COWORTH FLEXLANDS
Prep School & Nursery
Inspiring Minds, Nurturing Spirit

Curriculum

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1. Policy Statement

Coworth Flexlands School is committed to providing a broad and balanced curriculum that Inspires Minds and Nurtures Spirit. Through high-quality and inclusive adaptive teaching, we aim to develop curious, creative and considerate learners who achieve their full potential and are well prepared for future learning and life. Coworth Flexlands provides a full-time supervised education for pupils of compulsory school age (age 5-11) in accordance with section 8 of the Education Act 1996 giving pupils experience in linguistic, mathematical, scientific, technological, human, social, physical, aesthetic and creative education. Pupils below compulsory school age follow the EYFS framework which provides a program of activities which is appropriate to this age's education needs in relation to personal, social, emotional and physical development and their communication and language skills.

Our curriculum is designed to build depth of knowledge, develop character and meet the needs of all pupils whilst explicitly nurturing the skills within our Learning Skills Compass of: thinking and learning; collaboration; communication; independence; review and improvement; and leadership. Through adaptive teaching and appropriately challenging learning experiences, we ensure that every child, including those with SEND, English as an Additional Language, and those working at greater depth, can access and succeed within the curriculum. Lessons are delivered in English, with the exception of Modern Foreign Languages where the greater part of the lesson may be in the language being taught.

Coworth Flexlands School is fully committed to ensuring that the application of this Curriculum policy is non-discriminatory in line with the UK Equality Act (2010). (Further details are available in the school's Equal Opportunity Policy document). This policy is supported by plans and schemes of learning that take account of the ages and aptitudes of all pupils, including those with an Education Health and Care Plan or statement of special needs whose needs are reviewed annually. Where a statement or Educational Health and Care Plan is provided, the education provided at Coworth

Flexlands fulfils such requirements. Individual Support Plans are provided for students with significant learning difficulties or disabilities.

British Values are embedded throughout school life, helping pupils to understand their responsibilities as members of modern British society. Plans and schemes of learning support, and do not undermine, the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Curriculum provision precludes the promotion of partisan political views in the teaching of any subject in the school. Where political issues are brought to the attention of pupils they are offered a balanced presentation of opposing views.

Pupils' spiritual, moral, social, cultural and economic understanding is supported through our PSHCE curriculum (3D PSHCE Scheme) which encourages respect for other people; paying particular regard to the protected characteristics set out in the act of 2010. We also provide a range of enrichment and wider learning opportunities to broaden pupils' horizons, develop their interests and support their personal growth. Further details of the Spiritual, Moral, Social and Cultural development can be found in the SMSC Policy

In line with our Provision of Information Policy, this document is available to all interested parties on our website and on request in hard copy form from the main school office. This document is reviewed annually by the Director of Studies and Local Governing Body, or as events or legislation change requires.

This policy should be read in conjunction with the following School documents:

- Behaviour Policy
- EAL Policy
- Gifted and Talented Policy
- SEND Policy
- Staff Code of Conduct
- Teaching and Learning Policy
- SMSC Policy
- PSHCE and RSE Policies

2. Curriculum Intent

Through our inspiring and nurturing curriculum, pupils experience a broad range of subject disciplines which enables pupils to acquire skills in speaking, listening, literacy and numeracy and provide experiences in linguistic, mathematical, scientific, technological, human and social, physical, religious, aesthetic, creative and personal and social and health education as described below. (See also Appendix 2 for Subject Intent shared by Subject Leads). A holistic approach is given to the curriculum, with teaching offering pupils a project-based approach in appropriate subjects; such as Humanities. Children are also introduced to career-based themes of learning, through our Inspiring Minds ethos, that develop their understanding of the world of work, raise aspirations and help them recognise the relevance of their learning to future opportunities.

Coworth Flexlands Learning Skills Compass - Pre-Senior Baccalaureate: Our Coworth Flexlands Learning Skills Compass demonstrates six core skills that aim to inspire a positive attitude and nurture confidence towards learning, as well as developing self-awareness in preparation for challenges in life as young adults. This compass was built in collaboration with the Pre-Senior Baccalaureate (PSB) programme. These skills compliment our balanced curriculum and are integrated into lessons appropriately for each year group from Nursery to Year 6; encouraging our pupils to see themselves responsible for their own improvement. We aim for our pupils to be excellent communicators who challenge their own perceptions of learning, enjoy working collaboratively and develop a lifelong love for learning.



Linguistic:
English lessons are taught across all year groups to develop pupils' communication skills and their command of language through listening, speaking, reading and writing. Pupils develop their phonics and spelling knowledge through Read, Write, Inc. French lessons are taught from Reception, with additional Spanish lessons from Year 3 onwards. All languages are taught by subject specialists. For Years 5 and 6, the English curriculum is further enhanced through preparation for Common Entrance and senior school entrance examinations, including the development of Verbal Reasoning skills.

Mathematical: Maths lessons follow the White Rose Maths scheme of work. Pupils learn through a variety of mediums to calculate, reason and appreciate mathematical relationships in number and space, including practical exploration and logical discussion. For Year 5 and 6, our Maths curriculum is enhanced with preparations for common entrance and individual senior school examinations, including the development of Non-Verbal Reasoning skills.

Scientific: Science is taught across all year groups. Pupils develop their scientific, theoretical and practical understanding of nature, materials and forces through scientific enquiry and investigation. Our Head of Science is a subject specialist who also leads an afterschool Stem club.

Technological: Computing is taught across the school. Pupils from Years 3 to 6 have access to individual iPads, which they can take home when required for homework at the end of the day. In Pre-Prep groups of iPads are available in each class. Pupils also use the Computer suite and a range of technological resources during lessons. Lessons provide opportunities for pupils to design and communicate ideas through appropriately chosen sources. Afterschool Computing clubs are held for Pre-Prep and Prep pupils.

Human and Social: All pupils from Nursery to Year 6 have Forest school lessons within our designated Forest School outdoor areas and classroom with our subject specialist teacher. These experiences develop teamwork, resilience, environmental awareness and an appreciation of the natural world. History and Geography are taught through our Humanities curriculum from Years 1 to 6, enabling pupils to understand people, places, communities and the impact of past and present events on society and the wider world.

Physical: PE lessons are led by our subject specialist teachers. Prep pupils have extended lessons during the week to incorporate sports match preparation. Children are also offered the opportunity to take part in squad practises throughout the week during lunchtimes in termly choice of sports. Swimming lessons at a local senior school are provided for Years 3 and 4 in the Autumn term, Years 5 and 6 in the Spring term and Years 1 and 2 in the Summer term. PE lessons develop pupils' physical control and co-ordination as well as tactical understanding, individual responses and self-evaluation.

Aesthetic and Creative education: Pupils are given the opportunity to practically create, compose and innovate during our Art, DT, Music and Drama lessons. All pupils are given a dedicated lesson per week for each subject; with specialist teachers leading in Art, Music and Drama. Pupils have numerous opportunities throughout the year to perform, exhibit and share their work with the school

community. A dedicated Choir lesson for Prep pupils is also held weekly. Art, Music, Lamda and Dance clubs are also offered to enrich extra curriculum club provision.

Religious: RE lessons follow the SACRE Agreed Syllabus which enables our pupils to develop an appreciation of religion and beliefs and enhance their own spiritual, moral, social and cultural development. Embedded throughout the curriculum there are Golden threads which explore three approaches: God (theological approach), Community (sociological approach) and Identity (philosophical approach). Each year group from Years 1 to 6 cover six units in the year. There are three compulsory Christianity units, two compulsory units of other faiths and one Thematic unit across the faiths with a choice of topics that is taught in the second part of the summer term.
Across the year groups, units are linked and previous learning referred to, creating a greater depth in understanding. Along with the thematic units and independent work, each unit enables an assessment of pupil's learning.
In the EYFS the curriculum is in the form of six key questions that can be accessed through continuous provision as well as adult led activities and circle time discussions. These questions are: Who am I and where do I belong? Why do we have celebrations? What makes a place special? What can we learn from stories? What makes something special? What makes our world wonderful?
Parents have the right to withdraw their child from this element of the curriculum. To find out more about withdrawal arrangements please contact the school office.

Personal, Social and Health: PSHE is delivered as a discrete subject across all year groups and is taught primarily by class form tutors. The curriculum supports pupils' personal development, wellbeing, relationships, health, citizenship and preparation for life in modern British society. Relationships Education, Health Education and Relationships and Sex Education (RSE) are delivered in accordance with current 2026 Relationships, Sex and Health Education statutory guidance and associated Department for Education requirements. The programme promotes respect, resilience, responsibility and understanding of the fundamental British values. Further details can be found in the PSHE and RSE policies and schemes of learning.

Where appropriate, the School may make alternative curriculum arrangements for individual pupils, including those with SEND, EAL needs, exceptional commitments beyond school, or those joining the School at a stage where they have not previously studied particular subjects. Such arrangements will be carefully considered, regularly reviewed and designed to support each pupil's academic progress, wellbeing and future educational pathway.

3. Early Years Foundation Stage

At Coworth Flexlands the Early Years Foundation Stage is the three-year period from Nursery 1 to the end of Reception. Coworth Flexlands School is dedicated to ensuring that every child experiences the best possible start to their education. The school provides a secure, safe and happy environment where the child's individual needs are met and interests and learning styles are nurtured. The school recognises that high quality early education as well as working in partnership with parents is essential in providing the foundation that every child needs as they grow and develop.

In both Nursery and Reception, practitioners observe the children and record how they are engaging with their environment and their approach to learning, this enables us to plan for the next steps in their learning and development. In Nursery each child is assigned a key person to help ensure that every child's learning and care is tailored to meet their individual needs. In Reception the qualified teachers are responsible for this role.

The Curriculum is organised in seven areas of learning and development - three prime areas and four specific areas:

Prime Areas
* Personal, Social and Emotional Development
* Communication and Language
* Physical Development

Specific Areas
* Literacy
* Mathematics
* Understanding the World
* Expressive Arts and Design

The Prime Areas develop in response to experiences and support learning in all other areas. Each area is implemented through planned, purposeful play and through a mixture of adult led and child-initiated activities. The Specific Areas include skills and concepts that children are expected to develop by the end of the EYFS.

In the Early Years Foundation Stage, the school aims to:

- make the transition from home to school as easy as possible;
- foster positive attitudes to learning, developing enthusiasm and confidence;
- build self-esteem and improve self-image through praise and recognition;
- compliment, enrich and extend learning experiences already gained;
- work with parents in partnership in the child's education; including supporting language development for those whose home language is not English by providing opportunities for children to develop and use their home language in play and learning;
- plan a curriculum through which children can develop socially, emotionally, intellectually and physically, acquiring skills, concepts, attitudes and knowledge to enable them to become successful lifelong learners;
- observe children and plan for the next steps in their learning and development, reflecting their interests and individual approach to learning;
- enable a sense of achievement through challenge which provides for risk taking and success;
- provide quality interaction, giving opportunities for children to talk and communicate, responding and listening to adults and each other;
- develop children's independence, self-control and co-operation;
- provide quality play experiences, ensuring opportunities for investigation, exploration, experimentation, decision making and enjoyment in a broad range of contexts;
- provide opportunities for those whose home language is not English to develop and use their home language in play and learning;
- provide opportunities for children to think creatively and imaginatively;
- provide opportunities through, for example, role play, for children to express their feelings.

The Characteristics of Effective Learning
The ways in which children engage with their environment, and with those around them, supports their learning and enables them to develop into confident, motivated learners. In the EYFS this is referred to as the Characteristics of Effective Learning.

There are three Characteristics of Effective Learning:

- Playing and Exploring - which reflects upon how the child is involved in an activity
- Active Learning - which focuses on their motivation
- Creative and Critical Thinking - which looks at how their thinking skills are developing.

The Early Learning Goals
This is the level of development that children are expected to attain by the end of the Reception Year. At Coworth Flexlands school we recognise that ‘The ELGs are not a curriculum, but they support teachers in making holistic best fit judgements about children’s development and readiness for Year

1.’ These judgements are recorded in the Early Years Foundation Stage Profile (EYFSP) at the end of the Reception year and shared with Parents, Year 1 teachers and the LA.

4. Schemes of Learning and Planning

Schemes of learning for all subjects are curated through consultation between the Director of Studies and Subject Leaders. Coworth Flexlands follows the United Learning Curriculum for English, Science, History and Geography, while schemes of learning for other subjects have been carefully selected or internally developed to reflect the school's curriculum vision, ethos and context.

The Director of Studies collaborates with Subject Leaders to review and discuss planning with staff, ensuring consistent progression across the school and that teaching is responsive to pupils' needs. EYFS planning is overseen by the Head of Early Years.

Planning supports a holistic approach to the curriculum, with complementary project-based learning incorporated where appropriate. Staff work alongside the Senior Leadership Team to ensure a balanced programme of educational visits and enrichment opportunities for each year group.

In Key Stage 1, an interdisciplinary topic approach may be adopted where appropriate, ensuring coherence across curriculum areas. English, Mathematics, Science, French, Computing, Drama, Music and PE are taught as discrete subjects.

In Key Stage 2, the curriculum remains broad and balanced, with subjects taught discretely. Subject specialist teachers inspire curriculum content as pupils progress through the school. Interdisciplinary learning opportunities may also be incorporated. In Years 5 and 6, planning includes preparation for senior school entry and scholarship assessments through targeted extension, opportunities to work beyond age-related expectations and exposure to increasingly demanding academic content. Pupils may engage with practice papers and assessment-style tasks in core subjects to develop confidence, resilience and examination techniques, ensuring they are well prepared for the expectations of Year 7 and beyond.

Additional year group and departmental curriculum information is shared with parents termly. Copies can be requested through the School Office.

5. Curriculum Monitoring and Evaluation

Curriculum monitoring and evaluation are integral to ensuring the effective implementation and impact of the curriculum across the school. A range of monitoring activities are undertaken throughout the year to provide a comprehensive understanding of curriculum quality, consistency and pupil outcomes. These include learning walks, pupil voice activities, pupil focus groups, book looks, planning scrutinies, governor visits and professional discussions with staff. Prior to classroom visits, planning and pupils' work may be reviewed to provide context and support meaningful professional dialogue. Subject Leaders and members of the Senior Leadership Team conduct planning scrutinies and work reviews to evaluate curriculum coverage, progression and standards, while pupil conferencing and focus groups provide valuable insight into pupils' learning, retrieval of knowledge and depth of understanding. Subject Leaders are also encouraged to visit lessons within their subject areas, where possible, to monitor curriculum delivery and support colleagues. The purpose of these activities is to celebrate effective practice, identify areas for development and agree actions that promote continual improvement. Findings from monitoring activities inform curriculum development, staff professional development, school improvement priorities and reporting to governors, ensuring that the school continues to provide high-quality learning experiences for all pupils.

6. Assessment and Progress

Assessment is an integral part of the teaching and learning process and is used to support pupil progress, inform future teaching and ensure that all pupils achieve their full potential. At Coworth Flexlands, assessment is closely aligned with Rosenshine's Principles of Instruction, with teachers regularly checking for understanding, presenting new learning in small steps, providing guided practice, asking questions to secure participation and understanding, and reviewing previous learning to strengthen long-term retention. Formative assessment is embedded within daily classroom practice through effective questioning, observation, retrieval activities and feedback, enabling teachers to identify misconceptions and adapt teaching accordingly. Summative assessments are undertaken throughout the academic year to evaluate attainment and progress against curriculum expectations. Assessment information is used to inform planning, provide appropriate support, challenge and intervention, and ensure that learning progresses securely over time. Subject Leaders and senior leaders analyse assessment outcomes alongside other evidence sources, including pupils' work, monitoring activities and pupil voice, to evaluate curriculum effectiveness and inform future curriculum development.. Through a balanced approach to formative and summative assessment, teachers ensure that all pupils are supported to make progress within a broad, balanced and ambitious curriculum. Further details regarding assessment procedures, recording systems and reporting arrangements can be found in the school's Assessment, Recording and Reporting Policy.

7. Homework

Homework is designed to consolidate and reinforce learning, develop independence, encourage revision and research skills, and foster positive study habits. Tasks are set at an appropriate level to ensure pupils are both supported and challenged according to their individual needs. To promote pupil wellbeing and a healthy balance between school and home life, homework is assigned with clear time expectations. Daily reading is encouraged, alongside spelling and multiplication tables practise, with each activity recommended for no more than 15 minutes. The homework timetable is regularly monitored to maintain an appropriate balance between paper-based and digital activities, including the use of iPads, ensuring a varied and effective approach to learning.

Document Log

Reviewed by	Claire Glover
Role	Director of Studies
Review schedule	Annually
Date Authorised	October 2026
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Appendix 1 – Suggested allocations for Homework

Early Years Foundation Stage and Key Stage One:

Reception, Year 1 and 2 teachers will set homework when the child is ready.

Reception	Reading material will be sent home as appropriate.
Year 1	Reading and Maths work as advised by form teachers.
Year 2	Reading and Maths work as advised by form teachers.

Key Stage Two:

Each term the Director of Studies will create a Homework timetable for Years 3-6 in consultation with staff to ensure a balance of subjects. Any additional homework or research set beyond this timetable is optional.

Class	**Examples of a weekly homework schedule**
Year 3, 30-minute tasks + 15 mins daily reading	English, Maths + 1 other (e.g. topic, humanities, research) as set by form teachers
Year 4, 30-minute tasks + 15 minutes daily reading	1 x English, 2 x Maths, 1 x Science
Year 5, approx. 1 hour + 15 minutes daily reading	2 x Maths, 2 x English, 1 x Spelling & Grammar focus, 1 x Science/History/Geography, 1 x VR/NVR
Year 6, approx. 1 hour + 15 minutes daily reading	*Autumn term:* 2 x Maths, 2 x English, 1 x Spelling & Grammar focus, 1 x Science, 1x VR/NVR *Spring and Summer term:* 2 x Maths, 2 x English, 1 x Science, 1 x Humanities project, (1x French, optional)

Appendix 2 – Individual Subject Intent

The school achieves the curriculum objectives through the following subjects:

Art:

The intent of Coworth Flexland's Art and Design curriculum is to develop pupils' creativity, confidence, and artistic skills through opportunities to think, express, and explore. Through practical experiences, pupils experiment with a range of materials and techniques, including drawing, painting, and mixed media, building control, precision, and an understanding of key artistic concepts such as line, colour, shape, texture, and pattern. Through studying artists, craftspeople, and designers from different cultures and historical periods, pupils gain an appreciation of diversity and develop an understanding of how art reflects and influences the world around us. We want pupils to develop a passion for creativity, self-expression, and artistic exploration, encouraging them to take risks, experiment with ideas, and celebrate their unique creative voice. Our school values of Inspiring Minds and Nurturing Spirit are embedded throughout, pupils are encouraged to think creatively, embrace challenge, and develop confidence in their abilities, while learning to value their own work and the work of others through reflection and constructive critique. By creating a supportive environment where ideas are celebrated and mistakes are viewed as opportunities for growth, pupils develop resilience, curiosity, and a lifelong appreciation for creativity and the arts.

Computing:

The intent of Coworth Flexland's Computing curriculum is to develop pupils' confidence and skills in using technology safely, creatively, and effectively. Through areas such as programming, digital media, data handling, computer systems, and online safety, pupils build problem-solving, logical thinking, and computational skills, progressing from basic digital literacy to more advanced computing concepts. The curriculum aims to inspire a passion for technology by encouraging curiosity, creativity, and innovation. Pupils learn to experiment, design, and overcome challenges, developing resilience and confidence as digital creators and responsible citizens. Pupils also gain an understanding of the impact technology has on society, including online safety, data privacy, ethical use of technology, and future career opportunities within the digital world. Our school values of Inspiring Minds, Nurturing Spirit are embedded throughout the curriculum. Pupils are encouraged to think critically, solve problems creatively, and embrace challenges, while using technology with kindness, respect, empathy, and responsibility. Through computing, they learn to collaborate, communicate, and use technology safely and positively.

Design and Technology:

The intent of Coworth Flexland's Design and Technology curriculum aims to develop pupils' creativity, inventiveness, and practical problem-solving skills through designing, making, and evaluating products that meet real needs. Through a carefully sequenced scheme of learning, pupils combine design thinking with knowledge and understanding to create purposeful, high-quality products using a range of materials, including textiles, food, construction materials, and graphic media. We want pupils to develop a passion for innovation, design, and finding solutions, encouraging them to take risks, learn from mistakes, and persevere when faced with challenges. Through practical experiences, pupils gain awareness of the important role technology, design, and engineering play in improving quality of life and shaping the world around them. They also develop an understanding of the design process, the value of collaboration, and the importance of health and safety, hazards, and risk management when working with tools, equipment, and materials. Our school values of Inspiring Minds and Nurturing Spirit are embedded throughout the curriculum, encouraging pupils to think creatively, embrace challenge, and develop confidence in generating and refining ideas. Our DT curriculum promotes teamwork, respect, and resilience, enabling pupils to work collaboratively, share ideas, and learn constructively from one another. Through designing, making, evaluating, and reflecting, pupils develop independence, practical skills, and a lifelong appreciation of creativity, innovation, and technology as tools for improving the world around them.

Drama:
The intent of Coworth Flexland's Drama Curriculum is to develop pupils' confidence, creativity, and communication skills through imaginative exploration and performance. Pupils learn to express themselves clearly and empathetically using voice, movement, and storytelling to convey meaning and emotion. We aim to foster a passion for creativity, encouraging pupils to use their imagination to express ideas, emotions, and stories in unique and engaging ways. Through Drama, they learn to think inventively, take creative risks, and value performance as a powerful form of self-expression and collaboration. Pupils build skills in character creation, deepen their imaginative thinking, and understand the importance of presenting to an audience, helping them grow in confidence and expressive control. Drama reflects the school's ethos of *Inspiring Minds, Nurturing Spirit* by promoting creativity within a framework of confidence, respect, and collaboration. Pupils are encouraged to explore imagination and individuality while developing empathy and teamwork.

English:
The intent of Coworth Flexland's English curriculum is to develop and refine pupils' written and verbal communication skills through high-quality teaching of reading, writing and spoken language. We aim for all pupils to become confident, fluent communicators who can express themselves clearly, creatively and purposefully across a range of contexts. From Key Stage 1 through to Key Stage 2, we seek to foster a genuine enthusiasm and lifelong passion for reading by exposing pupils to a wide and rich variety of high-quality texts and genres. Through this breadth of reading, pupils develop their vocabulary, comprehension and understanding of language, while cultivating a love of literature. Alongside this, pupils are inspired to write confidently and coherently across a range of fiction and non-fiction forms, including stories, poetry, letters and reports, adapting their writing appropriately for different purposes and audiences. The curriculum is designed to ensure pupils gain a deep awareness of the power of language and the importance of effective communication. Through the progressive teaching of reading and writing skills, pupils learn to engage meaningfully with texts and to articulate their ideas clearly and accurately in both written and spoken forms. In line with the school's ethos of *'Inspiring Minds and Nurturing Spirits'*, the English curriculum is carefully structured and sequenced to be engaging, inclusive and progressive. Texts, genres and learning opportunities are selected to motivate pupils, build confidence and support steadily deepening skills, ensuring that by the end of Key Stage 2 pupils are well-prepared for the next stage of their education as confident readers, writers and speakers.

Forest School:
The intent of Coworth Flexland's Forest School curriculum aims to develop pupils' confidence, resilience, and connection with the natural world through hands-on learning in an outdoor woodland environment. Through regular opportunities to explore, discover, and engage with nature, pupils develop an appreciation for the outdoors and a deeper understanding of the plants, animals, insects, fungi, and habitats that thrive within it. We want pupils to develop a passion for nature, adventure, and exploration, fostering curiosity about the world around them and encouraging them to use their senses to fully experience and appreciate the outdoor environment. Through practical activities, creative projects, and child-led learning, pupils gain awareness of the importance of the natural world, environmental responsibility, and the benefits of spending time outdoors for their physical and emotional wellbeing. Forest School also promotes safe risk-taking, helping pupils to challenge themselves, solve problems, and develop confidence in their abilities. Our school values of Inspiring Minds and Nurturing Spirit are embedded throughout the curriculum, encouraging pupils to be curious, creative, and adventurous in their learning, while promoting cooperation, respect, and care for both others and the environment. Through teamwork, exploration, and reflection, pupils learn to work collaboratively, listen to and support one another, and develop the resilience, independence, and self-esteem needed to become well-rounded individuals who value and care for the world around them.

Geography:

The intent of Coworth Flexland's Geography curriculum is to develop curious, knowledgeable and environmentally aware learners who understand the world around them and their place within it. Through a carefully sequenced curriculum, pupils build geographical knowledge, locational understanding and enquiry skills progressively from Year 1 to Year 6. We want pupils to develop a passion for exploring people, places and environments, both locally and globally. Through the study of physical and human geography, pupils learn to ask questions, investigate the world around them and understand the connections between communities, cultures and landscapes. Our Geography curriculum helps pupils gain awareness of the diversity of the world's environments, the impact humans have on them and the challenges facing our planet. Guided by our school values and ethos, pupils are encouraged to think critically, show respect for different cultures and perspectives, and develop a sense of responsibility as informed global citizens.

History:

The intent of Coworth Flexlands's History curriculum is to develop curious, reflective and knowledgeable learners who understand the past and its impact of the present. Through a sequenced curriculum, pupils build chronological understanding, historical knowledge and enquiry skills progressively from Year 1 to Year 6. We want pupils to develop a passion for discovery and curiosity about people, events and civilisations from the past. Through studying a range of local, British and world history topics, pupils learn to ask questions, investigate sources and make connections across time periods. Our history curriculum helps pupils gain awareness of change, significance, cause and consequence, while developing respect for different cultures, experiences and perspectives. Guided by our school values and ethos, pupils are encouraged to think critically, communicate thoughtfully and become informed, reflective citizens.

Mathematics:

The intent of Coworth Flexland's Mathematics curriculum is to ensure that pupils are both exposed to and able to deepen their understanding of key mathematical areas, including number and place value, the four operations, fractions, geometry, measurement, and statistics. Through this, pupils develop a strong foundation in understanding numbers, mastering calculations, working with fractions, recognising shapes and their properties, using units of measurement, and analysing data. Alongside these core skills, the curriculum encourages pupils to develop personal strategies for reasoning and problem-solving that suit their individual ways of thinking, while inspiring them by linking mathematics to their own interests and real-world applications. We aim for pupils to grow a passion for confidently using maths to interpret the world around them, solve problems, and engage in enjoyable investigations that reflect how mathematics is encountered in future learning and careers. Furthermore, pupils gain an awareness of why mathematical skills are important and how they support both everyday life and future opportunities. This approach is underpinned by the school's ethos of Inspiring Minds and Nurturing Spirit, ensuring that the subject not only builds knowledge and skills but also fosters curiosity, confidence, and personal growth.

Modern Foreign Languages:

The intent of Coworth Flexland's Modern Foreign Languages Curriculum is to develop pupils' confidence, resilience, and enjoyment in language learning through a challenging and engaging scheme of learning. Pupils build key language-learning skills, including listening, speaking, reading, writing, memorisation, retrieval, and dictionary use. They learn to understand and manipulate language creatively, developing accurate pronunciation and grammar. Through songs, stories, rhymes, and cultural learning, pupils gain a deeper appreciation of language and culture. We aim for pupils to develop a passion for and gain awareness of the richness and diversity of languages, culture and traditions. Pupils also become aware of the value of language skills in future education, helping them appreciate their role as global citizens. Our school values of Inspiring Minds and Nurturing Spirit encourage pupils to be curious, embrace challenge, and develop confidence in communicating in a new language while promoting respect, empathy, and appreciation for different cultures, traditions, and perspectives.

Music:

The intent of Coworth Flexland's Music curriculum aims to nurture a lifelong passion and interest in music, while building pupils' confidence to participate and develop a strong, secure understanding of musical concepts. Through a wide range of experiences, pupils are encouraged to develop skills and enthusiasm for performing, composing, listening, and singing, fostering both enjoyment and creativity. The curriculum also aims to promote an awareness of music as an important part of life and wellbeing, recognising that everyone has unique musical tastes and supporting pupils in developing their own musical identity. Guided by the school's values and ethos, teaching is designed to inspire curiosity and enjoyment, beginning with rich exposure in the early years and progressing towards deeper understanding and skill progression as pupils move through the school; including following a class instrumental program to introduce children to a variety of instruments, ensuring all children experience success and enjoyment in music.

PE:

The intent of the Coworth Flexland's Physical Education curriculum aims to develop physically confident, skilled and active pupils who enjoy taking part in a wide range of physical activities. In Key Stage 1, pupils focus on mastering fundamental movement skills such as running, jumping, throwing and catching, while developing balance, agility and coordination through games, dance and cooperative activities. In Key Stage 2, pupils build on these foundations by refining technique, linking skills into sequences, and applying them across a broad range of sports and physical contexts. They develop tactical awareness, strength, flexibility and control, while learning how to evaluate performance, recognise improvement and strive for personal bests. Across both key stages, our PE curriculum promotes sportsmanship, respect and teamwork, encouraging pupils to compete fairly, work collaboratively and show resilience. Through regular competitive and cooperative opportunities, including inter-house events and Sports Days, pupils develop not only physical skills but also the attitudes and values needed for lifelong participation in physical activity.

PSHE:

The intent of Coworth Flexland's PSHE curriculum is to equip pupils with the knowledge, skills and personal attributes required to live healthy, safe and fulfilling lives and to become effective, responsible citizens. Through a values-led approach, pupils are supported to develop confidence, resilience, kindness and empathy, enabling them to make informed choices and build positive relationships. The curriculum is fully aligned with statutory DfE guidance, including Relationships Education, Health Education and RSE, and reflects the school's ethos of Inspiring Minds and Nurturing Spirits.

RE:

The intent of Coworth Flexland's Religious Education curriculum, delivered in line with Surrey's SACRE Agreed Syllabus, aims to develop pupils' appreciation of religion and belief while supporting their spiritual, moral, social and cultural development. Through well-sequenced learning experiences, pupils are encouraged to explore and reflect on a range of religious and non-religious worldviews, promoting understanding, respect and meaningful dialogue. The RE curriculum is structured around three golden threads, embedded throughout all year groups and units of study. These approaches ensure breadth, depth and coherence in learning:

- God (Theological approach) - exploring beliefs about God, ultimate reality and the meaning these hold for believers.
- Community (Sociological approach) - considering how beliefs influence individuals and communities in their lived experience.
- Identity (Philosophical approach) - encouraging pupils to reflect on their own beliefs, values and life questions.

From Years 1 to 6, pupils study six units each year. These include three compulsory Christianity units, two compulsory units focusing on other world faiths, and one thematic unit which explores shared themes across faiths and worldviews. The thematic unit, selected from a range of topics, provides opportunities for comparison, reflection and deeper enquiry. Learning is carefully sequenced so that units are linked across year groups, with prior knowledge revisited and built upon over time. This progressive approach enables pupils to develop a greater depth of understanding, refine key skills and

make meaningful connections between beliefs, practices and values. Thematic units, alongside opportunities for independent learning, further consolidate pupils' understanding and promote thoughtful reflection. Through our RE curriculum, it is intended that pupils will develop a passion for exploring different faiths and worldviews, approaching learning with curiosity and open-mindedness. Pupils are supported to understand and respect the beliefs of others, appreciate diversity, and recognise the importance of living harmoniously within their local and wider community. In doing so, Religious Education plays a vital role in reflecting and promoting our school values of Inspiring Minds and Nurturing Spirit, helping pupils grow into thoughtful, respectful and compassionate individuals.

Science:

The intent of Coworth Flexland's Science curriculum aims to develop pupils' knowledge and understanding of the natural world, including living things, materials, forces, and the processes that shape the world around them. Through a carefully sequenced scheme of work, pupils build a secure foundation of scientific knowledge while developing the skills of enquiry, investigation, and critical thinking. We want pupils to retain and develop their natural curiosity about the world, fostering a passion for discovery, exploration, and finding answers to questions through scientific investigation. By working scientifically, pupils learn to observe meticulously, to make and test hypothesis, to design and practically demonstrate fair and controlled experiments and learn to draw meaningful conclusions through critical reasoning and evaluation using appropriate scientific vocabulary. Through their learning, pupils gain awareness of the impact science has on everyday life, how scientific understanding has changed the world, and the vital role science plays in addressing future challenges and advancements. Our school values of Inspiring Minds and Nurturing Spirit are embedded throughout the curriculum, encouraging pupils to think critically, solve problems, and approach learning with curiosity, perseverance, and open-mindedness. Our science curriculum promotes collaboration, respect, and responsibility, helping pupils to work effectively with others, value different ideas, and learn from mistakes. Through practical investigation, enquiry, and reflection, pupils develop confidence, resilience, and a lifelong appreciation of science as a way of understanding and improving the world around them.

Verbal and Non-Verbal Reasoning:

The intent of Coworth Flexland's Verbal and Non-Verbal Reasoning curriculum is to develop pupils' logical thinking, problem-solving abilities and intellectual resilience through a structured programme of reasoning activities. Drawing upon the topics and question types provided through the Atom Learning platform, pupils are taught to analyse patterns, identify relationships, manipulate information and apply critical thinking skills with increasing accuracy and confidence. Through verbal reasoning, pupils strengthen their vocabulary, comprehension, language awareness and ability to interpret and reason with words. Through non-verbal reasoning, pupils develop spatial awareness, visual processing, pattern recognition and abstract thinking. These skills support success across the wider curriculum while also preparing pupils for senior school entrance assessments and scholarship applications.Our school values of Inspiring Minds and Nurturing Spirit are embedded throughout. Pupils are encouraged to embrace challenge, think independently and reflect upon their learning, developing the confidence to take risks and learn from mistakes. Through a supportive and aspirational environment, pupils develop skills to enable them to become thoughtful, analytical learners.

Appendix 3 – Curriculum Allocations

Curriculum Allocation 2627

Setting is used in Maths and English for Years 5 and 6.
Dedicated phonics sessions in set groups occur in Reception, Year 1 and 2 during English lessons.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
English	5 hours	5 hours	5 hours	5 hours	5 hours	5 hours
Maths	5 hours	5 hours	5 hours	5 hours	5 hours	5 hours
Science	1 hour	1 hour	2 hours	2 hours	2 hours	2 hours
Art	1 hour	1 hour	1 hour	1 hour	1 hour	1 hour
Choir	n/a	n/a	0.5 hours	0.5 hours	0.5 hours	0.5 hours
Computing	1 hour	1 hour	1 hour	1 hour	1 hour	1 hour
Design Technology	(Embedded within Art)	(Embedded within Art)	1 hour	1hour	1 hour	1 hour
Drama	30 minutes	30 minutes	1 hour	1 hour	1 hour	1 hour
Forest School	1.5 hours, twice per term	1.5 hours, twice per term	2 hours, twice per term	2 hours, twice per term	2 hours, twice per term	2 hours, twice per term
PSHCE	1 hour	1 hour	1 hour	1 hour	1 hour	1 hour
Humanities	1 hour	1 hour	1 hour	1 hour	1 hour	1 hour
MFL	1 hour	1 hour	1.5 hours	1.5 hours	1.5 hours	1.5 hours
PE	2 hours	2 hours	2.5 hours	2.5 hours	2.5 hours	2.5 hours
RE	1 hour	1 hour	1 hour	1 hour	1 hour	1 hour
Verbal Reasoning and Non- Verbal Reasoning	n/a	n/a	30 minutes	30 minutes	1 hour	1 hour
Swimming	Summer Term	Summer Term	Autumn Term	Autumn Term	Spring Term	Spring Term

Specialist led	Nursery 1	Nursery 2	Reception
Computing	n/a	n/a	1 hour
Drama	n/a	1 hour	0.5 hours
Forest School	1 hour	1 hour	1 hour
MFL	n/a	n/a	1 hour
Music	0.5 hours	0.5 hours	0.5 hours
PE	0.5 hours	1 hour	2 hours