

Walter Infant School and Nursery

"To be the best I can be"

Walter Infant School and Nursery is an equitable, safe, secure and happy place to learn; our children grow as individuals in a stimulating and exciting environment which values respect, empathy, kindness, honesty and resilience.

Our BIG Curriculum!

Rationale

Our BIG Curriculum! At Walter Infant School and Nursery, we consider ourselves to be a "**BIG School for LITTLE PEOPLE**". We have designed a **'BIG' curriculum** to excite, inspire and foster a desire to learn; we want our children to know more about the world around them and to be happy, confident and successful. We will encourage our children to have very positive behaviours for learning and to ask **BIG questions** and for our staff team to support our children in finding authentic, age-appropriate answers to those questions and inspire them to want to know more.

Our children will learn through real-life and practical experiences, as well as through wonderful, awe inspiring fiction texts in which they can 'see themselves' and exciting and purposeful non-fiction texts. Our children will learn inside and outside the classroom, fulfilling and exceeding the requirements of national age-appropriate curriculums in a stimulating, fun and memorable way.

Intent

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It is our intention that all our children will be able to know more, do more and remember more. They will be prepared for each next step in their learning, from when they begin



with us in Foundation Stage until the leave us for Junior School, when they will be Junior School Ready!



Values at Walter Infant School

We have chosen values which reflect the ethos of our school; The Walter Infant School High Five!



We have a Kindness Tree where we celebrate acts of kindness; children are rewarded by the staff and children in school when they are observed acting kindly towards others.





We have weekly assembly themes based on our school values, Respect, Empathy, Kindness, Honesty and Resilience and Universal Values (Fundamental British Values)

- **Democracy**
- **Rule of Law**
- **Individual Liberty**
- **Tolerance**
- **Mutual Respect**



Our values are fostered and promoted throughout all the teaching and learning at Walter Infant School as well as through our Personal, Social and Health Education (PSHE), our Expectations for Behaviour and our Religious Education Syllabus.

Why have we designed our curriculum in this way?

- To teach the skills required to prepare our children for the next steps in their learning journey
- We need to open the doors to a love of learning and a desire to know more
- To develop inquisitive young minds
- To build solid foundations based on positive behaviours for learning
- To facilitate both enquiry AND skills based around a thematic, creative approach
- To build positive self-esteem
- To enable children to take risks and not to fear making mistakes
- To share experiences and learn from others
- To enable our children to know how to keep themselves safe and how to protect others
- To foster the universal values of tolerance, democracy, individual liberty, mutual respect and the rule of law, as well as our school values of Respect, Honesty, Kindness, Empathy and Resilience



What do we want it to be?



- Exciting, interesting, fun and memorable
- Progressive: building term on term, year on year at an age appropriate level that challenges all children
- Equitable and fair, meeting the needs of ALL our children from the most vulnerable to the most able
- Skillfully differentiated to ensure differences diminish and innate potential is reached and even exceeded!

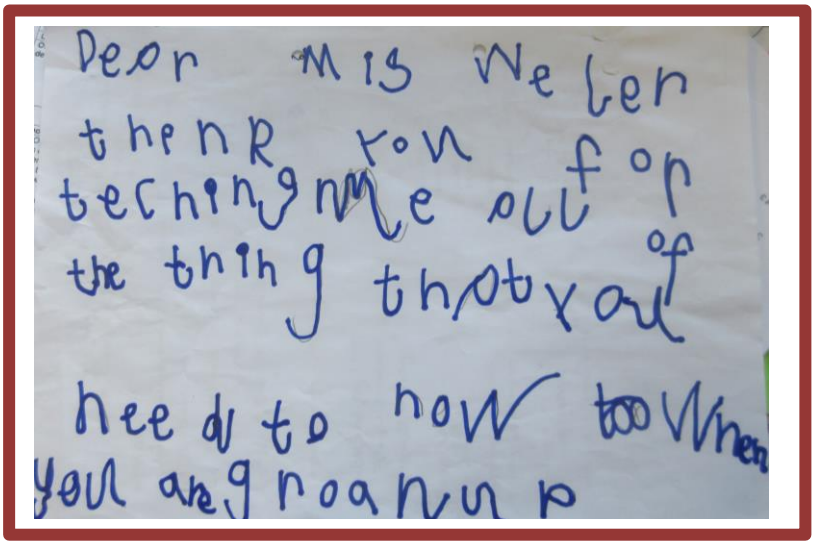




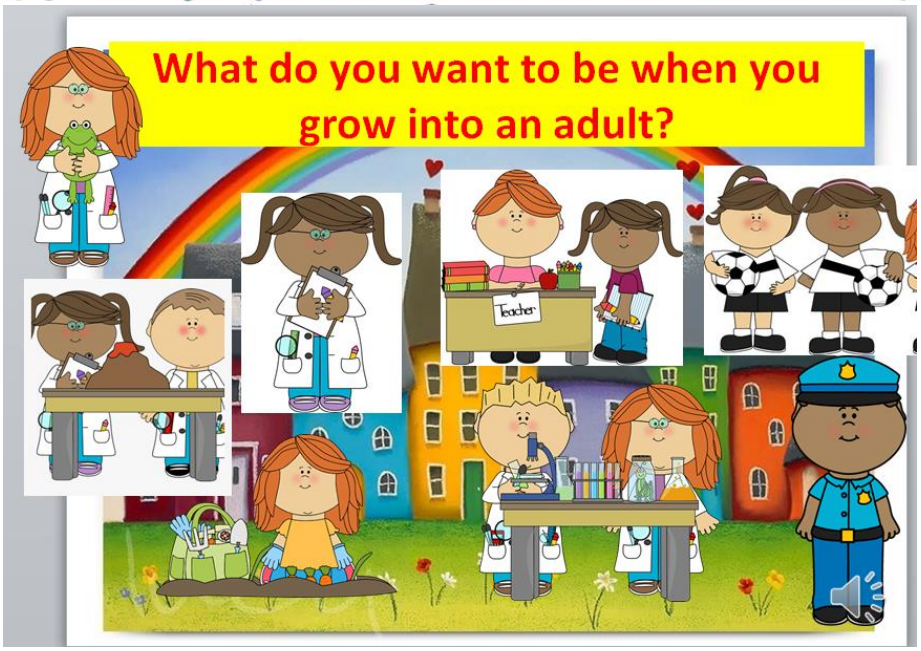
Walter Infant School's School Improvement Officer reported that the curriculum was…

"A rich and age-appropriate curriculum which underlines the belief by Jerome Bruner that you can teach anything to any child at any age if it is taught in an age appropriate manner."

Archie in Foundation Stage wrote to say…



We want our children to have the confidence and ability to be whatever they want to be…


What do you want to be when you grow into an adult?


What do we all want you to be?
RAINBOWS


RAINBOWS
R for
RESPECTFUL
RESILIENT
READERS
RAINBOWS
A for
ARTISTIC
AMAZING
ACHIEVERS
RAINBOWS
I for
INTERESTED
INQUISITIVE
INVESTIGATORS
RAINBOWS
N for
NICE
NUTURERERS
NOTICED
RAINBOWS
B for
BRIGHT
BRAVE
BEST!
RAINBOWS
O for
OUTSTANDING!
OPEN-MINDED
OBSERVANT
RAINBOWS
W for
WONDERFUL
WISE
WRITERS
RAINBOWS
S for
SUPER
SPECIAL
SAFE & SECURE

It is our aim at Walter Infant School and Nursery that all our children leave us well-prepared for the next stage in their education; it can be very tricky for our staff to say goodbye as our children leave us to go into junior school, so the readier they are the better!

Our Walter Values are very important to every member of our school and we expect all our children to behave in a way that reflects empathy, resilience, honesty, kindness and respect. We expect our children to understand what each value means and what it looks like in practice.



We have high expectations for behaviour and our children's behaviour is exemplary. Our **'Expectations for Behaviour'** are:

- **Treat each other with respect (V:Respect)**
- **Be kind and polite to everyone (V:Kindness)**
- **Tell the truth (V:Honesty)**
- **Look after the school and the things in it (including the people) (V:Empathy)**
- **Move around the school sensibly (V:Respect)**
- **Always try your best (V: Resilience)**

We have a robust Behaviour Policy which is used consistently by all our staff; our children leave us knowing what is acceptable in and out of school and how to take responsibility for their own learning.

Our demographic is very diverse, we have twelve out of seventeen ethnicities represented in our school as well as 41 different home languages; our socio-economic groups range from severe poverty to very high incomes. We aim to support children in overcoming any barriers they may have to learning, including behaviour that can challenge us. Our curriculum is 'tilted' towards our vulnerable groups, for example, children in receipt of pupil premium funding or those who are new beginners in English. All staff members are aware of the vulnerable children and they are a focus for tracking and pupil progress; our children develop resilience and the independence they need to take risks and learn from their mistakes.



Our children learn to be ‘the best they can be’; along with all of our staff as we strive to be the ‘best we can be’ to!

Our aim is for all our children to leave us ‘Junior School Ready’; this means we have prepared them for the next stage in their learning journey. For some children our focus will be to ensure they are working at Age Related Expectations, for others we will support them to develop their self-confidence, their independence or their ability to manage their emotions. Some children need help to find a ‘voice’; our greatest SEND need is for Speech and language Support. Some of our children will need help with physical resources, such as uniform or PE kit, or an extra-curricular club.

All our children are known well by the teachers and support staff as well as the leadership team; we know what their needs are and what we have to do to plug gaps and raise attainment and self-confidence. We are proud of each and every one of our children because we know they are trying the best. We want each child that leaves us with a desire to know more, an ability to talk about themselves and ambitions to be successful in their future. We want them to know that they can, even if they have to keep on trying!

Our children care for and respect each other; we celebrate our differences and learn from others. We support local and national charities and the children learn why it is important to take responsibility for our actions and to try to instigate change. Our school councilors chose to support guide dogs as one of our families was training them. We now raise money each year to continue the sponsorship. The children know we have made a difference.

We never place a glass ceiling on any of our children; we teach them to ‘Reach for the Stars’ and to have a ‘Million Dreams’.



Implementation: Our Curriculum Policy

At Walter Infant School and Nursery we believe that all children are entitled to receive a broad and balanced curriculum which is interesting and engaging and provides a range of learning opportunities that help develop a life-long love of learning and a desire to know more.



At Walter Infant School and Nursery our curriculum is planned to ensure that every child has the opportunity to develop:

- Socially, emotionally, intellectually, physically, spiritually, morally, culturally (SMSC)
- Positive attitudes, healthy relationships, essential life and work skills.
- The ability to make informed choices, gaining experiences and developing responsibilities for their future.









We will:

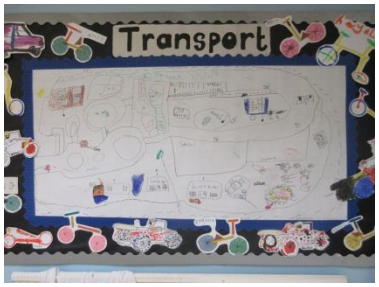
- Enable all children to reach high standards of attainment.
- Set aspirational expectations of educational standards and achievement, acknowledging and challenging disadvantage and discrimination in all forms.
- Increase children's motivation, enthusiasm and engagement in their learning by making learning exciting and meaningful by putting it into a context.
- Value individuals and communities.
- Help children to become more independent and take greater ownership of their learning.
- Develop their confidence and motivation to learn through the use of a range of teaching and learning styles.
- Acknowledge specific individual needs and meet them as far as possible with available resources.
- Provide wide and varied education experiences, which are based on the Foundation Stage Curriculum and the Key Stage 1 National Curriculum.
- Enable pupils to receive an education that will serve them well beyond their Key Stage 1 school experience.



- Provide opportunities to apply knowledge and learning in practical ways and to solve problems in a variety of situations.







Our Big Curriculum Design Inspiration

At Walter Infant School and Nursery we want to engage, inspire and motivate our children so we actively seek out opportunities to make the learning more meaningful for them. This is achieved in a number of ways, including:

- Making links across subjects through the use of science, geography, art and history curriculum objectives and programmes of study.
- Identifying areas of interest to capture pupils' curiosity.
- Selecting inspirational and appropriate fiction and non-fiction texts to excite, stimulate and motivate our young learners.
- Using a range of teaching styles to encompass the different learners within the classroom.
- Planning themed days/weeks to encourage creativity and innovation.
- Incorporating local and national initiatives.
- Working with other schools and the local community.







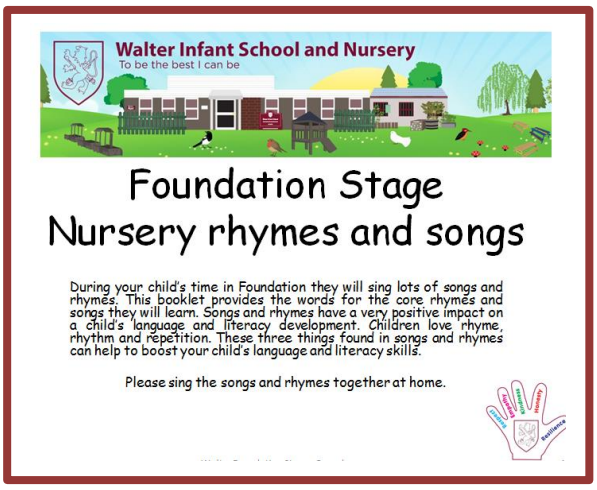
English

At Walter Infant School and Nursery, we are committed to ensuring that every child in our school will be a reader; we have a rich, eclectic and equitable approach to the teaching of reading which begins in Foundation Stage One.

Phonics

We teach phonics every day in every class; each session is fast, fun and memorable. We teach the phonic phases1 to 6 from Letters and Sounds and support the learning with Phonics Play; an online interactive facility which provides excellent games and resources to support a systematic, synthetic approach. All our teachers and support team members are highly skilled in teaching phonics and everyone in school loves having fun learning phoneme and grapheme representations. The journey begins in Foundation Stage 1 and Phase 1; the children listen to sounds in the environment, to music and to poems and rhymes every day. We have twenty core rhymes, which we expect all our children to be able to recite by the end of the Foundation Stage, including Incy Wincy Spider, Humpty Dumpty and The Grand Old Duke of York.











Reading

Our children will learn phonics throughout their time at Walter Infant School and Nursery; phonics only helps to decode words so that the children can read words aloud and spell words plausibly in their writing. We also teach our children to recognise common exception words on sight by the end of year 2.

We also have to teach all the higher level reading skills too: Our reading strategy is to teach the children to read using Guided Reading. This is enjoyed daily by adults and children alike; the children learn to be aware of punctuation, to use expression in the voice. They are able to make predictions as part of group discussions, as well as asking questions and sharing their opinions. We also teach our children how books work; how to turn the pages and track the text, how to locate the title and the blurb and key vocabulary such as contents, index, paragraphs and chapter. The children can identify fiction and non-fiction texts and share their preferences.





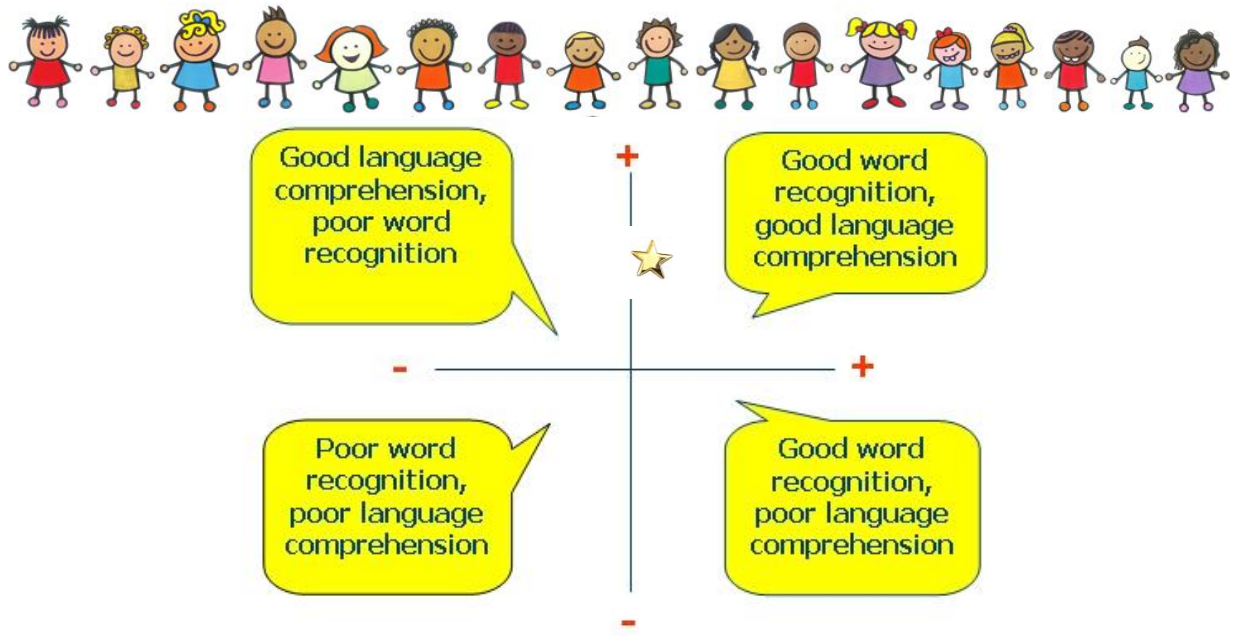


Most of our guided reading books are published by Collins; 'Big Cats': our children are assessed on entry to our school and begin at the correct level based on decoding, understanding and fluency. The range we read from is Pink through to Topaz for the most gifted and talented readers.

Age	3-4	4-5				5-6			6-7					7-8	
Year Group	Reception / P1					Year 1 / P2			Year 2/ P3			Year 2-3/ P3-4		Year 3/P4	
National Curriculum Level	Towards 1					1			Towards 2		2	2+ Towards 3			2-3 Towards 3
Band	0 Lilac	1A Pink A	1B Pink B	2A Red A	2B Red B	3 Yellow	4 Blue	5 Green	6 Orange	7 Turquoise	8 Purple	9 Gold	10 White	11 Lime	12 Copper	13 Topaz
Readers	22 Books	22 Books	22 Books	22 Books	22 Books	29 Books	30 Books	22 Books	22 Books	22 Books	22 Books	22 Books	18 Books	18 Books	20 Books	20 Books

Our children listen to adults read every day to promote the purpose and pleasure there is in reading; the children have shared and modelled reading experiences and we encourage children to treat books with respect. We want all our children to develop, where possible, a love for reading, and a confidence to persevere with challenging texts and to develop good skills for interpretation and understanding as well as joy.

We use the **Simple View of Reading** to assess the children's skills, knowledge and learning needs; our goal is to overcome any barriers so that our children fit into the top right quadrant! Each guided reading group is agreed through careful collaboration between colleagues and to meet the needs of each reader; the sessions are skillfully planned and questions are prepared to develop both inference and deduction.



It is our intention that no child will leave our school without being able to read!

Writing

We are passionate about teaching our children to write and our expert staff ensures that there are numerous opportunities for writing to take place. In Foundation Stage, they are exposed to mark-making opportunities from the very beginning, providing equipment and tools to enable the children to make marks within which they invest meaning. The children write inside and outside in a variety of scenarios and about many different topics. Our boys enjoy writing and we make sure that they continue to enjoy writing throughout their time at school.

We try hard to inspire our children, through real-life experiences, video clips, wonderful texts (fiction and non-fiction) and artefacts. The children are able to write in different genres and have many opportunities to learn new skills and practise before publishing their work. Every classroom has a working wall and we use communicate in print to support the children's independent writing.

The children are allowed to select and manage their own hand dominance and are encouraged to use a tripod pencil grip from Foundation 1. We teach the children to form letters correctly from the start and by the end of Year 2 our children can usually write using a neat cursive handwriting style, which is consistent and easy to read.

Each winter, before Christmas, we have been visited by reindeer; these visits stimulate the children to write and illustrate their work to share with the whole school community. The children write both stories and fact files and illustrate their work; there are strong curriculum links between science (weather and animals), geography (countries), art (painting and illustrating). These links enable the children to rehearse their knowledge and understanding over period of time and prompt discussions between peers.













Hurricane and Hale





Reindeer live in cold places. Reindeer eat grass and leaves. Reindeer has velvit all over their antlers. Reindeer has eight teeth. Reindeer eat moss. Reindeer can run, fly fast and swim. Baby reindeer are called calfs. Mummy reindeer are called cows.

One cold, snowy night a baby reindeer was lost. The reindeer saw a glowing, glittering star. He followed the star into the dark forest. Suddenly, a sneaky wolf appeared from the trees! The reindeer ran back to his family! The reindeer felt happy.

It was a dark cold night! But what is this coming out of the forest it is a REINDEER! He's looking up what a minit its looking up at that. Shooting right shiny STAR! He chased the star but it just led him to the edge of a CLIFF!



Mathematics

At Walter Infant School and Nursery we strive to ensure our children enjoy tackling mathematical problems with confidence while demonstrating perseverance when seeking solutions.



Through effective direct and indirect teaching, we are able to secure high standards in mathematics across the school. We teach our children to reason mathematically by following a line of enquiry and we encourage them to use appropriate mathematical vocabulary.

We want all of our children to become fluent in the fundamentals of mathematics. We believe they will achieve this if they are given frequent opportunities to practise recalling and applying their developing knowledge in a variety of situations.

We plan and deliver learning using the highly effective Concrete, Pictorial, Abstract (CPA) approach to ensure the children develop a deep and sustainable understanding of mathematics.

Being numerate is a key life skill; we want our children to leave our school being the best possible mathematician they can be.



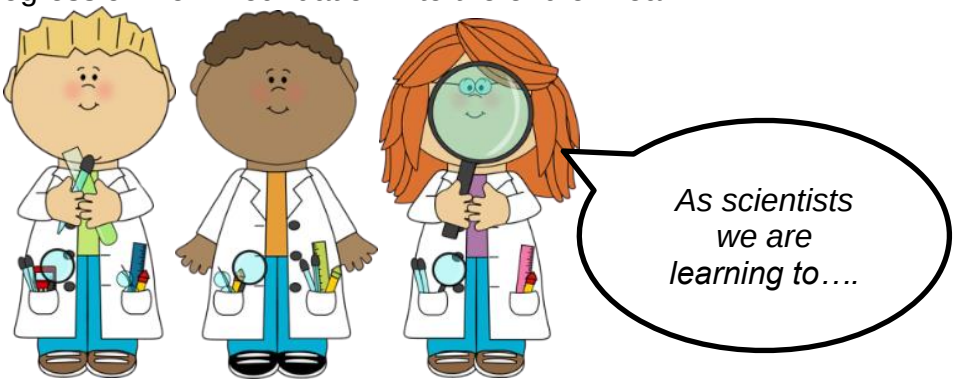
Science

We follow the National Curriculum Expectations for Science in Key Stage One, linking the concepts with age appropriate texts, for example, when learning about the properties on materials in Year One, the featured text is ‘The Three Little Pigs’.





We are enhancing our learning by using Explorify to encourage the children to develop their enquiry skills by asking BIG questions; we want all our children to 'think like scientists'; we use the children's responses to ensure that we have challenging learning opportunities and progression from Foundation 1 to the end of Year 2.

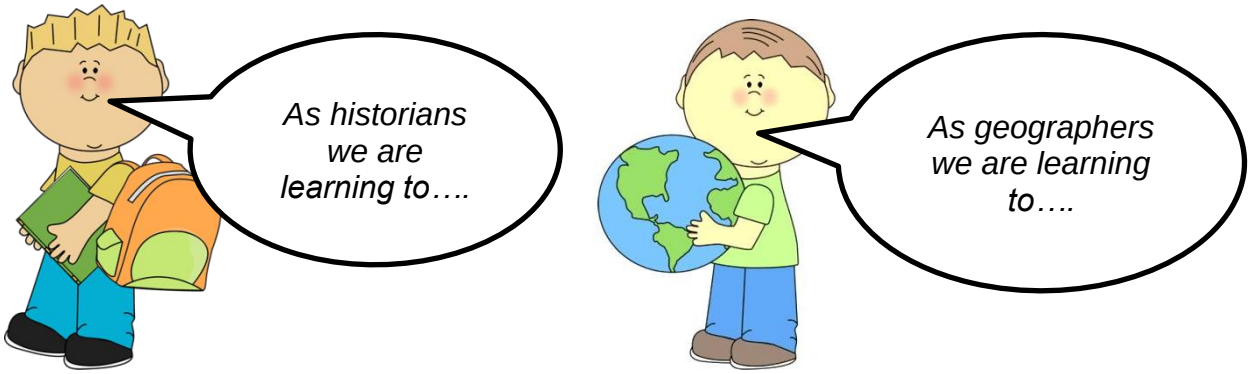


https://explorify.wellcome.ac.uk/

History and Geography

We use the National Curriculum 2014 to help us plan our topics; the children are aware of when they are learning history or geography; we use our connectors to remind them and practise the key phrases and vocabulary to develop an age appropriate understanding of geographical and historical concepts. We establish concrete links with other subjects; when we are learning about Remembrance and World War One, the children find out about the roles of animals, the different countries engaged in the war, the read stories and poems linked to the war and produce poppies in a variety of mediums including clay and collage. We have developed a code of symbols to support our planning and to ensure we have strong, worthwhile links between our subjects and the expectations from the National Curriculum. All our topics allow us to teach our school values.





The children in Foundation Stage develop their 'Understanding of the World' which is when our children get to know about other people, the place where they live and about all aspects of the environment. They learn about:

- **People and Communities**
- **The World**
- **Technologies**

Our children love to explore and investigate how and why things work and to test out their ideas of what will happen if they do a particular thing like pouring more and more water into a container, for example.

People and communities

As our children learn about the world around them they find out about the past through talking to staff, parents, grandparents and friends and they develop an interest in their own story as well as the stories in their family – this is the beginning of developing an understanding of the past and helps them to learn about how other people are different from them, yet share some of the same characteristics and ideas.

The World

Understanding of the world develops as children take notice of everything around them including places and all the things within them such as trees in the natural environment and roads and traffic in the built environment. Finding out about places begins initially when a child learns about their own home and the things nearby, then later as children



notice things on journeys to and from home – such as the sequence of the traffic lights or names on street signs. This awareness is extended by visiting places and finding out about different elements of environments in books, on TV and through using other technology. This aspect also focuses on learning about cause and effect and is developed through having conversations with adults and other children about the things they observe.

Technology

Technology has become commonplace for many families and our children often see and use it quite naturally when they activate a toy such as an ambulance or police car to make a siren sound. Understanding the role of technology at home or in school is important because this helps our children to identify the different types of technology and what they are useful for.

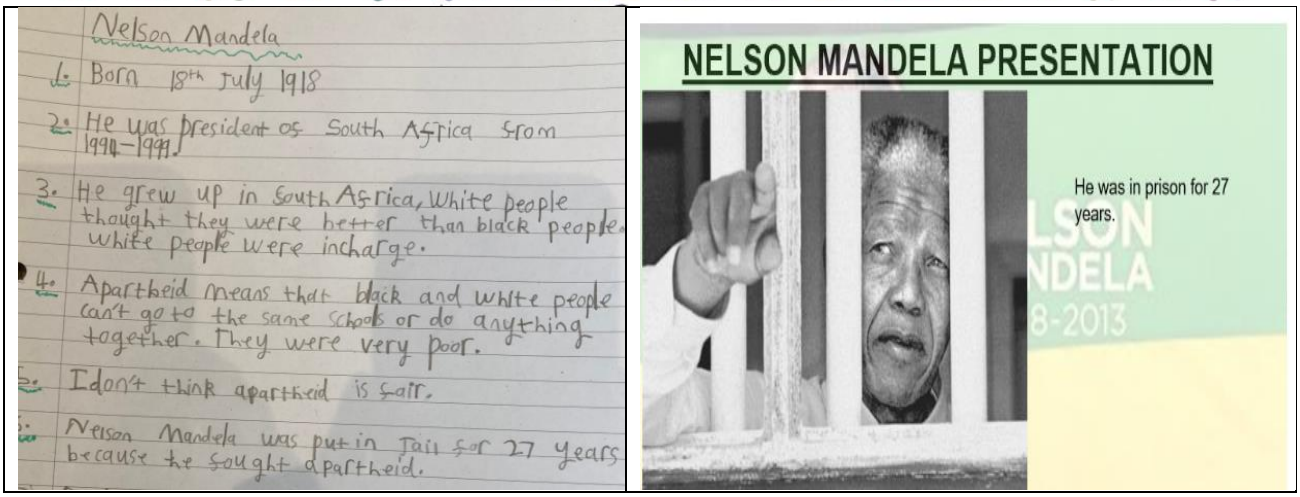
Key Stage One

In Key Stage One our children learn about the four seasons and can talk about the changes in the weather and their local environment: In Year One they learn to compare the four countries of the United Kingdom and they learn about the five continents in Year Two. Our history topics in Year One are Toys and The Queen; the children use a variety of sources to find and compare information and create time lines of their own to demonstrate their understanding of chronology. In Year Two they learn about some famous people from the past who have influenced change, knowledge, understanding and tolerance: Nelson Mandela, Rosa Parkes and Scott of the Antarctic. We do not shy away from adversity, we embrace it! Our children learn about the difficulties people have had to overcome and the inequalities that may still remain. All our curriculum topics are carefully planned using our subject progress maps.









Creative arts and Design and Technology

We have a wonderfully talented and creative staff team who love to provide exciting opportunities for our children to develop their fine motor skills, including cutting, sticking, joining, fixing, coloring, folding, collaging etc. They also look at the work of famous artists with an opportunity to share preferences and contrast and compare.

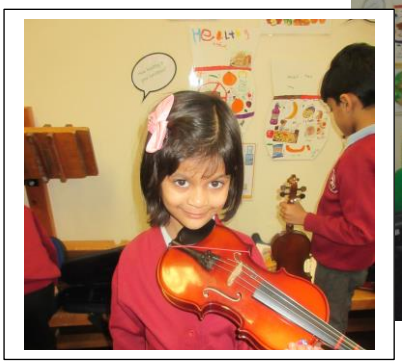


The children love to see their work on display and our classrooms celebrate each and every child.

Music

We have a governor who comes in to teach music to the whole of Key Stage One throughout the year: he is a music teacher who works in a local Private School. The children LOVE their lessons with him and their skills, music appreciation, knowledge and understanding have improved greatly. We are a school that loves to sing! All our children have many opportunities to sing throughout the school week. Our Key Stage One children have a singing assembly every Wednesday; learning songs that support our values, celebrate what is happening in the world and are fun and enjoyable. We perform to different audiences at different times of the year, including going to Wokingham Hospital to sing for the dementia club patients at Christmas. We also provide extra-curricular activities; we have a music club, violin lessons with Berkshire Maestros and every Friday afternoon our I-rock coach comes into teach groups of children to play rock songs using vocals, drums, keyboards and guitars. We have a music rich culture, which we are very proud of.









Design and Technology

Our children love to design, make and evaluate, so we plan as many opportunities as we can for them to do so, including homework activities such as our scarecrow challenge and producing decorations for the Wokingham Town Centre Christmas Tree! Our children learn to fix and join in a variety of ways; they learn about health and safety when using tools and equipment and they learn to make improvements and adjustments. When they leave us, the majority of our children can cut, glue, join, sew, build and create objects for purpose. They also have the opportunity to bake and cook, in line with our Healthy Schools Agenda!







Physical Education (PE)

At Walter Infant School and Nursery we recognize how important it is for our children to be fit and active; we have invested much of our Sports Premium Funding in creating sustainable playground areas and equipment to develop increased participation in sporting activities and exercise. Our children also benefit from having a PE lesson every week with our professional team of sports coaches, as well as additional small group support for the children who need extra time to develop their skills. The children in Key Stage One have a second PE lesson with their teachers who are confident in teaching PE and all enjoy this element of the time table, promoting a healthy attitude towards fitness, exercise and team work.



Foundation Stage have access to the outside as part of their continuous provision; their physical development and gross motor skills are a consideration every day; the children can use climbing walls to build their upper body strength, the use wheeled vehicles to push and pull and regular set up obstacle courses and balancing tracks to improve their co-ordination skills. The children develop their hand/eye co-ordination through sending and receiving games.

Our children also benefit from our extensive extra-curricular provision, including, tennis, football, gymnastics, dance, Tae Kwon-do and multi-skills.

Our children learn about healthy lifestyles as part of our science curriculum which links neatly into PE; the children understand the importance of warm ups and cool downs, they notice differences in themselves during and after exercise and can talk about a healthy, balanced diet. We have three running tracks to support running a mile a day, if the children choose to. We are a Healthy School (2019) and a sustainable school having won an award in 2019 for being the most sustainable large primary school in Wokingham.

HealthySchools
Self-validated 2019 - 2022

Curriculum Enhancement

We enhance our curriculum, and support our staff, by using some resources that have been carefully selected to meet the learning needs of our children in a fun, age-appropriate and interesting way:

Religious Education (RE)

We follow the local authority **SACRE**, but enhance our curriculum by learning from the personal experiences of our community, including our staff and, most importantly our children. We also support the learning by using **Discovery**, which enables our teachers to plan appropriate lessons with exciting resources, which meet expectations and challenges our children to ask questions!

Personal, Social, Relationships and Health Education (PSRHE)

Personal, Social, Relationships and Health Education is at the heart of our curriculum, underpinned by our ethos and values.
We want our children to:

- be able to take care of themselves, including keeping themselves safe
- feel like part of our school community and to develop positive relationships with children and adults
- understand how to be healthy, physically and emotionally and to know what to do if they don't

Jigsaw

We have introduced Jigsaw to support the teachers in teaching PSRHE as it meets the needs of our school children and staff. We have chosen age appropriate elements to teach our children, including Relationships Education. We are reviewing our provision to ensure we meet all the statutory requirements over the next two academic terms.





Computing at Walter Infant school

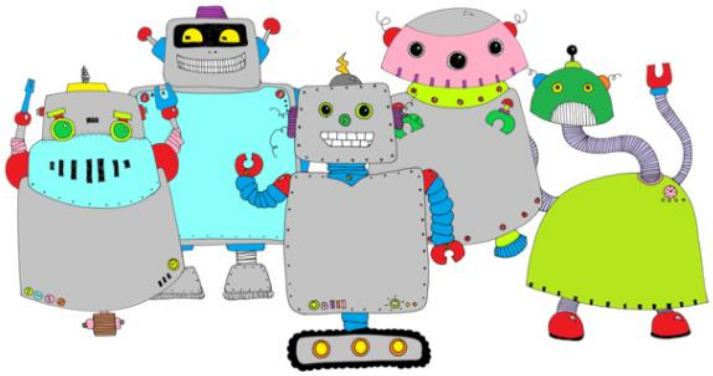
We teach our children how to use computers and how to keep themselves safe when using technology, including online activity. It is our aim to meet the needs of the computing curriculum, developing keyboard and mouse skills, searching, saving and retrieving skills and coding, de-bugging and algorithms. Our children learn to use hand-held devices at home, so we work in partnership with our families so that our children develop a well-rounded understanding of Information Technology. Our Foundation Team shares a Technology Questionnaire with our families. Our children can access the school learning platform using a password so that they can share their new skills and apply their knowledge at home.

We have developed an infant focused resource of our own for teaching internet safety to our very young learners; this was launched during the third lockdown in January 2021 for our in school and at home learners. We have received very positive feedback from teachers, children and parents.



We have developed a Code of Conduct for on-line learning and live interaction via Teams or Zoom and also our Remote Learning Provision and review in lieu of the pandemic.





We also work in partnership with the NSPCC to ensure our children's safety, holding workshops for our parents to attend.

O2 NSPCC
Let's keep kids safe online

Physical Education (PE)

We consider Physical Education and Physical Development (in the Foundation Stage) to be of paramount importance; our children have the opportunity to develop so many skills and to have lots of fun. We have invested some of our sports funding in a sustainable, all weather pitch and have an excellent team of professional sports coaches who work with all children from Foundation 2 to Year 2. Our curriculum ensures we meet the expectations from the National Curriculum and Early Years Foundation Stage Guidance and much, much more.

We also have a large selection of extra-curricular activities for the children to enjoy. If we have children who find developing the physical skills difficult, we are able to provide additional PE lessons to enable them to practise their skills and become more confident and resilient.

Our teachers are highly skilled at planning enjoyable lessons to engage children in physical education.

Our Teachers and Support Staff will:

- Demonstrate deep knowledge and understanding of what they teach.
- Use highly effective questioning to develop learning, address misconceptions and to reinforce and consolidate understanding
- Plan lessons very effectively, making the maximum use of teaching and learning time and coordinate lesson resources well, building on the children's interests and real life experiences
- Provide the children with incisive feedback about what our children can so to improve their knowledge, understanding and skills
- Embed reading, writing and communication and, where appropriate mathematics, exceptionally well across the curriculum, equipping all our learners with the necessary skills to make progress



Our young learners will:

- Love the challenge of learning and become resilient to failure
- Be curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills
- Develop a life-long love of learning and a thirst to know more
- Thrive in their lessons and also take opportunities to learn through extra-curricular activities
- Show care and consideration for others, as well as themselves
- Understand the value of cooperation and team work
- Ask questions, share information and talk about what they have learned















“We are a BIG school for LITTLE PEOPLE with a BIG CURRICULUM asking the BIG questions”











To be the best I can be