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## Firs School Curriculum Policy

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## DISTRIBUTION

Please note that 2 copies of this document are printed as standard and distributed to the following areas.

- 1) The Staff Room
- 2) The Top Floor Study Room

If you would like a personal copy of the handbook please ask the school office and a personal copy can be printed or an electronic copy can be e-mailed to you. You will then be automatically sent an electronic copy every time an update occurs.

The electronic version of this document is available on the school server in the location identified above. (The Y drive is "Company Documents")

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# 1. CURRICULUM POLICY

## 1.1. INTRODUCTION

We believe that all children should have access to a broad and balanced curriculum which enables them to develop their skills, discover their talents and achieve the highest standards of which they are capable.

The taught curriculum has regard of the Primary Framework and includes a wide range of learning experiences appropriate for the ages, abilities and needs of our children. These are enriched by a varied range of extra curricular activities and supported by our Firs Way principles, which foster self discipline and respect for self and others.

Our curriculum encompasses the following areas of learning;

### 1.1.1 LINGUISTIC

This area is concerned with developing children's communication skills and increasing their command of language through listening, speaking, reading and writing.

At The Firs, French is taught from Kindergarten upwards and Latin is taught in Years 5 & 6

### 1.1.2 MATHEMATICAL

This area helps children to make calculations, to recognise and understand relationships and patterns in number and space, to develop their logical thinking and their ability to express themselves clearly.

This will be done in a variety of ways, including practical activities, exploration and discussion.

### 1.1.3 SCIENTIFIC

This area is concerned with increasing children's knowledge and understanding of nature, materials and forces. Children will develop the skills associated with scientific enquiry by conducting experiments, making observations, hypothesising and recording their findings.

### 1.1.4 TECHNOLOGICAL

These skills include the use of ICT, developing, planning and sharing ideas, working with equipment and materials, for example in design technology, to produce items of good quality. Children will learn to evaluate both the processes and their products.

### 1.1.5 HUMAN & SOCIAL

This is concerned with people and their environment, how human action both now and in the past, influences events and conditions.

At The Firs, this area will mostly be covered by history and geography.

### 1.1.6 PHYSICAL

This is about children developing their physical control and coordination as well as their tactical skills and responses. Children will learn the basic principles of health and fitness and how to evaluate and improve their performance.

### 1.1.7 AESTHETIC & CREATIVE

This area is concerned with the process of making, composing and inventing. At The Firs these areas will mainly be seen in art, music, dance, drama and in the study of, and responses to, literature. However, aesthetic and creative aspects will be found in all subjects.

Our curriculum is planned in three phases:

## 1.2. EARLY YEARS FOUNDATION STAGE

The curriculum in our Kindergarten and Reception classes follows the areas of learning described in the Early Years framework.

These are:

- Personal, social & emotional development
- Communication, language & literacy
- Problem solving, reasoning & numeracy
- Knowledge & understanding of the world
- Physical development
- Creative development
- French is introduced. Music is taught by a specialist teacher.

## 1.3. KEY STAGE 1

The curriculum encompasses all the areas of learning outlined in the introduction. The areas of learning may be delivered through topics or cross curricular activities.

French is taught. Mental maths is taught by Junior staff. Music is taught by a specialist teacher.

## 1.4. KEY STAGE 2

The curriculum encompasses all the areas of learning outlined in the introduction. Teaching is more subject orientated however cross curricular activities may be used.

Reasoning becomes part of the curriculum for children in Key Stage 2 to allow children to develop their thinking and problem solving skills.

Music, French, Latin (Year 5 & 6), Religious Education, pottery, football, netball and hockey are taught by specialists.

## **1.5. PLANNING**

The curriculum is well planned. There are schemes of work for each subject, and long medium and short term plans.

Subject coordinators write, review and monitor schemes of work.

Class or subject teachers write long, medium and short term plans for their class(es).

The Headmistress, Assistant Head and Key Stage 1 coordinator are responsible for monitoring the planning and delivery of the curriculum.

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