

## Curriculum

### Contents

1. Policy Statement .....	1
2. Curriculum Objectives.....	2
3. Early Years Foundation Stage.....	3
Prime Areas.....	4
Specific Areas .....	4
The Characteristics of Effective Learning.....	5
The Early Learning Goals.....	5
4. Planning.....	5
Appendix 1 – Homework.....	6
Appendix 2 – Individual Subject Aims.....	7

### 1. Policy Statement

Coworth Flexlands aims to enable all children to develop the values, skills and behaviours that allow them to progress and grow into curious, creative and considerate thinkers through high quality teaching. We aim to Inspire Minds and Nurture Spirit through our curriculum.

Coworth Flexlands provides a full-time supervised education for pupils of compulsory school age (age 5-11)i which gives them experience in linguistic, mathematical, scientific, technological, human and social, physical, religious, aesthetic and creative education.

The school aims to achieve the best from everyone, to impart powerful knowledge and to provide an education with character which inspires leadership and encourages continuous improvement.

This policy applies to all members of our school community, including those in our EYFS setting. 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 policy should be read in conjunction with the Teaching and Learning Policy.

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. Coworth Flexlands School seeks to implement this policy through adherence to the procedures set out in the rest of this document.

This policy is supported by plans and schemes of work 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. The school's curriculum provision enables all pupils to have the opportunity to learn and make progress including those with special education needs or learning difficulties, those for whom English is an additional language and the most able.

Plans and schemes of work 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 prepares pupils for the opportunities, responsibilities and experience of adult life in British Society.

The school follows a chosen PSHE programme (3D PSHE scheme) which reflects the schools aims and ethos and is implemented in a broad and appropriate manner that encourages respect for other people, paying particular regard to the protected characteristics set out in the act of 2010. PSHE is delivered as a discrete subject to all year groups and is delivered by class form tutors. Further details can be found in the PSHE policy and schemes of work.

All pupils are equally valued and encouraged to fulfil their aspirations and potential through enhancing the curriculum and by providing a wide variety of enrichment and extra-curricular activities.

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.

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.

This document is reviewed annually by the Director of Studies and Local Governing Body, or as events or legislation change requires.

## **2. Curriculum Objectives**

Coworth Flexlands curriculum enables all pupils to make good progress. Through our inspiring and nurturing curriculum, pupils experience a broad range of subject disciplines which provide experiences in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic, religious and creative education as described below: (See also Appendix 2 for key skills 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.

**Linguistic:** English lessons are taught across all year groups to develop our 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. For Year 5 and 6, our English curriculum is enhanced with preparations for common entrance and individual senior school examinations. French lessons are taught from Reception with additional Spanish lessons from Year 3 onwards. All are taught by our subject specialist.

**Mathematical:** Maths lessons follow the White Rose Maths scheme of work. Pupils learn through a variety of mediums to calculate and appreciate mathematical relationships 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.

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

**Technological:** Computing is taught across the school. Pupils from Years 3 to 6 have access to individual iPads which they take home at the end of the day. In Pre-Prep groups of iPads are available in each class. Pupils also use the ICT suite and a range of resources for whole class lessons. 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. Pupils develop an appreciation of their surroundings through teamwork and creative activities. Geography and History is included within our Humanities lessons in Years 1 to 6.

**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.

**Religious:** RE lessons follow Surrey's 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. PSHE lessons, following the 3D PSHE Scheme, complements these lessons; further detail can be found in our PSHE policy.

**Aesthetic and Creative education:** Pupils are given the opportunity to practically create, compose and invent 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 multiple opportunities to perform and share creations throughout the year. Art, Music, Lamda and Dance clubs are also offered as part of the extra curriculum club provision.

The broad and balanced curriculum throughout the School is designed to:

- enable pupils to acquire skills in speaking, listening, literacy and numeracy
- ensure each pupil above compulsory school age engages in a program of activities which is appropriate for their age, aptitudes and needs
- ensure pupils have sufficient opportunities to acquire speaking, listening, literacy and numeracy skills and opportunities for physical, creative and aesthetic education, and performing arts
- ensure all pupils have the opportunity to learn and make progress, irrespective of sex, ethnicity, EAL, ability or Learning Difficulty or Disability, or personal circumstances
- ensure that, where a pupil has an Education Health and Care Plan, the education given fulfils its requirements
- support spiritual, moral, social and cultural, and economic education that is underpinned by Christian values and teaches respect and tolerance of those with different faiths and beliefs. (Further details can be found in the PSHE policy and schemes of work.)
- ensure that 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.
- prepare children for the opportunities, responsibilities and experiences of adult life in British Society and to understand fundamental British values through teaching about the Social and Emotional Aspects of Learning, citizenship and providing them with opportunities for taking on responsibilities and contributing positively to school life
- offer all pupils opportunities to enrich, explore and develop their own individual talents and interests beyond what is taught in the classroom while providing challenge through differentiated classroom teaching and, where possible, extra-curricular opportunities, competitions and inter-school events
- provide opportunities for all to think and work independently and take responsibility for their own learning
- celebrate both effort and achievements and engender an enduring love for learning

### 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 teacher is 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. Planning**

The Director of Studies works with Subject Leaders to review and hold discussions with staff regarding their planning choices to ensure consistent progression across the school and that planning is informed by pupil requirements. EYFS planning is overseen by the Head of Early Years.

Planning supports a holistic approach to the curriculum with complimentary project-based work scheduled appropriately.

Staff work with the Senior leadership team to ensure that there is a suitable balance of Educational Visits/enhancement activities planned for each year group.

Key Stage 1 may adopt an inter-disciplinary topic approach to curriculum planning, taking care that there is coherence in addition to subject-specific planning as English, Mathematics, Science, French, Computing, Drama, Music and PE are also taught as discrete subjects.

At Key Stage 2 the curriculum remains broad and balanced, but subjects are taught discretely with an increasing use of specialist teachers as children move up through the school. Inter-disciplinary topic work may also be taught in Key Stage 2.

### **Document Log**

Reviewed by	Claire Glover
Role	Director of Studies
Review schedule	Annually
Date Authorised	March 2025
Reason for review	Annual check
Review Date	March 2026

## Appendix 1 – Homework

Homework aims to consolidate and reinforce skills and understanding. It also aims to:

- Extend school learning at a level appropriate for each pupil.
- Develop the ability to work independently and achieve good study habits.
- Encourage revision crucial to success in both school and external examinations.
- Encourage research and extend knowledge.
- Give pupils valuable experience of working to deadlines.

### Suggested allocations for Homework:

#### Early Years Foundation Stage and Key Stage One:

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:

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, 1 x humanities, 1 x VR, 1 x NVR
Year 6, approx. 1 hour + 15 minutes daily reading	<i>Autumn term:</i> 2 x Maths, 2 x English, 1 x Spelling & Grammar focus, 1 x Science, 1x VR, 1 x NVR  <i>Spring and Summer term:</i> 2 x Maths, 2 x English, 1 x Science, 1 x Humanities project, 1x French, optional

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.

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

Children who receive support from the Learning Support Department may be given different homework which forms part of their learning programme.

Children who have shown special aptitude may also be given alternative homework to stretch their thinking.

## **Appendix 2 – Individual Subject Aims**

The school achieves the curriculum objectives through the following subjects:

### **Art aims to:**

- promote visual, tactile and sensory experiences
- to provide opportunities to use colour, form, texture, pattern and different materials and processes
- develop children's ability to observe, record and convey what they see, feel and think
- stimulate creativity and imagination
- develop skills to make valued judgements as well as aesthetic and practical decisions
- develop children's ability to review what they have done and adapt or describe what they might change or develop in future work
- develop an appreciation of art and design in contemporary life and in different times and cultures
- strengthen the development of self-esteem and confidence in their ability to learn
- promote social development through helping pupils to learn to value different ideas and contributions and develop respect for the ideas and opinions of others
- learning to work on collaborative projects
- encourage the respect for and appreciation of materials and tools with the knowledge and understanding of hazards, risks and risk control

### **Computing aims to:**

- prepare pupils for a rapidly changing world in which activities are increasingly transformed by developing and emerging technologies;
- develop, plan and communicate ideas, working with tools, equipment, materials and components to produce good quality products and evaluate the processes of these products;
- introduce children to a variety of resources and software to enhance their skills and competency;
- inspire learners to be confident and effective users of Computing in life situations;
- promote enjoyment of the subject and use it with a sense of achievement across the curriculum;
- encourage a responsible approach to technology and to be aware of how to stay safe, particularly when using the internet and social networking.

### **Design and Technology aims to:**

- enable pupils to be inventive and to encourage pupils to learn from making mistakes, seeking solutions and trying different ways of solving a problem or satisfying a need
- develop pupils' capability of combining their designing and construction skills with knowledge and understanding in order to create quality products
- encourage awareness of the contribution technology makes to the quality of life
- provide opportunities for collaborative group work so that pupils can exchange ideas and learn to co-operate
- provide opportunities to work with a range of materials including textiles, graphic media (paint, paper etc.) construction materials (clay, wood, metal, plastic.) and food
- work with a range of tools and equipment to develop craft skills, manipulative skills and estimating and measuring skills
- teach and constantly revise health and safety rules when working with tools and other specific items
- teach about hazards and risk control

### **Drama aims to:**

- provide a dynamic program through the collaborative effort of Music, Drama and Dance
- stimulate and develop each child's imaginative and creative potential
- provide opportunities for solo and group work, using a range of techniques

- allow pupils to grow in confidence by communicating with others effectively in group work and to develop a keener sense of self-awareness
- develop an understanding of different styles, periods and cultures
- provide a variety of performance opportunities

**English aims to:**

- enable pupils to communicate effectively and to allow them to achieve their individual potential in all aspects of English, nurturing a life-long enthusiasm for the English language
- Increase a pupil's command of language, speaking, reading and writing.
- ensure pupils understand the principles and skills used in Standard English and understand how to apply these skills with confidence in oral communication
- encourage pupils to develop as confident readers so that they will learn to understand and respond appropriately to a variety of genres
- develop the habit of reading and encourage pupils to value it as both a pleasure and an important skill for life
- foster a lasting enjoyment and appreciation of literature from a variety of cultures and traditions
- teach pupils to write meaningfully and appropriately according to their audience, using extended vocabulary
- encourage competence in spelling and to take pride in the presentation of legible, cursive handwriting
- prepare children for the Common Entrance Examination and individual School Entrance Examinations at age 11 years

**Forest School aims to:**

- facilitate a love of the outdoors and all that grows and flourishes in it.
- make pupils aware of their senses when in the outdoors and woodlands.
- develop confidence and self-esteem through hands on learning in a woodland setting.
- encourage pupils to take risks in a controlled and safe way in a woodland setting.
- enable pupils to explore their surroundings and discover mini beasts, insects, flora and fungi.
- develop team building skills and encourage pupils to learn to work together cooperatively, listening and responding appropriately.
- create a person who can be creative outdoors, making various objects and displays and creations both functional and non-functional.
- develop the holistic; overall growth of all pupils who take part in it, to create well rounded individuals.
- be an inspirational process

**Geography aims to:**

- develop a strong interest in the environment and the world as a whole and an awareness of contemporary issues; recycling, conservation, pollution and other environmental issues
- understand how human action, now and in the past, has influenced events and conditions.
- cultivate a sense of location, a knowledge of places and respect for differing cultures
- construct a framework of knowledge and understanding about our home area, our own countries and other parts of the world
- develop in children the skills of enquiry, computing, investigation, analysis, evaluation and presentation

**History aims to:**

- provide a chronological framework of knowledge of events, their causes, effects and the people involved
- use historical evidence and be aware that individual views may be biased
- develop an understanding of the achievements of different cultures
- encourage an understanding of the origins of modern society

- develop the skills of enquiry, computing, investigation, analysis, evaluation and presentation
- encourage the exploration of similarities and differences between historical content and modern-day practices

**Mathematics aims to:**

- understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly.
- encourage pupils to use the number system confidently and competently.
- aspire pupils to a greater understanding of mathematics through practical activity with estimation, measure, shape and space, exploration and discussion.
- teach how to communicate mathematical ideas with confidence, whatever their strengths or weaknesses.
- enable pupils to communicate mathematical ideas, methods and reasoning, draw inferences from facts and data, record using objects, pictures, words, numbers, symbols, charts and diagrams, and use a variety of resources and materials including computing skills.
- encourage pupils to achieve high standards of numeracy and a range of other mathematical skills.
- pupils should be taught how to apply these skills to problem solving
- support and encourage pupils to achieve their full potential, whatever their ability and seek to enable them to enjoy their studies in this area.
- whatever their levels of mathematical competence, enable pupils to be able to approach their examinations for entry into Senior Schools in a positive, confident and enthusiastic manner
- teach pupils how to use all available resources to achieve best possible results.

**Modern Foreign Languages aims to:**

- emphasis on developing oral language competence and the ability to communicate in French and Spanish
- provide an intercultural understanding of countries where French and Spanish are spoken
- develop familiarity with sounds and spellings of French and Spanish
- develop written skills including applying their knowledge of grammar and structures in French, Spanish
- make comparisons between French, Spanish and English / first language
- use target language as the main language of communication in the MFL classroom and encourage its use around school
- foster positive attitudes towards foreign language learning
- form a solid basis for further study in Senior School and beyond

**Music aims to:**

- be a largely practical activity, designed to stimulate and develop each child's musical potential and ability
- provide opportunities for solo and group performances, including their own compositions, within the curriculum and to a wider audience
- follow a class instrumental program to introduce children to a variety of instruments: for example, ukulele, pbuzz, pbone, toot, recorder and keyboard.
- develop an accurate and discriminatory aural sense
- develop musical literacy through understanding written notation
- develop understanding of music of different styles, periods and cultures both practically and through recorded music
- make provision for peripatetic teachers to come into school to offer a broad range of additional instrument tuition (this incurs an additional cost to parents)

**PE aims to:**

- introduce the children to a wide variety of activities in Physical Education lessons and through extra-curricular clubs, with a view to nurturing a lifelong love of sport

- develop basic fundamental movement skills leading to improved agility, balance, coordination, strength and stamina
- ensure that pupils are physically active for a sustained period of time, and understand the relationship between exercise and a healthy lifestyle
- demonstrate good sporting values when competing, promoting respect and fair play at all times.
- give all pupils the opportunity to prepare to represent school teams by providing regular squad training sessions and planning inter-house competitions within the PE curriculum

**PSHE aims to:**

- enable pupils to know and understand what constitutes a healthy lifestyle
- develop self-knowledge, self-confidence and self-esteem, and make informed choices regarding personal and social issues
- teach pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute to community life
- teach pupils to be independent and responsible members of the school community
- enable pupils to develop good relationships with other members of the school and the wider community
- develop a pupil's self-knowledge, self-esteem and self-confidence
- teach pupils to distinguish right from wrong and to respect the civil and criminal law of England
- teach pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute
- teach pupils to react positively to the lives of those living and working in the locality in which the school is situated and to society more widely;
- enable pupils to gain a broad general knowledge of public institutions and services in England
- teach pupils to be positive and active members of our democratic society
- allow pupils to acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions.
- teach pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010 which are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation

**RE aims to:**

- develop an understanding and to be respectful of the beliefs and teachings, practices and lifestyles, expression and language of Christianity and of the other principle religions represented in Great Britain
- develop an understanding of identity and experience (by making sense of who we are), meaning and purpose (making sense of life) and values and commitments (making sense of right and wrong)
- develop the ability to make reasoned, informed and creative responses to religious and moral issues

We follow the Surrey agreed syllabus for religious education (SACRE)

**Science aims to:**

- Increase pupil's knowledge and understanding of nature, materials and force with developed skills
- retain and develop pupils' natural sense of curiosity of the world around them
- develop a set of attitudes which will promote scientific ways of thinking, including open-mindedness, perseverance, objectivity, problem solving and recognition of the importance of team work
- encourage pupils to come to understand the nature of "working scientifically" involving: meticulous observation, making and testing of hypothesis, designing and practically

- demonstrating fair and controlled experiments, drawing meaningful conclusions through critical reasoning and the evaluation of evidence
- teach pupils to become effective communicators of scientific ideas, facts and data using the correct scientific vocabulary and language
- allow pupils to begin to build up a body of scientific knowledge and understanding which will serve as a foundation for future enquiry
- teach pupils to recognise how science has changed our lives and is vital to the continuity of future world developments