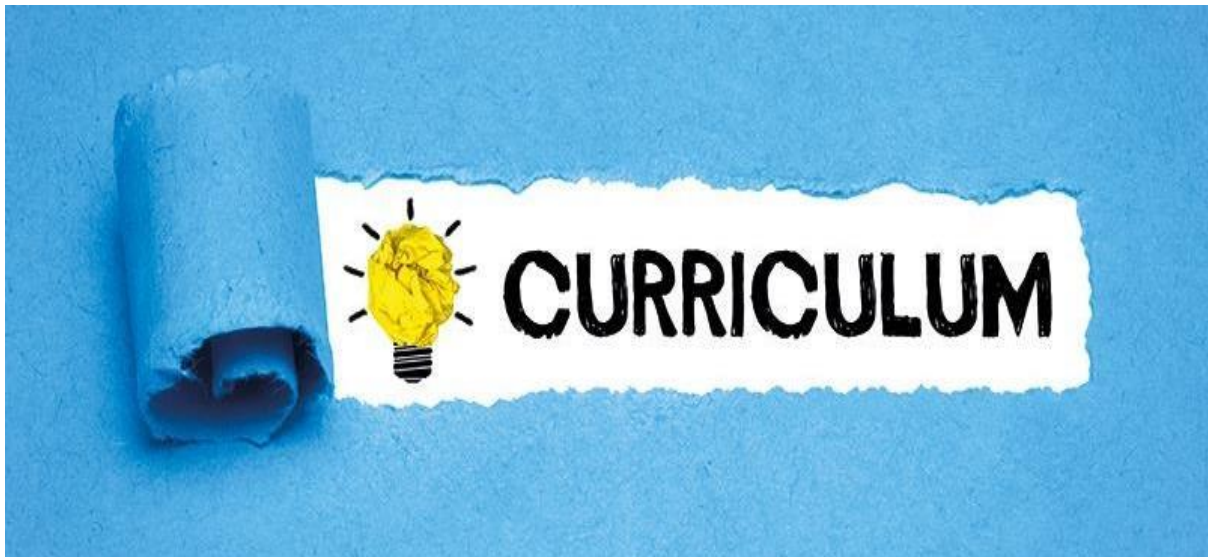




KS1 Curriculum Policy

(Intent)



Written By	K. Lloyd	Approved By	Governors
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Aims

At Bowlsh Infant School, our curriculum is designed to provide a coherent, ambitious, and rigorous foundation for every child in Key Stage 1.

We aim to deliver a high-quality, consistent educational experience that inspires curiosity, nurtures creativity, and supports all learners in achieving their full potential by:

- delivering a carefully planned two-year rolling programme to meet the needs of our mixed-age classes;
 - thoughtfully sequencing learning to ensure that, whichever year group children are in, they access a connected, progressive curriculum that revisits and deepens key knowledge and skills over time;
 - supporting children to build on prior learning, make meaningful links across subjects, and retain what they have learned — enabling them to know more and remember more.
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Curriculum Rationale

At Bowlsh Infant School, our curriculum is underpinned by the **National Curriculum for England and Wales (2014)**, which serves as the core framework for the content and progression of learning across all subjects. This statutory foundation ensures breadth, balance, and coherence in what we teach, while allowing us the flexibility to shape our provision to meet the needs of our pupils and our school community.

Our curriculum is purposefully designed to support and challenge all pupils, enabling them to acquire the essential knowledge, skills, and attributes needed for a successful transition to the next stage of their education. Beyond academic readiness, we recognise our broader responsibility to prepare children for lifelong learning and to equip them to become thoughtful, respectful, and active citizens in an ever evolving and diverse society.

Teaching and learning at Bowlsh Infant School is built upon a clear pedagogical structure. Lessons are carefully sequenced to ensure that new learning is introduced at the right time, with deliberate opportunities for children to revisit, rehearse, and embed knowledge. This approach helps pupils build understanding in a logical, cumulative way, promoting secure and long-term learning.

We understand that children learn in diverse ways and at different paces. Our curriculum reflects this by being inclusive and adaptable, recognising and supporting the unique cognitive and developmental needs of all learners, including those with Special Educational Needs (SEN). Adaptive teaching, appropriate scaffolding, and thoughtful use of assessment ensure that all children can access the curriculum meaningfully.

Our curriculum not only promotes the acquisition of knowledge but also prioritises the development of subject-specific skills. We encourage pupils to explore, investigate, and engage deeply with content through active learning experiences. We value the demonstration of understanding through a variety of means—not solely through written work—and place high importance on the process of learning as well as the outcomes.

To further enrich the curriculum, we provide a wide range of visitors, trips, and extended learning opportunities, helping to bring learning to life and offering real-world context. These experiences help to deepen understanding, enhance engagement, and inspire curiosity beyond the classroom.

Our curriculum at Bowlsh Infant School is designed to be ambitious, inclusive, and enriching, laying the foundations for our pupils to flourish both in their immediate learning journey and in their future lives as confident, capable, and compassionate individuals.

EYFS Bridging

At Bowlsh Infant School, we recognise the importance of a smooth and supportive transition from the Early Years Foundation Stage (EYFS) to Key Stage 1 (KS1). We are committed to ensuring continuity, consistency, and progression in learning as children move from a play-based, child-centred environment to more formal, subject-based learning. Our approach values the strong foundation established in Reception, where communication, independence, and curiosity are nurtured.

To support this transition, we have carefully designed our curriculum to bridge EYFS and KS1. This includes clear mapping of the skills, knowledge, and learning behaviours developed in the EYFS and how these are built upon and extended in KS1. Through our EYFS to KS1 bridging documents, we ensure that children's prior learning of skills in different curriculum areas are recognised and celebrated, enabling them to consolidate their understanding while gradually adapting to the increased structure and expectations of the National Curriculum. This thoughtful transition process helps to maintain children's confidence, engagement, and motivation as they progress through their learning journey.

Curriculum Documents

To ensure a well-sequenced and progressive curriculum, we use a range of planning documents that outline the key knowledge, skills, and learning intentions for each subject. These documents include:

- Description of key concepts or big ideas
- Progression of disciplinary/procedural knowledge
- Coverage of substantive/declarative knowledge
- Organisation of curriculum units over the 2year rolling programme
- Curriculum design rationale

Curriculum Monitoring

At Bowlsh Infant School, we are committed to ensuring that our curriculum is implemented effectively and delivers high-quality teaching and learning experiences for all children. To support this, we use a range of monitoring approaches to evaluate the quality and impact of our curriculum. These methods include, but are not limited to: learning walks, book looks and "look at learning" activities, pupil voice, teacher voice, parent voice, analysis of assessment data, review of the learning environment, and feedback from external reports. It is not expected that all methods will be used in every monitoring cycle; rather, they are selected based on the focus and purpose of each review.

During monitoring, we look for evidence that:

- Learning tasks are purposefully designed, ambitious, coherent and rigorous to meet the expectations of the curriculum.
- Curriculum content is broken down into manageable chunks that are carefully sequenced to support progression.
- Teaching demonstrates strong subject knowledge and is both effective and consistent across the school.
- Appropriate adaptations are made to support all learners, without narrowing the curriculum.
- Pupils are well prepared for future learning through a clear progression of knowledge and skills.
- Opportunities are provided for pupils to revisit, rehearse and practise key skills and knowledge.
- There is a clear and appropriate balance between substantive (declarative) knowledge and disciplinary (procedural) knowledge.

Our monitoring processes inform ongoing professional development, support continuous improvement, and ensure that our curriculum meets the needs of all learners.

Bowlish Subject Intents

Speaking & listening	Writing
<ul style="list-style-type: none"> To develop confident, articulate speakers who can express themselves clearly in a range of contexts. To foster active listening skills so children can respond appropriately and engage in respectful dialogue. To support vocabulary acquisition and language development through rich and varied learning experiences. To develop oracy skills as a foundation for reading comprehension, effective writing and to support the skills needed for the rest of the curriculum and lifelong learning. 	<ul style="list-style-type: none"> Foster a love of writing through purposeful, engaging opportunities across a range of genre. Begin by focusing on building solid foundations in basic sentence construction, including oral rehearsal, capital letters, full stops, and finger spaces. Extend writing skills to include more complex sentence structures, varied punctuation, expanded vocabulary, and cohesive writing across a range of genres. Support the transition from spoken to written language, ensuring children can articulate ideas verbally before recording them. Embed grammar, punctuation, and spelling progressively and meaningfully, tailored to each year group's developmental stage. Develop handwriting through consistent teaching and practice. Encourage and nurture creativity in writing.
Reading & Phonics	Maths
<ul style="list-style-type: none"> Ensure all children develop a secure foundation in phonics to become confident, fluent readers by the end of KS1. Deliver a systematic synthetic phonics program with consistency across the school. Develop reading fluency through regular practice, accurate decoding, repeated reading of familiar texts, and modelling of expressive reading (prosody). Develop children's reading comprehension and inference skills by teaching them to understand, discuss, and engage with texts at a deeper level, encouraging them to read between the lines, make predictions, and justify their ideas using evidence from the text. Promote a love of reading through exposure to a wide range of high-quality texts, both fiction and non-fiction Support children to become independent and enthusiastic readers who can access the wider curriculum with confidence. 	<ul style="list-style-type: none"> Be fully inclusive to every child. For children to have positive attitudes towards maths, they will be engaged and motivated to be able to achieve their true potential. For children to develop skills of resilience and determination in their work. Develop a secure understanding of number and the number system as the foundation for future mathematical learning. Foster strong arithmetic skills by ensuring children are confident in addition, subtraction, multiplication, and division appropriate to their age. Promote automaticity in key number facts. Ensure fluency in mathematical procedures through regular practice and varied representations (concrete, pictorial, abstract). Encourage reasoning and explanation, supporting children to articulate their thinking using appropriate mathematical vocabulary. Provide opportunities for children to apply mathematics in real-life contexts, developing problem-solving skills and resilience. Build a positive mathematical mindset where children feel confident, curious, and ready to explore mathematical ideas.
Science	PSHRE
<ul style="list-style-type: none"> To inspire curiosity and wonder about the natural world. 	<ul style="list-style-type: none"> Develop self-awareness and confidence through exploring emotions, personal identity, and positive self-image.

<ul style="list-style-type: none"> To build firm foundations in scientific knowledge and enquiry skills, preparing children for KS2 and lifelong learning. To promote a love of science through practical experiences, questioning, and exploration. To develop a broad understanding of the natural world by exploring key concepts defined by the National Curriculum, enabling children to recognize, describe, and make connections. Support children to 'think like a scientist' by building foundational scientific thinking skills. Expose children to a diverse range of real-life scientists, science-related careers, and everyday applications of science, broadening their understanding of who scientists are and how science impacts the world. 	<ul style="list-style-type: none"> Foster healthy relationships by teaching respect, kindness, and empathy towards others. Build foundational social skills such as sharing, cooperation, and effective communication. Introduce basic concepts of safety including understanding personal boundaries and recognising safe and unsafe situations. Encourage responsibility for personal health, hygiene, and well-being. Promote emotional literacy by helping children identify and express their feelings appropriately. Support understanding of diversity and inclusion by celebrating differences and encouraging acceptance.
Computing	P.E
<ul style="list-style-type: none"> Develop children's confidence and independence in using technology safely and purposefully. Foster early computational thinking skills through simple programming and problem-solving activities. Encourage creative use of digital tools to explore, create, and communicate ideas. Build understanding of how technology is used in everyday life and can support learning across other curriculum subjects. Promote awareness of online safety and respectful behaviour in digital environments. Engage children in national events such as Safer Internet Day to reinforce safe and responsible technology use. 	<ul style="list-style-type: none"> Develop the children's Fundamental Movement Skills that will underpin the foundation of a variety of sports. Provide high-quality PE lessons where the children will be able to develop their physical stamina, skills and core stability. Encourage a love of physical activity and an understanding of the importance of a healthy lifestyle. Develop skills of healthy participation throughout all PE activities. Provide opportunities for children to utilise their developed Fundamental Movement Skills in real life sporting and competitive situations.
History	Geography
<ul style="list-style-type: none"> Inspire children to explore the past and develop their own historical curiosity. Develop children's understanding of history as a sequence of events by teaching history in clear, manageable chunks of time to support a strong sense of chronology. Foster knowledge of the big ideas in history including legacy, everyday life, invasion and settlements, hierarchy and power, helping children to connect these concepts across different historical contexts. Support children to 'think like a historian' by developing children's historical skills of enquiry. Develop children's knowledge of a range of periods through history, making links between them. Provide opportunities for children to use their skills from other subjects such as English and maths in their historical learning. 	<ul style="list-style-type: none"> Inspire children to explore the geography of the world and develop curiosity. Develop children's understanding of geography by supporting their understanding of the big ideas in geography: place, space, scale, environment, and human-physical interconnections. Support children to 'think like a geographer' by developing their skills of geographical enquiry. Develop children's knowledge of a range of geographical localities, making links and comparisons between them. Provide opportunities for children to use their skills from other subjects such as English, maths and science in their geographical learning.
RE	DT
<ul style="list-style-type: none"> Encourage natural curiosity through an enquiry-based approach to learning about religions, worldviews, and spiritual experiences. Support pupils to make personal, meaningful connections with what they learn. 	<ul style="list-style-type: none"> Foster creativity, problem-solving, and practical skills through engaging, hands-on projects that encourage children to become confident designers and makers.

<ul style="list-style-type: none"> • Foster respect and appreciation for diversity by exploring a range of beliefs and practices across different religions and worldviews. • Nurture children's spiritual, moral, social, and cultural development through stories, celebrations, discussion, and sensory exploration. • Promote a safe and inclusive space where all children feel valued and confident to express their ideas and listen respectfully to others. • Enable pupils to explore identity and belonging. • Prepare pupils for future learning by establishing secure foundations in key religious vocabulary, concepts, and respectful dialogue. 	<ul style="list-style-type: none"> • Introduce children to the big ideas of DT through age-appropriate units. • Enable children to explore existing products to identify purpose, materials, and how they work. • Support children to design purposeful, functional products based on their own ideas and user needs. • Guide children through the making process with increasing independence, encouraging them to select and use appropriate tools, materials, and techniques safely. • Develop children's evaluation skills. • Lay strong foundations for future DT learning.
Music	Art
<ul style="list-style-type: none"> • Foster a love of music by providing joyful, engaging, and inclusive musical experiences for all children. • Develop confidence and skill in singing through regular opportunities to sing individually and as part of a group or class. • Cultivate active listening skills, helping children to notice and describe musical element. • Introduce basic musicianship by exploring pulse, rhythm, pitch, and dynamics through body percussion, instruments, and movement. • Encourage creativity in composition, allowing children to experiment with sounds, patterns, and instruments to create their own simple musical ideas. • Promote performance skills by giving children regular opportunities to share music in class, assemblies, or informal concerts, building confidence and stage presence. • Provide exposure to diverse musical styles and cultures, fostering curiosity and broadening musical understanding. • Lay the foundations for musical progression, preparing children for the next stage of their education. • Provide opportunities for participation in community musical events and school clubs 	<ul style="list-style-type: none"> • Develop children's confidence and enjoyment in exploring a variety of art forms including drawing, painting, sculpture, and collage. • Encourage regular use of sketchbooks as a personal space to experiment, practice skills, and record ideas. • Build procedural knowledge through hands-on activities that teach children how to use different tools, materials, and techniques effectively. • Foster theoretical understanding by introducing children to the purpose of art and the stories behind their creations. • Introduce a diverse range of artists and craft makers from different cultures, backgrounds, and historical periods to inspire creativity and broaden perspectives. • Provide opportunities for children to respond creatively in the moment, encouraging spontaneous expression alongside planned work. • Promote reflection and discussion about their own artwork and that of others to develop visual literacy and critical thinking.

Teaching Timetable Rationale

At Bowlsh Infant School, we recognise that all subjects within the National Curriculum have equal value and importance in contributing to children's development, understanding, and sense of the world around them. In line with this, we treat each subject as a distinct and meaningful discipline, allowing pupils to build a clear sense of what it means to think, speak, and learn as a historian, scientist, geographer, artist, or musician.

While subjects are taught discretely, we are equally committed to maintaining an understanding that skills and knowledge are transferable across disciplines. For example, measurement skills acquired in mathematics may be applied in science investigations, and vocabulary developed in English may enrich work in history or geography. This connected approach supports our aim to provide a coherent and rigorous curriculum that prepares children not only for their next stage of education but for lifelong learning.

To ensure consistency, depth and progression, our curriculum is carefully timetabled. Core subjects such as English, mathematics, science, PE and music are taught on a daily or weekly basis, reflecting their foundational role in children's educational development. All other subjects are delivered through discrete blocks or units on a termly or half-termly basis, allowing pupils to immerse themselves fully in their learning. This approach ensures that children can grasp the key features of each discipline and develop clear, subject-specific knowledge and skills.

To further strengthen long-term understanding, we incorporate 'sticky knowledge' sessions. These sessions allow children to revisit, rehearse, and reinforce previously learned content, supporting retention in long-term memory so that pupils can learn more and remember more over time.

A key feature of our curriculum model is that we begin each half term with a PSHRE (Personal, Social, Health and Relationships Education) unit. This not only supports children in settling into the new term but ensures early focus on essential personal, emotional, and social development. These themes are then regularly revisited and reinforced, both within the classroom and through wider school life.

Additionally, we recognise that some subjects or units of learning are best experienced in a more immersive and practical way. Teachers are therefore given the professional freedom to plan and deliver certain units as whole-day experiences when this best supports the intended outcomes and engages pupils in meaningful, memorable learning.

The Bowlsh Curriculum

At Bowlsh Infant School, our curriculum is intentionally designed to reflect our shared vision and core values: it is coherent, ambitious, connected, rigorous, high-quality, and consistent. These six principles underpin every aspect of our curriculum and ensure that all children are given the opportunity to thrive academically, socially, and personally during their formative Key Stage 1 years.

Our curriculum is carefully sequenced to ensure that children know more and remember more over time. It is built on the belief that learning is most effective when it is purposeful, well-structured, and revisited in meaningful ways.

We explicitly teach and develop both substantive knowledge (the facts, concepts, and information specific to each subject) and disciplinary knowledge (the methods, skills, and ways of thinking that help children question, investigate, and make sense of their learning). In some subjects, these are referred to as theoretical (what we know) and procedural (how we apply or 'show' that knowledge). Our curriculum enables children to build a secure and connected understanding across both types of knowledge.

Learning at Bowlsh is designed to be connected – within and across subjects – so children can build on what they already know and apply their knowledge in different contexts. Carefully designed progression and subject-specific planning ensure that learning is coherent and builds step-by-step across the Key Stage. We provide children with multiple opportunities to revisit, deepen, and embed key knowledge, ensuring it is retained in long-term memory. We are committed to high-quality teaching that engages, challenges, and supports every learner.

Our curriculum

- has clear, progression that builds on what children already know.
- ensures secure development of both substantive and disciplinary knowledge.
- promotes long-term retention and retrieval through carefully planned review and practice – sticky knowledge.
- is inclusive, responsive, and ambitious for all learners.
- nurtures curiosity, critical thinking, and a love of learning from the earliest years.

Our Bowlsh Curriculum prepares children not only for the next stage of education but for life as thoughtful, knowledgeable, and engaged individuals in a diverse and ever-changing world.

KS1 2year Rolling Curriculum

Year A

	Blocked Subjects							Taught Weekly		
A	PSHRE	RE	History	Geography	Computing	Art	DT	Science	PE	Music
Aut 1	Being Me	Christianity What do Christians believe about God?		Shepton Mallet and the local area	Dig.Lit Online Safety and Exploring Purple Mash Dig Lit: Effective Searching	Spiral Art			Real PE Personal cog Footwork – one leg balance Real Gym: Shape Travel	Sing Up Menu Song
Aut 2	Celebrating Difference	Christianity What gifts might Christians in my town have given Jesus if He had been born here rather than in Bethlehem?	How have toys and games changed?		Com. Sci Lego Builders		Structures – Playground Equipment	Materials	Real PE: Social cog – Seated Balance Real Dance: Creativity – Shapes, Artistry, Circles, Partnering	Sing Up Colonel Hathi's March Nativity Performances
Spr 1	Dreams and Goals	Judaism Who is God to the Jews?		Is London the same as Shepton Mallet?	Dig Lit Technology Outside of School Com Sci Grouping and Sorting	Exploring Watercolour		Animals incl. humans	Real PE: cognitive cog – Dynamic Balance Stance Y1 – swimming Y2 - Games skills / Teamwork	Football
Spr 2	Healthy Me	Christianity How important is it to Christians that Jesus came back to life after his crucifixion?	What happened in Shepton Mallet?		Info Tech: Creating Pictures		Y1: Textiles – Fabric collages: flags Y2: Cooking and Nutrition - Healthy Wraps	Living things and their habitats	Real PE: creative – ball skills, counter balance Y1 – swimming Y2 - Games skills / Teamwork	Who Stole my Chickens and my Hens?
Sum 1	Relationships	Judaism Is Shabbat important to Jewish children?		How is the weather different in Somerset and a tropical place?	Com Sci Coding	Inspired by Flora and Fauna		Plants	Real PE: Physical – Sending and Receiving, reaction / response Real Gym: Flight Rotation	Dancing and Drawing to Nautilus Cat and Mouse
Sum 2	Changing Me	Christianity Is it possible to be kind to everyone all of the time?	Why was the Fire of London Great?		Com Sci Coding	Be an architect	Mechanisms – Moving Picture		Real PE: Fitness – Ball Chasing, Floor work Sports Day practise	Come Dance with Me

KS1 2year Rolling Curriculum

Year B

	Blocked Subjects							Taught Weekly		
A	PSHRE	RE	History	Geography	Computing	Art	DT	Science	PE	Music
Aut 1	Being Me	Humanism What do Humanists believe?		Shepton Mallet and the local area	Dig Lit Online safety and exploring purple mash Com Sci Maze Explorers	Explore and draw		Materials	Real PE Personal cog Footwork – one leg balance Real Gym: Shape Travel	Tony Chestnut
Aut 2	Celebrating Difference	Christianity Why do Christians believe God gave Jesus to the World?	How has transport changed?		Dig Lit Online Safety		Mechanisms – Moving Vehicle		Real PE: Social cog – Seated Balance Real Dance: Creativity – Shapes, Artistry, Circles, Partnering	Carnival of the Animals Nativity Performances
Spr 1	Dreams and Goals	Judaism Does visiting the synagogue help Jewish children feel closer to God?		Is Edinburgh the same as Shepton Mallet?	Info Tech Questioning	Simple Printmaking		Animals incl. humans	Real PE: cognitive cog – Dynamic Balance Stance Y1 – swimming Y2 - Games skills / Teamwork	Grandma Rap
Spr 2	Healthy Me	Christianity Why was Jesus welcomed like a king or celebrity on Palm Sunday?	Who was Isambard Kingdom Brunel?		Info Tech Animated Storybooks		Y1: Textiles – Fabric collages: flags Y2: Cooking and Nutrition - Healthy Wraps		Real PE: creative – ball skills, counter balance Y1 – swimming Y2 - Games skills / Teamwork	Swing-a-long with Shostakovich Charlie Chaplin
Sum 1	Relationships	Ethical Veganism What do vegans believe?		How is the weather different in Somerset and a polar place?	Info Tech Making Music	Expressive painting		Plants	Real PE: Physical – Sending and Receiving, reaction / response Real Gym: Flight Rotation	The Rockpool Rock
Sum 2	Changing Me	Buddhism Why is the story of the Buddha important to some Buddhists?	Who lived in castles?		Info Tech Pictograms Info Tech Presenting Ideas		Structures - Castles		Real PE: Fitness – Ball Chasing, Floor work Sports Day practise	Tanczyny Labada