



Curriculum at Montgomery		
Aims	Topics	Foundation Subject Focus
<p>To develop the characteristics of effective learning:</p> <ul style="list-style-type: none"> To show curiosity in the world around them To play with what they know To seek challenges and take risks with their learning To demonstrate engagement and focus To show commitment and perseverance To generate ideas and explore possibilities To make links and notice patterns <p>To develop basic skills:</p> <ul style="list-style-type: none"> To speak clearly and convey ideas confidently To read and communicate ideas in writing efficiently and effectively To calculate efficiently and apply skills to solve problems To use new technologies confidently and purposefully 	<p>A1: I can make friends</p> <p>Friendship and Responsibilities</p>	<p>Art and Computing</p>
	<p>A2: I can make changes</p> <p>Fairness and Change</p>	<p>History and Music</p>
	<p>Sp1: I can follow my dreams</p> <p>Passions and Dreams</p>	<p>Geography and Computing</p>
	<p>Sp2: I can do this!</p> <p>Adversity and Resilience</p>	<p>Design Technology and Music</p>
	<p>Su1: I can make connections</p> <p>Community and Belonging</p>	<p>Geography and History</p>
	<p>Su2: I can be myself</p> <p>Creativity and individuality</p>	<p>Art and Design Technology</p>



Autumn 1: I can make friends Computing and Art Subject Focus			
Friendship		Responsibility	
<p>Children will learn that they can make friendships, it is an active process that requires thought and effort and they have the power to choose and build relationships that make them feel happy and safe. Children will learn how to make, maintain, repair and evaluate relationships. They will have opportunities to collaborate with others to work towards a common goal, listening, and taking account of others views. Children will be taught that they deserve to be treated with kindness and respect and that they too, have a responsibility to treat others with kindness and respect both in person and in the virtual world.</p>		<p>Children will understand that the adults around them have responsibilities to make sure they are safe. They will begin to consider their own responsibilities to themselves and to others. Children will be encouraged to reflect on their own learning, setting goals and considering their progress towards them. We hope to empower children by teaching them that they are capable of taking responsibility for many aspects of their life and doing so will have a positive impact on their health, friendships, learning and wellbeing.</p>	
Possibilities	Environment	Therapeutic Approach	Togetherness
<ul style="list-style-type: none"> Curriculum teaches that making friends is a possibility for all children Through taking responsibility for reflective learning children understand that it is possible to move towards their goals Visits from people working in their community demonstrate possibilities for future careers 	<ul style="list-style-type: none"> Play-pod materials provide opportunities for collaborative play and problem solving <ul style="list-style-type: none"> Children have the opportunity to take responsibility for different continuous provision areas in their classroom Children take responsibility for an allotment area Playground equipment that promotes collaborative play E.g. parachutes, long skipping ropes etc 	<ul style="list-style-type: none"> Repair, reflect and restore sessions encourage children to take responsibility for their behaviour <ul style="list-style-type: none"> Natural consequences encourage discussion about responsibility Adults employ a therapeutic approach in supporting children to negotiate and conflict resolution rather than stepping in to 'solve' every disagreement between friends 	<ul style="list-style-type: none"> Collaborative art, P.E and playground activities promote a sense of being a team The focus on friendship in PSHE aims to help children develop the skills they need to form and maintain positive relationships In RE children will explore how people from different faiths come together in special places



Curriculum Overview

Autumn 2: I can make a change History and Music Subject Focus

Autumn 2: I can make a change History and Music Subject Focus			
Fairness		Change	
<p>Children will think about what fairness means to them and what they can do if they feel something is unfair.</p> <p>Children will learn that fairness does not mean that everybody gets the same, but that everybody gets what they need and that we all have different needs as we are unique individuals. We believe that learning and applying the concept of fairness at an early age will build firm foundations for the development of empathy and sensitivity towards others.</p>		<p>Children will think about the ways that their choices effect changes every day. They will learn about individuals who fought to change things when they saw the world as unfair. They will discuss things that they would like to change and share ideas about how they can make change happen. There will be opportunities for children to make changes through the school council. Children will be encouraged to embrace change and</p> <p>In helping children to understand that they are powerful creators of their own world, we help them to develop self-esteem, confidence, independence and a sense of self-respect.</p>	
Possibilities	Environment	Therapeutic Approach	Togetherness
<ul style="list-style-type: none"> Curriculum teaches that it is possible for children to make changes in themselves and to their environments School council elections will take place and children will learn that it is possible to be heard and to make contributions and changes to their school Visits from people working in their community demonstrate possibilities for future careers 	<ul style="list-style-type: none"> Half termly trips to forest school give children the opportunity to observe seasonal changes in the natural world. The continuous provision classroom set up provides lots of opportunities and challenges for children using and sharing equipment and resources fairly. Timers are provided and can be used to help children share resources in a fair way. 	<ul style="list-style-type: none"> Exploration of the concepts of fairness will support children to understand why not all children have the same support or time given to them at school Teaching about significant individuals who make changes to the world includes considering effective and ineffective strategies for bringing about change. This can be applied therapeutically to supporting children to deal with a sense of injustice and conflict resolution. 	<ul style="list-style-type: none"> Children will learn about the power of togetherness and what can be achieved when people come together with a common aim. Children will experience the feeling of togetherness that comes from working together to perform songs and use their voices expressively in music Children will work together collaboratively on school council projects



Spring 1: I can find my passions
Geography and Computing Subject Focus

Passions		Dreams	
<p>Children will discover that our passions are the things that excite us. People who have found their passion, get great joy from spending their time on it. Even though following a passion can involve lots of hard work and sacrifice, having a passion is great for our wellbeing as it can bring us happiness and motivate us to keep learning and improving. Children will learn that different people have different passions and this makes the world a better place. Most importantly, children will be encouraged to be reflective, self-aware and open to new experiences so that they might discover their own passions.</p>		<p>Children will learn that dreams are hopes for the future that are often linked to our passions. Following your dreams means exploring what excites you and working to make your dreams come true. Children will learn about the great contributions made by people following their dreams in areas such as science, sport, literature and humanitarian causes.</p>	
Possibilities	Environment	Therapeutic Approach	Togetherness
<ul style="list-style-type: none"> • Curriculum teaches that it is possible for children to discover their passions and follow them. Children are introduced to a breadth of possibilities in terms of sports, science, literature, art, travel and lifestyle. • School staff sharing their many and varied passions teach children that possibilities extend beyond jobs for the future. That some people pursue a passion through and some alongside their job. 	<ul style="list-style-type: none"> • The continuous provision approach and classroom set up provides children with the time and resources to explore their own interests away from the direction of an adult. This supports children in discovering their passions. • Celebrating children’s engagement with a variety of activities and interests as well as academic achievements will teach that their passions are valuable and worthy of their time. 	<ul style="list-style-type: none"> • In order to discover passions children need to be self-aware and recognise when something kindles feelings of excitement, happiness, curiosity and imagination in them. Recognising these feelings will support them to seek experiences that generate these feelings. • Adults listening to and valuing children’s aspirations and dreams will help them to feel heard and respected. This will help children to develop a positive sense of self. 	<ul style="list-style-type: none"> • Children will learn about the feeling of togetherness that can be experienced when people with the same passion come together. <ul style="list-style-type: none"> • Children will be given opportunities to attend after school clubs and encouraged to come together with friends who have shared interests in provision and play times. • Children will learn that showing an interest in somebody’s passion is a great way to initiate friendships and positive interactions with others.



Spring 2: I can do it!			
Design Technology and Computing Subject Focus			
Adversity		Resilience	
<p>Adversity is hardship, challenge and misfortune, it is things going wrong. We will teach that adversity is a difficult thing to face as it brings negative emotions but that it is something that everybody faces in different ways. When we meet adversity we can choose to decide that life is unfair and to give up on our goals or we can choose to do what we can to overcome the problem. We will learn about famous people who suffered different kinds of adversity and overcame it to achieve their goals. We will ask the question ‘does adversity make you stronger?’ and ‘would life be better or worse without adversity?’ We will link adversity to the concept of resilience and give children practical ways to develop their resilience.</p>		<p>Resilience is how we handle adversity. We are resilient when we know how to work together, persevere to solve problems and cope with big emotions. There are ways that we can develop our resilience. Working as a supportive team reminds us that we are safe, loved and cared for, and that there are people who can help all around us. Working together we can be more resilient. Challenging ourselves to solve problems is great for building our resilience as it gives us a chance to practise solving problems, when we meet future obstacles we are reminded that we can handle problems – we have done it before and can do it again! To be resilient we need to be able to cope with all the big emotions that adversity can bring. Learning to recognise and accept these emotions is the first step to coping with them.</p>	
Possibilities	Environment	Therapeutic Approach	Togetherness
<ul style="list-style-type: none"> The curriculum introduces children to different musicians and musical genres. Children explore different musical instruments and learn that listening to and making music provides possibilities for self-expression, fulfilment and enjoyment. Through Design Technology children learn that it is possible to solve problems through design and innovation. 	<ul style="list-style-type: none"> The continuous provision and playpod equipment provides open ended and promotes problem solving and co-operative play that challenges and builds resilience. The classroom Thrive areas contain visual prompts and books that support children to use taught strategies to deal with big emotions. The allotments, garden and outside areas provide opportunities for planting linked to the Science topic. By stimulating all 5 senses, it promotes mindfulness and good mental health. 	<ul style="list-style-type: none"> The restorative conversations that take place after conflicts and anti-social behaviour help children to learn from adversity. They focus on strategies to overcome adversity in the future in healthy and pro-social ways. We celebrate mistakes as learning opportunities. We encourage a sense of pride in spotting and correcting mistakes, to reduce the fear of failure and build resilience. 	<ul style="list-style-type: none"> In Design Technology children are encouraged to share ideas and work together to solve problems. Talking openly about the adversity that we have faced as individuals in PSHE helps children to identify shared challenges and experiences bringing them closer together. <ul style="list-style-type: none"> Little Troopers club acknowledges the adversity that may faced by our military families and brings children with common experiences together to support one another.



Summer 1: I can make connections!
Geography and History Subject Focus

Belonging		Community	
<p>Children will learn that ‘belonging’ is a feeling of safety and happiness in a group. In order to ‘belong’ we have to be welcomed by other members of the group and show the same welcome in return. We can belong to lots of different groups; family groups, sports teams, schools, clubs and wider communities. The groups we belong to can be big or small. Children will be encouraged to think about their own sense of belonging and the groups that are important to them. We will consider behaviours that will help to build a strong sense of belonging in a group and those that damage it. We will ask if we need to be the same as every other member of a group in order to belong.</p>		<p>Being involved in a local community helps children to grow in lots of ways, it sends the message that children are important, they are loved and that they belong. We will spend time thinking about the different groups in our community and some of the ways that our community supports its members. We will think about the location, roles, history and diversity of our local community. We will consider our rights and responsibilities within a community and think about the rights and responsibilities of others. We hope that through this topic we can help children to understand that they are an important part of their community and make children aware of different ways that they can connect with their local community.</p>	
Possibilities	Environment	Therapeutic Approach	Togetherness
<ul style="list-style-type: none"> The exploration of different community groups in PSHE introduces children clubs and groups that they may not have been aware of and that they could join. In Geography Year 2 compare their community with one on a different continent. Comparing different ways of life exposes the children to the idea that there are different ways of living. 	<ul style="list-style-type: none"> The consistency between the provision, displays and resources in our classrooms means that every room in the school feels familiar and promotes a sense of belonging. Our uniform provides a sense of belonging. Opportunities for uniform swaps and second hand sales ensure that our uniform is accessible to all and nobody feels excluded. 	<ul style="list-style-type: none"> Teaching children about the importance of belonging and identifying the feeling and behaviours associated with belonging supports children to recognise healthy relationships and identify when a relationship to a group is unhealthy. This can help children to communicate their needs. Through PSHE and stories we explore scenarios where people feel that they do not belong and explore solutions. 	<ul style="list-style-type: none"> This topic is a celebration of togetherness. It encourages children to come together with their families, communities and people who share their passions. In Geography, Year 1 study the United Kingdom and children will understand that England is part of a union with other countries, that each have different capital cities, different accents and traditional dress etc. that work together.



Curriculum Overview

Summer 2: I can be myself!

Art and Design Technology Subject Focus

Creativity

Creativity is the act of making your imagination, ideas, feelings and dreams into a reality. This could be through art, writing, dance, acting, singing, and building...whatever way you like to share your ideas. Children will learn that creative behaviour is behaviour that is inventive and imaginative, being creative isn't just about art, the world's most important scientists are creative thinkers who come up with new ideas and theories.

We will learn that to be creative you need to be willing to take risks, to explore an idea, accepting that it may not work. We will think about how you need to be flexible, this means being willing to change and adapt your ideas. And we will learn that being open minded can help us to be creative as being willing to think about lots of different ideas helps us to notice and explore new possibilities. Children will be given time to be creative and the permission to play with ideas and experiment without expecting a certain outcome.

Individuality

Children will learn that every person is their own individual self with a unique identity that makes them who they are. Everyone has different talents, sense of humour, dreams, interest, and fears and this is what makes the world so interesting. We will read stories about characters who overcame worries and doubts about the things that make them different to others and encourage children to embrace and celebrate their differences.

Children will be encouraged to think about what makes them an individual and to celebrate the things that make them different.

Possibilities

- Studying artists whilst engaging in a rich Art curriculum opens children up to the possibility of Art as a joyful pursuit beyond school and into adult life.
- School trips in this half term introduce children to the possibilities available in the local area to continue their learning beyond the classroom.

Environment

- Woodwork benches and junk modelling areas linked to DT provide children with the opportunity to apply taught skills as follow their individual interests in continuous provision time.
- Art areas in all classes provide opportunities for child led creative exploration.

Therapeutic Approach

- The focus on creativity and individuality is designed to allow children the freedom to express themselves through open ended projects.
- We consider and share our individual feelings, thoughts and questions about making the transition to the next class.
- Exploring the different designs made by individuals who are working to the same success criteria teaches that there is more than one way of solving problems.

Togetherness

- The school carnival provides an opportunity for children to think about the places special to them and celebrate our similarities and differences together in a joyful celebration!
- We work together on a collaborative Art project to display in the hall. Valuing the different techniques, ideas and approaches taken by everybody to complete a whole school piece of Art.



MONTGOMERY
INFANT SCHOOL AND NURSERY

Curriculum Overview