriculum is adapted and scaffolded so it can be accessed by all and to meet the needs of all our children so that they can be successful learners in all subjects.

We are committed to the early identification of Special Educational Needs (SEND). Following a Graduated Approach to SEND, where needed, additional targeted intervention is identified and employed to further support specific areas of learning or social, emotional needs through an offer of evidence-based additional intervention programmes.

We are committed to ensuring our curriculum promotes the cultures and wider community in which our children live and teaches our pupils respect and tolerance.