CURRICULUM POLICY

Prior Park Paragon

Policy Owner	**Applies to**	**Superseded documents**
Deputy Head, Academic	Prior Park Paragon	Curriculum Policy v2
Associated documents SEND Policy Positive Behaviour Policy Safeguarding Policy Teaching, Monitoring and Assessments Policy And those noted throughout the policy.	**Review frequency** Every two years (unless the legislation/regulations update before this time) **Implementation date** 1 October 2025	**Legal Framework** KCSIE The Independent Schools Standards DfE National Curriculum in England Framework and Guidance EYFS Framework 2021

This policy is reviewed biennially, or more regularly as required, prior to approval by Trustees, where applicable.

Last reviewed by:	Deputy Head, Academic (Mr J Vine)
Date last reviewed:	September 2025
Approved by Trustees:	NA Approved by the Leadership Team
Date last approved:	1 October 2025
Date for next approval:	September 2027

1. Introduction

Prior Park Schools (PPS) is a family of Christian schools based in Bath and Gibraltar. Prior Park College (PPC) and Prior Park paragon (PPP) are incorporated in England as Prior Park Educational Trust Ltd. Prior Park Gibraltar (PPG), is incorporated in Gibraltar as Prior Park School Ltd. Both are companies limited by guarantee and registered charities.

The Prior Park Schools mission, underpinned by shared values, is to steward a thriving family of communities with love for the young people they serve at their heart. These vibrant communities cultivate creativity, foster integrity, and transform lives.

Prior Park Schools Values

Curiosity – Generosity – Courage

Prior Park Paragon provides a full-time supervised education for pupils of compulsory school age (in accordance with Section 8 of the Education Act 1996) by providing them with all the experiences and opportunities to learn and make progress, regardless of their ability. Our school's curriculum includes all the planned activities that we organise in order to promote learning, personal growth and development whilst supporting the school's aims and ethos and preparing pupils adequately for the opportunities, experiences and responsibilities they will encounter in their adult lives. We also have flexibility to take advantage of major events, cultural references and the current climate.

There are also extensive co-curricular activities offered at Prior Park Paragon to enrich the children's experience and provide opportunities for cerebral, creative and physical skill development. It also includes the 'hidden curriculum' – where the children learn from the way they are treated and expected to behave. We want children to grow into positive, responsible people, who can work and cooperate with others while at the same time developing their knowledge and skills, in order to achieve their true potential.

2. Mission Statement

Through five core strategic strands we deliver for each child, ensuring their experience is aligned to our vision for their journey of limitless discovery.

1. **Wellbeing for Life:** Our deeply embedded proactive pastoral approach provides each child with the self-worth and inner belief to grow into the best version of themselves.

2. **Expansive Opportunity:** Our rich variety of clubs ad activities builds character and accomplishment, igniting a spark of curiosity and endeavour which stays with the children for life.
3. **Outward Looking, Globally Aware:** Our connections with our community encourage outward looking and globally aware children, invested in becoming changemakers of the future.
4. **Boundless Outdoor Adventure:** Our magical woodlands provide an abundance of challenge for our young explorers, as part of a pioneering outdoor education programme.
5. **Individual Academic Growth:** In aspiring for excellence, each child blossoms beyond expectations, building their capacity for learning and embedding a growth mindset.

3. Vision and Values

The Paragon journey is one of limitless discovery. Each child enjoys a fully immersive educational experience, rooted in our school values whilst exploring and developing their attributes as learners. Adventures are wide and varied, centering on the beauty of childhood alongside preparation for the world beyond.

Our school curriculum is underpinned by the values:

- Honesty
- Kindness
- Self-Belief
- Compassion
- Aspiration

In all of their endeavours, the pupils are celebrated as they develop their attributes as learners: *curiosity, individuality, collaboration, courage, generosity, resilience, perseverance, reflection, initiative, independence.*

They blossom and grow as individuals who feel they have something to offer wherever they may be. Our approach goes well beyond simply seeking academic success. Instead, this comes as a biproduct of each child focusing on their own growth as a learner.

The school's curriculum covers a broad range of subject disciplines, delivered through teaching that will enable all pupils to make good progress according to their abilities. Progress is monitored and assessed through on-going formative assessment, with particular emphasis on staff providing 'in the moment' feedback, which pupils can immediately act upon on, and inform teachers' planning as part of a continuous process. As a school, we also conduct standardised assessments which allows for tracking of attainment and progress.

Please see separate Tracking Assessment and Monitoring Policy and Marking and Feedback policy for further information about the tracking and monitoring of pupil progress.

4. Roles and responsibilities

a. Head and Leadership Team

The role of the Head and Leadership Team is to:

- Allocate funds and resources to subject leaders to enable them to effectively lead their subjects.
- Provide appropriate, timely and specific information so that relevant stakeholders can use data effectively to improve pupil learning and achievement.

- Monitor effective use of data in improving pupil learning and achievement and implement solutions where appropriate.
- Have oversight of the academic calendar, ensuring that assessments, reporting and data collection are well spaced and appropriately carried out by and for all stakeholders.
- Encouraging and advising Heads of Department in developing Schemes of Work that are broad and balanced; Programmes of Study that include but go beyond the National Curriculum.
- Steer the strategic vision for these subjects alongside the Heads of Department.
- Ensuring pupils are able applying their skills, knowledge, abilities and competencies across all curriculum areas throughout the school.
- Together with the Senior Deputy Head, setting curriculum time allocations for each subject throughout the school, including the production of balanced teaching timetables. An overview of this can be found at the end of the policy as Appendix 1.
- Together with the class teachers, developing curriculum maps across the school (and liaise with the EYFS co-ordinator for the Early Years).
- Implement and oversee a regular cycle of curriculum review.
- Oversee CPD for teaching staff, including whole school INSET days.
- Oversee observations cycle, including Quality Assurance Observations, Peer Review etc.
- Implement and oversee opportunities to ensure that every teacher remains a learner.
- Oversee the cycle of reports and parents' evenings, including mechanisms to ensure consistent and highest quality of teachers' feedback to parents.
- Co-ordinating the learning experiences of all pupils, ensuring continuity, progression and a forward-thinking approach.
- Oversee the process for and implementation of Pupil Progress Meetings.
- Implement and oversee a programme for enrich, stretch and challenge.

b. Subject Leader

The role of the subject leader is to:

- provide a strategic lead and direction for the subject
- support and offer advice to colleagues on issues related to the subject
- monitor pupils' progress in that subject area
- provide efficient resource management for the subject.

It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensuring that there is full coverage of objectives, and that progression is planned into schemes of work.

c. Teachers

Teachers are responsible for planning the curriculum.
This is set out in in three phases which are made accessible and kept up to date as schemes of work which are found in SharePoint:

1. Long-term plan (year) - for each year group which indicates what units of work are to be taught in each term, and to which groups of children. These need to be placed, at the beginning of the year, in the year group or subject planning folder on the school SharePoint.

2. Medium-term plans (unit/termly) - give clear guidance on the objectives and teaching strategies for each unit of work. These differ depending on the structure of each particular subject but can be found in the subject planning folder on the school SharePoint.

3. Short-term plans (weekly-daily) - learning objectives for each session which identify what resources and learning activities that are going to be used in the lesson to meet the individual learning needs of all pupils. With each lesson having a clear objective as outlined in the

Medium-term plans, the Short-term plans are often the lesson slides themselves, giving enough detail to ensure that the learning objectives and activities are understood. It is teacher responsibility to edit these to ensure that it meets the needs of their class.

d. Pupils

- Ensure they strive to achieve their best in all areas of school life
- Enjoy their learning and become an active participant during lessons.
- As they move through the school, to take increased responsibility for the organisation and guided review of their learning.
- Offer honest feedback through pupil voice and the student council about how they view their learning, alongside offering suggestions for helping to improve their curriculum.

e. Parents and Guardians

- Complete extra-curricular activities with children such as reading daily and completing homework.
- Engaging where possible with whole school initiatives to support the child's development.
- Communicate with their child's teacher if there is anything they would like support with.
- Attend (where possible) school events aimed at supporting parents to support their children with their work.

5. Curriculum – Areas of experience

The curriculum allows pupils to have a range of learning experiences that challenge, stimulate and promote thinking and learning. It ensures that the education of all pupils includes linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative elements.

a. Linguistic – English (Reading, Writing and Speaking & Listening)

At Prior Park Paragon we aim to develop a shared understanding between all staff of the role of language in pupils' learning and how work in different subjects can contribute to and benefit from the development of pupils' ability to communicate. Language skills are taught primarily in English and Guided Reading lessons but form a fundamental part in all areas of learning throughout the school. Reading is regarded very highly at The Paragon and pupils are encouraged to be enthusiastic and motivated readers, where staff to facilitate pupils' access and motivation to read a wider variety of appropriately challenging literature when reading for pleasure. Pupils use our extensive library to develop an interest in a diverse range of books across range of genres. Writing is also highly regarded and celebrated with pupils writing appearing on walls, in the library, following story writing and poetry competitions. The third communication element of speaking, is developed through class discussions, drama lessons, class assemblies, school productions.

Please see separate English Policy for information on appropriate plans and schemes of work.

b. Mathematical

At The Paragon, we make Maths come alive by showing how important it is in everyday life and by ensuring that through effective modelling of mathematical connections, children have a strong conceptual understanding and can apply their knowledge of mathematics to new contexts. Children should be able to be flexible mathematicians who are fluent, able to reason and solve complex problems rooted in real life contexts.

Our teaching is based on the National Curriculum but not limited by it. It uses everyday life situations as well as structured play, activities and discussions to introduce key concepts. We use our diverse environment, both in and out of doors, to test and explore concepts in meaningful situations.

A combination of class, group, paired and one-to-one teaching enables us to identify at an early stage any pupils who are perhaps slower to grasp concepts and make sure we give them the necessary scaffolding and support. We also provide pupils with 'depth' opportunities, allowing them to deepen their reasoning skills and ability to communicate their strategies coherently.

Our aim is that all pupils should leave The Paragon with excellent basic numeracy, an appreciation of mathematical pattern and structure, a confidence in their ability to use Maths to find the answers to some of life's challenges and, importantly, an enthusiasm for lifelong maths learning.

Please see separate Maths Policy for information on appropriate plans and schemes of work.

c. Technological - Computing

Pupils at Prior Park Paragon are provided with the modern technological tools to allow them to be creative in a modern world. Classrooms are equipped with interactive whiteboards; a classroom computer and year group iPads can be booked and used in all classrooms in Year 1 – 4. There is also a laptop trolley comprising of 24 laptops which is used for computing lessons and can also be booked out for use in subjects across the curriculum. Pupils in Year 5 and Year 6 have their own assigned PLD (personal learning device), which is uses in lessons across the curriculum and supports with the need to become increasingly independent as they transition to Senior School.

Please see separate Computing Policy for information on appropriate plans and schemes of work.

d. Technological - Design and Technology

Design and Technology at The Paragon, prepares pupils to take part in the development of tomorrow's rapidly changing world. The subject encourages children to become autonomous and creative problem-solvers, both as individuals and as part of a team. It enables them to identify needs and opportunities and to respond by developing ideas and eventually making products and systems. Through the study of design and technology, they combine practical skills with an understanding of aesthetic, social and environmental issues. Pupils are able to reflect on and evaluate present and past design and technology, its uses and its impacts. Design and technology helps all pupils to become discriminating and informed consumers and potential innovators.

Please see separate Design and Technology Policy for information on appropriate plans and schemes of work.

e. Scientific

Science at The Paragon stimulates and excites pupils' curiosity about phenomena and events in the world around them. At The Paragon, our students show a high level of curiosity, and this is particularly evident in Science. Because science links direct practical experience with ideas, it can engage learners at many levels.

Science at The Paragon is taught, throughout the school, both inside and outside of the classroom in our unique, engaging and stimulating school environment. Lessons include a variety of practical activities in addition to covering relevant scientific theory. The aim is to increase pupils' knowledge and

understanding of Biology, Physics and Chemistry and in developing the skills associated with science as a process of enquiry. For example: observing; forming hypotheses; planning and conducting experiments; recording their findings; drawing conclusions; and evaluating their investigation.

Please see separate Science Policy for information on appropriate plans and schemes of work.

f. Human and Social – History and Geography

At The Paragon, our History curriculum has been built on three key premises.

Firstly, we firmly believe that studying History does not simply involve learning about interesting things that happened in the past. Instead, we teach our children to become historians who are able to investigate, interrogate and interpret the past. As they progress through the school, pupils will learn how to study and make deductions from sources, explore cause and effect, make historical comparisons, and sequence and analyse chronologies. Developing these disciplinary skills is at the heart of every History lesson.

Secondly, we believe that history doesn't just live in the past but also affects the present. Consequently, the periods, events and people that the children study have been carefully selected to deepen their understanding of the local area, help them navigate numerous complexities of the modern world, and develop the cultural capital necessary for them to become global citizens.

Finally, we believe that History is a subject that has the capacity to excite, inspire and fascinate. Whether they are poring over ancient maps, delving into Stone Age barrows or recreating historical battles, we aim to bring the past to life in a way that helps children develop a genuine passion for the subject.

At The Paragon pupils are taught Geography though a variety of topics. Led by the pupils' natural curiosity, Geography lessons explore the differences and similarities between people and places on a local and global scale. Geography allows children to develop their skills, knowledge and understanding of the world, its environments, and economies, whilst promoting global citizenship. Strong cross-curricular links are developed through practical activities, outdoor learning and fieldwork. Pupils are taught to communicate their knowledge in a variety of forms including writing and drawing, creating diagrams, maps and ICT presentations. At Pre-Prep level pupils study topics such as Africa, the Great Outdoors and Island Communities (inspired by the Katie Morag stories). The Prep Department begin to look at aspects of Geography more deeply: to explore the formation of rocks and minerals, investigate transport and industry in the local area and develop an understanding of how human activities can contribute to changes in our environment.

Please see separate Humanities Policy for information on appropriate plans and schemes of work.

g. Physical – PE and Games

The primary aim of the Sports Department is to inspire in each child a love of sport, from Nursery through to Year 6. We have the responsibility to introduce all the children to a wide range of sports whilst teaching a healthy and respectful attitude towards competition. The emphasis is always on *enjoyment* and *being the best we can be*. We believe that if the children enjoy their sport, they will want to learn more and they will subsequently achieve more.
We promote sport and fitness for all students and ability levels. We recognise that the lessons learnt through participation in sport and team activities are invaluable for personal development. We want to foster a lifetime love of sport and healthy living through fun and learning. Whether a student is

participating as an individual or as part of a team, sport provides them with a unique sense of place where they begin life-long friendships, learn to conquer their fears and build strength of character.

The Paragon offers an extremely varied programme of PE and Games. Lessons from our specialist sports teachers cover netball, hockey, rugby, football, cricket, tennis, gymnastics and the components of fitness. From Reception onwards, children also have swimming lessons. Our sports teams are highly competitive and take part, with considerable success, in a wide range of tournaments and festivals. We also offer a vast range of sports clubs including fencing, rugby sevens and cross country.

We make good use of our facilities; a multi-purpose sports hall, a hard play area (for tennis and netball) and a playing field. We also use the excellent facilities at nearby Prior Park College. These include the multi-purpose sports centre and fitness suite as well as an indoor swimming pool, astro-turf and grass pitches, tennis courts, athletics track and dance studio.

Please see separate PE and Games Policy for information on appropriate plans and schemes of work.

h. Aesthetic and creative – Music

Music at the Paragon promotes well-being and can give life-long pleasure, whether as an active music maker or in a more passive way. Music, at school, is a sociable activity. The ability to sing, play an instrument or appreciate music gives the opportunity to join choirs, orchestras and appreciation groups throughout life, thereby acting as an ice-breaker as people travel to new places. Music can develop social skills, fine-motor skills, self-discipline, concentration, perseverance, self-confidence and teamwork; all skills which are essential, both during school years and beyond. All pupils will have an equal opportunity to access music making in the school and develop their full potential whatever their ethnic origin, gender, cultural or religious background, ability or disability.

The Paragon's Scheme of Work for Music embraces the National Curriculum and Programmes of Study and ensures optimum skills progression. Planning is done on a termly basis and a range of published teaching material including Kapow and Charanga aid the delivery of the curriculum.

Please see separate Music Policy for information on appropriate plans and schemes of work.

i. Aesthetic and creative – Art

The Paragon is committed to the provision of a high quality, wide ranging creative curriculum. We believe that all children's learning is enhanced by a stimulating learning environment and that the attitudes and skills developed benefit every area of the curriculum. The inclusive ethos of the school ensures that all children, whatever their culture, ability or gender can access the creative curriculum.

Art and Design is especially important in contributing to the development of the child's perception of themselves and the world around them. At Prior Park Paragon, Art and design encourages the children to view the world with awe and wonder, appreciating artwork through access to a wide range of available materials. The planning and experiences suggested for Art and Design ensures consideration has been given to pupil's aesthetic development and their artistic expressions and creativity.

Art and design stimulates creativity and imagination. It provides visual, tactile, and sensory experience and a unique way of responding to the world. Children explore ideas and meanings through the work of artists. Through learning about the roles and functions of art, children can explore the effect it has on contemporary life and that of various times and cultures. It offers a strategy for communication and expression. Art can foster positive attitudes towards learning and enriches all our lives. Every child

should achieve their potential, made possible through having a consistent and inspiring approach to a curriculum that provides a wide range of experiences. To achieve this, co-curricular opportunities are available to all and every child is supported to achieve their personal best.

Please see separate Art Policy for information on appropriate plans and schemes of work.

j. Outdoor Learning

Outdoor learning at The Paragon provides pupils with an opportunity for pupils to move outside their immediate classroom and the environment they are accustomed to and learn in different, changing and often challenging surroundings. We understand the importance of teaching a variety of pupils in a variety of ways and aim to expose them to different opportunities, allowing them hands on experiences with varied activities within the diverse and stunning Paragon School grounds. The interactive environment offered outdoors can allow pupils to feel free from the constraints of a classroom and more open minded to the idea that learning is an extremely broad concept that can be embraced in all areas of our world. By realising that education doesn't only happen in a classroom, the children can start in a journey of limitless discovery.

Please see separate Outdoor Learning Policy for information on appropriate plans and schemes of work.

k. Religious Education

Religious Education (RE) enables pupils to investigate and reflect on some of the most fundamental questions asked by people. At Prior Park Paragon, we develop the pupils' knowledge and understanding of Christianity and other world faiths, and we address some of the fundamental questions in life. Children reflect on what it means to have a faith and develop their own spiritual knowledge and understanding. We help the children learn about religions (developing knowledge and understanding of religion) and also learn from religion and human experiences (exploring and responding to human experience).

Please see separate RE Policy for information on appropriate plans and detailed schemes of work.

l. Philosophy for Children

In Philosophy sessions at Prior Park Paragon, we work towards creating a Community of Enquiry:
A group of people used to thinking together with a view to increasing their understanding and appreciation of the world around them and of each other.

At Prior Park Paragon we strive to help our pupils to be effective, critical and creative thinkers and to take responsibility for their own learning in a caring and collaborative environment.

We aim to do this by providing an enquiry-based curriculum and Philosophy for Children (P4C) where pupils are encouraged to ask questions and find the answers through discussion, thereby developing the ability to recognise differences and explore these constructively.

Please see separate Philosophy for Children Policy for information on appropriate plans and detailed schemes of work.

m. MFL

The intent behind MFL teaching at The Paragon is to infuse a love for languages and develop communication skills in listening, speaking, reading and writing. Besides preparing the children for MFL learning at secondary level by equipping them with a solid foundation, the long-term objective is to create independent and inquisitive linguists who realise that learning languages transcends the four walls of the classroom and who can use their communication skills to reach others.

- French is introduced in Nursery and taught throughout the school by a native speaking specialist teacher.
- Spanish is taught by a specialist teacher from Prior Park College to Year 6 on a weekly basis.
- Mandarin is taught by a specialist teacher from Prior Park College to Year 5 on weekly basis.

Other languages e.g. Mandarin, Spanish are also frequently offered as extra-curricular clubs at Key Stage 2.

Please see separate MFL Policy for information on appropriate plans and detailed schemes of work.

n. PD and RSE

Personal Development is very closely linked to Social, Moral, Spiritual and Cultural development (SMSC). This provides explicit opportunities to promote pupils' development in these areas are provided in the framework for personal development.

Relationship Education focusses on developing the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

Positive relationships also apply online especially as, by the end of children's time at The Paragon, most children will already be using the internet. Through the teaching of relationship content, children will learn about online safety and appropriate behaviour in a way that is relevant to pupils' lives. This will be further consolidated during Computing lessons at The Paragon.

Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

Please see separate Personal Development and RSE Policy for additional information.

6. SEND and EAL

We aim to provide a graduated response to match each student's level of need. At each stage, students are encouraged, age appropriately, to take an active role in managing their learning and to set themselves high personal standards relative to their skills.

The curriculum in our school is designed to provide access and opportunity for all pupils who attend the school. We always provide additional resources and support for children with additional educational needs or for whom English is an additional language.

For further information about our SEND Provision and EAL Provision, please refer to our SEND Policy and EAL Policy.

7. Early Years Foundation Stage

We believe in the education of the whole child and activities are all planned and linked to develop the Prime and Specific areas of the EYFS.

The Prime areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, as well as for building their capacity to learn, form relationships and thrive. The Specific areas are underpinned by the Prime areas and the children's development in the crucial Prime areas form the starting point when activities are planned for the children.

It is expected that the balance will shift towards a more equal focus on all the areas of learning as the children grow in confidence and ability within the three Prime areas: Personal, Social and Emotional Development; Communication and Language and Physical Development

For further information please refer to our EYFS and Curriculum Policy.

8. Key Stage 1

Children in Years 1 and 2 are taught predominantly by their class teacher with the support of a Teaching Assistant. Art, Music, Languages and PE are taught by specialists.

9. Key Stage 2

Children in Years 3-6 are taught predominantly by their class teacher with some Teaching Assistant support where appropriate. Art, Music, Computing, Languages, Outdoor Learning and Sport are taught by specialist teachers.

10. Monitoring and review

The class teacher is responsible for the day-to-day organisation of the curriculum. The Deputy Head Academic, SENDCo and Subject Leaders monitor the lesson planning of all teachers during the year.

Subject Leaders monitor the way their subject is taught throughout the school. There is a clear process and proforma called FADE in which subject leaders monitor their subject.

F: Each element of monitoring has a specific Focus
A: The subject leader will then Analyse what they have monitored.
D: The subject leader will decide what to Do. They will outline relevant actions to take.
E: At a later date, there will be more monitoring, the subject leader can assess whether their actions have had the desired effect. They will then Evaluate whether more monitoring is needed.

The teachers are responsible for the medium and long-term planning which is shared with the subject leader. Subject leaders also have responsibility for the purchase, storage and management of resources.

11. Homework Expectations

The purpose of homework is to introduce children to and prepare them for the demands of completing work independently outside of core hours. It is to encourage the skills of organisation, aspiration and self-belief to encourage children to become increasingly autonomous as learners.

The expectations for the setting of homework in each year group are laid out below. Work is tailored to the needs of individual pupils.

Year Group	Subject	Duration	Set and Due days
Reception	Children take phonics and/or reading books home for daily reading practice		
Year One	*Reading* *Phonics & Spellings* *Maths*	Daily reading Daily phonics to learn for the week Doodlemaths and/or Times Tables Rockstars	
Year Two	*Reading* *Phonics & Spellings* *Maths*	Daily reading Daily phonics to learn for the week Doodlemaths and/or Times Tables Rockstars Summer Term – 10-minute English and Maths Tasks	
Year Three	*Reading* *Times tables practice* *Maths task* *English Task*	10 minutes – daily Throughout the week 20 – 25 minutes 20 – 25 minutes	**Set:** Monday **Due**: Friday **Set:** Monday **Due**: Friday
Year Four	*Reading* *Times tables practice* *Maths task* *English Task*	15 minutes – daily Throughout the week 25 – 30 minutes 25 – 30 minutes	**Set:** Monday **Due**: Friday **Set:** Monday **Due**: Friday
Year Five	*Reading* *Times tables practice* *Maths Task* *English Task*	15 minutes daily Throughout the week 30 – 35 minutes 30 – 35 minutes	**Set:** Monday **Due**: Friday **Set:** Monday **Due**: Friday
Year Six	Reading *Times tables practice* *Maths Task* *English Task* *Year 6 are also set practice assessment papers to complete over the October and Christmas holidays to support preparation for their assessments in January*	15 minutes daily Throughout the week 35 – 45 minutes 35 – 45 minutes	**Set:** Monday **Due**: Friday **Set:** Monday **Due**: Friday

English and Maths tasks will be, on the whole, linked to current or recent learning.

Appendix 1: Subject Timing allocations

Year group	No of classes	Total contact periods	Form time	Maths	English	Reading	Science	Humanities	RE	PD	Computing	Outdoor Learning	Art	DT	Music	Philosophy	French	Mandarin/ Spanish	Library	Games	PE	Swimming	Clubs
Y6	3	31.25	2.5	5	4	1.5	1.5	1.5	0.5	1	0.5	1	0.75	0.75	1	0.5	0.5	0.5	0.5	5	0	0	0
Y5	3	31.25	2.5	5	4	1.5	1.5	1.5	0.5	1	0.5	1	0.75	0.75	1	0.5	0.5	0.5	0.5	5	0	0	0
Y4	2	31.25	2.5	5	4	1.5	1.5	1.5	0.5	1	0.5	1	1	0.75	1	0.5	1	0	0.5	2.25	0.5	1.25	0
Y3	2	31.25	2.5	5	4	1.5	1.5	1.5	0.5	1	0.5	1	1	0.75	1	0.5	1	0	0.5	2.25	0.5	1.25	0
Y2	2	31.25	2.5	5	4	3.5	1.5	1.5	1	0.5	0.5	1	1	1	1	0.5	0.5	0	0.5	0.75	0.5	1.25	2.5
Y1	2	31.25	2.5	5	4	2.5	1.5	1.5	1	0.5	0.5	1	1	1	1	0	0.5	0	0.5	0.75	0.5	1.25	2.5
Reception	2	31.25	2.5	5	4	2.5	1.5	1.5	1	0.5	0.5	1	1	0	1	0	0.5	0	0.5	0.75	0.5	1.5	2.5
Squirrels	1	35																					

This table shows specific subject timing allocation.

Please note that in EYFS and Key Stage One, Outdoor Learning is facilitated by the classroom teacher instead of a specialist teacher.

DT is facilitated by the classroom teacher one week a term, in Years 1 and 2.