



**COPTHORNE**  
**PREP**

## **Curriculum Policy**

This policy applies to the whole school including the EYFS at Cophthorne Prep.

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## **Introduction**

This document clarifies and defines the role of the curriculum at Copthorne Prep, which supports the school's ethos and aims, and serves to ensure that all pupils learn and make progress.

## **School Ethos and Aims**

### **Our Purpose:**

Copthorne Prep School is an outstanding, ambitious, nurturing and diverse community which puts wellbeing, innovation, learning to learn and breadth at the heart of our pupil experience, encouraging and enabling achievement for all.

### **Mission:**

To inspire curiosity and questioning, a love of learning and courage to speak out, confidence in problem solving and innovation along with an appreciation of the people and the world around us.

### **Positioning Statement:**

Inspiring confident and innovative leaders for the future

### **Core Values:**

- Nurturing Potential
- Fostering Respect
- Building Resilience
- Looking Outwards
- Excellence for all

## **Curriculum Aims**

1. Ensure every child flourishes across all areas of school life
2. Listen and respond to pupil voice
3. Celebrate and embrace diversity
4. Prepare pupils for future educational opportunities
5. Promote British values and global citizenship

## **Associated Policies**

- SEND Policy
- Admissions Policy
- Feedback & Marking Guidelines
- Assessment and Reporting Policy
- PSHE Policy
- Relationships and Sex Education Policy
- EAL Policy
- Careers Policy

# Contents

<b>Introduction</b> .....	<b>2</b>
<b>School Ethos and Aims</b> .....	<b>2</b>
Our Purpose: .....	2
Mission:.....	2
Positioning Statement:.....	2
Core Values: .....	2
Curriculum Aims.....	2
<b>Associated Policies</b> .....	<b>2</b>
<b>Contents</b> .....	<b>3</b>
<b>Quality of Education</b> .....	<b>5</b>
<b>Curriculum Diagram</b> .....	<b>5</b>
<b>EYFS</b> .....	<b>5</b>
Provision for 2-year-olds .....	5
<b>Key Stages 1 and 2</b> .....	<b>6</b>
<b>Linguistic Education</b> .....	<b>6</b>
<b>Mathematical Education</b> .....	<b>6</b>
<b>Scientific Education</b> .....	<b>7</b>
<b>Technological Education</b> .....	<b>7</b>
<b>Human and Social Education</b> .....	<b>7</b>
<i>Religious Studies</i> .....	8
<b>Physical Education</b> .....	<b>8</b>
<b>Aesthetic and Creative education</b> .....	<b>8</b>
<b>Personal, Social, Health and Economic Education (PSHE) and Personal, Social and Emotional Development (EYFS)</b> .....	<b>9</b>
<b>Curriculum Aims</b> .....	<b>10</b>
<b>Aim 1: Ensure every child flourishes across all areas of school life</b> .....	<b>10</b>
SEND.....	10
EAL.....	10
MAP.....	11
Curriculum planning, delivery and assessment.....	11
Quality assurance and CPD .....	12
<b>Aim 2: Listen and respond to pupil voice</b> .....	<b>12</b>
<b>Aim 3: Celebrate and embrace diversity</b> .....	<b>12</b>
<b>Aim 4: Prepare pupils for future educational opportunities</b> .....	<b>12</b>
<b>Aim 5: Promote British values and global citizenship</b> .....	<b>13</b>
Trips and Visits .....	13
<b>Appendix A – Curriculum Diagram</b> .....	<b>14</b>
<b>EYFS (Nursery &amp; Reception)</b> .....	<b>14</b>

<b>Key Stage 1 (Years 1 and 2) .....</b>	<b>16</b>
<b>Key Stage 2 (Years 3 to 6).....</b>	<b>19</b>

## Quality of Education

Copthorne Prep provides full-time supervised education for pupils from age 2 – 11 (Nursery to Year 6), aiming to give all pupils experiences in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education, in accordance with section 8 of the Education Act 1996.

## Curriculum Diagram

We achieve breadth and balance in our educational provision through our well-organised timetable, and the delivery of age- and ability- appropriate subject matter. Please see our [Curriculum Diagram \(Appendix A\)](#) for further information on subjects taught in each year group and the number of lessons per subject.

## EYFS

For children in Nursery and Reception we follow the Early Years Foundation Stage curriculum, which incorporates the seven areas of learning and development and three main characteristics of effective learning. The seven areas of learning and development are important and are inter-connected.

- **Prime areas of learning:** communication and language, physical development, and personal, social and emotional development.
- **Specific areas:** Literacy, Mathematics, Understanding the World, and Expressive Arts and Design.
- **Characteristics of effective learning:** playing and exploring, active learning, and creating and thinking critically.

Learning is delivered through developmentally appropriate activities with a balance of adult-led and child-initiated play, both indoors and outdoors. This includes a rich blend of whole-class teaching, small group work, and continuous provision, with specialist input in subjects such as music, languages, outdoor learning and PE.

Children work towards the Early Learning Goals (ELGs), and assessment data is submitted to the Local Authority at the end of Reception, as well as shared with parents and guardians.

## Provision for 2-year-olds

Our provision for 2-year-olds is fully aligned with the EYFS statutory framework, which sets the standards for learning, development, and care for children from birth to age 5.

When children are aged between 2 and 3, we complete the **Progress Check at Age Two**. This includes a written summary of each child's development in the prime areas, which is shared with parents and guardians and used to identify strengths and areas for support. This includes input from the SENDCO if needed and may involve external professionals where appropriate.

Staff working with 2-year-olds meet the qualification and ratio requirements outlined in the EYFS framework.

## **Key Stages 1 and 2**

We use the National Curriculum for Key Stages 1 and 2 as the basis for all planning and then look to extend beyond it when and where appropriate. We prepare children for entrance examinations to academically selective senior schools at age 11, but the curriculum is not reduced to responding to examination demands. There are detailed schemes of work for all subjects in all age groups.

## **Linguistic Education**

Children in Nursery and Reception are taught listening, attention and understanding, speaking, comprehension, word reading and writing through detailed plans that are centred upon the areas of learning, 'Communication and Language' and 'Literacy'.

There is a carefully planned English programme of study for all children from Year 1 to Year 6. As part of the programmes of study for each age group, opportunities for listening, speaking, reading and writing English are built in. The libraries play a very important role in school life.

Phonics is taught through the Read Write Inc scheme of work, and children are taught in homogenous groups from Reception to Year 2 to ensure accelerated progress.

In addition, French and Spanish are taught to children from Nursery to Year 6. Teaching is adaptive to cater for the needs of any pupils for whom English is an Additional Language.

There are opportunities for children to develop their communication and linguistic skills in all subjects and all teachers are aware that they are teachers of literacy, as well as their subject matter. This is reflected in the marking symbols which teachers use.

## **Mathematical Education**

In the EYFS, the children are taught number skills, numerical patterns and they learn about shape, space and measure through detailed plans that meet the learning goals within the 'mathematics' area of learning. The mathematics programme of study for all children runs from Year 1 to Year 6 and is based on the White Rose scheme of work. Teachers differentiate their lessons to cater for a wide range of mathematical ability and development. Children are given the opportunity to do mathematical investigations and practical maths. They may also use online tools such as Atom, Century and Sumdog to support their learning. Older pupils are invited to attend various Maths competitions organised by senior schools.

Children's mathematical skills are also developed in a range of other subjects, such as science, computing, music, geography, history and design technology, and teachers are encouraged to work with the Maths Department to ensure that the calculation methods used are the same across the school.

## **Scientific Education**

In EYFS, the children have opportunities to learn about scientific concepts through a broad range of activities planned within the 'Understanding the World' area of learning. The Science curriculum is designed to build progressively from Year 1 to Year 6. Children of all ages are given the opportunity to do scientific investigations. Children from Year 3 have at least two timetabled lessons in one of the school's science laboratories. This year we are planning our first STEAM Week, where the whole school will join in with various science-based activities, linked to other curriculum areas. Teachers make use of the school's outdoor spaces to provide further opportunities for all pupils to develop their knowledge and understanding of nature.

## **Technological Education**

Technology forms an important part of the curriculum at Copthorne Prep. In EYFS, children have opportunities to learn about technology in all areas of the EYFS curriculum and there is a range of materials, both physical and digital, available for the children to use. Every pupil receives a discrete Digital (Computing) lesson from Year 1 to Year 6 in our innovation space or computer lab. The full computing curriculum, digital skills and digital literacy are all taught in Computing and reinforced in other areas of the curriculum. iPads are available to use so that learning can be enhanced in all subjects by digital technology.

As a part of digital learning, children are taught e-safety and digital citizenship. Filtering and monitoring systems ensure that the IT infrastructure serves to keep children safe online. For full details, see the Online Safety Policy.

Design and Technology skills and projects are incorporated into different parts of the Art, Computing and Science programmes of study in Years 1 to 6 and taught discretely in Design & Technology lessons in Years 3 to 6. Projects are ambitious and include 3D work, design, sculpture and the opportunity to work with a wide range of materials.

## **Human and Social Education**

Our curriculum is shaped by 'global themes' – a set of inquiry questions that enable children to develop an understanding of the world and themselves as global citizens within it. Humanities subjects directly link to these global themes, and the remainder of the curriculum is organised to link to these themes when appropriate. Our goal is that children are able to debate and discuss the answers to all of the global inquiry questions by the time they leave Copthorne Prep. In EYFS, this is taught through 'Understanding the World', where staff plan activities and lessons that teach the children about people, culture and communities, including religious festivals and celebrations.

In addition, there are other opportunities for children to develop an understanding of people and their environment, such as through outdoor learning, assemblies, trips and visits.

## **Religious Studies**

Whilst there is no specific requirement to provide religious education, we regard it as an important way of providing human and social education and for promoting the spiritual, moral, social and cultural development of children. In the EYFS, KS1 and Lower KS2, the children explore festivals, values, religious stories and religious artefacts from the major world faiths, religious foods, happiness and inspirational figures. In Years 5 and 6, we broaden the subject, introducing philosophical inquiry and a regular discussion of ethical issues with the children, allowing them to formulate reasoned arguments. Assemblies also allow for exploration of topical themes, as well as the exploration of stories and themes from faith traditions. The Fundamental British Values are actively promoted these during their teaching of Religious Studies. Children also make regular use of our beautiful Chapel.

## **Physical Education**

Our excellent outdoor facilities, sports hall and swimming pool provide ample opportunities to develop pupils' physical control, co-ordination and fitness. Children in the EYFS and Year 1 have bespoke PE and swimming lessons, with PE specialist staff. Children in Nursery and Reception have opportunities to develop their fine and gross motor skills with lessons planned to meet the goals within the 'Physical Development' area of learning. They also have plenty of opportunities to play indoors and outdoors to develop their core strength, stability, balance, spatial awareness, coordination and agility. Children from Years 2 to 6 have PE, swimming and games lessons every week during which a carefully planned programme of skills is taught. From Year 3 there is also an extensive programme of fixtures against other schools. In addition, healthy eating and lifestyle choices are explored in both PSHE and Science lessons. Outdoor learning is taught from Nursery to Year 6, providing children with further opportunities for physical education. This ranges from Forest School for our youngest pupils, to navigation, bushcraft activities and use of the climbing wall for our eldest pupils.

## **Aesthetic and Creative education**

The school values the creative and performing arts very highly. Within the 'Expressive Arts and Design' area of learning, children in EYFS have many opportunities to be creative with a variety of materials, tools and techniques and to be imaginative and expressive through music, song, dance and role play. In Years 1 to 6, children are encouraged to express their creativity, through lessons in art, music and drama. There are many opportunities for children to perform in our theatre and chapel. All children in EYFS and KS1 are involved in a performance at Christmas time and children in Years 3 to 6 put on showcases and productions throughout the year. Furthermore, there are opportunities to perform in choirs and ensembles thanks to the music co-curricular programme. Pupils can also partake in one-to-one music lessons with a variety of Visiting Music Teachers. In addition, a number of trips are organised to places of cultural and creative interest.

## **Personal, Social, Health and Economic Education (PSHE) and Personal, Social and Emotional Development (EYFS)**

All children receive PSHE or PSED Education at Copthorne Prep as a part of our Wellbeing curriculum. PSED is one of three prime areas of learning within the EYFS Curriculum and is at the heart of the planning of teaching and learning activities for children in Nursery and Reception. PSHE is taught through a weekly timetabled Wellbeing lesson in Years 1 to 6. The Wellbeing curriculum aims to develop the pupils' knowledge, understanding and appreciation of their own responsibilities for their own welfare and that of others in the school community and beyond. We follow the KAPOW scheme of work as a basis for Wellbeing provision in Reception to Year 6. Full details of provision can be found in the school's PSHE policy. The school recognises and actively promotes the British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those of different faiths and beliefs. In addition to this, the school cross-references its Schemes of Work to ensure that the protected characteristics as listed in section 4 of the Equality Act 2010 are referred to and discussed in lessons when appropriate.

Pupils are encouraged to play a positive role in actively contributing to the life of the school and the wider community. In doing so, they develop their sense of self-worth. Pupils are also taught how society is organised and governed, the concepts of democracy and their rights and responsibilities. Our school council is democratically elected and children in Year 6 hold positions of responsibility to further develop their understanding of leadership and legacy.

As part of the Wellbeing programme of study, all pupils in their primary years at Copthorne Prep are provided with relationships education and, from Year 2, pupils receive sex education, unless a parent or carer requests that their child is excused from part or all of the sex education lessons provided. Please see the Relationships and Sex Education Policy for more information.

For further information regarding PSHE (and PSED) as a whole, please refer to the PSHE Policy.

Wellbeing provision also includes lessons on economic wellbeing.

## **Curriculum Aims**

The school seeks to fulfil its curriculum aims in the following ways:

### **Aim 1: Ensure every child flourishes across all areas of school life**

Copthorne Prep is mixed ability school that is academically aspirational and ambitious for all pupils. The majority of children enter the school in Nursery or Reception. There are no assessments for entry into Nursery and the entry assessments for entry into Reception are informal and observational. Due to the age of the children, these assessments are naturally imprecise indicators of academic potential. As a result, we have mixed academic abilities within cohorts.

### **SEND**

We ensure that all children have the opportunity to learn through quality first teaching for all. This includes careful and thorough curriculum planning, effective teaching supported by professional development grounded in educational research, and rigorous assessment procedures which track pupils' progress across subjects and over time. Generous staff to pupil ratios mean that children have ample individual attention as a part of class teaching.

Pupils and staff are supported by the school's Special Educational Needs & Disabilities Co-ordinator (SENDCO). The SENDCO supports staff in identifying and supporting those pupils with specific educational needs. She also co-ordinates the implementation and review of any Learning Plans to ensure that our provision fulfils any requirements. We follow the graduated approach to SEND intervention. The SENDCO liaises with subject teachers, form teachers and Heads of Department to create Learning Plans for students with more severe learning difficulties and provides guidance for those who present with less severe educational needs. Learning assistants are deployed by the SENDCO, to provide additional adult support based on needs within cohorts; for example, in-class support or booster groups for pupils throughout the year.

All curriculum subject matter is appropriate for the age and aptitudes of the pupils in each school year, including any pupils with an Education, Health and Care Plan (EHCP), whose needs are reviewed annually.

Full details of SEND provision can be found in the SEND Policy.

The school's accessibility plan is updated annually to ensure all children have equitable and appropriate access to the physical environment, curriculum and information.

### **EAL**

We keep a record of children for whom English is an additional language and ensure that lessons are inclusive in order to ensure all children can access the content. Where appropriate, pre-learning or homework is used to support children with language acquisition. Children who are new to English receive additional support. This is provided on a case-by-case basis.

Full details can be found in the EAL Policy.

## **MAP**

The Head of Academic Excellence and Deputy Head oversee the process of identifying children with particular talents and abilities and, in liaison with Heads of Department, subject teachers and class teachers, update the More Able Pupils (MAP) Registers and ensure these children's needs are met.

Full details can be found in the MAP Policy.

## **Curriculum planning, delivery and assessment**

In the EYFS, class teachers teach the majority of subjects, with subject specialists leading music, French, Spanish, PE, swimming and outdoor learning. Staff liaise regularly in order to monitor provision, teaching and learning, assessment and any necessary intervention. In Years 1 and 2, class teachers continue to teach the majority of subjects, with specialist teaching in music, French, Spanish, PE, swimming and outdoor learning. Art and digital lessons are also taught by specialists in Year 2. In Years 3 and 4, children are taught predominantly by their class teacher but individual subject teaching increases gradually to prepare children for their transition to Years 5 and 6, where lessons are all taught by subject teachers.

Full details can be found in Appendix A: Curriculum Diagram.

Each department across the school is responsible for compiling and co-ordinating curriculum documents. Each department writes Curriculum Overviews (long term plans), the content of which is shared with parents. From here, medium term schemes of work are created. These are written in advance and, as working documents, are reviewed regularly as a part of ongoing development of teaching and learning.

The Head of Academic Excellence, in collaboration with the SLT, is responsible for overseeing assessment and reporting, which plans for summative and standardised assessments, and a balanced schedule of parents' evenings and reports. Class and subject teachers are supported by the senior leadership team to track both pastoral and academic concerns of pupils throughout each year group, through pupil progress meetings, which review progress across subjects and over time.

Full details can be found in the Assessment, Reporting and Recording policy.

As pupils move through the year groups, they are gradually encouraged to take greater responsibility for their own learning, as they are trained to use their homework diaries and reading records effectively; maintain a personal tray or locker; engage in appropriate and respectful behaviour; celebrate difference, success and individuality; and develop responsibility for their own safety and belongings. Children's behaviour is excellent overall and the environment is happy, safe and caring.

## **Quality assurance and CPD**

The Head of Academic Excellence is responsible for overseeing the line-management of teaching staff and Heads of Department. This includes oversight of the observation schedule for monitoring and evaluating teaching and learning, including work scrutiny. Findings from learning walks and observations feed into academic strategic planning, including staff CPD. The INSET and staff meeting schedule also serves to ensure that staff are kept up to date with new developments in educational thinking.

### **Aim 2: Listen and respond to pupil voice**

In the context of the curriculum, our intention is to engage the children in their learning and for them to see themselves as partners in their learning, not mere recipients. We believe pupils need to be taught to develop metacognitive skills, the reasons behind why they are learning something, how to learn through experience and experimentation and how to 'close the gaps' in their own learning. Each lesson incorporates the principles of assessment for learning: pupils know the learning objectives of the lesson and teachers share the success criteria so that children can self-assess their learning. They learn how to evaluate others' work through peer assessment. Teachers provide opportunities for pupils to provide feedback on what they have learned during the programme of study; their responses enable teachers to make changes to their planning. Reflection on the curriculum is also encouraged through the school council.

### **Aim 3: Celebrate and embrace diversity**

Copthorne Prep is a proudly diverse learning environment, in which children are encouraged to be themselves. The school's approach to discipline is based around mutual respect for others in the school community. Pupils are aware of the system of rewards and sanctions. Staff know the children well and develop positive relationships that ensure children know they are able to speak to a chosen adult about any pastoral problems.

The assemblies programme is designed to ensure that religious festivals and cultural events are discussed and celebrated, and children are encouraged to share their own celebrations with one another. Weekly celebration assemblies celebrate a balance of effort and achievement, and children are awarded certificates if they have displayed one of our 'learning powers' (behaviours for learning).

Our curriculum and reading lists are designed to include a range of texts from diverse authors and representing diverse characters. This enables all pupils to see themselves and others represented in literature, as well as to explore viewpoints and experiences that are different from their own.

### **Aim 4: Prepare pupils for future educational opportunities**

We actively promote children's metacognitive development so that they are equipped to embrace future educational opportunities and challenges. We aim to set children a range of challenging tasks, which can sometimes include a consolidation of the previous lesson through revision, but often involves the creative application of ideas

explored in class. Children are encouraged to use our well-stocked libraries and the internet to develop their sense of independent exploration of concepts.

The curriculum is rigorous and there is scope for them to develop personal qualities such as the ability to think critically and the ability to collaborate effectively. We are always looking to adapt our planning to meet the needs of our children.

Our curriculum is designed to prepare children effectively for 11+ transition as a result of a broad and balanced education. Children learn through topics of real interest and relevance, so that they have the linguistic and mental agility to tackle a range of 11+ entrance exams. They also have discrete teaching of verbal and non-verbal reasoning, as well as familiarisation with online test platforms. Children are taught how to revise for end of topic tests, and our assessment schedule ensures children have experience of sitting assessments in exam conditions.

Children also have group and individual interview practice, as well as workshops and taster days at senior schools.

Homework increases as children progress through the school, to ensure they are prepared for the expectations of senior schools.

### **Aim 5: Promote British values and global citizenship**

Our curriculum is shaped by 'global themes' – a set of inquiry questions that enable children to develop an understanding of the world and themselves as global citizens within it.

The curriculum that we provide ensures that the fundamental British values of democracy; the rule of law; individual liberty; and, mutual respect and tolerance of those with different faiths and beliefs; are supported and actively promoted throughout the school. The FBVs are taught discretely in Wellbeing lessons and assemblies, then incorporated into the wider curriculum to support children's understanding.

### **Trips and Visits**

Trips and visits are carefully planned to enrich curriculum provision. A balanced programme ensures that a broad range of curriculum areas are supported by trips and visits. We make use of the local area as well as venturing further afield to develop children's understanding of their place in local and wider communities. The school uses EVOLVE for the planning and management of trips. Full details can be found in the Educational Trips & Visits Policy.

## **Appendix A – Curriculum Diagram**

### **EYFS (Nursery & Reception)**

In addition to whole class teaching and adult-led activities to small groups, the objectives for all seven areas of learning in the early years are met through continuous provision and free-flow play activities both inside and outside the classroom. Children are taught by the class teacher for the majority of subjects.

In Nursery, children have specialist subject teaching in the following areas:

- Music
- French & Spanish
- PE & swimming
- Outdoor learning

In Reception, children have specialist subject teaching in the following areas:

- Music
- French & Spanish
- PE & swimming
- Outdoor learning

Example EYFS timetable:

Prep	BLOCK A				BLOCK B				BLOCK C				BLOCK D				BLOCK E				BLOCK F				BLOCK G				BLOCK H			BLOCK I																																																																		
	Reg	T	Assem/Tut	T	Lesson 1				T	Lesson 2			BREAK	T	Lesson 3			T	Lesson 4			Lunch				R	T	Lesson 5				T	Lesson 6		D	Duty/																																																														
	PrePrep	Reg	Flexible lesson times		Assembly	T	BREAK			T	RWI			T	Flexible lesson times			T	Lunch			T	Flexible lesson times			Break	Flexible lesson times				S	Story	D	Enrich																																																																
	08:00-08:05	08:05-08:10	08:10-08:15	08:15-08:20	08:20-08:25	08:25-08:30	08:30-08:35	08:35-08:40	08:40-08:45	08:45-08:50	08:50-08:55	09:00-09:05	09:05-09:10	09:10-09:15	09:15-09:20	09:20-09:25	09:25-09:30	09:30-09:35	09:35-09:40	09:40-09:45	09:45-09:50	09:50-09:55	09:55-10:00	10:00-10:05	10:05-10:10	10:10-10:15	10:15-10:20	10:20-10:25	10:25-10:30	10:30-10:35	10:35-10:40	10:40-10:45	10:45-10:50	10:50-10:55	10:55-11:00	11:00-11:05	11:05-11:10	11:10-11:15	11:15-11:20	11:20-11:25	11:25-11:30	11:30-11:35	11:35-11:40	11:40-11:45	11:45-11:50	11:50-11:55	11:55-12:00	12:00-12:05	12:05-12:10	12:10-12:15	12:15-12:20	12:20-12:25	12:25-12:30	12:30-12:35	12:35-12:40	12:40-12:45	12:45-12:50	12:50-12:55	12:55-13:00	13:00-13:05	13:05-13:10	13:10-13:15	13:15-13:20	13:20-13:25	13:25-13:30	13:30-13:35	13:35-13:40	13:40-13:45	13:45-13:50	13:50-13:55	13:55-14:00	14:00-14:05	14:05-14:10	14:10-14:15	14:15-14:20	14:20-14:25	14:25-14:30	14:30-14:35	14:35-14:40	14:40-14:45	14:45-14:50	14:50-14:55	14:55-15:00	15:00-15:05	15:05-15:10	15:10-15:15	15:15-15:20	15:20-15:25	15:25-15:30	15:30-15:35	15:35-15:40	15:40-15:45	15:45-15:50	15:50-15:55	15:55-16:00	16:00-16:05	16:05-17:00	17:00-17:20
R	Mon	Registration	Phonics		C&L		Transition	Curriculum		Transition	BREAK	Transition	Change		SWIM - HP/MJ		CHANGE		Maths		LUNCH	Transition	Royal Writing		Music - CH		FRENCH - HH		Transition	Mystery Reader		Clubs		ASC																																																																
	Tue		Maths		PE - IP			Singing					Phonics		Royal Writing		PSED		HC - ART				Br		Drama - HC		C&L			Story		Clubs		ASC																																																																
	Wed		Maths		UTW		Phonics		Royal Writing				PSED		Library		Independent learning		Spanish - LD				Story & Snack		Clubs		ASC																																																																							
	Thu		C&L		OUTDOOR LEARNING JD		Phonics		Maths				PSED		Royal Writing		Br		UTW				Story		Clubs		ASC																																																																							
	Fri		Celebration		Maths		Phonics		Royal Writing				PSED		Wellbeing		Independent learning		Story				Clubs		ASC																																																																									

## Key Stage 1 (Years 1 and 2)

In Years 1 and 2, children are taught predominantly by their class teacher but individual subject teaching increases gradually to prepare children for their transition to Key Stage 2.

Diagram showing the number of lessons taught in each subject in Key Stage 1:

Group	English	Maths	Science	Global	Art	Digital	Drama	French	Games	Music	Outdoor learning	PE	Phonics/Reading	Spanish	Swimming	Wellbeing
Year 1	5	5	1	2	1	1	1	1		1	1	1	5	1	1	1
Year 2	5	5	1	3	1	1	1	1	1	1	1	1	5	1	1	1

Key	Lesson length
	30 minutes
	40 minutes
	45 minutes
	60 minutes

In Year 1, children have specialist subject teaching in the following areas:

- Music
- French & Spanish
- PE & swimming
- Outdoor learning

In Year 2, children have specialist subject teaching in the following areas:

- Art
- Music
- French & Spanish
- PE, games & swimming
- Outdoor learning
- Digital

Example KS1 timetable:

		BLOCK A				BLOCK B				BLOCK C				BLOCK D				BLOCK E				BLOCK F				BLOCK G				BLOCK H		BLOCK I																																																														
Prep		Reg	T	Assem/Tut	T	Lesson 1				Lesson 2				BREAK	Lesson 3				Lesson 4				Lunch				R	T	Lesson 5				Lesson 6		D	Duty/																																																										
PrePrep		Reg	Flexible lesson times				Assembly	BREAK				RWI				Flexible lesson times				Lunch				Flexible lesson times				Break	Flexible lesson times				S	Story	D	Enrich																																																										
		08:00 - 08:05	08:05 - 08:10	08:10 - 08:15	08:15 - 08:20	08:20 - 08:25	08:25 - 08:30	08:30 - 08:35	08:35 - 08:40	08:40 - 08:45	08:45 - 08:50	08:50 - 08:55	09:00 - 09:05	09:05 - 09:10	09:10 - 09:15	09:15 - 09:20	09:20 - 09:25	09:25 - 09:30	09:30 - 09:35	09:35 - 09:40	09:40 - 09:45	09:45 - 09:50	09:50 - 09:55	09:55 - 10:00	10:00 - 10:05	10:05 - 10:10	10:10 - 10:15	10:15 - 10:20	10:20 - 10:25	10:25 - 10:30	10:30 - 10:35	10:35 - 10:40	10:40 - 10:45	10:45 - 10:50	10:50 - 10:55	10:55 - 11:00	11:00 - 11:05	11:05 - 11:10	11:10 - 11:15	11:15 - 11:20	11:20 - 11:25	11:25 - 11:30	11:30 - 11:35	11:35 - 11:40	11:40 - 11:45	11:45 - 11:50	11:50 - 11:55	11:55 - 12:00	12:00 - 12:05	12:05 - 12:10	12:10 - 12:15	12:15 - 12:20	12:20 - 12:25	12:25 - 12:30	12:30 - 12:35	12:35 - 12:40	12:40 - 12:45	12:45 - 12:50	12:50 - 12:55	12:55 - 13:00	13:00 - 13:05	13:05 - 13:10	13:10 - 13:15	13:15 - 13:20	13:20 - 13:25	13:25 - 13:30	13:30 - 13:35	13:35 - 13:40	13:40 - 13:45	13:45 - 13:50	13:50 - 13:55	13:55 - 14:00	14:00 - 14:05	14:05 - 14:10	14:10 - 14:15	14:15 - 14:20	14:20 - 14:25	14:25 - 14:30	14:30 - 14:35	14:35 - 14:40	14:40 - 14:45	14:45 - 14:50	14:50 - 14:55	14:55 - 15:00	15:00 - 15:05	15:05 - 15:10	15:10 - 15:15	15:15 - 15:20	15:20 - 15:25	15:25 - 15:30	15:30 - 16:00	16:00 - 16:05	16:05 - 17:00	17:00 - 17:20
2FP	Mon	Registration	English				Curriculum	BREAK	Transition	Maths	CHANGE	SWIM - HP/MJ	CHANGE	Maths	LUNCH	Wellbeing				Br	Science				Snack	Mystery Reader	Clubs	ASC																																																																		
	Tue		English				Singing			Phonics	Maths					Global				Br	Games - IP HP					Story	Clubs	ASC																																																																		
	Wed		Digital	T	French HH	T	Spanish - LD			Phonics	Maths					English				Br	Global					Story	Clubs	ASC																																																																		
	Thu		English - SW				Spell - SW			Phonics	Maths					OUTDOOR LEARNING JD				Br	Music - CH	Drama - HC		Story & Snack		Clubs	ASC																																																																			
	Fri		Celebration	T	English					Phonics	Maths					Art (AB)				T	PE - IP	T	Library	S		Story	Clubs	ASC																																																																		

## Key Stage 2 (Years 3 to 6)

In Years 3 and 4, children are taught predominantly by their class teacher but individual subject teaching increases gradually to prepare children for their transition to Years 5 and 6, where lessons are all taught by subject teachers. All lessons are taught in mixed ability groups. Lessons are 55 minutes (mornings) or 50 minutes (afternoons) long.

Diagram showing the number of lessons taught in each subject in Key Stage 2:

Group	English	Maths	Science	Global (Humaniti	Art	Digital	Drama	DT	French	Games	Home Economic	Music	Outdoor Learning	PE	SPaG	Spanish	Swimming	Wellbeing
Year 3	5	5	2	3	1	1	1	1	0.5	4		1	1	1	1	0.5	1	1
Year 4	5	5	2	3	1	1	1	1	0.5	4		1	1	1	1	0.5	1	1
Year 5	5	5	2	3	1	1	1	0.5	1	4	0.5	1	1	1		1	1	1
Year 6	5*	5	2	3	1	1	1	0.5	1	4	0.5	1	1	1		1	1	1

Key	Explanation
	Year 3 have 25 minutes of French then 25 minutes of Spanish
	Year 4 French and Spanish lessons take place on alternate weeks
	Years 5 and 6 have DT for half the year and Home Economics for the other half to allow for small group teaching
	Two of the games lessons are used for matches/fixtures

\*one Year 6 English lesson becomes an oracy lesson after 11+

## Example KS2 timetable:

5HH Timetable 2026																			
	Registration 8:00-8:25	T	Assembly 8:30-8:50	T	Lesson 1 8:55-9:50	T	Lesson 2 9:55-10:50	Break 10:50-11:10	T	Lesson 3 11:15-12:10	T	Lesson 4 12:15-1:10	Lunch 1:10-2:05	Registration 2:05-2:10	T	Lesson 5 2:15-3:05	T	Lesson 6 3:10-4:00	Dismissal 4:05
Monday	Mrs H Hamps 5HHRReg (+Ms H Prinsloo) 5HH		Mrs H Hamps 5HHAssem		Mrs L Dodson 5HH & 5IPDT (+Art) 5HH & 5IP Mrs K Taplin 5HH & 5IPHE (+Kitch) 5HH & 5IP		Mrs H Hamps 5HHFre			Mrs S Litchfield 5HHEng		Mrs H Hamps 5HHWell		Mrs H Hamps 5HHRReg (+Ms H Prinsloo) 5HH		Mrs D Potgieter 5HHMat		Mr I Pinnock Year 5 & 6Gam (+Mr M Bone) Ms H Prinsloo (+Mr J Williams) (+Ms F Gallagher)	Mrs H Hamps 5HHDis
Tuesday	Mrs H Hamps 5HHRReg (+Ms H Prinsloo) 5HH		Mrs H Hamps 5HHAssem		Mrs S Litchfield 5HHEng		Mrs D Potgieter 5HHMat			Ms H Prinsloo 5HHSwim (+Pool) 5HH (+Mr J Williams) 5HH		Ms F Gallagher 5HHSci (+SSci) 5HH		Mrs H Hamps 5HHRReg (+Ms H Prinsloo) 5HH		Mrs L Dodson 5HHGlobH M18	Transition	Mr I Pinnock Year 5 & 6Gam (+Mr M Bone) Ms H Prinsloo (+Mr J Williams) (+Ms F Gallagher)	Mrs H Hamps 5HHDis
Wed	Mrs H Hamps 5HHRReg (+Ms H Prinsloo) 5HH	Transition	Mrs H Hamps 5HHAssem	Transition	Mrs S Litchfield 5HHEng	Transition	Mrs D Potgieter 5HHMat	Break	Transition	Mrs A Blackwell 5HHArt (+Art) 5HH	Transition	Mrs H Hamps 5HHGlobG M19	Lunch	Mrs H Hamps 5HHRReg (+Ms H Prinsloo) 5HH	Transition	Mr I Pinnock Year 5 & 6Gam (+Mr J Williams) (+Mr M Bone) Ms H Prinsloo (+Ms F Gallagher) (+Mr A Raja)		Mrs H Hamps 5HHDis	
Thurs	Mrs H Hamps 5HHRReg (+Ms H Prinsloo) 5HH		Mrs H Hamps 5HHAssem		Mr I Pinnock 5HHGlobR M18		Mrs D Potgieter 5HHMat			Mrs L Dodson 5HH & 5IPDra (+Mrs S Litchfield) 5HH & 5IP (+Theat) 5HH & 5IP		Mrs C Hastilow 5HH & 5IPMus (+Mus) 5HH & 5IP		Mrs H Hamps 5HHRReg (+Ms H Prinsloo) 5HH		Mrs S Litchfield 5HHEng		Mr M Bone 5HHDig (+Inlab) 5HH	Mrs H Hamps 5HHDis
Friday	Ms H Prinsloo 5HHRReg		Ms H Prinsloo 5HHAssem		Mrs S Litchfield 5HHEng		Mrs D Potgieter 5HHMat			Ms F Gallagher 5HHSci (+SSci) 5HH		Mrs L Dodson 5HHSpa		Ms H Prinsloo 5HHRReg		Mr J Dyer 5HH & 5IPOut	Transition	Mr I Pinnock 5HHPE (+Mr J Williams) 5HH (+SpHal) 5HH	Ms H Prinsloo 5HHDis