

THE KING'S SCHOOL IN MACCLESFIELD



CURRICULUM POLICY **(INFANT AND JUNIOR DIVISION)**

The Infant and Junior Division seeks to provide a broad and balanced education based on the values of compassion and mutual respect which underpin all activities and relationships throughout the school. To promote life-long learning and independent thinking, we encourage the development of pupils' individual talents and abilities, enabling them to develop their self-knowledge, self-esteem and self-confidence.

Our curriculum gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic, and creative education. We actively seek to promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

A programme of Personal, Social, Health and Economic Education (PSHE) is in place, which reflects the school's aims and ethos and contributes to the preparation of pupils for the opportunities, responsibilities and experiences of adult life.

We aim to enable pupils to acquire knowledge, to learn and to make progress according to their ability so that they increase their understanding and to develop their skills. All pupils acquire appropriate skills in speaking and listening, literacy and numeracy. We foster in our pupils the application of intellectual, physical and creative effort, interest in their work, and the ability to think and learn for themselves.

We provide an education, with subject matter appropriate for the ages and aptitudes of pupils, and the curriculum is designed to excite and develop learning. Lessons are differentiated to enable every child to progress and achieve so that those with special needs receive appropriate support, yet gifted and talented pupils can be stretched and challenged academically. We teach in a cross-curricular way in the Early Years Foundation Stage, Key Stage 1 and parts of Key Stage 2. Subject teachers are used, where appropriate, in order to give pupils a quality education.

The school's curriculum is kept under regular review to ensure that it evolves in line with changing social, economic and technological requirements. At all stages we try to ensure that we offer breadth, variety, relevance, continuity and progression. Any changes are introduced only after lengthy and careful consideration of all relevant factors.

Pre-School and Reception - The Early Years Foundation Stage

In Pre-School and Reception, the curriculum is guided by the 'Statutory Framework for the Early Years Foundation Stage' (*updated January 2024*). Learning in the Early Years Foundation Stage (EYFS) is developed through three Prime Areas of learning: *Communication and Language*, *Physical Development* and *Personal, Social and Emotional Development*. The

Prime Areas are strengthened by four Specific Areas: *Literacy, Mathematics, Understanding the World* and *Expressive Arts and Design*.

Planning in the EYFS curriculum focuses on the Early Learning Goals and developing children's skills and experiences towards achieving them. Within the EYFS, we adopt a cross-curricular, topic-based approach to curriculum planning and progress, and development is measured through a cycle of planning, observation and review. Pupils in the EYFS complete an adaptive baseline assessment upon entry to the Pre-School and Reception classes. EYFS staff liaise closely with the Learning Support Team as needed and individual learning plans are created should the team feel that additional intervention is warranted.

The children in our care are provided with a well-planned and resourced curriculum to take their learning forward and to provide opportunities for all children to succeed in an atmosphere that is caring, and which encourages the child to feel valued. We aim to foster independence of thought and action, whilst encouraging their developing awareness of the needs of others. We also aim to foster warm child/staff relationships to support learning and to promote the child's happiness within the discipline of a structured environment.

Facilities in the EYFS enable young minds to investigate and question. Outdoor classroom environments, specific to EYFS classes, with covered areas and opportunities for free-flow learning are available all year round. In addition to this, all pupils across EYFS, KS1 and KS2 have regular access to woodland areas where Outdoor Learning days take place.

Pupils also have weekly access to dedicated sports facilities such as the Infant and Junior Hall for PE, the sports centre for Games and swimming, as well as athletic fields. Each classroom has its own small library area, including modern foreign language resources to reflect languages studied by the year group. There are communal Infant and Junior Division library areas, all combining to provide a wide variety of reading material - Junior year groups also have year group libraries. Specialist subject teachers and instructors are employed for sports, Modern Foreign Languages and Music lessons.

Key Stage 1

As an independent school, our curriculum is based on the National Curriculum but is broader than and goes well beyond statutory requirements. Our pupils are encouraged to take an active part in their lessons, express opinions, ask questions and develop a positive attitude towards learning.

The learning journey continues in Key Stage 1, with pupils working much of the time in a thematic and cross-curricular way. This provides a seamless transition from one year to the next. As in Reception, specialist teachers enhance subject delivery through subjects such as sports, Music and Modern Foreign Languages. A core PSHE curriculum is in place, which serves well in preparing pupils for Key Stage 2.

Pupils are taught in mixed ability groups, although they may sit in ability groups within the classrooms for certain subjects. However, these groups are not fixed, and they evolve as the needs of the children change. Practical activities are explored wherever appropriate, and children are requested to explain their learning strategies and evaluate their work. In Year 1 this starts in verbal form, but then progresses to using a traffic light system to record their evaluations before the end of the academic year.

Planning includes provision for pupils with additional needs and extension activities are planned for more able pupils. Pupil provision and progress is evaluated regularly, and class teachers liaise with the Learning Support Team as and when needed in order to put specific learning plans into place if they are deemed necessary.

Key Stage 1 classes also enjoy access to outdoor learning on a regular basis. The KS1 outdoor classroom is used to support learning throughout the curriculum but it is most used as part of our Enquiry Curriculum and Maths lessons. Activities and resources are carefully chosen to support topics but also to encourage exploration, investigation and perseverance. Outdoor areas for gardening activities are under development, to support the Science and PSHE curricula.

Key Stage 2

In Key Stage 2 the pupils are taught by specialist subject teachers for Modern Foreign Languages, PE, Games, Swimming and Music. Pupils are placed in sets for Mathematics from Year 3 onwards to enable each child to be taught at a level appropriate to their ability in this vital area of the curriculum. Other subjects are generally taught within mixed-ability classes but year group teams, under the guidance of the Infant & Junior Management Team, have the flexibility to set for other subjects if they deem it to be necessary.

The core and foundation subjects are enhanced by the provision of a variety of enrichment activities and educational visits that take them further afield to foster a curiosity about the world. Teaching staff demonstrate appropriate subject knowledge and an approach to teaching which motivates, encourages and promotes learning. They are encouraged to be multisensory in their approach to assist different learning styles and interactions with their pupils.

The Enquiry Curriculum

With an emphasis on reasoning and problem-solving, encouraging pupils to think for themselves and develop critical reasoning, the Enquiry Curriculum is implemented from Pre-School through to Year 6 (within EYFS this is mainly delivered under the area of 'Understanding the World'). To complement generous lesson allocations in English and Mathematics, underpinning everything the pupils do, the Enquiry Curriculum focuses on broadening pupils' experiences by teaching them skills, whilst helping them to understand the context of what they are learning and why they are learning it. The golden thread of sustainability is woven through cross-curricular themes, building on pupils' understanding of the world and instilling a sense of duty for their future world.

Thematic learning is built around a series of 'Enquiry Questions' and these are usually based upon a historical or geographical (or Science in Key Stage 1) focus. Where possible, thematic links are built in to encompass Art, DT and Computing, alongside activities to give them life skills and develop resilience. Key themes from our RSP & PSHE schemes can also be woven into these cross-curricular lessons. However, where links cannot be established with the *Enquiry theme*, subject lessons may also be taught in a 'stand-alone' manner. In addition, there are times where Science may overlap into the *Enquiry theme* and takes into account seasonality. However, Science is always timetabled separately in Key Stage 2 to give full attention to the programmes of study for this subject.

The Enquiry Curriculum aims to make learning more engaging, with plenty of opportunities for enrichment and independent enquiry. Through pre-learning activities, pupils are involved in generating the enquiry questions which underpin the half term or termly unit of study. This way, greater pupil engagement is ignited from the outset, challenging pupils to 'go the extra mile' in terms of their research and encouraging a genuine interest in topics. Enquiry Ambassadors also support the Enquiry Curriculum Coordinator, further widening and deepening pupil involvement. Each year group have an area of responsibility, for example, Year 6 are Water Monitors and Year 5 are Energy Monitors; they meet with key departments in school and share their feedback to the wider division through assemblies or via a section in the bulletin.

King's Compass

The King's Compass Programme has been designed to help strengthen personal development. Curiosity, creativity and imagination blend perfectly as learners venture outside their classrooms *and* outside their comfort zones. Key skills of resilience and collaboration are prioritised, as pupils face challenges, failure, setbacks and adversity in their learning - all these experiences are recognised for their value and necessity as part of the King's Compass programme.

The programme is designed to enable all pupils at King's to develop different skills and experiences, leading to an extension of pupils' self-awareness, confidence and self-esteem. The King's Compass Programme is designed to develop collaborative-working and communication skills, providing positive health benefits - both physically and mentally - whilst assisting gross and fine-motor development. As part of the King's Compass programme, all pupils spend a full day outdoors as a year group each half term; these sessions are planned and led by specialist staff and the year group teaching team.

Curriculum Statement

In accordance with the guidance and requirements of the EYFS Framework, there is much flexibility and an acknowledgement that pupil-led learning embedded through a cross-curricular delivery is best practice. As a result, the Pre-School and Reception class timetables offer flexibility and extension when and where it is required.

In Key Stage 1, some lessons are divided into 30-minute sessions, allowing for the different lengths of the morning sessions to accommodate MFL and Music lessons. The week is divided into 20 sessions which allows for 23 hours & 20 minutes (EYFS) / 24 hours & 40 minutes (KS1) of lessons, inclusive of assemblies on 2 days per week and supplemented by a range of intervention sessions for small groups and extra-curricular activities.

Subjects are currently taught in Key Stage 2 within a weekly framework of 25 periods, averaging 56 minutes in duration. The Key Stage 2 lessons amount to 25 hours, inclusive of assemblies on two days per week and form time, supplemented by extra-curricular activities on a daily basis.

In most subjects, pupils are taught in mixed ability groups and differentiation is planned by task, questioning or outcome and resources are available to provide for this to ensure that pupils receive appropriate learning experiences. In Key Stage 2, pupils are set according to ability in Mathematics only.

The PSHE/PSED teaching and learning in the Infant and Junior Division embodies the recommended teaching programmes from the PSHE Association and Corum Life Education; many themes are also taught in a cross-curricular manner through the Enquiry Curriculum. In EYFS and Year 1, pupils follow the 'Think Equal' programme. A story-based, practical structure of activities for our youngest children focussing on the topic areas: *I Have A Strong Sense of Who I Am; I Am Able to Look After Myself; I Am Able to Look After Others; I Am Able to Communicate; I Am Able to Contribute and Create; I Am A Critical Thinker*. In the Infants, PSHE/PSED opportunities are also harnessed during our 'family style' lunches and snack times where all staff serve the children in family groups.

All teachers are expected to use the wide range of resources available to them in an effective and motivating manner.

CURRICULUM PLANS

The average number of periods a week per subject is given below. This is an approximate indication only. Topic areas will often overlap into several areas of learning and the amount of time per subject may differ from term to term, depending upon the focus.

Pre-School and Reception

There are 7 areas of learning which underpin the foundations for early years teaching and learning within the Early Years Foundation Stage Framework. They divide into the 'Prime Areas' of Communication and Language (C&L), Physical Development (PD) and Personal, Social and Emotional Development (PSED). Four 'Specific Areas' follow: Mathematics (M), Literacy (Lit), Understanding the World (UW) and Expressive Arts and Design (EAD). In addition to this, pupils at King's are also taught a Modern Foreign Language. Swimming lessons are introduced from Reception onwards.

Every day pupils enjoy access to a rich continuous provision of activities which underpin key learning objectives from the prime and specific areas of learning in the EYFS. Learning Challenge teaching and learning is cross-curricular in the EYFS, ensuring that children can link their learning with relevance and growing independence.

EYFS 20 x 1-hour adult-led sessions per week, plus 40 min daily phonics, reading & handwriting sessions	
Mathematics	5
Literacy and Communication & Language	5
Phonics/Reading/Handwriting	40 minutes per day
Physical Development & swimming	2
Expressive Arts and Design	2
Modern Foreign Languages	0.5
Personal, Social & Emotional Development, including THINK EQUAL	2.5
Understanding the World Cross-Curricular Topics, including Forest School on alternate weeks links to all areas of learning)	3

In the EYFS subjects are rarely taught in isolation as the curriculum is cross-curricular in nature and the approach also includes continuous provision on offer every day (not accounted for in table) to allow for child-initiated activities. Therefore, these timings are an approximation and are subject to change in response to the needs and interests of the cohort.

Key Stage 1 and Key Stage 2

All pupils follow a common curriculum in line with the requirements of the Primary National Curriculum. In addition, pupils undertake MFL lessons each week and dedicated computing

lessons are also timetabled.

All pupils experience a broad and balanced curriculum, which allows for progression and continuity. Cross-curricular themes are built upon through the Enquiry Curriculum and the inter-relatedness of subjects are recognised and developed when planning units of work.

The Learning Challenge Curriculum may include Science, History, Geography, Art, Design Technology, Computing, PSHEE (incl. RHE) and elements of PE, such as dance. However, KS2 Science is timetabled outside of the Enquiry Curriculum hours to ensure the correct time dedication to the subject. Some enquiries will have a more prominent historical, geographical aspect, others less so or not at all. Therefore, the amounts of these subjects covered each half-term varies depending upon the enquiry chosen by the year group.

Key Stage 1 20 x 60/65 min sessions per week, plus 40 min daily phonics/reading/handwriting		
	Year 1	Year 2
Mathematics	5	5
English	5	5
Phonics/Reading/Handwriting	40 mins per day	40 mins per day
Science included in Enquiry Curriculum in KS1		
Computing	1	1
Modern Foreign Languages	0.5	0.5
PSHE (incl. RSE) including Assemblies, Form Times & THINK EQUAL (Year 1)	1.75	1.75
Religion and World Views	0.5	0.5
Music	1	1
Physical Education & Swimming	2.25	2.25
King's Compass	Full day per half term	
Enquiry Curriculum (Including Science, History, Geography, Art, Design Technology)	3	3

Key Stage 2 25 x average 56-minute periods per week plus 20 min assembly/form time/ hymn practice				
	Year 3	Year 4	Year 5	Year 6
Mathematics	5.5	5.5	5.5	5.5
English	6	6	6	6
Science	2	2	2	2
Computing	1	1	1	1
Modern Foreign Languages	1	1	1	1
PSHE (incl. RSE, Assembly and Form time)	1.5	1.5	1.5	1.5
Religion and World Views	0.5	0.5	0.5	0.5
Music (plus weekly hymn practice)	1	1	1	1
Physical Education & Swimming	2.5	2.5	2.5	2.5

King's Compass	Full day per half term			
Enquiry Curriculum (Including History, Geography, Art, Design Technology)	4	4	4	4

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