

CEIS Subject Intent and Implementation

English – Reading

Intent	Through our curriculum, our learners gain the skills to become competent and fluent readers with the ability to comprehend and enjoy a wide range of Literature. We firmly believe that the ability to read sets children on their lifelong path of learning and developing, so we strive to equip every child with the necessary tools to become a reader.
Implementation	<p>We teach reading through carefully planned phonics sessions, guided reading sessions and shared reading sessions. Children’s progress is monitored closely and interventions and extensions are put in place as appropriate. We also allocate home reading books and online books on Bug Club, linked to children’s reading levels. It helps children enormously if they can practise their reading at home as well as in school. Pupils are taught to recognise, blend and segment sounds for Reading and Spelling.</p> <p><u>Phonics</u></p> <p>We teach all 44 phonics sounds systematically through 4 sets.</p> <p>Set 1 : <i>m a s d t i n p g o c k u b f e l h s h</i> <i>r j v y w th z ch qu x ng nk</i></p> <p>Set 2: <i>ay ee igh ow oo oo ar or air ir ou oy</i></p> <p>Set 3: <i>ea oi a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure</i></p> <p>Set 4: <i>p(ie) bl(ue) (ph)oto t(oe) k(ey) these h(ea)d astron(au)t</i></p> <p><u>Guided Reading</u></p> <p>Guided Reading sessions are small group opportunities for children to practice their reading and develop their understanding (comprehension). It gives teachers the opportunity for targeted teaching and ongoing assessment to track and shape children’s reading. It is a wonderful time for reading and discussing all aspects of different texts.</p> <p><u>Shared Reading</u></p> <p>Shared Reading happens throughout the day across the curriculum. Teachers model good reading behaviours and deepen children’s love for reading through their own enthusiasm for reading. It is an opportunity to put into</p>

	<p>practice all the skills taught during phonic and guided reading sessions.</p> <p><u>Interactive Storytelling sessions</u> These sessions are delivered by Lottie from Magic Box Storytelling and are lots of fun. It is an opportunity for children to emerge themselves in stories and so develop their own storytelling skills.</p>
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English –Writing

Intent	Through our teaching and learning, pupils develop the skills to become creative, fluent writers with the ability to write clearly and coherently for a range of purposes and audiences.
Implementation	<p>The skills of spelling, editing, handwriting, grammar and punctuation are taught directly through daily English lessons. Pupils then apply their skills through motivating and creative writing tasks covering a wide range of genres over the year/school. Writing tasks are frequently linked to cross curricular topics and texts to ensure pupils can apply their skills in a range of contexts.</p> <p>Handwriting is taught from Reception using a pre-cursive style, joining letters from Year 1. Pupils have regular opportunities to practise handwriting skills throughout the week to develop a clear, fluent style.</p>

English – Spoken Language

Intent	Our curriculum recognises the importance of spoken language in pupil’s learning right across the curriculum. We ensure pupils have every opportunity to acquire and use a wide vocabulary, and the skills to communicate their thinking and understanding to a range of audiences.
Implementation	Our lessons are structured to ensure speaking and listening is at the heart of learning. Pupils frequently communicate their ideas, views and opinions in paired, group and class discussions. Pupils are given opportunities to enhance their language skills through learning key words, spellings and in phonics to explore the meaning of new words.

Maths

Intent	Through our Maths teaching, we aim for all of our pupils to become fluent in the key concepts of Maths. Also, we aim for our pupils to develop their Mathematical reasoning by recognising relationships, making generalisations and proving their thinking using Mathematical vocabulary which is carefully planned from one year group to another. In addition to this, we aim to give our pupils the confidence to solve Mathematical problems using a range of strategies.
Implementation	From Year 1, maths is taught using the White Rose Scheme of work, focussing on fluency, reasoning and problem solving. Vocabulary is carefully planned from one year group to another to ensure a progressive approach. Mathematical knowledge and skills are embedded across the curriculum to promote Mathematical understanding. Through our topic based curriculum, we apply Maths in other subjects, such as: Science, Geography and History to ensure our pupils see the important real life contexts of maths learning.

Science

Intent	Through our curriculum, pupils are immersed in the world of scientific discovery, building on their natural curiosity and awe of the natural world. Pupils develop the skills of scientific enquiry, questioning, investigating and build an understanding of the world around them.
Implementation	Science teaching at Chapel End Infants School is linked to year group topics but is also taught as discrete units and lessons, where needed, to ensure coverage. Pupils learn to appreciate the work of famous scientists and their inventions. As young scientists pupils are taught to question, observe, classify, predict, create a fair test and analyse outcomes through practical investigations - ensuring learning in meaningful and fun!

Design and Technology

Intent	Design and Technology encourages children to learn to think and intervene creatively to solve problems both as individuals and as members of a team.
Implementation	When designing and making, the children are taught to select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing) accurately. Pupils learn to evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. The children are also given opportunities to reflect upon and evaluate past and present designs, its uses and effectiveness and are encouraged to become innovators and risk-takers. They gain an understanding of the impact that past and present inventors, engineers and designers have on our lives today and the role Design and Technology has in our modern world.

Computing

Intent	Computing skills are a major factor in enabling children to be confident, creative and successful in our ever-increasing technological world. It is our intention to enable pupils to find, explore, analyse, exchange and present information in a variety of safe ways.
Implementation	Safety is our first priority and key rules are a fundamental part of our children's learning. In Key Stage 1, children are taught to use equipment and software confidently and purposefully, to communicate and handle information and to support their problem solving, recording and expressive skills. Pupils are taught to understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. They are taught to create and debug simple programs and use logical reasoning to predict the behaviour of simple programs.

History

Intent	We aim to develop children's appreciation for history and how it has shaped the world we live in today. Children develop a secure understanding of what history means in their own lives, the lives of others and in their local and wider community.
Implementation	The history curriculum at our school makes full use of resources within the immediate and wider local area, enabling children to develop a deep understanding and appreciation of the history of their locality. Cross-curricular outcomes in history are specifically planned for, with strong links between the history curriculum and literacy lessons which enables further contextual learning. In KS1, the Historical skills focus on the world around them, their living memory and events that happened long ago but are still important today. All learning starts by revisiting prior knowledge. Staff explicitly model the subject-specific vocabulary, knowledge and skills relevant to the learning to allow children to integrate new knowledge into larger concepts. We have a focus on black history throughout, but especially so during October, which is Black History Month.

Geography

Intent	Our Geography curriculum is designed to develop children's curiosity and fascination about the world they live in. We intend to equip children with geographical skills to develop their knowledge through studying places, people and natural and human environments.
Implementation	Geography lessons are planned coherently to build children's understanding progressively from their local area and slowly into the wider world. When applicable, fieldwork allows children to apply their geographical skills in a real-life setting and explore their local area and the features within it. Children have access to key language and meanings in order to understand and readily apply to their written, mathematical and verbal communication of their skills, in a purposeful context.

Art and Design

Intent	We encourage children to use their knowledge, skills and resources creatively, to produce work that is full of imagination. It is an inspiring, rigorous and practical subject that should bring joy and a sense of accomplishment for all abilities of artists.
Implementation	The work of famous local, national and international artists are explored to enhance the children's knowledge and experience. Opportunities for being creative are created through the use of a range of materials to design and produce work. Children learn drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Pupils develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

Music

Intent	All children have access to music regardless of their academic ability, race, ethnicity, background and language and are actively encouraged to participate fully as music is often an area of the curriculum which underpins learning and behaviour.
Implementation	Our pupils learn that music is a universal language that embodies one of the highest forms of creativity and breaks barriers of race and culture. Children participate in group singing and performing and by the end of their time in the Infants they would have built up a large collection of well-known songs. They are taught musical skills in planned lessons by class teacher. A specialist teacher also visits weekly to teach the instrument known as an Ocarina, to our Year 2 pupils. A love of playing an instrument is encouraged and supported.

Religious Education

Intent	We believe that it is important for all our pupils to learn from and about religion, so that they can understand and respect the world around them. The aim of Religious Education in our school is to help children to acquire and develop knowledge and understanding of religions represented in Great Britain; to appreciate and respect the way that religious beliefs shape life and behaviour.
Implementation	Religious Education promotes an enquiry-based approach through the implementation of the revised London Borough of Waltham Forest SACRE (Standing Advisory Council on Religious Education), which covers the RE syllabus broadly. Children are encouraged to share their own experiences of religion; becoming experts within their classes when studying their own faith.

Physical Education

Intent	We intend to deliver high-quality, fun teaching and learning opportunities that inspire all children to succeed in physical education and in developing a life-long love of being active. Physical fitness is an important part of leading a healthier lifestyle.
Implementation	Pupils have at 2 sessions of PE per week; one with our specialist sports coach from Leyton Orient Football Club and one with our class teachers. We follow a cycle of lessons for each area of PE; carefully planning for progression and depth of learning for all abilities. Our PE programme incorporates a variety of sports to ensure all children develop the confidence, tolerance and the appreciation of their own and others' strengths and weaknesses.

PSHE/ Relationships and Health Education

Intent	PHSE is a crucial part of our children's learning, giving them opportunities to interact positively and feel a sense of belonging. Children recognise, understand and build healthy relationships in a nurturing environment. They gain respect for others and learn about boundaries. It is important to know that relationships may affect health and wellbeing, including mental health.
Implementation	Relationships and Health Education is taught through our Personal Social Health Education curriculum using a mindful approach. We will be rolling out the new Curriculum within the government's expected timeframe and with consultation of parents as appropriate. This programme aims to prepare children for life, helping them to really know and value who they are and understand how they relate to others in an ever changing world. Staff make connections throughout the year to the wider curriculum allowing children to see the application of knowledge and skills gained through

Theme Days / Weeks

Intent	We include theme days/weeks in our curriculum to immerse pupils in a topical theme, which is relevant to pupils, for example World Book Week or Topic related days. As a school, we aim to bring the school community together under one theme during this time.
Implementation	Staff work together to plan experiences that are fun and enjoyable for pupils, capitalising on their interests and preferred learning styles. The pupils complete work, which combines knowledge and skills from a range of curriculum areas. These days create opportunities for pupils to share knowledge, thoughts and experiences with each other and the wider community.