



## Curriculum Policy – Prep School

### Introduction

In Moreton Hall Prep our curriculum is based on the 2014 National Curriculum for Key Stages 1 & 2 and the Early Years 2021 framework in Reception. We make additions to this curriculum to provide a unique curriculum for the pupils of Moreton Hall Prep.

As a school, we are able to develop all areas of the statutory curriculum while also providing further opportunities in a wider variety of subjects. This means that while the children will be learning English, Mathematics, Science and the other statutory subjects, they will also be exposed to languages such as Chinese, Spanish and Latin, as well as Drama and Outdoor Education.

Our rigorous, well-planned curriculum, combined with high-quality teaching, ensures that children are supported to be well rounded, empathetic young people who have a genuine thirst for learning. Children's individual needs are taken into consideration and the curriculum can be tailored to fit individual needs when needed.

### Moreton Hall Prep learners:

- are happy, enjoy the adventure of childhood and thrive on friendship, respect and tolerance in a healthy, positive and purposeful community
- are increasingly curious, aspirational, self-disciplined, resourceful, responsible, independent and confident learners, hungry to make the most of opportunity and true to themselves and others, and with a growing passion for lifelong learning
- learn how to achieve their individual potential and to be happy in their own skin, celebrating their strength and have the awareness of areas of development and are prepared to work at these
- take advantage of opportunities and benefit from the confidence and the support to achieve amazing things
- are confident and well-prepared leavers, who are able to move on to next stage, prepared, confident and excited for the wider world and to make a difference

### We aim to sustain:

- teachers that have a knowledge of each learner's needs, providing an inspiring, challenging and supportive environment, who continually develop themselves and remain excited and passionate about teaching.
- a stimulating, balanced, engaging and relevant curriculum and opportunities to develop the whole child
- confident partnership with parents, in which parents are welcome to enjoy learning and school life.
- a school that is proud to be part of the community





Our curriculum enables children to fulfil their potential, prepares them for the world they live in and will live in, and starts them on the road to the world of work and understanding their responsibility as global citizens This is achieved through:

- an effective personal, social and health wellbeing programme;
- pupils acquiring speaking, listening, literacy and numeracy skills and knowledge;
- the incorporation of British values of democracy, the rule of law, individual liberty, respect and tolerance of those of different faiths and cultures;
- a curriculum which gives pupils experience in a linguistic, mathematical, scientific, technological, human and social, economic and entrepreneurial, physical and aesthetic and creative education;
- cross-curricular initiatives such as theme weeks that bring different aspects of the curriculum together.

### **The Parents' Curriculum:**

In order for parents to engage with enthusiasm and knowledge in their children's learning, we teach them about:

- being safe on and offline;
- wellbeing;
- reading methods;
- how best to support their children's independence; and
- planning and preparing the next stage of their child's education

### **Organisation and planning (see subject policies)**

We plan our curriculum in three phases.

We agree a long-term plan for each key stage. This indicates what topics are to be taught in each term, and to which groups of children. We review this long-term plan on an annual basis.

Through our medium-term plans we give clear guidance on the objectives and teaching strategies for each topic. We draw and build upon the National Curriculum, PSHE Association guidance and 11+ syllabus requirements.

Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson.





## **The curriculum and inclusion:**

At Moreton Prep all pupils have the opportunity to learn and make progress. This is achieved through effective teaching, learning, assessment and monitoring. The school supports children with a variety of different needs including SEND and More Able, making reasonable adjustments to ensure they are supported in making progress and fulfilling potential.

## **Wellbeing:**

Feeling safe, well and happy is central to successful learning. Excellent pastoral care systems, the Personal, Social and Health aspects of the PSHE Education, whole school approaches such as keeping safe, anti-bullying and partnership with parents and guardians and taking opportunities to listen to children are key to pupil wellbeing. PE and sport, understanding of diet and nutrition, daily mealtimes and snacks, drinking healthily with a focus on water intake develop physical health. Ensuring a culture of reward and encouragement within a framework of working together helps to establish self-esteem and confidence. Pupils come to understand the importance of a balanced lifestyle as a key fundament to their academic success and personal development.

## **Leadership:**

All pupils are taught to take responsibility for themselves, their belongings and care about others. They are encouraged to do their best, understand that everyone is different and appreciate that difference, and learn that they will keep growing and changing. As they master this responsibility and gather this increasing self-knowledge, they will have opportunities to lead others and make a difference in the wider world through service opportunities and enterprise.

## **Curriculum subjects:**

All subjects are supported by schemes of work and planning to ensure their differentiated delivery to the pupil. The curriculum and planning is adapted to the needs of each individual child, including those with special needs, those with EHC plans, the most able and those who have English as a second language.

The school timetable demonstrates the subjects taught and the hours of curriculum provision per subject per week.

## **Timetable:**

- The Infant classes are Reception, Year 1 and Year 2.
- The Junior classes are Years 3, 4, 5 and 6.
- The school week consists of 30 hours of lessons.

## **Foundation Stage**

The Foundation Stage is delivered via the following areas of study in line with the EYFS Framework 2021:

Three Prime areas:

- Communication and Language





- Physical development
- Personal, social and emotional development

These prime areas are strengthened and applied through:

- Literacy
- Mathematics
- Understanding of the world
- Expressive arts and design

The timetable in Reception Class is supplemented by P.E., Swimming, Computer Science, Food Technology, Music , Expressive Arts, Spanish, French and Outdoor Education specialist teachers.

## The Infants (Year 1 and 2)

The Infant classes follow a full curriculum which includes the following subjects (those in **bold** are taught by specialist teachers):

- |                                      |  |
|--------------------------------------|--|
| • English (9/8 including phonics)    | • Outdoor Education (1.5)                        |
| • Maths (5)                          | • <b>PSHE (1)</b>                                |
| • Science (1)                        | • <b>Art (1)</b>                                 |
| • <b>R.E (1)</b>                     | • <b>Spanish (0.5)</b>                           |
| • <b>Food Technology (0.5)</b>       | • <b>Expressive Arts (Music and Drama) (1.5)</b> |
| • <b>Design and Technology (0.5)</b> | • Topic (covering History and Geography) (2)     |
| • <b>P.E. (2/3)</b>                  | • French (0.5)                                   |
| • <b>Swimming (1)</b>                |  |
| • <b>Computer Science (1)</b>        |  |
| • Child Initiated (1)                |  |

## The Junior Curriculum

### Year 3

The Year 3 class follow a full curriculum which includes the following subjects (those in **bold** are taught by specialist teachers):

- English (7)
- Maths (5)
- Science (2)
- **Food Technology (0.5)**
- **Design and Technology (0.5)**
- **P.E/Games (4.5)**
- **Swimming (1)**
- **Religious Education (1)**
- **Computer Science (1)**
- **PSHE (1)**
- **Art (1)**





- Spanish (0.5)
- Music/Choir (2)
- Drama (0.5)
- History (1)
- French (0.5)
- Geography (1)

## Year 4, Year 5 and Year 6

The Lower Junior classes follow a full curriculum which includes the following subjects which are almost all taught by specialist teachers:

- English (Y4 - 6.5; Y5/6 - 5)
- Maths (5)
- Science (2)
- Food Technology (0.5)
- Design and Technology (0.5)
- P.E/Games (4.5 including swimming for Y5/6))
- Y4 Swimming (1)
- Drama (Y4 – 0.5; Y5/6 - 1)
- Religious Education (1)
- Computer Science (1)
- Outdoor Education (1 - Y4 only)
- PSHE (1)
- Art (1)
- Music/Choir (2)
- History (1)
- French (Y4 - 0.5; Y5/6 -1.5)
- Latin (0.5)
- Geography (1)
- Spanish (Y4 - 0.5; Y5/6 -1.5)

## Core subjects

**English and Drama:** Our high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. Pupils develop competence in communication (speaking, listening, reading and writing), and learn to apply these skills to other areas of learning. Drama focuses particularly on developing listening and speaking skills as well as such personal qualities as self-esteem and confidence.

**Mathematics:** Mathematics is a creative and highly inter-connected discipline. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. Our high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject. Pupils develop competence in Mathematics, and learn to apply these skills, particularly involving number, space, shape and data handling to other areas of learning.

**Science:** Science is vital to the world's future prosperity and continues to change lives. All pupils are





taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils are encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They are encouraged to understand how science can be used to explain what is occurring, investigate, predict how things will behave and analyse causes. They are encouraged to consider how they might make a difference and solve some of the world's greatest challenges one day by using their knowledge, creativity and thinking skills to think outside the box. They are invited to see themselves as game changers in various projects and maybe one day they will be!

## **The Technologies**

**Computer Science, Design and Technology, Food Technology:** Our computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils will become increasingly equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – preparing them for the future workplace and as active participants in a digital world. Pupils develop competence in Information and Communication Technology and experience in other areas and learn to apply these skills to other areas of learning.

Our use of electronic resources, chromebooks and personal computers allows us to develop the technologically literate generation of both pupils and staff. A growing e blended learning environment combining e-learning and traditional methods leads to more self-paced and differentiated learning.

## **Making sense of the world**

As global citizens, our pupils will develop a sense of themselves by participating in cosmopolitan democracy and discovering how they can contribute to building a better world. They are encouraged to have a say in the life of the school and to contribute to wider society, developing a sense of agency and of their own rights and responsibilities.

**Social, moral, spiritual and cultural education:** Social education can only be partly pinned down to the social teaching in PSHE Education; it is in every day and in all encounters as well as understanding how people interact with one another through a myriad of subjects. A spiritual experience or response can come through many subjects of experiences as can opportunities to discuss what is right or wrong, the rule of law, school rules and responsibility for behaviour as well as the challenge of individual liberty and choice. Religious Studies teaches different religions, traditions and cultures and promotes respect, sensitivity and tolerance for them, but every







relevant opportunity to discuss and understand the implications of what living alongside different religions and cultures is promoted through having relevant and topical discussions in any discipline.

**Community, Democracy and Inclusion:** Our school is at the very centre of our community and plays an important part in fostering a stronger community spirit in the locality. As well as the local community, we want our pupils to understand that they are part of the national and global communities. We want them to think globally and act locally, embracing, valuing, respecting and celebrating difference.

**Modern Foreign Languages:** As part of our mission for all to be conscientious and informed citizens, they will study at least one foreign language. The knowledge of another's language and culture is the most important way to begin to know a country and people. The study of a foreign language:

- sensitizes students to world cultures, simultaneously making them aware of their own culture within that context;
- introduces pupils to the differences in structures, grammar, and syntax that distinguishes two languages, and to the intimate links between language and cultural meaning; and
- contributes to the development of pupils' critical, analytical and writing skills.

During their time in Moreton Prep pupils will be taught Spanish, French and Latin.

**The Humanities:** Understanding how people, their actions and the environment have influenced and continue to influence society is the basis of the Humanities curriculum. Gaining a coherent knowledge and understanding of Britain's past and that of the wider world, history should inspire pupils' curiosity to know more about the past. Through studying History, pupils should learn to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

The study of Geography should equip pupils with a fascination for and knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

**Enrichment and the Co-Curriculum:** Learning outside the classroom and beyond the timetable is indispensable for developing the whole person. We provide our children with a wide range of





experiences, including a range of indoor academic and leisure pursuits, outdoor education, a variety of fitness and sporting activities to enable to them to enjoy and value healthy living and activities to promote expression, confidence and creativity.

## **Expressive and Creative Arts:**

The Expressive and Creative Arts are central to our curriculum. By engaging in experiences within the expressive arts, pupils learn to recognise and show feelings and emotions, both their own and those of others. By providing aesthetic and creative education, pupils are able to develop their own creativity and empathy through a huge range of experiences in any discipline. They have many opportunities for performance on stage, in choirs, in ensemble and in dance to practise and perform. Performing and expressive arts help develop their sense of identity at all levels, personal, social and cultural. Pupils experience and learn to value local, national and global culture.

## **Responsibilities**

Teachers, particularly those who lead subjects within Moreton Hall Prep, are responsible for ensuring that the curriculum meets all National standards (where applicable) and is reviewed regularly. It is also expected that teachers will communicate with the relevant Heads of Departments in the Senior School to ensure continuity during the transition between Key Stage 2 and Key Stage 3.

Class teachers and subject teachers meet regularly to ensure continuity of provision and moderation in terms of expectations and outcomes across the year groups.

The Head of Moreton Prep oversees the curriculum and leads an annual review in collaboration with Prep and Senior staff, SLT, pupils and parents.

**Reviewed: September 2022**

**by: John Bond**

**To be reviewed: September 2023**

