

Curriculum



Our curriculum is organised into four stages:

- Early Years Foundation Stage for reception children,
- Milestone 1 is for years 1 & 2 (some children in Penguins, and all children in Robins),
- Milestone 2 for years 3 & 4 (Owls class),
- Milestone 3 for years 5 & 6 (Eagles class).

EYFS has its own distinct objectives, whilst the objectives of the Essentials curriculum are common to all other classes. For example, the objective 'to use imaginative description' is common and the same objectives appear in each Milestone.

This is because we do not see the knowledge, understanding and skills the children learn as a series of separate and distinct items, organised neatly as if on a ladder to climb. Instead we regard the understanding of them as advancing across the primary years. They form our assessment foci and we assess the depth of each child's learning and so build on that. Coverage (for example, writing a story) is monitored by the leaders to ensure suitable curriculum breadth but it is not the basis for assessment.

Children learn at the different paces, both to one another and at different times in their own development. The National Curriculum sets two benchmarks: knowledge to be acquired by the end of Key Stage one and by the end of Key Stage Two. Within this, we are free to decide the best way to assess the skills acquired in each subject, at each stage of learning. Our focus is upon learning concepts in a greater depth so we have adopted the Chris Quigley 'Essentials' Curriculum which sets out essential coverage, learning objectives and standards which are required for all subjects. One of the primary reasons why we have chosen to adopt this curriculum is because it emphasises the importance of developing the depth of children's learning. In essence, this means providing children with increased cognitive challenge, allowing them to apply the skills which they have learnt independently in a range of contexts rather than moving them onto the next skill needlessly when they have not truly mastered it.

So we challenge our children to become independent, well-rounded individuals who take ownership of their learning and become deep thinkers by applying their knowledge and skill set in a range of contexts within school and real life.

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School Uniform
Clubs, Visits, Visitors
Children's Voice
Attendance

School Aims
How Children Learn
Curriculum Aims

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Assessment
Inclusion

The Arts
Health
Humanities
Literacy
Maths & Computing
Science & Technology

Home & School
Working Together
Communication
The School Library
Homework
Helpers

Organisation
Our Staff
Friends Association
School Governance
Admissions
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