

# COGNITA

## Curriculum Policy

### Salcombe Preparatory School



**MARCH 2019**

*This policy applies to Salcombe Preschool (EYFS), Pre-Preparatory School and Preparatory School*

**Salcombe Preparatory School**

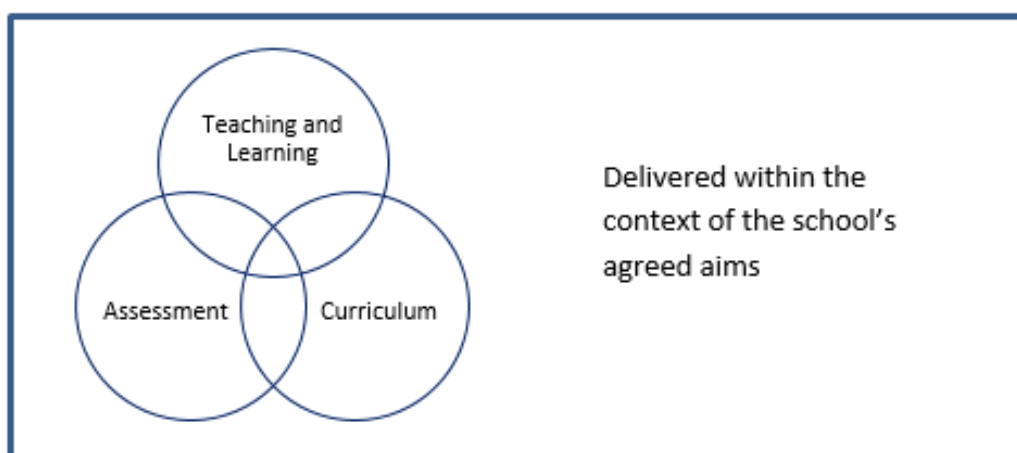
Contact names	
Executive Head	Sarah Davies
Associate Head and Deputy Head (Prep)	Tushi Gorasia
Deputy Head (Pre-Prep)	Karen Catlin
Director of Education and Chair of Governors	Jo Storey
Cognita	5 & 7 Diamond Court, Opal Drive Eastlake Park Milton Keynes MK15 0DU  01908 396 250  E: <a href="mailto:info@cognitaschools.co.uk">info@cognitaschools.co.uk</a>

### 1 Introduction

- 1.1 The purpose of this policy is to ensure that our curriculum supports our school ethos and fulfils our school aims, which are defined as:

*Salcombe aims to inspire in all pupils a love of learning by offering the best possible education, meaningful engagement in learning, participation in a wide range of activities and opportunities to develop the attitudes and values which will prepare our young people to lead happy, stimulating, useful and fulfilled lives.*

- 1.2 This policy applies to all pupils, including those in the Early Years.
- 1.3 We see the curriculum as, 'The total learning experience for our pupils, which includes not only the taught lessons but also the routines, behaviours, events, activities and other opportunities that our pupils experience on a daily, weekly and yearly basis in order to ensure that all of them make the best progress possible and attain high standards'.



- 1.4 A well-structured and coherent curriculum is a fundamental element of the tripartite of education that underpins all successful schools and includes Teaching, Learning and Assessment as in the following model:
- 1.5 We aim to provide a curriculum to develop pupils who love learning. We understand that the curriculum, both within taught lessons and beyond them, and in everything we say and do, should create an environment where academic risk-taking, questioning and debating, challenging thinking and the freedom to learn from mistakes are all encouraged.
- 1.6 Our curriculum offers all pupils the opportunity to experience linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative aspects of education. We intend that our curriculum should imbue in our pupils:
- A passion for life-long learning;
  - A capacity for independent and critical thinking;
  - Self-awareness, self-regulation and resilience;
  - Self-confidence without arrogance; and
  - Genuine interests that extend beyond the confines of the classroom.

- 1.7 British values, which are; democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs, are actively promoted in every aspect of school life.
- 1.8 Our curriculum is compliant with the following regulatory requirements as outlined in the Independent School Standards:

*The written policy, plans and schemes of work:–*

*(i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan; and*

*(ii) 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.*

*For the purposes of paragraph the matters are:*

*(a) full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act (1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;*

*(b) that pupils acquire speaking, listening, literacy and numeracy skills;*

*(c) personal, social, health and economic education which:*

*(i) reflects the school's aim and ethos; and*

*(ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act(a);*

- *where the school has pupils below compulsory school age, a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills;*
- *that all pupils have the opportunity to learn and make progress and*
- *effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.*

## **2 Taught Curriculum**

- 2.1 Our taught curriculum broadly follows and, at times, goes beyond the National Curriculum at KS1 and follows and exceeds the ISEB curriculum in KS2. It is formally assessed at the end of each term and at the end of KS2 by ISEB exams and the SATs. Our pupils also take GL summative assessments at the end of years Reception to Year 6 in English and Mathematics; Baseline Assessments in the Early Years; NGRT and Spelling tests in Reception to Year 6.
- 2.2 Time awarded to each subject in each year group is visually explained in - Appendix 1.
- 2.3 Details of how the taught curriculum is translated into our subject long term plans.

- 2.4 Taken together, the taught curriculum will ensure that by the time they have completed their time with us, all pupils are able to demonstrate the knowledge, skills and understanding to enable them to move onto the next stage of their education at the highest level.

### **3 Special Educational Needs and Disability - SEND**

- 3.1 Our curriculum is inclusive. For those pupils with special educational needs or specific learning difficulties, support is led by the Head of Learning Support/SENCO.
- 3.2 Further details of this provision can be found in our Special Educational Needs and Disability (SEND) Policy.

### **4 SMSC**

- 4.1 Our policy follows the advice given by the DfE in the non-statutory guidance of November 2014 and meets the requirements of the Independent School Standards. Aspects of SMSC are infused within the day to day operation of our school; incorporated through the curriculum, both in content included in subject schemes of work and through other planned learning opportunities in the school. They are captured in our written aims and expressed in the ethos and behaviours of everyone. Our approach to SMSC ensures that principles are actively promoted which:

- Enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
- Encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute 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 acquire a broad general knowledge of and respect for public institutions and services in England;
- Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- Encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act; and
- Encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England.

- 4.2 Discriminatory or extremist opinions or behaviours are challenged as a matter of routine.

- 4.3 In addition, our approach to SMSC ensures that all pupils will gain an:

- Understanding of how citizens can influence decision-making through the democratic process;
- Appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety;
- Understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others, such as the courts, maintain independence;
- Understanding that the freedom to hold other faiths and beliefs is protected in law;
- Acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
- Understanding of the importance of identifying and combatting discrimination.

### **5 Religious Education and PSHEE**

- 5.1 Our school chooses to respond to the legal requirement in maintained schools to teach Religious Education and Sex and Relationships Education, and to non-statutory guidelines to cover other aspects of Personal, Social, Health and Economic Education (PSHEE).
- 5.2 Our PSHEE course is delivered to all pupils through discrete PSHEE lessons taught by our teachers. There is one lesson of taught PSHEE a week. Elements of the programme may be supported through the bringing in of additional expertise, such as outside speakers, or the use of teachers with a particular interest or knowledge in a specific area. In addition to these discrete sessions, PSHEE is also dealt with across the curriculum (e.g. Social issues through the teaching of English Literature; Health through Biology and PE; Citizenship through History & RE). There are also centrally organised sessions which supplement the delivery in house, dealing with issues such as bullying, alcohol, sexual relationships and drugs, as well as supporting careers and economic education.

### **6 Co-curricular**

- 6.1 A wide range of enrichment activities supplements the timetabled curriculum. Our pupils are encouraged to take part in an extensive range of art, drama, music, sport and other activities and clubs. Regular themed days and weeks are held. These may include World Book Day, Science Week, Anti-Bullying Week or Art Exhibitions.
- 6.2 Pupils are taken to places of interest on a regular basis. Visits, including residential opportunities, are organised annually, which help to develop independence, teamwork and responsibility in a different environment to that in school.

### **7 Other Opportunities**

- 7.1 Our school aims to provide an education for life. Other aspects of our curriculum which enable our pupils to gain the skills, knowledge and experience to be successful adults include:
- Leadership Training;
  - Student Councils;
  - Community Service;
  - Expeditions and trips;
  - Fundraising Activities;
  - Various Societies and Activities; and
  - Sport.

### **8 Responsibility**

- 8.1 The person with responsibility for the overview and yearly evaluation of this policy is the Executive Head. However, all staff are responsible for ensuring this policy is implemented and acted on.
- 8.2 When evaluating the use and impact of this policy, our school leaders will evaluate the extent to which there is evidence of a curriculum which:
- Fulfils the aims of the school;
  - Embeds aspiration, attributes and the expectation to achieve high standards and high rates of progress; and
  - Provides engagement and excitement for learning.

## Curriculum Policy

Ownership and consultation	
Document sponsor (role)	Director of Education
Document author (name)	Karen Nicholson, ADE
Consultation – May 2017	Consultation with the following schools: Long Close School, Charterhouse Square School, Quinton House School, El Limonar Murcia, Cumnor Boys' School, Downsend Leatherhead Pre-Prep School, Oakleigh House School and El Limonar Villamartin. Education Team representative: John Coleman, ADE.
Updated – April 2018	James Carroll, ADE

Audience	
Audience	All school staff

Document application and publication	
England	Yes
Wales	Yes
Spain	Yes

Version control	
Implementation date	September 2018
Review date	Review and update for implementation in September 2019

Related documentation	
Related documentation	Curriculum Policy Assessment Policy Teaching and Learning Policy SEND Policy EAL Policy Prevent Duty Early Years Policy, where relevant Independent School Standards

### Appendix 1

#### The Salcombe Preparatory School Curriculum

One of the School's aims is to create a curriculum that is engaging, relevant, challenging and significant for all learners from Preschool to Year 6. This is achieved through structured inquiry and the acquisition of essential knowledge and skills, conceptual development and understanding, the demonstration of positive attitudes, and the ability to take socially responsible action.

Knowledge - What do we want the pupils to know about?

At the heart of our Salcombe philosophy is a commitment to structured inquiry as an ideal vehicle for learning.

The importance of traditional subject areas is recognised within our curriculum programme. We also recognise that these subjects alone do not constitute a complete education. The knowledge, concepts and skills that apply to language; mathematics; science; geography; history; personal, social and physical education; technology and the arts all need to be applied and explored in context across disciplines as and when necessary. In order to achieve this, the Salcombe curriculum programme provides the framework for learning and inquiry and support the acquisition of knowledge, concepts and skills of the traditional subjects. These are revisited throughout the pupils' years of schooling and ensure that they received a broad ranging, in-depth and articulate curriculum.

Concepts - What do we want the pupils to understand?

There are eight key concepts which support the inquiry process. The exploration of concepts leads to a deeper understanding and allows pupils to easily transfer knowledge learned in one area of the curriculum to another.

Form	What is it like? – The understanding that everything has a form with recognisable features that can be observed, identified, described and categorised.
Function	How does it work? – The understanding that everything has a purpose, a role or a way of behaving that can be investigated.
Causation	Why is it like it is? – The understanding that things do not just happen, that there are casual relationships at work, and that actions have consequences.
Change	How is it changing? – The understanding that change is the process of movement from one state to another. It is universal and inevitable.
Connection	How is it connected to other things? – The understanding that we live in a world of interconnecting systems in which the actions of any individual element affect others.
Perspective	What are the points of view? – The understanding that knowledge is moderated by perspectives; different perspectives lead to different



	interpretations, understandings and findings; perspectives may be individual, group, cultural or disciplinary.
Responsibility	What is our responsibility? – The understanding that people make choices based on their understandings, and the action they take as a result do make a difference.
Reflection	How do we know? – The understanding that there are different ways of knowing and that it is important to reflect on our conclusions, to consider our methods of reasoning, and the quality and reliability of the evidence we have considered.

Skills - What do we want the pupils to be able to do?

Alongside the development of conceptual understanding the pupils need to acquire and apply a range of skills. The acquisition of these skills gives the pupils the tools of inquiry.

Thinking skills	Acquisition of knowledge, comprehension, application, analysis, synthesis, evaluation, dialectical thought, metacognition.
Social skills	Accepting responsibility, respecting others, cooperating, resolving conflict, group decision making, adopting a variety of group roles
Communication skills	Listening, speaking, reading, writing, viewing, presenting, non-verbal communication
Self-management skills	Gross motor skills, fine motor skills, spatial awareness, organisation, time management, safety, healthy lifestyle, codes of behaviour, informed choices
Research skills	Formulating questions, observing, planning, collecting data, recording data, organising data, interpreting data, presenting research findings

Attitudes

What do we want the pupils to feel, value and demonstrate in relation to their learning, each other and the environment?

Appreciation	Appreciating the wonder and beauty of the world and its people.
--------------	---

Commitment	Being committed to their own learning, persevering and showing self-discipline and responsibility.
Confidence	Feeling confident in their ability as learners, having the courage to take risks, applying what they have learned and making appropriate decisions and choices.
Cooperation	Cooperating, collaborating, and leading or following as the situation demands.
Creativity	Being creative and imaginative in their thinking and in their approach to problems and dilemmas.
Curiosity	Being curious about the nature of learning, about the world, its people and cultures.
Empathy	Imagining themselves in another's situation in order to understand his or her reasoning and emotions, so as to be open-minded and reflective about the perspectives of others.
Enthusiasm	Enjoying learning and willingly putting the effort into the process.
Independence	Thinking and acting independently, making their own judgements based on reasoned argument, and being able to defend their judgements.
Integrity	Being honest and demonstrating a considered sense of fairness.
Respect	Respecting themselves, others and the world around them.
Tolerance	Being sensitive about differences and diversity in the world and being responsive to the needs of others.

Action - How do we want the pupils to act?

Pupils are encouraged to reflect on their learning, make informed choices and take socially responsible action that will help their peers, school staff and the wider community. At Salcombe, we believe that children have a responsibility to take action as a result of new learning.

### Subject Areas

#### English (Literacy)

Language is developed across the whole curriculum enabling children to communicate, use and learn about language in a variety of ways. As a result, whilst all teachers in the Pre-Preparatory and specialist English teachers in the Prep School teach literacy, all Salcombe teachers are teachers of language who are required to model and teach the use of language in all subjects. Language is taught through building on prior knowledge and the development of skills and strategies in order for

them to be applied in authentic and meaningful situations. Language is taught through purposeful inquiry in the context of the units of inquiry and is supported with structured lessons that provide the children with skills and strategies necessary to challenge and develop their understanding of concepts.

Children learn language when they are using language by speaking, listening, reading and writing in order to understand and express ideas. This is modelled and supported by the teachers through creating an environment that encourages risk taking and learning. The children are given opportunities to develop their speaking and listening skills through a variety of authentic activities. They are given the chance to read and write daily in a safe and stimulating environment.

Activities might include:

- Reading out loud, which can create a positive classroom community, help to build a shared repertoire of stories, poems, chants, and songs and build a sense of story.
- Shared and guided reading and writing that can engage all pupils' participation at their current level of ability.
- Independent reading and writing so children can read texts independently and select, browse, and read texts of interest.

Children learn about language when exploring language functions and conventions. Teachers identify the relevant reading and writing skills and strategies necessary to be taught to ensure that the children can apply their knowledge independently to a variety of language forms. These skills and strategies will be taught building directly upon the child's prior knowledge. This enables the teacher to scaffold the learning, exposing the child to the language form, modelling and developing the required skills and strategies before the child is expected to pursue them independently.

Activities might include:

- Strategy instruction, demonstrations and focused lessons that enable the children to focus on the processes, elements, and strategies of reading, writing, spelling and punctuation
- "What to do when I am stuck?" strategies
- Using reference texts
- Phonic awareness
- Comprehension strategies
- Reading and writing fluency
- Spelling patterns and word studies

Children learn through language by discussing and reflecting on their personal experience which will deepen their understanding of texts and help them make connections with what they know and their previous experiences. They are using reading and writing as tools for exploration or for the purpose of learning about the world.

Activities might include:

- Literature study and literature that encourages children to read and write texts as a way of making sense of life
- Texts that help readings understand more about themselves and their world; the children discuss texts with small groups of interested others and study the author's craft
- Partner, whole class and small group discussions resulting from literacy studies, inquiry, research and other language experiences.

### Mathematics (Numeracy)

The Salcombe Preparatory School curriculum involves the pupils building on previous understanding, and as an inquirer, discovering then describing their own mathematical ideas. The pupils need to use mathematics not as a fixed body of knowledge but as a way of thinking.

Many of the goals of our curriculum are to let the children inquire through maths. They need to:

- Spend time exploring problems in depth and understanding numbers;
- Find more than one solution to many of the problems they work on, and choose appropriate and effective strategies;
- Invent their own strategies and approaches rather than relying on memorised procedures/ algorithms ;
- Work in a variety of groupings, - as a whole class, individually, in pairs and in small groups;
- Express their mathematical thinking through drawings, writing and talking.

The School has many resources to allow this type of investigative mathematics to happen.

To balance this inquiry approach, the school also ensures that the pupils have basic skills that allow the investigative maths to take place. We follow the National Curriculum of England in the Pre-Preparatory school and the ISEB curriculum from year 3 upwards and all children are assessed termly.

### Science

Science involves people investigating the living, physical, material, and technological components of their environment and making sense of them in logical and creative ways.

Learning in Science is fundamental to understanding the world in which we live and work. It helps people to clarify ideas, to ask questions, to test explanations through measurement, observation, and to use their findings to establish the worth of an idea.

The knowledge component of Science is arranged into four strands:

At Salcombe Preparatory School, the children investigate science concepts designed so that each year at school the pupils build upon their scientific understandings and, as a result, better understand how the world works. Each year, teachers design learning engagements to build on the pupils' prior knowledge and move them to a deeper understanding of science in the world around them.

We follow the National Curriculum of England in the Pre-Preparatory school and the ISEB curriculum from year 3 upwards and all children are assessed termly.

### French

Other than the language of instruction of the school, French is taught from entry to Pre-school (nursery). One of the goals of exposing children to languages other than their mother tongue is to provide an insight, understanding and appreciation of other cultures and build an awareness of other perspectives.

Pupils learn everyday vocabulary to help them interact with the local community. In the higher ability groups written assignments and grammar become increasingly more important. Any additional exposure to French language activities outside of school is beneficial.

Children in our Early Years centre work with our Language teacher for 20 minutes a week, learning simple chants, rhymes and games to encourage them to have fun with a new language. Year 1 and 2 children attend lessons once a week for 30 minutes and older children receive instruction once a week in years 3 and 4 and twice a week for 50 minutes in Year 5. Year 6 have one lesson of French and one of Latin in their two language lessons.

In addition pupils learn basic language skills and are given exposure to the culture, food and traditions of the countries represented in the School. This enrichment provides an insight, understanding and appreciation of other cultures and builds an awareness of other human perspectives.

### **Geography and History**

Geography and History help pupils develop their personal, family, ethnic and cultural identities, to make informed and reasoned decisions about their classroom, the school and the world and understanding themselves in relation to the past, the environment and society.

At Salcombe Preparatory School, Geography and History build from being a study of the pupils' personal histories, their immediate environment, their culture and beliefs in the Pre-Preparatory, to a more global study of history, diversity of cultures and beliefs in the Prep School. Through their inquiries, pupils will gain an understanding of the importance of human rights, justice and equality and have the opportunity to grapple with some of the larger issues facing society today.

Through History and Geography, we want pupils to develop a sense of fairness, tolerance and respect for others, whilst gaining an understanding of themselves and their own culture. We want pupils to use history as a way of understanding the present and use it as a way of predicting the future. Through History and Geography, pupils will understand how we organise ourselves, how the world functions and see the relationship between people and their created and natural environment.

### **Religious Education (RE)**

Very aware of the drive to make RE a meaningful and relevant subject, the school follows an enquiry-based approach to teaching and learning as outlined in the Discovery RE scheme of work

Christianity is taught in every year group, with Christmas and Easter given new treatment each year, developing the learning in a progressive way. Hinduism, Islam, Judaism, Buddhism and Sikhism are also covered. The school have supplemented the scheme and at times, we also flex the curriculum to incorporate religions which reflect our school community.

### **Personal, Social and Health Economic Education**

In PSHEE the focus is on the well-being of the pupils themselves, of other people, and of society through learning in health-related contexts. Pupils reflect on the nature of wellbeing, develop resilience and a sense of personal and social responsibility. They are increasingly able to take responsibility for themselves and contribute to the wellbeing of those around them, of their communities, of their environments (including natural environments), and of the wider society.

### **Physical Education (PE)**

During PE at Salcombe Preparatory School, pupils learn about physical movement through physical activity, learning to understand and appreciate their own physical strengths and weaknesses. PE offers pupils the opportunity to discover ways to solve problems with their bodies, address physical challenges, work as a group, use various types of equipment and express themselves with and without the support of music. Physical movement helps pupils grow physically and socially.

### **Information Communication Technology and Computer Programming**

At Salcombe Preparatory School, Information Communication Technology is embedded within the curriculum and used to support teaching learning within the classroom. Pupils use technology as a tool for learning as well as organising and presenting information. In today's society, ICT has a growing relevance. Salcombe Preparatory School introduced a new scheme of work in September 2105 to include Coding and programming

Pupils use technology as a means of inquiry; collaborate with teachers and peers on learning activities, learning valuable data management skills through collecting, selecting, organising, analysing information for specific usage, to communicating ideas through a variety of technological mediums.

In KS2 the pupils have two scheduled lesson of Information Technology per week as well as the use of the computer suite as and when. There is access to mobile devices at both sites which can be used across the curriculum. The computers in the ICT room in the Prep School can be used when supervised by staff. Many classrooms have been fitted with interactive whiteboards, which complements the growing use of ICT in lessons. ICT at Salcombe is developing fast, with student and teacher enthusiasm driving the school forward.

### **Art**

The Visual Arts programme allows pupils to engage in authentic art experiences where pupils are encouraged and challenged to further develop their own unique artistic styles.

Pupils are exposed to a balanced approach where they engage in visual arts skills, learn about art history, have opportunities to critique art, as well as time to reflect on their learning. Pupils strengthen their abilities to plan and design their ideas first and then work through the creative process to complete their final product. This process is documented in their art books. A specialist teacher of visual art works with pupils in Years 3-6.

### **Design and Technology**

Design and Technology is an essentially practical activity, concerned with developing children's ability to operate creatively, effectively and confidently in the made world. Through designing and making, children tackle a wide variety of issues, drawing upon a broad base of knowledge, skills and values. Design and technology recognises the importance of 'knowing how' as well as 'knowing that'.

Design Technology aims to develop capability in the skills, processes, knowledge and understanding involved in designing and making; a critical awareness about the made world and the recognition that pupils can bring about change; a sense of enjoyment and pride in pupil's ability to design and make list art vocabulary when describing their work and ideas; and to develop a range of skills related to decision-making and management.

### **Drama**

The Performing Arts programme has evolved over many years and can be viewed as a testimony to the school's commitment to the arts as a vehicle for learning. It is a programme that is founded on the child's individual creative process. Every year there is a School production and pupils are encouraged to use their talents in singing, acting and stage management. Many pupils attend Trinity Guildhall lessons (an optional extra to the curriculum); to develop their communication skills and performance technique which underpins confidence for the 11+ examinations.

### **Music**

Every week the pupils receive one music lesson. During this lesson, pupils from Reception to Year 6 will participate in a wide variety of activities designed to develop their musical, creative, and analytical skills. They will sing a variety of songs in various styles to develop vocal control. They will use a variety of instruments to develop a steady beat and control in Foundation, analyse the structure of various styles of recorded music, and explore live and recorded music through movement and games. Pupils will learn to decode graphic and standard notation.

Years 5 and 6 have a weekly musical composition lesson where they are encouraged to write and perform their own music.

Pupils may choose to join the Salcombe Preparatory School choir which meet weekly after school. There is also a variety of instrumental tuition offered on site through peripatetic tutors. A list of these tutors is available in the school office.

### **Enrichment**

Salcombe has introduced the 'Enrichment for Life' program from September 2016 from Preschool to Year 6. Children have weekly lessons covering range of topics which cover life skills such as swimming and touch typing; lessons on British values and global citizenship and skills for the future such as digital literacy and financial capability.



**SUGGESTED LESSON ALLOCATION**  
**Pre-Preparatory School**  
**2018-19**

<b>Early Years</b> Preschool/Reception 40 x 30-minute sessions	<b>Year 1</b> 40 x 30-minute sessions	<b>Year 2</b> 45 x 30-minute sessions
<b>Starting activities</b> <ul style="list-style-type: none"> <li>• CIP - choice</li> <li>• Fine manipulative activity - tracing; sorting</li> <li>• Phonics work</li> <li>• Reading 1-2 -1</li> </ul>	<b>Starting activities</b> <ul style="list-style-type: none"> <li>• Handwriting</li> <li>• Reading 1-2-1</li> <li>• Number bonds</li> <li>• Finishing work</li> <li>• Responding to marking</li> </ul>	<b>Starting activities</b> <ul style="list-style-type: none"> <li>• Handwriting</li> <li>• Reading 1-2-1</li> <li>• Mental maths books</li> <li>• Finishing work</li> <li>• Responding to marking</li> </ul>
10 CLL (English)	10 English	10 English
2 Phonics (4 times 15 mins a week minimum)	2 Phonics (4 times 15 mins a week minimum)	2 Phonics (4 times 15 mins a week minimum)
10 Maths	10 Maths	10 Maths
2 KUW (Science)	3 Science	3 Science
1 IT	2 IT	2 IT
2 KUW (History/Geography)	2 History/Geography	2 History and Geography
2 Creative (Art/DT)	2 Art/DT	3 Art/DT
2 RE/PSHE/Enrichment	2 RE/PSHE/Enrichment	2 RE/PSHE/Enrichment
2 PE (2 x 30 mins)	2 PE ( 2 x 30 mins)	2 PE (2 x 30 mins)
2 Assemblies	2 Assemblies	2 Assemblies
1 French	1 French	1 French
1 Music	1 Music	1 Music
1 Music and Movement	1 Music and Movement	1 Music and movement
2 Forest School/Outdoor learning		4 extra sessions for Maths/English on Monday and Friday





**SUGGESTED LESSON ALLOCATION**  
**Preparatory School**  
**2018-19**

<b>Middle Prep Years 3 and 4 (35 lessons)</b>	<b>Upper Prep Years 5 and 6 (35 lessons)</b>
5 English	5 English
5 Maths	5 Maths
3 Science (1 double, 1 single)	3 Science (1 double, 1 single)
2 IT/Computing	2 IT/Computing
2 History	2 History
2 Geography	2 Geography
1 RE	1 RE
1 Enrichment to include life skills programme to include British Values, Citizenship, SRE and DE, swimming	1 Enrichment Program to include life skills programme to include British Values, Citizenship, SRE and DE, swimming
2 PSHCE	1 PSHCE
1 NVR/VR	1 NVR/VR
1 Language: French	2 Languages: French + Y5 Latin; Y6 Spanish
1 Music	1 Music
1 Drama	1 Drama
2 Art/DT	2 Art/DT
3 Sport/Games	3 Sport/Games
1 PE	1 PE
1 assembly/handwriting	1 assembly/handwriting
1 Form	1 Form