



Upminster Infant School Curriculum Intent Statement



What is our curriculum trying to achieve? At Upminster Infants our curriculum has 5 key intentions:

Enquiry based learning and independent learners

We want our curriculum to provide opportunities for enquiry-based learning enabling children to become independent learners. We want a challenging curriculum. An exciting and engaging curriculum that inspires children to want to learn which equips them for today and tomorrow. Our curriculum will encourage the inquisitive minds and develops resilience so that pupils become confident and achieve their full potential from all starting points. To achieve this, our curriculum has an emphasis on ensuring that pupils are confidently literate and numerate, as these skills underpin all learning.



An understanding of the world around them (global citizens) and an appreciation of different cultures

Through our curriculum our pupils explore cultures within Britain as well as beyond. Our children become knowledgeable and interested in the world around them, and able to ask questions about what they experience. They are encouraged to share their own experiences with confidence. This develops empathy, respect of other cultures and supports the British values of mutual respect and tolerance of those with different faiths and beliefs. *Our star values of pride and respect also support this.*



A clear sequence of progression in learning

Our Children are constantly working to build on their understanding, skills and prior knowledge. At Upminster Infant School the curriculum is designed to: recognise children's prior learning, providing first hand learning experiences that inspire them to want to learn. This also allows the children to develop interpersonal skills, developing resilience to become creative, critical thinkers.

Our star value of effort and imagination support this.



Language rich and developing an enthusiasm to become a reader for life

It is our intent at Upminster Infant School to provide pupils with a high-quality education in English that will teach pupils to speak, read and write fluently so that they can communicate their ideas and emotions to others effectively. With regards to Reading, phonics will be emphasised in the early teaching of reading to beginners when they start school. We intend to encourage all pupils to read widely, to develop their knowledge of the world, to establish an appreciation and love of reading, to gain knowledge across the curriculum and develop their comprehension skills. It is our intention to ensure that, by the end of their infant education, all pupils are able to read with confidence, in any subject to aid them on their educational journey.

Local Links

Pupils who have a strong sense of school and British Values that will equip them with the personal attributes to positively face challenges throughout their lives, whilst ensuring they have a strong sense of moral purpose.

Our community involvement is an integral part of our curriculum, inviting families and visitors to facilitate learning new skills and sharing experiences. Children leave Upminster Infant School with a sense of belonging within a tightly knit community where they have the confidence and skills to make decisions, self-evaluate, make connections and become lifelong learners. Staff work hard to develop relationships with empathy and kindness. We support national as well as local charities adopting a new charity each academic year. Our children are supported to be healthy, both physically and emotionally. We want each child to feel valued and when they join the school they become an integral part of the UIS family.

Our values of effort, imagination, kindness, respect and pride help us strive achieve our very best.



Curriculum Impact - How do we ensure that children are learning the curriculum?



At Upminster Infant School we track attainment and progress to ensure that all pupils, make good progress. We use a balance of formative and summative assessment to review progress and to continually inform teaching and learning. Information from these approaches informs how teaching needs to be adapted and where sequencing of lessons needs to be modified to meet pupil need.