



DOWNSEND
SCHOOL

Pre-Prep

Year 1 Curriculum Policy

In Year One, children move from the Early Years Foundation Stage Framework to Key Stage I of the National Curriculum. We continue to encourage the children to work cooperatively with others, while at the same time, developing their knowledge and skills that enable them to achieve their potential as individuals. We value the breadth of the curriculum we provide, we aim to foster creativity and we help children to become independent learners.

Aims

The aims of our curriculum are:

- To promote a positive attitude towards learning so that children enjoy coming to school and strive to achieve their best
- To enable all children to be creative and develop their own thinking
- To enable children to develop lively, independent and enquiring minds
- To help pupils understand Britain's cultural heritage and promote British values
- To appreciate and value the contributions of all in our multi-cultural society
- To develop an awareness and understanding of spiritual, moral and cultural issues
- To help pupils develop an awareness of their own spiritual development and distinguish right from wrong
- To help children to understand the value and importance of truth and what is fair
- To enable children to have high self-esteem and respect for themselves and others
- To promote physical development and a healthy lifestyle for all children
- To fulfil the requirements of the National Curriculum syllabus

Teaching is divided into the following subject areas and learning continues through:

English

Mathematics

Science

Religious Education

Personal, Social and Health Education (PSHE) and Citizenship

Computing

Geography

History

Art & Design

Design & Technology

Music (including learning to play the recorder)

Physical Education

Swimming

Dance & Drama

French

Organisation & Planning

At Downsend Pre-Prep, teachers provide an overview of the curriculum in long term, medium term and short term plans. Long term plans provide an overview of the whole academic year. Through the medium term plans, teachers give clear guidance on the objectives and teaching they will use for each topic or area of the curriculum. Short term plans give a breakdown of each lesson week by week. They are also used to set out the learning objectives in each lesson and to identify which resources and activities are going to be used in the lessons. The long and medium term plans are reviewed annually, however, all plans are working documents and constantly evaluated.

Children continue to read daily from a wide range of books to broaden their skills and understanding. They are encouraged to write for a variety of purposes, in different styles and use the correct punctuation and spelling. Weekly spelling tests or quizzes continue. Children develop their cursive handwriting through formal lessons and they are expected to use this style in all their written tasks.

In Numeracy, children work through the Abacus Maths scheme. They consolidate their understanding of number, calculation, shape, space, measure, time and money with mental, written and practical activities, and we ask you to help them practise their learning at home. They will be developing their skills in predicting, estimating and problem solving.

Science, History, Geography, Art, Design and Technology are taught through topics, developing vocabulary, knowledge and understanding and specific skills.

Recorder lessons start in the autumn term. Children will need their own recorder and a recorder book.

There is a variety of after-school clubs available across all three Pre-Preps, including Football, Gardening, Young Engineers, Rising Stars, Hockey and Yoganory.

Children are encouraged to develop independence, concentration, perseverance and to adopt a responsible attitude. We aim for high standards in all areas.

Inclusion

The curriculum at the Pre-Preps is designed to be accessed by all pupils who attend the school. If it becomes necessary to modify pupils' access to the curriculum in order to meet individual needs, this will be done following assessment and parental consultation.

If a child requires learning support, the Pre-Preps do all they can to meet individual needs. We comply with the requirements set out in the SEN Code of Practice and the process is carefully overseen by our SENCO and Specialist Teacher, who liaises with parents, the class teacher and the Head.

The Pre-Preps are committed to meeting the needs of pupils with disabilities and all steps are taken to ensure a child is not placed at a disadvantage compared with an able bodied child. Teaching and learning is appropriately modified for children with disabilities, for example, a child may be given extra time to complete an activity or the teaching material may be adapted. In addition, we will provide opportunities to identify and in turn, nurture those who are more able. Downsend School has a nominated Gifted and Talented Coordinator with whom the class teachers work closely, using their expertise as appropriate.

Equal Opportunities

All pupils will have access to the full curriculum irrespective of age, gender, race, disability, religion or belief. Individual opinions and ideas are respected and valued.

Overall Responsibility for the Curriculum

The Head Teacher has overall responsibility for the curriculum. The Head Teacher oversees the curriculum planning and provides guidance through links with Downsend Prep School, staff training and staff meetings.

We pride ourselves in presenting each child with opportunities to achieve their potential in all areas of the curriculum, preparing children for a happy and successful progression towards the next stage of their education in the Lower School. Pupils transferring from the Pre-Preps are not required to take an entrance test.

Refer to the following policies:

Teaching and Learning

Special Educational Needs

EAL

Assessment, Recording and Reporting Policy (including Marking and Feedback)