



Curriculum Policy

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

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Date Reviewed by Authors	September 2026
Next Review Date	September 2027

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
- Wellbeing Policy
- Relationships and Sex Education Policy
- EAL Policy
- Careers Policy

- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- Online Safety Policy
- Equality Policy
- Educational Trips & Visits Policy
- More Able Pupils (MAP) Policy

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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.

In line with the Independent School Standards, the curriculum does not promote partisan political views, and where political issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Safeguarding themes, including online safety, personal safety and healthy relationships, are embedded throughout curriculum planning and delivery; full details are set out in the Safeguarding and Child Protection Policy.

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, and Religious Studies

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 knowledge and skills progressions (History, Geography and RS) directly link to these global themes, and are taught through our integrated humanities subject, Global. 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.

Global is organised into four phases, each guided by a theme that reflects the developmental journey of our pupils and the values we want to weave through their time at Copthorne:

- Wonder (Early Years) – nurturing curiosity, imagination and a sense of belonging, rooted in the immediate and the sensory. In EYFS this is taught through ‘Understanding the World’, where staff plan activities and lessons that teach children about people, culture and communities, including religious festivals and celebrations.
- Connections (Years 1 and 2) – linking ideas outwards, connecting people, places and times through stories and shared experiences.
- Discovery (Years 3 and 4) – deeper enquiry, weighing evidence and beginning to explain why things happened, exploring ancient civilisations, the natural world, and exploration by land, sea and sky.
- Expression (Years 5 and 6) – moving from explanation to evaluation, weighing evidence, recognising different perspectives, and forming reasoned views on genuinely open questions.

The questions that drive each phase change every term and grow progressively more open as children move through the school, mirroring the development of their own thinking. Other subjects make deliberate connections to the Global theme of the term where they arise naturally – for example through class novels and writing genres in English, or through art, music and design technology – although Science and Mathematics are taught to the full National Curriculum programme of study in their own right, running alongside rather than folded into Global enquiries.

In Years 5 and 6, Global also introduces philosophical inquiry and regular discussion of ethical issues, allowing children to formulate reasoned arguments. Children make regular use of our Chapel, and assemblies allow for further exploration of topical themes and of stories and themes from faith traditions. The Fundamental British Values are actively promoted throughout.

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.

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 Wellbeing 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, from which there is no right of withdrawal. Statutory Health Education content on puberty is introduced from Year 3. Non-statutory sex education, covering conception, pregnancy and birth, is taught only in Year 6, and parents may request that their child be excused from these specific lessons. 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 Wellbeing 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 and Learning Support 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, and knowledge and skills progressions. 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. Fortnightly celebration assemblies celebrate a balance of effort and achievement, and children are awarded certificates for showing qualities on the Copthorne Compass.

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.

House System

From September 2026, Copthorne Prep's house system has been refreshed to align with our theme of exploration. Our four houses are named after the highest peaks of each of the four nations of the United Kingdom: Ben Nevis (Scotland), Scafell Pike (England), Slieve Donard (Northern Ireland), and Snowdon, or Yr Wyddfa (Wales).

House events, competitions, challenges and community activities throughout the year give pupils opportunities to contribute to their house, show leadership, and earn points for effort, achievement and service to others.

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:

	Reg	T	Assem/Tut	T	Lesson 1: RWI			Snack		Break		T	Lesson 2			T	Lesson 3			Lunch					T	Lesson 4b					Break		Flexible lesson times			S	Story	D																																																				
Reception	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	08:55 - 09:00	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
	Mon	Registration	T	Assembly	T	RWI			T	Early break		CHANGE		SWIM 1 - HP/MJ Maths for other half		SWIM 1 - HP/MJ Maths for other half		CHANGE		Maths		LUNCH										Royal Writing					Br	PE IP		T	French HH		Story & snack																																															
	Tue		Readers		T	RWI			Snack		Break		T	Maths		T	Spanish LD		T	Games IP HP												Royal Writing					Br	Independent learning			T	Story & snack																																																
	Wed		Readers		T	RWI			Snack		Break		T	Maths		T	Wellbeing		C&L		Royal Writing											Br	Independent learning - FP			Mystery reader																																																						
	Thu		T	Assembly	T	RWI			Snack		Break		T	Maths		Outdoor				PSED												Royal Writing					Br	Art - HC			T	Story & snack																																																
	Fri		T	Assembly (fortnightly)	T	Maths			Snack		Break		T	Royal Writing			T	UTW														Music CH		T	Drama - FP		Br	Independent learning			T	Story & snack																																																
															Transition																Dismissal																																																											

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	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:

	Year 1	Reg				T	Assem/Tut	T	Lesson 1: RWI					Snack	T	Lesson 2					BREAK		T	Lesson 3					Lunch					T	Lesson 4b					Break		Flexible lesson times					T	Story	D																																								
		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	08:55 - 09:00	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	14:50 - 15:00	15:00 - 15:05	15:05 - 15:10	15:10 - 15:15	15:15 - 15:20
Mon	Registration					T	Assembly	T	RWI					Snack	T	English					BREAK			T	CHANGE		SWIM - HP/MJ			CHANGE		LUNCH											Digital		T	Readers			Br	Maths					Story & snack		Dismissal																																
Tue							Readers	T	RWI					Snack	T	Maths					BREAK			T	Games IP HP		T	Spanish LD														English					Br	Global					Story & snack																																				
Wed							Readers	T	RWI					Snack	T	English					BREAK			T	Maths																		Global					Br	Science					Mystery reader																																			
Thu						T	Assembly	T	RWI					Snack	T	English					BREAK			T	PE IP		T	French HH														Maths					Br	Drama - GR			Music - CH		Story & Snack																																				
Fri						T	Assembly (fortnightly)	T	OUTDOOR LEARNING JD - woods					T	Art - AB					BREAK			T	Maths																			English					Br	Library			T	Wellbeing			Story & snack																																	

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 (Humanities)	Art	Digital	Drama	DT&HE	French	Games	Music	Outdoor Learning	PE	Spanish	Swimming	Wellbeing	Enrichment	Form Time
Year 3	5	5	2	2	1	1	1	1	1	3	1	1	1	1	1	1	1	1
Year 4	5	5	2	2	1	1	1	1	1	3	1	1	1	1	1	1	1	1
Year 5	5	5	2	3	1	1	1	1	1	3	1	1	1	1	1	1	1	
Year 6	5	5	2	3	1	1	1	1	1	3	1	1	1	1	1	1	1	

Key	Explanation
	Years 5 and 6 have HE for one term of each year and DT for the other two.
	Two of the games lessons are used for matches/fixtures

Example KS2 timetable:

Cophthorne Prep: 5HH											
	1	A	1	2	3	4a	4b	R	5	6	D
Monday	Mrs Holly Hamps 5HHRReg (+Ms Helen Prinsloo) 5HH	Mrs Holly Hamps 5HHAssem	Mrs Sarah Litchfield 5HHEng	Mrs Debi Potgieter 5HHMat	Mrs Holly Hamps 5HHFre	Mrs Holly Hamps 5HHGlob	Lunch	Mrs Holly Hamps 5HHRReg (+Ms Helen Prinsloo) 5HH	Ms Fleur Gallagher 5HHSci (+SSci) 5HH	Mr Ian Pinnock Year 5 & 6Gam (+Games) Year 5 & 6 Ms Helen Prinsloo Year 5 & 6Gam	Mrs Holly Hamps 5HHDis
Tuesday	Mrs Holly Hamps 5HHRReg (+Ms Helen Prinsloo) 5HH	Mrs Holly Hamps 5HHAssem	Mrs Sarah Litchfield 5HHEng	Mrs Debi Potgieter 5HHMat	Ms Abbie Oseman 5HH & 5LDDra (+Theat) 5HH & 5LD	Ms Helen Prinsloo 5HHSwim (+Pool) 5HH (+Mr Jack Williams) 5HH	Lunch	Mrs Holly Hamps 5HHRReg (+Ms Helen Prinsloo) 5HH	Mrs Lesley Dodson 5HHSpa	Mrs Claudette Hastilow Year 5 & 6Enrich (+Ms Joy Oliver) Year 5 & 6 Ms Helen Prinsloo Year 5 & 6	Mrs Holly Hamps 5HHDis
Wed	Mrs Holly Hamps 5HHRReg (+Ms Helen Prinsloo) 5HH	Mrs Holly Hamps 5HHAssem	Ms Joy Oliver 5HH & 5LDDT (+DT) 5HH & 5LD Mrs Karen Taplin 5HH & 5LD	Mrs Holly Hamps 5HHGlob	Mrs Sarah Litchfield 5HHEng	Mrs Debi Potgieter 5HHMat	Lunch	Mrs Holly Hamps 5HHRReg (+Ms Helen Prinsloo) 5HH	Mr Ian Pinnock Year 5 & 6Gam (+Mr Jack Williams) Year 5 & 6 (+Mrs Holly Hamps) Year 5 & 6		Mrs Holly Hamps 5HHDis
Thurs	Mrs Holly Hamps 5HHRReg (+Ms Helen Prinsloo) 5HH	Mrs Holly Hamps 5HHAssem	Mrs Holly Hamps 5HHGlob	Mrs Sarah Litchfield 5HHEng	Ms Fleur Gallagher 5HHSci (+SSci) 5HH	Mrs Claudette Hastilow 5HH & 5LDMus	Lunch	Mrs Holly Hamps 5HHRReg (+Ms Helen Prinsloo) 5HH	Mrs Holly Hamps 5HHWell	Mrs Debi Potgieter 5HHMat	Mrs Holly Hamps 5HHDis
Friday	Ms Helen Prinsloo 5HHRReg	Ms Helen Prinsloo 5HHAssem	Mrs Sarah Litchfield 5HHEng	Mrs Debi Potgieter 5HHMat	Mr Ian Pinnock 5HHPE (+Mr Jack Williams) 5HH (+SpHal) 5HH	Mrs Angela Blackwell 5HHArt (+Art) 5HH	Lunch	Ms Helen Prinsloo 5HHRReg	Mr Jeff Dyer 5HH & 5LDOut (+Ms Fleur Gallagher) 5HH & 5LD	Mr Ali Raja 5HHDig (+Inlab) 5HH (+DT) 5HH	Ms Helen Prinsloo 5HHDis