



## The Curriculum at West Ashtead Curious Creative Motivated

At West Ashtead Primary School, we are committed to providing a rich and creative curriculum that prepares our pupils for lifelong independent learning. Our curriculum encompasses the requirements of the Early Years Foundation Stage in Reception and the National Curriculum in Key Stages 1 and 2.

### **Early Years Foundation Stage**

Our youngest children have direct teaching of phonics, reading, writing and maths which is balanced with access to a high quality independent learning environment. We embrace the fact that young children learn best from activities and experiences that interest and inspire them to learn. We provide children with stimulating, active play opportunities so that they can explore and develop their learning. Children have opportunities through their play to think creatively and critically alongside other children as well as on their own. They are able to practise skills, build upon and revisit prior learning and experiences. Play gives our children the opportunity to pursue their own interests, inspire those around them and consolidate their understanding and skills. Our children learn to adapt, negotiate, communicate, discuss, investigate and ask questions. Our adults take an active role in child initiated play through observing, modelling, facilitating, teaching and extending play, skills and language.

### **Key Stages 1 and 2**

Our West Ashtead curriculum is designed to develop enjoyment and commitment to learning. It is underpinned by our desire to create independent and co-operative learners with a desire to enquire and find out for themselves.

Alongside equipping children with the essential skills of English and Maths, our curriculum provides rich content and varied contexts, the development of skills, knowledge and understanding and most importantly of all, the opportunity to think critically, to solve problems, to be creative, innovative and enterprising.

Our curriculum is broad and balanced. Subjects are integrated when appropriate to make the learning relevant and coherent. Cross-curricular links are planned without losing focus of discrete knowledge and skills. When learning is first-hand, stimulating, memorable and enjoyable, children are most likely to engage and achieve. Trips or special events are planned for each class every term as well as residential in Years 3, 4, 5 and 6.

### **Inclusion**

We plan for the learning in each year to be continuous and progressive, building on prior knowledge and ensuring that progress can be made by every child. This may mean an individualised or adapted curriculum for some children. As a result of regular assessment, we identify when a child may benefit from tailored interventions to support them and move them on in their learning.