

Curriculum and learning
at Bramley

Early Years curriculum

Communication and language.

- Listening, attention and understanding
- Speaking

Physical development

- Fine motor skills
- Gross motor skills

Personal, social and emotional development

- Self-regulation
- Managing self
- Building relationships

Literacy

- Comprehension
- Word reading

Mathematics

- Number
- Numerical pattern

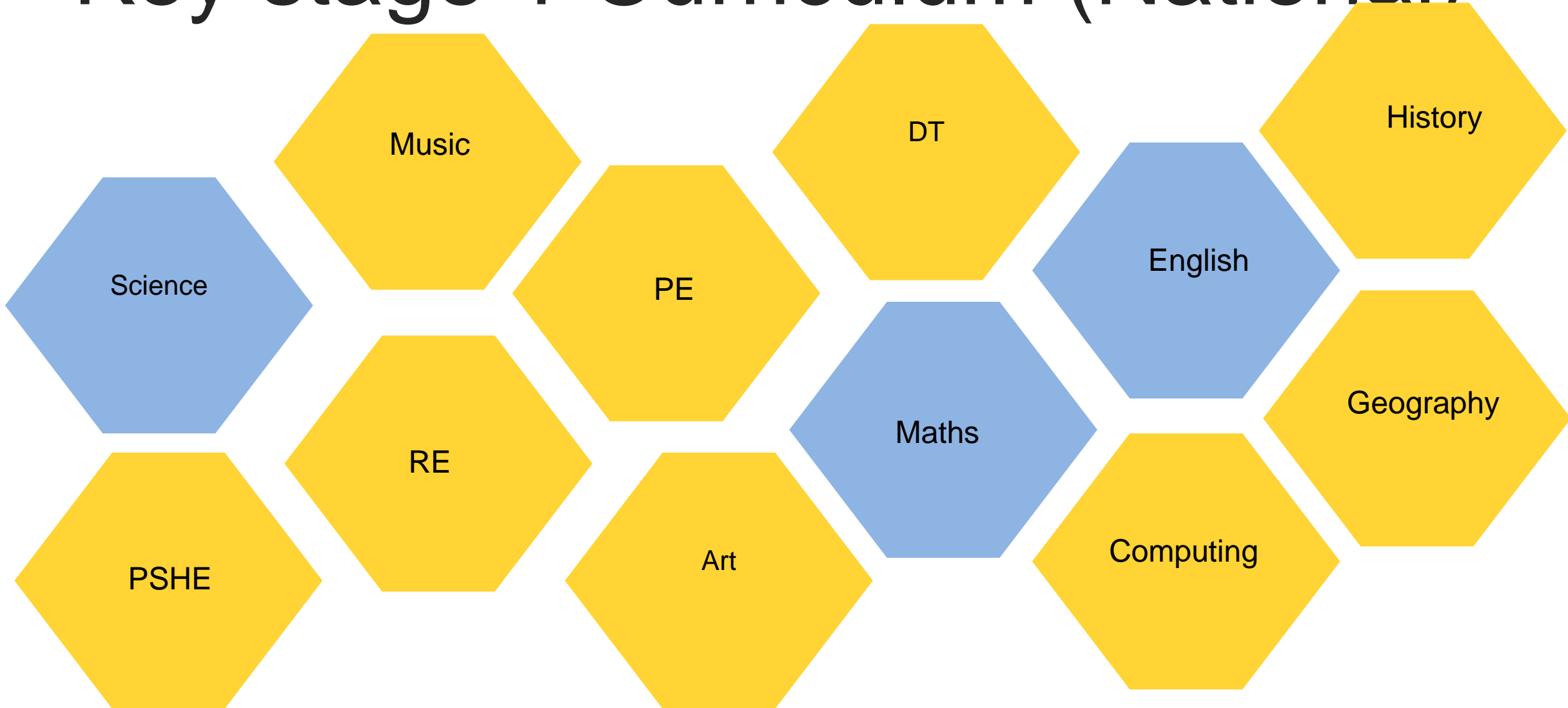
Understanding the world

- Past and Present
- The natural world
- People and communities

Expressive arts and design

- Being imaginative and expressive
- Creating with materials

Key stage 1 Curriculum (National)





Our curriculum


<https://www.bramley.surrey.sch.uk/page/?title=Curriculum&pid=48>



Bramley C of E Infant and Nursery School

Topic Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Autumn	Light and Dark Christmas	Nursery rhymes	New life & Easter	Friends & family	Courage
Pre-school	All about me	Autumn & celebrations	Winter & superheroes	Superheroes & Spring	The Great Outdoor	Amazing Animals
Reception	All About Me/ Autumn	Light & dark Christmas	Storytelling	A Bucketful of Imagination	Come Outside	Pirates and the Undersea World
Year 1	Here we are		Terrific toys		Out & about	
Year 2	Castle Keepers		World Wonderers		Change Champions	



Pedagogy- how we teach

- 1 Recap on previous learning.
- 2 Break new learning in small steps
- 3 Ask questions (lots of them!)
- 4 Scaffold difficult tasks
- 5 Independent practice



Learning through play



2

Learning is child-led play, topics are planned for to engage interest and scaffold learning but will be adapted as appropriate.

3-4

Learning continues to be child-led play, but some whole class sessions with directed teaching begin to be introduced. Children are encouraged to revisit learning/play and develop their skills.

4-5

Learning becomes a mix of child led play and adult directed tasks. Children are encouraged to extend, reflect on and challenge what they can do. Some play opportunities will be clearly focused around the topics.

5-6

Learning becomes more adult led, although there is still a significant amount of time dedicated to play, now children plan, do and review

6-7

Opportunities for play with the classroom have become topic focused. Children are expected to challenge themselves within the choices they make and be explicit in the vocabulary they use.

Characteristics of effective learning



Have a go mouse

Helps children to try something new



Persevering tortoise


Reminds children to stick with something when its difficult or to return to a task to modify and improve



Thinking pigs

Encourages children to begin to think critically and apply their embedded skills in other areas of learning

Ofsted



What are they looking for?

Ofsted will look at how our school has planned and delivered the curriculum in the following 3 ways:

What knowledge and skills our curriculum contains and how this has been sequenced.

How well this is delivered in school and moves to long term memory

What outcomes pupils receive as a result of the above.



Broad and balanced



Cultural capital



Role of subject leaders

All teachers in the school are responsible for subject areas. A list of who oversees which is available on the website.

They regularly meet with staff to discuss their subject, observe practice and listen to the children's views.

Sticky Knowledge





THANK YOU