

## Junior School Curriculum Policy (Nursery to Year 6)

### Introduction

In Junior School we aim to provide a curriculum that will enable each girl to achieve her full potential, with zest, enthusiasm and enjoyment, whilst becoming a skilled and independent learner with an intellectual curiosity which equips her for future life.

The taught curriculum is comprised of The National Curriculum and the NHSG Curriculum. We ensure the children have a range of learning experiences that challenge, stimulate and promote thinking and learning using both indoor and outdoor learning spaces.

### Aims

The aims of the curriculum are to:

- promote high standards in reading, writing and mathematics;
- allow girls to develop a knowledge of themselves in time and space;
- enable girls to acquire knowledge and skills in science
- enable girls to be confident in the use of ICT;
- promote spiritual development;
- promote physical and mental development and an awareness of the importance of a healthy lifestyle;
- enable girls to be aware of the importance of and participate in the arts and related cultural themes;
- enable girls to develop moral sensibility through carefully taught values
- develop the personal and social skills of each girl
- provide equality of access and the opportunity for all girls to make progress;
- prepare girls for the opportunities, responsibilities and experience of adult life.

The curriculum is planned effectively, providing continuity and progression. It promotes an enjoyment of learning and a commitment to learning and achieving.

Through the provision of rich and varied activities, we aim to:

- encourage the best possible progress and the highest attainment for all girls;
- enable girls to make connections across different areas of learning;
- help girls to think creatively and solve problems;
- develop pupils' capacity to learn and work independently and collaboratively;
- enable girls to respond positively to opportunities, challenge and responsibility;
- enable girls to acquire and develop a broad range of knowledge, skills and understanding.

## Organisation

We plan our curriculum in four phases: the Early Years Foundation Stage; Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2.

The curriculum is designed to ensure equal access for all girls and pays due regard to the Inclusion and Learning Support Policy and Equal Opportunities Policy. The Policy also relates to the following: Learning and Teaching Policy; Assessment and Reporting Policy; Subject Policies and Early Years Foundation Stage Policy. There is a carefully structured PSHCE Curriculum across all age groups which reflects the school's aims and ethos.

## Early Years Foundation Stage - Nursery and Reception

Four guiding principles shape practice in our EYFS settings. These are:

- every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured;
- children learn to be strong and independent through **positive relationships**;
- children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers; and
- **children develop and learn in different ways and at different rates**. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

There are seven areas of learning and development that shape the educational programme in our EYFS settings. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the *prime* areas, are:

- communication and language;
- physical development; and
- personal, social and emotional development.

There are four *specific* areas, through which the three prime areas are strengthened and applied. The specific areas are:

- literacy;
- mathematics;
- understanding the world; and
- expressive arts and design.

Activities and experiences will involve:

- **Communication and language** development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
- **Physical development** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.
- **Personal, social and emotional development** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.
- **Literacy** development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.
- **Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.
- **Understanding the world** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- **Expressive arts and design** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

Three characteristics of effective teaching and learning are:

- **playing and exploring** - children investigate and experience things, and 'have a go';
- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

## Key Stage 1 and 2 (Year 1 to Year 6)

We offer a broad, balanced and differentiated creative curriculum for all girls. Our work is based upon national frameworks and is very carefully planned and evaluated to ensure that there is continuity and progression across the Junior School.

The children undertake activities appropriate to their age group, their ability and as part of the school community. Each child is valued as an individual and is encouraged to reach her full potential. Specialist subject teaching is used throughout the School. This includes Music, Dance, Games, PE, Forest School and Spanish in EYFS and Key Stage 1. In Key Stage 2 specialist subject teaching includes - Science, Computing, Spanish, Outdoor Learning, Dance, Games, PE and Music.

Our Curriculum comprises the following subjects: English, Mathematics Science, Art and Design, Humanities and Religious Education, Music, Physical Education, Computing, Outdoor Learning, Spanish, Philosophy for Children, and PSHCE.

Through this broad curriculum at **KS1 and KS2** our girls experience the following areas:

(a) linguistic and literary (b) mathematical (c) scientific (d) technological (e) physical (f) ethical and moral (g) spiritual (h) aesthetic and creative (i) social

Each of these areas is represented sufficiently in our curriculum to enable it to make its own distinctive contribution to the education of our girls. We use national frameworks such as the Primary Strategy and we have a flexible approach to the planning of the curriculum to enable us to explore a variety of topics and themed weeks. Whilst paying due regard to the core subjects of English and Mathematics we aim to provide excitement and challenge for all girls.

### Areas of Learning

#### a. Linguistic and Literary

Opportunities will be provided to ensure that skills of speaking, listening, reading and writing are developed together with other forms of expression such as art, drama and music. It is hoped that the girls will not merely learn to read but also to develop a deep appreciation of literature. Similarly, it is hoped that the girls will learn to derive great pleasure from writing in a variety of forms for a range of audiences. Productions of a dramatic nature form part of the curriculum and each year group has its own production. Speaking in public is also encouraged through participation in Harvest Festivals, Carol Services, Assemblies etc

#### b. Mathematical

The Mathematics is part of the core curriculum includes practical experiences, investigations, discussion and presentation of ideas. Basic concepts will be taught through purposeful and relevant activities, whilst problem solving skills will enrich understanding. Throughout our schemes of work there is a strong emphasis on the consolidation of number and the development of problem solving skills. Girls are

monitored closely so that if their understanding and attainment shows that a different pace and challenge is needed then there is flexibility to move between groups. We work in partnership with parents and girls to ensure that transitions are planned and discussed before action is taken.

**c. Scientific**

In Science, we aim to stimulate curiosity and interest. Girls develop the ability to carry out investigations to stimulate creative thought. In addition to the gradual development and refinement of these investigative skills, we provide the basis for a progressively deepening knowledge and the understanding of scientific concepts. Science also offers girls many opportunities to examine the fundamental questions in life and raise many social and moral questions which girls will have the opportunity to discuss. Technology greatly enhances the teaching of Science to record, present, review, modify and evaluate their work. In Year 5/6 there are opportunities to join the Senior School for Science in the laboratories.

**d. Technological**

The ability to handle Information Technology equipment is an essential life skill and girls learn to use it with confidence and independence. Girls are timetabled for at least one Computing session per week. A wide range of technological tools are available to aid learning both in and out of the classroom and from Nursery to Year 6.

**e. Physical**

Our girls are given opportunities to develop their Design and Technology capabilities through focused practical activities.

Through gym, games, dance and swimming lessons each girl gradually achieves her physical potential. The girls are encouraged to express themselves in dance, drama, gymnastics, games and swimming and explore the full range of movement. Specialist teaching takes place for gym lessons. Girls in Year 5 and 6 use some of the Senior School facilities for PE. All girls in KS2 have a weekly swimming lesson and in the summer term athletics is included. In Year 2 we offer swimming lessons in addition to the Games and PE programme during the summer term.

**f. Ethical and Moral**

We regard our school as a community in which positive relationships, attitudes and behaviour are encouraged. Permeating our curriculum are themes that underpin our whole school values such as caring for others, fairness and respect.

**g. Spiritual**

Our girls are encouraged to appreciate the ways in which religious beliefs shape their lives whilst learning about and respecting the faith of others.

#### **h. Aesthetic and Creative**

We provide situations to enable the girls to use their own talents and skills in a creative way, through writing, modelling, drawing/painting, music or dance. The promotion of this creativity depends on an understanding of media, the acquisition of certain skills, inventiveness, observation, exposure to excellence and a sensitivity to the work of others. Girls enjoy visits to art galleries and the theatre throughout the year.

#### **i. Social**

The development of skills in Humanities enables girls to study people from the past and present and to explore the relationships that exist between people and their environment. Through a carefully planned curriculum our girls should begin to understand that we are dependent upon each other and to gain an insight into the patterns and events which change and fashion our lives. We provide a wide range of experiences such as field trips, themed days, visiting workshops all of which play a significant role in our curriculum. Each year group organises visits to support curriculum areas.

#### **Curricular Enhancement**

The School Curriculum for all year groups is enhanced greatly by the wealth of co-curricular activities on offer in the Junior School and Senior School; an extensive programme of educational visits exists for all year groups linked closely to the creative curriculum.

**Reviewed September 2017**  
**Next Review Date September 2018**