



HALSTEAD

PREPARATORY SCHOOL FOR GIRLS

**2a 2b Curriculum Policy
INCLUDES EYFS**

| Policy History | | |
|-----------------------|----------------|-------|
| Review Date | November 2016 | |
| Review Date | September 2017 | CD PA |
| Date of Next Review | November 2018 | |

Introduction

The Curriculum at Halstead

Halstead provides full-time supervised education for girls aged 4 – 11 and sessional Nursery education for 2 – 4 year old girls. The pupils are given experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetical and creative education.

All pupils acquire speaking, listening, literacy and numeracy skills.

We fully acknowledge the principles of 'Every Child Matters' from the age of 2 upwards.

The curriculum is fully inclusive of a holistic education through academic, cultural, spiritual, sporting, artistic and creative experiences, organised to promote learning and through personal growth and development. It comprises academic, sports, the arts and PSHEE and Citizenship education and is underpinned by the school's ethos, aims and learning dispositions. Halstead takes pride in teaching and promoting traditional British values within a curriculum that is developed to equip and prepare pupils for the next stage of their education as well as for the demands and challenges of their life in the 21st Century.

This policy document covers the timetabled curriculum and extra-curricular activities as well as making reference to other areas, such as Assessment and Reporting, PSHEE, SMSC and Pastoral Care which are covered in separate policies. The Headmistress has overall responsibility for the direction of the school, including the curriculum and standards for teaching and learning. Principle guidance on the academic curriculum is provided by the Deputy Head Academic supported by Heads of Department and After School Activities Co-ordinator who, in turn, oversee the taught curriculum/activities, resources and assessments within their subjects. Pastoral activities are led by the Deputy Head who is also the DSL, supported by Form Teachers and Head of Pre-Prep.

This policy lays the foundations for the whole curriculum and forms the context in which all other policy statements should be read. It is the way through which we offer a curriculum which is broad and balanced and meets, as its foundation, the requirements of the National Curriculum (2014), Common Entrance at 11+ and other examinations and scholarships to Senior Independent Schools (and occasionally to Grammar schools).

It includes the range of extra-curricular activities that the school organises in order to enrich the experience of the children, as well as the 'hidden curriculum' or what our children learn from our expectations of them and the way we interact with them on a day to day basis.

Background

The Halstead curriculum is divided into three areas:

Pre-Preparatory (Early Years; Nursery and Kindergarten (Reception))

Pre-Preparatory (Years 1 and 2)

Nursery (age 3 +) to Year 2 classes are taught mainly by Form Teachers/by key persons in EYFS, with specialist teachers for Physical Education, Dance, Drama, Music, Art (from Year1), French (from Year 1). Food/Design Technology (from Year 2) and Swimming (from Year 2). Children aged 2 – 3 may participate in specialist lessons when they show readiness to relate to additional teachers.

Preparatory (Years 3 to 6)

In Years 3 and 4 additional subject specialists are introduced for French and Science; In Years 5 and 6 all subjects are taught by subject specialists.

The curriculum covers an extended National Curriculum with added enrichment in every subject. Our core subjects are English, Mathematics and Science, enhanced by the broader curriculum of ICT, Drama, Geography, History, Religious Education, French, Design Technology, Food Technology, Art, Music, PE, Dance and Swimming.

Pupils are taught in mixed ability forms up to Year 4: setting in the core subjects (English and Mathematics) usually takes place from Year 5, unless circumstances require it at an earlier stage. Children with special educational needs and any additional needs are carefully planned for within teachers' planning and their Individual Education Plans (IEPs), where appropriate. They are supported with Learning Support Assistants in the classroom, through group work or individually as appropriate to their needs. These needs are reviewed at least termly by the Special Educational Needs Coordinator (SENCO).

Please see **appendix 1** for the **timings of the school day**.

Please see **appendix 2** for **curriculum teaching hours / balance of the curriculum**

Curriculum Principles

- To provide a high-quality education through a broad and balanced curriculum, which builds on previous knowledge, to ensure continuity and progression.
- To provide spiritual, moral, social and cultural development, taking account of cultural and other differences in the backgrounds of pupils and, where possible, using these to enhance teaching and learning.
- To develop in pupils the key skills and aptitudes of self-belief, communication, application of number, information technology, working with others, evaluating and improving their own learning and performance, problem solving, endeavour and critical thinking. We refer to these as our Halstead Habits.
- To give every child the confidence to discover where their gifts lie and to enjoy their talents, including pupils with Special Educational Needs (SEND), English as an additional language (EAL) and able and talented.

Curriculum Aims

- To provide the opportunity for every child from the age of 2 to be the best they can in a fully inclusive, nurturing and 'known' environment.
- To create a lively and stimulating learning environment where achievement to the highest possible standards is viewed as a positive outcome.
- To promote a positive attitude towards learning.
- To provide a balanced, challenging and stimulating curriculum.
- To prepare children for entrance examinations for their chosen schools.
- To enable children to be creative and develop their own thinking, as well as developing knowledge, skills and understanding.
- To teach children the skills that will enable them to become independent, life-long learners, known as the Halstead Habits.
- To enable children to develop high self-esteem and to be able to live and work co-operatively with others.
- To enable children to develop a respect for other people and their property.
- To help children to be physically fit and regard sport, physical exercise and diet as an important part of a healthy and well balanced lifestyle.

- To develop independent learners who are confident in the use of new technology, have the skills to access knowledge and develop their practical and problem solving skills.
- To develop the ability to discuss, reflect on and evaluate learning experiences.

Equal Opportunities

The school considers it important to provide a range of experiences and an environment that will instil in pupils a positive outlook towards people in our society whom they see as different from themselves. Halstead aims to demonstrate through its work and through its social activities that it positively values and respects pupils of all ethnic origins/racial groups, religions, cultures, linguistic backgrounds and abilities.

Pupils are positively encouraged by staff to participate in all activities that are appropriate to their age.

Inclusion

Halstead is committed to giving all pupils every opportunity to achieve the highest possible standards, regardless of age, gender, ethnicity, attainment or background. Teaching and learning, achievements, attitudes and well-being of every child are important; we follow the necessary regulations to ensure that we take the experiences and needs of all pupils into account when planning for learning. The School has an Accessibility Plan which is reviewed annually.

Support for learning

There is specialist learning support in the school for all levels. The school follows the SEND Code of Practice 0 -25 (January 2015).

CURRICULUM SCOPE

Early Years Foundation Stage (Nursery Chicks/Ducklings & Kindergarten)

Children's Progress

Throughout a child's time in the Nursery observations on each pupil's progress are carefully tracked and recorded in their 'Learning Journey' booklet. Parents are encouraged to add their own relevant comments and record any achievements their child has celebrated at home in their 'Magical Moments' book. These observations inform their Early Years Foundation Stage Profile. A written report is sent at the end of the Autumn and Summer Terms, or a summary report for the term in which a pupil starts Nursery. There is an opportunity to meet parents more formally at the end of each term to discuss their progress and parents are encouraged to have regular contact with their child's teachers. We pride ourselves in providing the best possible start to a child's education. All children within the Early Years learn through play, exploring their surroundings and developing their characteristics of effective learning, with support from attentive and experienced adults. Each child is considered 'unique' and their individual learning is catered for within school.

Positive relationships are key to every pupil's education. We pride ourselves in developing excellent working relationships with parents, understanding their role as first and most enduring educators of their children; also with the children by helping them to share, care and learn together.

- We provide a wonderful 'enabling environment' both indoors and out.

- We provide a rich play environment where children can experiment and explore through first hand experiences, encouraging them to have a sense of awe and wonder, whilst being able to ask questions and solve problems.
- We provide a safe, welcoming, happy environment where children may be helped to develop to their full potential.

Our Early Years follow the statutory guidance set out by the government called the 'Early Years Foundation Stage' (EYFS April 2017). Within this we provide learning opportunities throughout our continuous provision and a range of planned activities to promote the development of the prime areas of learning which are:

- Personal, social and emotional development - making relationships – Self-confidence and self-awareness - managing feelings and behaviour
- Communication and language - listening and attention - understanding - speaking
- Physical development - moving and handling - health and self-care.

Once children show a good level of development within these areas, the specific areas of development are introduced, which are:

- Literacy - reading - writing
- Mathematics - number - shape, space and measure
- Understanding the world - people and communities - the world - technology
- Expressive arts and design - exploring and using media and materials - being imaginative.

Outdoor play

Girls should enjoy stimulating and energetic activities both indoors and out and the feeling of well-being and autonomy that it brings. The outdoor play areas aim to provide a multi-sensory learning environment, catering for individual learning styles. They offer the pupils the chance to experiment with problem solving activities, collaborative tasks and child initiated learning opportunities.

All staff working within the EYFS will:

- provide resources that allow children to self-select
- present resources in a stimulating and attractive fashion
- provide resources that complement all seven areas of learning within the EYFS
- dress children appropriately for weather conditions
- extend and interact with children to develop and nurture learning and thinking
- be positive role models for expected behaviour and expectations of play outdoors
- ensure the area is safe and secure, adhering to Health and Safety Policy and the Risk Assessments in place
- raise parental awareness of the educational benefits of outdoor play
- endeavour to provide outdoor activities every week
- plan in a responsive and progressive manner to ensure a seamless continuation between indoor and outdoor learning spaces
- use the areas to make relevant observation of the girls, as individuals, to inform planning.

Please see the EYFS and supervision policy for further details.

Pupils will play and explore their environment showing engagement by finding out and exploring, play with what they know and be willing to 'have a go'.

Pupils will be active learners, showing motivation by being involved and concentrating, keeping on trying and enjoying achieving what they set out to do.

Pupils will be creators and think critically by having their own ideas, making links and choosing ways to do things.

As adults we support our children by:

- fostering a desire to learn by nurturing active questioning and an awareness of the world around them
- encouraging children to express their thoughts and ideas in a variety of situations
- helping children to become competent speakers and listeners
- developing confidence by praising success and encouraging effort
- learning through play and first-hand experience.

Year 1 and Year 2

We aim:

- to follow the requirements of the National Curriculum in Key Stage 1 as the foundation to our planning by encouraging individual, group and class progress in academic subjects
- to enrich and broaden the standard curriculum by teaching Drama, Dance, Music, Art, Design & Technology, Food Technology, French
- to teach each child to be socially independent in dressing and undressing, and in the classroom duties
- to nurture all sporting, musical and artistic talent at every level
- to encourage self-discipline, good behaviour and mutual respect for others as individuals, as class members, and as part of the school community
- the curriculum is often delivered through a topic based approach which teaches subjects across the curriculum
- to ensure continuity and progression by discussing and agreeing planning with the year group teams.

Prep (Years 3, 4, 5 and 6)

- In Key Stage 2 pupils are taught predominantly by subject specialists, in preparation for 11+ examinations for Senior School entry and scholarships, according to their individual requirements and abilities. Pupils are also prepared for internal end of term assessments.
- In Years 5 and 6 girls are put into two ability sets for Maths and English but are taught in mixed ability form groups for all other subjects.
- Throughout the school extension and support work is provided.
- Department handbooks and curriculum documentation provide specific details on content, setting, teaching strategies etc.
- All pupils have access to support, if necessary, and those with identified needs, supported in class or may be withdrawn for extra help as appropriate, to accommodate full inclusion at a later date. The SENCo will liaise with teaching staff to ensure appropriate provision in lessons, revision and examinations.

Learning skills

- Learning Skills lessons are introduced to the curriculum in Years 3 and 4. In these lessons the girls consider their preferred learning styles, how they as an individual learn best and independent thinking and reasoning skills. This helps them devise strategies for homework, revision and examination preparation. We believe this to be an excellent foundation on which to build their future senior school studies.

Further information regarding curriculum subjects from Nursery to Year 6 can be found in each year group **curriculum booklet** which is sent out to parents in the Autumn Term of each academic year (**please see appendix 3**)

CURRICULUM PLANNING

All teachers at Halstead have a responsibility to ensure good communication across the whole school to ensure best practice in teaching and learning, and best use of resources and specialist facilities for music, art, Food Technology, IT, PE, Library and science.

Curriculum Development Plan

The curriculum is developed within the parameters set by the whole school development plan.

The curriculum development plans works together with:

- the school mission statement and ethos
- individual subject development plans.
- the strategic goals developed by SMT and whole staff

The curriculum development plan will be subject to annual monitoring, evaluation and review. Changes will be made through consultation and discussion by the senior management team.

Deputy Head Academic

The Deputy Head Academic, liaising with the Headmistress and other members of SMT as required, agrees:

- the staff teaching the subject and their responsibilities
- the time allocated to the teaching in each year group/subject
- marking and assessment policy Feedback, marking and presentation and assessment policies/procedures
- details regarding examinations, internal and external
- homework/prep.

Heads of Department

The Heads of Departments are responsible for the strategic lead and direction in the subject, to:

- provide and annually review aims and objectives for the subject
- ensure targets are set for pupils and resources
- produce subject documentation including development plans. Subject development plans should be regularly reviewed and evaluated by the subject team, and adjusted according to progress and achievement
- ensure continuity of learning and development across the whole school
- produce and publish departmental plans and an annual overview
- establish resource and budget requirements.

Head of Curriculum and Enrichment:

- monitors completion and content of long and medium term planning
- reports monitoring and evaluation of planning to the Deputy Head, Academic who will decide next steps where required and liaise with the Headmistress.

Subject meetings

HODs hold regular meetings with all staff who teach the subject. All meetings work to an agenda and are minuted, including action points, responsibilities and target completion dates.

The regular subject meetings should include the following:

- continuity of curriculum across the year groups
- policy issues (marking, assessment)
- resourcing
- sharing of best practice
- observation

Planning Procedures

In addition to the National Curriculum programmes of study, Common Entrance syllabus and scholarship examinations requirements, the school will use professional judgment, experience and new educational ideas and developments to amend and extend the curriculum, as considered appropriate.

Through our medium term plans we state clearly the learning objectives, teaching strategies, cross-curricular links and resources needed for each subject. We use the National Curriculum (2014) programmes of study as a foundation for much of our medium term planning and also include enrichment and extension opportunities. Our short-term plans are those that our teachers write on a weekly or daily basis.

Targets

Targets are included in all parts of the school; they enable our learners to develop greater independence and achievement in all subjects. Subject targets are reviewed for individuals by teachers. Targets make explicit to the pupil what is needed in order to improve attainment or progress. Targets should relate directly to helping the individual pupil's achievement of a goal. Form teachers and subject teachers monitor targets and provide feedback to pupils and target setters. Reaching a target (as agreed between child, staff and parents) may be recognised with House Points, a Merit or Distinction certificate, as deemed appropriate. The targets are linked to progress and attainment and from Year 3 can be found in the front of pupils' work books.

Teaching

At Halstead our teaching:

- enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught
- fosters in pupils self-motivation, the application of intellect, physical and creative effort, interest in their work and the ability to think and learn for themselves, through well planned lessons, class management and effective teaching strategies
- ensures that lessons are planned and built on the prior learning and understanding of pupils
- demonstrates an excellent subject knowledge and understanding of how to teach it effectively
- includes the teaching of British Values across the curriculum – this is a major part of our spiritual, moral, social and cultural ethos
- does not discriminate against pupils
- is monitored and evaluated for impact, the school assesses against national norms

Special Needs

Learning Support aims to meet each child's individual needs following the guidelines of the SEND Code of Practice 0-25 (January 2015) and The Equality Act 2010.

The School is committed to providing for the special educational needs of its pupils whatever their specific identified learning difficulties or talents and gifts might be.

If a child has needs that are additional to or different from other pupils within the class then her teacher discusses his/her concerns with the SENCo who advises and, in most instances through differentiated work, the teacher can provide the resources and educational opportunities that meet the child's needs, within normal class organisation. If necessary, the SENCO undertakes more detailed assessment and provides intervention to match the pupil's level of need. Specialist intervention is provided where there is an identified specific learning

difficulty and/or there is a mismatch between a child's potential ability and their current performance. As far as practical we provide additional resources and support for children with special needs within school hours at no extra charge.

All staff are made aware of each child's needs at the beginning of each term and regularly at weekly staff meetings so that their needs may be met in all school settings. When appropriate, external agencies, such as speech therapists, occupational therapists and educational psychologists provide specialist assessment, support and advice to the pupil, teaching staff and parents.

Disability/Inclusion

We are committed to meeting the needs of children at Halstead that have disabilities. The school complies fully with the requirements of the Equality Act 2010. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared to non-disabled children. Teaching and learning is appropriately modified for children with disabilities. For example, they may be given additional time to complete certain activities or the teaching materials may be adapted. The school has an Accessibility Plan which is reviewed annually.

Children with Special Educational Needs or learning difficulties and/or disabilities:
see also our Special Educational Needs Policy.

Sex and Relationship Education

The School provides sex education in the basic curriculum for all Year 6 pupils, in which pupils are encouraged and guided by moral principles and taught to recognise the value of family life. In accordance with the law the biological aspects of human reproduction remain compulsory for all pupils, but parents may withdraw their children from any other part of the sex education provided without giving reasons.

Political Education

Political issues may be introduced in several subjects and are presented in a balanced manner. School Council and special election days at key political times are prominent throughout the school.

Community Cohesion

By community cohesion, the government means through its curriculum the school will work towards creating a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community. This is respected, understood and supported in our ethos and practice.

Active promotion of fundamental British values

These are democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. This is evident in the school's ethos and in a multiplicity of ways throughout the school, for example, in the PSHEE programme, School Council, leadership elections, assemblies and within subject areas. Departmental handbooks outline the role played by individual departments in the active promotion of fundamental values.

PE and Games

All pupils are expected to take part in the school's Physical Education and Games programme. Pupils can only be excused from PE and Games lessons for medical reasons, for which a note from a parent will suffice, or other reasons agreed with the School.

Enrichment

The school has a wide and varied programme of cultural and sporting activities that take place outside the formal curriculum. These include school trips, visiting speakers, school events and the Year 6 Curriculum Enrichment activities. Much of the Year 6 enrichment is drawn from interests, experience and training of members of staff and varies from year to year. All pupils are expected to take part in the programme.

PSHEE (SEE PSHEE and Pastoral Care Policy)

PSHEE is a requirement of the school curriculum. PSHEE is covered in dedicated syllabus time, is embedded in subject teaching, and may be covered in extra-curricular time. The PSHEE co-coordinator will produce a termly topic plan for each year group, with learning objectives, suggested activities and where possible, resources. Year group form teachers should ideally plan PSHEE lessons together, to ensure consistency of provision and equality of access to this subject. The syllabus followed caters for developing effective learners, respecting each other, raising awareness to the global perspective and potential career options. All girls have one PSHEE lesson per week. It is based on a comprehensive programme of study (we subscribe to the Go Givers Programme) and as well as personal, social, health and citizenship education includes learning about; learning skills, research skills, library induction, e-safety and the work of people within our community eg magistrates.

Extra-curricular activities

There is a wide range of cultural and sporting activities that take place outside the formal curriculum.

Activities throughout the school include:

- Team games at all levels from Year 3 upwards: Netball, Hockey, Swimming, Athletics, Rounders and Cricket.
- Other sports/activities: Judo, Tennis, Gymnastics, Dance, Zumba, Cross Country, Tap dancing and Ballet.
- Music activities: Junior Choir, Senior Choir, Orchestra, individual Music lessons in a wide range of instruments, Musical Teas and formal Music concerts throughout the year.
- EYFS (Nursery and Reception) Christingle / Nativity, Pre-Prep (Year 1 and Year 2) production, Year 3 and Year 4 Spring production, Year 5 and Year 6 Summer production.

Please see **appendix 4** for an example of our **extra-curricular provision**.

Homework

Homework is a very important part of a child's education, and can add much to a child's development. We recognise that the educational experience that any school by itself can provide is limited by the time available; children can therefore benefit greatly from the complementary learning that they do at home. Indeed, we see homework as an important example of cooperation between teachers and parents. One of the aims of our teaching is for children to develop as independent learners, and we believe that doing homework is one way in which children can acquire this skill.

Homework plays a positive role in raising a child's level of attainment. However, we also acknowledge the important role of play and free time in a child's growth and development. While homework is important, it should not prevent children from taking part in the activities of various out-of-school clubs and of other organisations that play an important part in the lives of our pupils.

Aims and objectives

The aims and objectives of homework are:

- to enable pupils to make maximum progress in their academic and social development;
- to help pupils develop the skills of an independent learner by encouraging self-reliance, research skills and time management but with support available if necessary;
- to promote cooperation between home and school in supporting each child's learning;
- to enable all aspects of the curriculum to be covered in sufficient depth;
- to consolidate and reinforce the learning done in school, and to allow children to practise skills taught in lessons;
- to help children develop good work habits for the future

All homework should be related to the teaching in the class and should have its purpose explained to the children.

EYFS and Key Stage 1

| | |
|---|--|
| Nursery Ducklings -shared activities with parents | <ul style="list-style-type: none"> • Parents are asked to help with their daughter's learning such as helping to choose objects for the phonics table and finding pictures for their phonic letter book. • Show and Tell • Summer term – take home a library book to share over the weekend |
| KG | <p>Phonic letter and blending activities. Reading book sent home every night. Tricky words, reading or writing Non-phonetic words sent home every night. From January – a maths challenge weekly.</p> |
| Year 1 | <p>Reading book sent home every night. Friday - Spelling list given out – to be learned over the week.</p> <p>From October half term - Maths task – a written homework e.g. number bonds, counting in 2s.</p> |
| Year 2 | <p>Reading book sent home every night.</p> <p>Monday: 12 spellings sent home and checked on a Friday</p> <p>Maths: e.g. mental maths, a family of number bonds or times tables to practise every night – tested on Friday. (All tables are learnt over the year). - weekend speed challenge.</p> |
| | <p>Poetry: - a new poem is learnt and recited from time to time.</p> <p>Science/history/geography – occasional topic work. + 5 minutes recorder practice three times a week from January</p> |

Key Stage 2

From Year 3 to Year 6 it is expected that girls learning a musical instrument in school practise regularly and that all the girls read for enjoyment each night.

| | |
|--------|--|
| Year 3 | <p>Reading every night Spelling and times tables practice every week + 10 minutes music circus instrument practice three times a week</p> <p><u>Prep. in school:</u> 30 minutes maths and short learning activity 30 minutes ICT and short learning activity 30 minutes English and short learning activity</p> <p><u>Weekend homework:</u> 45 minutes geography/history/science (rotated)</p> |
| Year 4 | <p>Reading every night Spelling and times tables practice every week</p> <p><u>Prep. in school:</u> 30 minutes maths and short learning activity 30 minutes geography/history/science (rotated) and short learning activity 30 minutes English and short learning activity</p> <p><u>Weekend homework</u> 45 minutes spelling meanings and occasional continuation of class work</p> |
| Year 5 | <p>Spellings & reading each week.</p> <p><u>Prep. in school:</u> 45 mins maths 45 mins science 45 mins English</p> <p><u>Weekend homework:</u> Fri - 45 mins geography/history/RE (rotated)</p> |
| | <p>Up to an hour of maths continuation of classwork and corrections 35 mins English reading and spelling</p> |

| | |
|--------|---|
| Year 6 | <p>Autumn term:</p> <p><u>Prep. in school:</u> 60 mins maths 60 mins science 60 mins English</p> <p><u>Weekend homework:</u> Fri - 1 hour English 1 hour maths 1 hour science for girls sitting CE or external Science examinations</p> <p>If there is a sports fixture on a prep day the girls are allowed to use Thursday evening to complete work missed.</p> <p>Spring & Summer Term</p> <p><u>Prep. in school:</u> 45 mins maths 45 mins history / other subject 45 mins English</p> <p>(From half-term in the spring term some Prep. time may be used for rehearsals for the summer production)</p> <p><u>Weekend homework:</u> Fri - 1 hour English) 1 hour maths) After exams, there will be no weekend Prep. 1 hour science)</p> <p>Humanities 35 minutes (rotated)</p> <p>+ Occasional learning of French vocabulary</p> |
|--------|---|

With the exception of Year 6 in the Autumn term, no homework is to be set for any holidays unless absolutely necessary. Girls are to be encouraged to continue reading for pleasure.

Homework is recorded in the pupil's homework diary, which is signed by parents each day and checked by form teachers so that any concerns or issues can be addressed immediately.

We recognise that children have individual learning styles, which means that some tasks can be completed in a number of different ways, while others demand a particular approach.

Occasionally, whole school weekend homework may be issued eg for a languages day.

The role of parents

Parents have a vital role to play in their child's education, and homework is an important part of this process. We ask parents to encourage their child to complete the homework tasks that are set. We invite them to help their children as and when they feel it to be necessary and to provide them with the sort of environment that allows children to do their best. Parents can

support their child by providing a good working space at home, by enabling their child to visit the library regularly, and by discussing the work that their child is doing.

We ask parents to check the homework diary daily, and to sign it.

Use of ICT

Halstead School is constantly reviewing and moving forward with embracing ICT in teaching and learning. Cyber safety is paramount and several steps are taken to maintain it (see ICT Policy) to include parent information evenings, assemblies and training for staff throughout the year.

The use of ICT and the Internet has made a significant contribution to the amount of reference material available at home, and the ease and speed with which it can be accessed. However, teachers expect pupils to produce their own work, perhaps by editing something they have found, or by expressing it in their own words.

There are many websites and apps containing highly educational material which can have a powerful effect on children's learning. At school, we use websites and apps which will best support the children's learning. Parents are advised to supervise their child's access to the Internet.

ICT is used as a teaching and learning tool throughout the curriculum. All staff have access to interactive whiteboards and these are used regularly. There is also a trolley of laptops and two class sets of iPads for use in the classrooms. All teachers are provided with their own iPad for use as a teaching and learning resource in the classrooms. Many classes have visualizers.

EYFS pupils use ICT in the classroom – using a variety of programmes on the whiteboard and iPads. They begin to explore programming using Beebots which develop directional language and number skills. They are also encouraged to use iPads to record their own work and self-assess.

In Years 1 and 2 the children are encouraged to gain confidence in the use of computers through weekly lessons in the ICT suite and use of iPads in class teaching time.

In Key Stage 2, ICT is becoming increasingly important and more widely used in a variety of different ways. These include the broadening of children's experience, increasing the range of teaching strategies, increasing the efficiency of lesson preparation, worksheets and the way in which work is set and handed back. School iPads have been particularly successful in helping children with specific learning difficulties. See the ICT Department handbook for further details.

See separate policy on Assessment Recording and Reporting.

This policy has regard to the guidance issued by the Secretary of State.

Halstead policies are approved, ratified and reviewed regularly by SMT and the Governing Body in the light of statutory requirements.

Ratified by
On behalf of the Governing Body

A handwritten signature in blue ink that reads "Leonard Roberts". The signature is written in a cursive style with a horizontal line underneath the name.

Date: Thursday 30th November 2017

Appendix 1

The School Day

Pre-Prep

Nursery

The day is divided into two sessions; details of the daily routine and activities are displayed in the Nursery cloakroom.

Morning session: 8:20 - 11:45 am

Full day session: 8:20 - 3.35 pm (these girls will have school lunch at 11:50 am)

Afternoon session: 1:30 - 3:35 pm (Monday to Thursday) / 1:30 – 2.50 pm (Friday)

Kindergarten (Reception) - Year 2

8:20 am - 3:35 pm (Monday to Thursday) / 8:20 am – 2:50 pm (Friday)

All girls have a school lunch at mid-day

Years 3-6

| | Monday, Tuesday, Thursday | Wednesday | Friday |
|--------------|---|--|------------------------------------|
| 8.20 | School begins with registration in form rooms | | |
| 8.35 | Lesson 1 | Assembly : 8:35 am Lesson 1 : 8:55 am Lesson 2 : 9:30 am | Lesson 1 |
| 9:10 | Lesson 2 | | Lesson 2 |
| 9:45 | Assembly | | Assembly |
| 10:05 | Break | Break | Break |
| 10:25 | Lesson 3 | Lesson 3 | Lesson 3 |
| 11:00 | Lesson 4 | Lesson 4 | Lesson 4 |
| 11:35 | Lesson 5 | Lesson 5 | Lesson 5 |
| 12:10 | Lesson 6 | Lesson 6 | Lesson 6 |
| 12:45 | Lunch | Lunch | Lunch |
| 1:15 | Break/clubs | Break/clubs | Break/clubs |
| 1:45 | Lesson 7 | Lesson 7 | Lesson 7 |
| 2:20 | Lesson 8 | Lesson 8 | Lesson 8 |
| 2:55 | Lesson 9 | Lesson 9 | 3:10 pm go home or to After School |
| 3:30 | Form Time/reading time for Years 3-5; | Form Time/reading time for Years 3-5; | |

| | Break for Year 6 | Break for Year 6 | Care or clubs |
|-------------|--|--|---------------|
| 3:45 | Years 3-4 go home if not staying to Prep Year 5 Break with snack; Year 6 Prep begins | Years 3-4 go home if not staying to Prep Year 5 Break with snack; Year 6 Prep begins | |
| 4:00 | Years 3-5 Prep begins | Years 3-5 Prep begins | |
| 4:45 | Prep ends Years 3-6 go home or to After School Care or clubs | Prep ends Years 3-6 go home or to After School Care or clubs | |

Appendix 2

Curriculum Teaching Hours / Balance of Subjects

| | | | | | These year groups are taught in sets for Maths, English, VR and ICT - Red Group – Top set Blue Group - Lower set | |
|---------------------------|--------|--------|-----------|-----------|--|-----------|
| Subject | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| English | 11 | 10 | 8 | 8 | 8 | 8 |
| Maths | 11 | 10 | 8 | 8 | 8 | 8 |
| Science | 2 | 2 | 4 | 4 | 4 | 4 |
| ICT | 1 | 1 | 1 | 1 | 1 | 1 |
| History | 2 | 2 | 2 | 2 | 2 | 2 |
| Geography | 2 | 2 | 2 | 2 | 2 | 2 |
| RE | 1 | 1 | 1 | 1 | 1 | 1 |
| French | 1 | 1 | 2 | 2 | 2 | 2 |
| Art | 2 | 2 | 2 | 2 | 2 | 2 |
| Design / Food Technology | 2 | 2 | 2 | 2 | 2 | 2 |
| Music | 2 | 2 | 2 | 2 | 2 | 2 |
| Dance/Gym | 1 | 1 | 1 | 1 | 1 | 1 |
| Drama | 1 | 1 | 1 | 1 | 1 | 1 |
| PE | 2 | 4 | 6 | 6 | 6 | 6 |
| PSHE | 1 | 1 | 1 | 1 | 1 | 1 |
| Reasoning/Learning Skills | | 1 | 1 | 1 | 1 | 1 |
| Golden Time | 1 | 1 | | | | |
| Total | | | 44 | 44 | 44 | 44 |

Numbers of pupils in each class is as per the current class list. Currently Year 4 pupils are taught Maths in three groups



HALSTEAD

PREPARATORY SCHOOL FOR GIRLS

CURRICULUM BOOKLET
2017 – 2018

YEAR 4

Autumn Term

ENGLISH

- Class Reader: The Miraculous Journey of Edward Tulane
- Grammar –nouns, adjectives, verbs, adverbs, prepositions, direct and reported speech
- Comprehension
- Keywords, inference and deduction. Extending answers and developing opinions about different types of text
- Short story writing based on the Painshill Park Science/English trip
- Descriptive writing
- Haiku / poetry
- Characters and developing interesting characters in stories

MATHS

- Place Value – HTh,TTh,Th,H,T,U
- Addition
- Subtraction
- Division
- Multiplication
- Problem solving; setting out the problems correctly
- Maths language
- Multiples and factors
- Data Handling
- Venn and Carroll diagrams
- Fractions – equivalent and quantities of
- Investigations
- Telling the time
- money
- 2D Shapes
- Symmetry
- Angles
- measure

SCIENCE

- Living Things – Variation and classification in plants and animals and using I.D. keys to classify, food chains and webs, adaptations of organisms to live in their habitats, predators and prey, the local environment, invertebrates and vertebrates
- Sound – What causes sound, sound in solids liquids and gases, how instruments make and change sound, pitch and volume, animal and human hearing.

ICT

- Writing for different audiences – looking at how journalists work and how a newspaper is put together
- e-safety

HISTORY

- The Tudors
- Tudor Society

GEOGRAPHY

- Climate and Weather
- Extreme Weather – hurricanes and tropical storms
- Contrasting Location Study of St Lucia

RELIGIOUS EDUCATION

- Why do Christians pray?
- The Meaning of Prayer
- St Francis of Assisi
- Advent
- The Christmas Story

FRENCH

- Transport
- Countries
- Story-telling: Les Quatre Amis
- Weather
- Months and days
- Dates

- Numbers to 69
- Toys
- Likes and dislikes
- Money
- Christmas in France

MUSIC

- Developing singing skills
- Notation and rhythm work
- Harvest and Christmas performances

PHYSICAL EDUCATION

- Netball – consolidation of basic skills. Dodging / movement off ball. Centre passes and set plays. Shooting / rebounding
- Hockey – revision of basic skills. Game play and set plays. Marking and defending, dodging and scoring
- Gym – Consolidation of skills. Travelling and balance. Simple inversions – cartwheels / handstands / headstands / shoulder stands. Pair / group sequence work. Analysis of performance – self and others
- Swimming – move into main pool (majority of pupils) – refine stroke technique. Timings. Introduction to butterfly (top groups)

DANCE

- Health and Safety
- Developing dance technique and expressive skills
- Exploring dance from Musical Theatre

DRAMA

- Drama skills & techniques in performance
- Mime - *Silent Movies*

ART

- Studying portraiture
- Developing an understanding of drawing techniques
- Creating a two piece object out of clay

FOOD TECHNOLOGY

- Within food technology there are both theory and practical lessons. During practical lessons the pupils prepare and cook a variety of dishes using a range of cooking techniques
- Understanding and learning the nutritional needs of different feeding groups:
 - Toddlers / pre-school age children
 - School age children

TEXTILES

- Design, make and evaluate a sewing case.
 - Pupils will learn about making accurate patterns / templates and detailed working drawings
 - Developing their knowledge and skills in embroidery
 - Developing “making and finishing skills” to enhance the quality of their sewing case

PSHE

- How to behave towards others
- Fundamental British Values
- Resolving conflict with others
- Friendship

LEARNING SKILLS

Learning skills lessons are designed to help the girls develop an understanding of how they learn, strategies for learning and studying as well as to practise thinking, verbal and non-verbal reasoning and problem solving skills.

Spring Term

ENGLISH

- Class Reader: Ice Palace
- Pronouns
- Different tenses
- Comparatives and superlatives
- Commas
- Apostrophe use
- To write a newspaper report
- To distinguish between biography and autobiography
- To recognise the effect of using the first and third person
- To distinguish between fact, opinion
- Tudor speaking and listening task to pretend they are a character from history
- To look at rhyming poetry
- Paragraphs
- Persuasive writing
- Setting and Character
- Revising and editing skills
- Reported speech and description to explain a series of events in chronological order

MATHS

- Time: Analogue and Digital, am and pm
- Long multiplication, short multiplication
- Money - Converting pence to pounds and pounds to pence. The use of the decimal point. Calculating change
- Decimals
- Problem solving
- place value
- Symmetry
- Investigation: nets
- Division - remainders
- rounding
- Area of rectangles

SCIENCE

- Friction – What is friction? When is it useful / not useful? What are forces and how are they measured? Friction and different surfaces, streamlining, air resistance and water resistance
- Hot and Cold – Developing understanding of thermal insulators and conductors, interpreting bar, line and scatter graphs, using thermometers

ICT

- e-safety
- Databases – looking for errors, understanding and using formulae

HISTORY

- The Tudors
- Henry VIII and his wives

GEOGRAPHY

- Settlements – The importance of landscape
- Towns – Comparing towns and cities of various sizes

RELIGIOUS EDUCATION

- Old Testament stories
- Creation
- Noah
- Abraham and Isaac
- Esau and Jacob
- The Easter Story

FRENCH

- *La fête des Rois* (Epiphany) and *mardi gras* (Shrove Tuesday)
- Sport and games
- Opinions
- Days of the week
- Healthy eating

- *Le Carnaval des Animaux*: animal habitats, sounds and descriptions
- Alphabet
- Places in locality
- Easter in France

MUSIC

- Year 3 and 4 production
- Developing singing skills
- Ukulele and ensemble skills

PHYSICAL EDUCATION

- Netball – consolidation of basic skills. Dodging / movement off ball. Centre passes and set plays. Shooting / rebounding
- Hockey – revision of basic skills. Game play and set plays. Marking and defending, dodging and scoring
- Gym – Consolidation of skills. Travelling and balance. Simple inversions – cartwheels / handstands / headstands / shoulder stands
- Introduction to flight – shaped jumps using a range of equipment. Pair / group sequence work. Analysis of performance – self and others
- Swimming– refine stroke technique. Timings. Diving. Introduction to butterfly (top groups). Distance / challenge badge work

DANCE

- Developing dance technique and musicality
- Expanding dance vocabulary - refining dance technique
- Performance in a group for Year 3 and 4 Production

DRAMA

- Developing and refining drama skills & techniques
- Theatre Workshop
- Choral Speaking
- Year 3 and 4 Production – script, staging, rehearsals and performance

ART

- Exploring tint, shade and tone in colour.
- Selecting images to use in a collage.

FOOD TECHNOLOGY

- Understanding and learning the nutritional needs of different feeding groups; teenagers, adults

TEXTILES

- Continuation of sewing case project

PSHE

- Growth mindset
- Helping at home
- Core values

Summer Term

ENGLISH

- Class Reader: The London Eye Mystery
- Reading and Comprehension
- Adjectives and adverbs, including comparatives and superlatives
- To recognise the apostrophe of contraction in reading and use the apostrophe of contraction appropriately in their own writing
- To distinguish between the uses of the apostrophe for contraction and possession. Using quotations in comprehension answers
- Sayers Croft Booklet
- Non-Fiction themed week
- To develop skills of inference and deduction, justifying answers with evidence from the text
- To read, locate and retrieve information from a text
- Poetry
- Story writing
- To make detailed descriptions using information from the text

- Using a dictionary
- Alphabetical order
- Reading

MATHS

- Number sequences/ patterns
- Graphs
- Pictograms and tally charts
- Line Graphs
- Computer generated graph in ICT
- Co-ordinates
- Line and rotational symmetry
- Turns- clockwise, anticlockwise, right angle – 90o
- acute, obtuse, right angles, straight angles
- Different triangles – equilateral & isosceles
- Names up to decagon and properties
- 3Dshapes – faces, edges, vertices
- Capacity
- Fractions

SCIENCE

- Growing and Moving – Functions of the skeleton, muscle groups, joints, Invertebrate bodies, human lifecycle and gestation periods
- States of Matter – What are the states of matter? How are the states different? How do they change state? The water cycle, chemical versus physical changes

ICT

- e-safety
- creating Blogs and safe emailing

HISTORY

- Tudor Exploration
- The Aztecs

GEOGRAPHY

- Rivers – looking at different types over the upper, middle and lower course
- Map skills

RELIGIOUS EDUCATION

- Hinduism
- What does it mean to be Hindu?
- Hindu use of images
- Beliefs, Customs and Traditions

FRENCH

- Directions
- Time
- Parts of speech
- Food
- Opinions
- Planets and the solar system
- *Le 14 juillet* (Bastille Day)

MUSIC

- Step and Leap composition
- Ukulele and ensemble skills
- Singing skills

PHYSICAL EDUCATION

- Athletics – running for short and long distance. Simple throwing and jumping events. Use of athletics track for distance and sprints
- Sports Day practice
- Tennis – recap forehands and backhands. Volleys. Rally work. Simple serving and scoring. Introduction to doubles
- Rounders – Throwing and catching skills. Overarm throw. Hitting for direction and strength. Long barrier fielding and game play. Tactics

- Swimming Gala – continuation of distance / challenge badges.
Survival skills (if possible)

DANCE

- Choreographing dance – exploring choreographic tools
- Creating dances based on a theme or dance style

DRAMA

- Devising Plays - Exploring a range of roles
- Character development
- Physical Theatre skills

ART

- Investigate pattern and colour in structures.
- Cut a stencil to use for printmaking.
- Aboriginal art

FOOD TECHNOLOGY

- Understanding and learning the nutritional needs of different feeding groups
 - Vegetarians / vegans
 - Pregnant women

DESIGN TECHNOLOGY

- “Pop Up” project.

PSHE

- Conscience Corridor
- Meeting challenges
- Core values

Appendix 4 - Example Extra Curricular Activities

After School Activities

Autumn Term 2017

| Day | Club | Room | Year | Time | Max No | Cost | Teacher |
|------------------|---------------------|--------------|---------------|-------------|--------|--------|----------------|
| Monday | Orchestra | Music room | 3 - 6 | Lunchtime | | - | KA |
| | Judo | Main hall | 1 & 2 | 3.45 - 4.30 | 16 | £98.00 | Core Judo |
| | Construction Club | Ducklings | 1 & 2 | 3.45 - 4.30 | 10 | - | CW |
| | Board Games | 1H | 1 & 2 | 3.45 - 4.30 | 12 | - | SH |
| | Judo | Main hall | 3 - 6 | 4.45 - 5.45 | 24 | £98.00 | Core Judo |
| | LAMDA | Central area | 3 - 6 | 4.45 - 5.45 | | £98.00 | J Church |
| | Dance Company | Dining Hall | By invitation | 4.45 - 5.45 | 12 | - | Inner Ambition |
| Tuesday | Senior Choir | Music room | | Lunchtime | | - | KA |
| | Quavers | Music room | | 12.25 | | - | KA |
| | Year 4 Netball | Courts | 4 | 1.15 - 1.45 | | - | CA/CR |
| | Stick and Stitch | 2A | 1 & 2 | 3.45 - 4.30 | 12 | - | AA |
| | Italian | 3B | 1 & 2 | 3.45 - 4.30 | 14 | - | EB |
| | Hama Beads | KGD | 1 & 2 | 3.45 - 4.30 | 14 | - | LJ |
| | Magic Club | 2W | 3 & 4 | 4.45 - 5.30 | 14 | - | CW |
| | Junior Choir | Music room | 3 & 4 | 4.45 - 5.30 | | - | KA |
| | Musical Theatre | Dining hall | 3 - 6 | 4.45 - 5.30 | 16 | - | KJ |
| | Textiles | Art room | 3 - 6 | 4.45 - 5.30 | 12 | - | NE |
| | Mindfulness | 3P | 5 & 6 | 4.45 - 5.30 | 12 | - | LP |
| | Debating | 4S | 5 & 6 | 4.45 - 5.30 | 14 | - | KS |
| Wednesday | Yoga & Mind | Main hall | 3 - 6 | 7.30 - 8.15 | 15 | £98.00 | Inner Ambition |
| | Craft Club | KGB | 1 & 2 | 3.45 - 4.30 | 12 | - | NE |
| | Mini Zumba/Dance | Main hall | 1 & 2 | 3.45 - 4.30 | 15 | £98.00 | J Church |
| | Cookie Club | Food Tech | 1 & 2 | 3.45 - 4.20 | 10 | £98.00 | S Winship |
| | Cake Decorating | Food Tech | 3 & 4 | 4.45 - 5.20 | 10 | £98.00 | S Winship |
| | Zumba/Dance | Main hall | 3 - 6 | 4.45 - 5.30 | 15 | £98.00 | J Church |
| | Football | Pitch/Courts | 3 - 6 | 4.45 - 5.45 | 16 | £98.00 | Active Soccer |
| | Cake Decorating | Food Tech | 5 & 6 | 5.20 - 6.00 | 10 | £98.00 | S Winship |
| Thursday | Chamber Choir | Music room | By invitation | Lunchtime | | - | KA |
| | Yr 5 & 6 Netball | Courts | 5 & 6 | 1.15 - 1.45 | | - | CA/CR |
| | Mini Espanol | 1B | 1 & 2 | 3.45 - 4.30 | | £98.00 | C Pascual |
| | I am Mini Drama | Dining hall | 1 & 2 | 3.45 - 4.30 | 15 | £98.00 | Inner Ambition |
| | Espanol Plus | 1B | 3 - 6 | 4.45 - 5.30 | | £98.00 | C Pascual |
| | I am Drama | Dining hall | 3 - 6 | 4.45 - 5.30 | 15 | £98.00 | Inner Ambition |
| | Cookery | Food Tech | 1 & 2 | 3.45 - 4.30 | 10 | - | C Lytle |
| | Advanced Art Skills | Art room | 5 & 6 | 4.45 - 5.45 | | - | SR |
| Friday | Yr 5 & 6 A Netball | Courts | 5 & 6 | 1.15 - 1.45 | | - | CA/CR |
| | Ballet | Main hall | KG | 3.00 - 3.30 | | £98.00 | D Cremona |
| | Ballet | Main hall | Yr 1 | 3.30 - 4.00 | | £98.00 | D Cremona |
| | Ballet | Main hall | Yr 2 | 4.00 - 4.30 | | £98.00 | D Cremona |
| | Ballet | Main hall | Yr 3 | 4.30 - 5.00 | | £98.00 | D Cremona |
| | Friday Fun Club | TBA | 3 - 6 | 3.15 - 4.00 | | - | Various |

