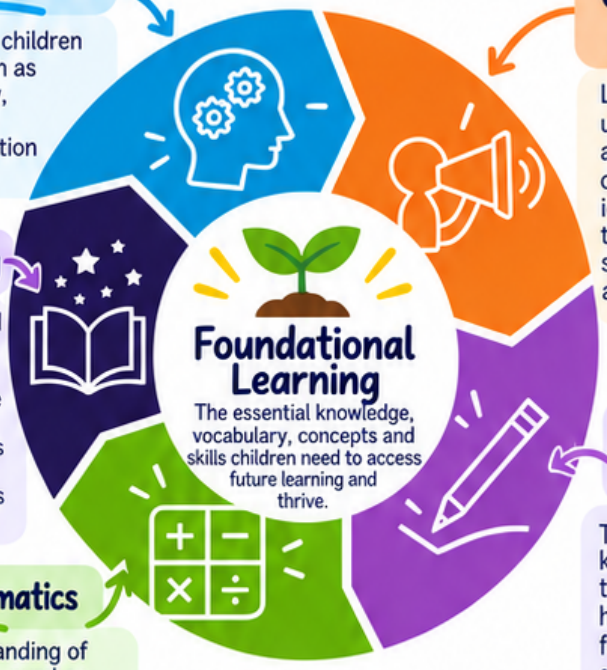
Building Strong Foundations for Future Learning

At St Botolph's, we want every child to **know more, remember more and do more** as they journey through our school. We believe that secure foundational knowledge gives children the confidence and capacity to thrive within our ambitious curriculum.

What are the building blocks?

In every subject, we identify the important building blocks that children need. This might include:

- Secure phonics and decoding so children can become fluent readers.
- Secure transcription skills, including handwriting and spelling, so children can record their ideas fluently.
- Vocabulary that enables children to understand, discuss and communicate increasingly complex ideas.
- Number facts and mathematical knowledge that children can recall fluently and apply to reasoning and problem solving.
- Chronological knowledge that helps children place new historical learning within what they already know.
- Geographical knowledge that helps children understand places, processes and connections.
- Scientific knowledge and vocabulary to explain and understand the world around them.
- The knowledge, skills and understanding to keep themselves healthy, safe and well.
- Our Christian values and wider knowledge that help children understand themselves, other people and the world in which they live.



Executive function

The thinking skills children need to learn, such as attention, memory, problem solving, planning, organisation and self-control.

Communication and language

Listening, speaking, understanding and using a rich vocabulary enable children to express their ideas, explain their thinking and engage successfully in learning across the curriculum.

Early reading

Phonics, decoding and fluency give children the skills to read confidently. A secure vocabulary and comprehension helps them to access and enjoy learning across the curriculum.

Early writing – transcription

The physical skills and knowledge children need to write, including handwriting, letter formation, spelling and sentence construction.

Early mathematics

A strong understanding of number, counting, number facts and key mathematical concepts enables children to solve problems, reason and make connections.

How do we build learning over time?

We carefully sequence our curriculum so that learning builds year upon year. Important knowledge is deliberately revisited, retrieved, connected and applied so that it becomes increasingly secure in children's long-term memory.

Grounded in what we know
We activate prior learning.

→

Retrieve and reconnect
We revisit previous learning and make connections.

→

Open up new learning
We explicitly teach new knowledge and vocabulary.

→

Weave it into what we know
Children apply their learning and revisit it over time.

How do we know what children know?

Teachers continually check understanding through questioning, discussion, observation, children's work and purposeful assessment. This helps us identify what is secure, what may have been forgotten and what needs to be revisited or developed further.

We don't just ask "Have we taught it?"
We ask "Have they learned it?
Can they remember it? Can they use it?"

Strong foundations for every child

We have high ambitions for every child, regardless of their starting point or individual need. Where children have gaps in knowledge, we identify these early and provide appropriate support. Our aim is for support to open up access to our curriculum, not unnecessarily narrow it.

Strong foundations today help our children to flourish as the lifelong learners of tomorrow.

Nurture Potential • Be Guided by Values • Live Well Together

Respect · Thankfulness · Compassion · Truthfulness · Perseverance · Friendship