

Curriculum Intent, Implementation and Impact

Whole School (FS1–Year 2)

Intent

At Scartho Infants' School and Nursery, our curriculum is designed to nurture curious, confident and compassionate learners from their earliest moments in education. Rooted in our strong values and inclusive ethos, our curriculum aims to equip every child - from Nursery (FS1) through to Year 2 - with the knowledge, skills and attitudes they need to thrive as learners and as members of their community.

Our Scartho Citizen values - self - awareness, being caring, being articulate, being respectful, thoughtfulness, honesty and being organised - are woven through every aspect of our curriculum. They shape the way children learn, interact and contribute to their community.

We intend to provide a curriculum that:

- Builds secure foundations from the start.
- Ensures children experience rich, play - based provision in the Early Years that develops communication, language, early reading, early maths and personal, social and emotional development.
- Establishes progressive building blocks that prepare children seamlessly for KS1 learning.
- Inspires curiosity and a love of learning.
- Provides meaningful, coherent sequences that connect ideas and allows children to revisit and deepen learning.
- Uses high-quality texts, purposeful projects and hands - on learning to engage and motivate.
- Represents our community and the wider world.
- Ensures children see themselves, their families and their experiences reflected and valued.
- Introduces children to diversity, difference and global citizenship in developmentally appropriate ways.
- Prioritises communication, language and vocabulary.
- Embeds talk, language modelling and explicit vocabulary instruction across all subjects.
- Ensures children have the oracy skills they need to access the curriculum and articulate their understanding.
- Supports the whole child.
- Is trauma - informed, relationship - led and centered on emotional safety.
- Promotes resilience, independence, collaboration and responsibility.
- Leaves no child behind.
- Ensures learning is ambitious for all, with appropriate scaffolds and adaptations.
- Provides targeted support to address gaps swiftly and effectively.

Implementation

We deliver our curriculum through consistent, evidence - informed practice across all phases.

Curriculum Design

- A carefully sequenced, spiraled curriculum from FS1 to Year 2, aligned with the National Curriculum, EYFS Framework and our school vision.
- Subjects are planned as coherent sequences of learning with clear knowledge, vocabulary and skill progression.
- Reading is at the heart of the curriculum, with texts selected for quality, inclusivity and impact.
- Writing sequences follow the July 2025 Writing Framework, focusing on oral rehearsal, vocabulary development, sentence - level mastery and purposeful application.
- Mathematics follows White Rose Maths, supplemented with adaptive teaching and embedded reasoning.
- Foundation subjects combine disciplinary knowledge (how the subject works) with substantive knowledge (what children learn), ensuring age-appropriate challenge and strong preparation for KS2.

Pedagogy

- High-quality modelling, explicit instruction and guided practice are used consistently across lessons.
- Retrieval practice, spaced repetition and cumulative review ensure learning is remembered long - term.
- “I do – We do – You do” structures support clarity and reduce cognitive load.
- Teachers adapt plans responsively based on pupil need, professional judgement and formative assessment.

Early Years

- FS1 provides rich opportunities for exploration, vocabulary growth and early curriculum foundations through carefully planned continuous provision.
- FS2 blends structured teaching with purposeful provision, preparing children for KS1 routines while protecting the principles of play, exploration and discovery.

KS1 and Continuous Provision

Year 1 and Year 2 include structured, progressive teaching alongside high - quality continuous provision opportunities designed to:

- revisit core skills;
- embed concepts through play and exploration;
- promote independence and problem - solving;
- use outdoor learning purposefully to enrich learning across the curriculum.

Assessment

- Formative assessment is embedded in every lesson through questioning, observation, learning partner talk and live feedback.
- Summative assessment is used proportionately to track progress and identify next steps.
- Teacher professional judgement is central to curriculum adaptation, catch-up and challenge.

Environment

- Classrooms are calm, carefully organised and vocabulary - rich.
- Displays support learning rather than overwhelm: learning walls reflect current learning and help children recall key knowledge.
- Provision areas promote exploration, independence, collaboration and application of taught skills.

Inclusion and SEND

- Adaptive teaching responds to individual needs within high - quality whole - class teaching.
- Additional interventions are targeted, time - limited and linked directly to the curriculum.
- Staff use consistent trauma - informed approaches, supporting regulation, connection and emotional safety.

Impact

By implementing our curriculum effectively, we expect to see:

- Children who are confident, curious learners.
- Children who ask questions, make connections, take risks and enjoy learning.
- Increasing independence and resilience across subjects.
- Strong foundations for future learning.
- FS1 and FS2 children demonstrating secure early language, early maths, social-emotional development and readiness for KS1.
- Year 1 and Year 2 pupils who know more, remember more and can do more.
- High-quality outcomes across subjects.
- Children who can articulate learning using accurate vocabulary.
- Work that demonstrates clear progression in knowledge, skills and understanding.
- Improved long - term retention.
- Children who retrieve and apply knowledge across contexts.
- Reduced reliance on adult scaffolding over time.

Equity and inclusion

- All children - including those with SEND or facing disadvantage - achieving well from their starting points.
- Gaps identified early and addressed effectively.
- Confident readers, fluent mathematicians and competent writers.
- Secure subject foundations that allow children to access the KS2 curriculum successfully.
- A thriving school community.
- Families who understand and value our curriculum.
- Children prepared for Key Stage 2.
- Staff who feel empowered, professionally trusted and aligned in their practice.