

# Sidcot Curriculum Junior School





## A School Day at Sidcot

### Nursery and Reception School Day (Early Years)

8.00am	Breakfast Club (optional)	Refectory
8.30am	Arrival and registration	Classrooms
8.50am - 10.50am	Lessons	Classrooms
10.50am - 11.10am	Morning Break	
11.15am - 11.50am	Lessons	Classrooms
11.50am - 1.15pm	Lunch Break	
1.15pm - 3.30pm	Lessons	Classrooms
3.30pm - 4.15pm	Activities (optional)	Classrooms
3.30pm - 5.30pm	Activities and/or After School Care Provision (optional)	ASC room
5.30pm - 6.00pm	Tea (optional)	Refectory

### J1 – J2 School Day (Key Stage 1)

8.00am	Breakfast Club (optional)	Refectory
8.30am	Arrival and registration	Classrooms
8.50am - 10.50am	Lessons	Classrooms
10.50am - 11.10am	Morning Break	
11.15am - 12.00pm	Lessons	Classrooms
12.00pm - 1.15pm	Lunch Break	
1.15pm - 3.30pm	Lessons	Classrooms
3.30pm - 4.15pm	Activities (optional)	Classrooms
3.30pm - 5.30pm	Activities and/or After School Care Provision (optional)	ASC room
5.30pm - 6.00pm	Tea (optional)	Refectory

### J3 – J6 School Day (Key Stage 2)

8.00am	Breakfast Club (optional)	Refectory
8.30am	Arrival and registration	Classrooms
8.50am - 10.50am	Lessons	Classrooms
10.50am - 11.10am	Morning Break	
11.15am - 12.15pm	Lessons	Classrooms
12.15pm - 1.15pm	Lunch Break	
1.15pm - 3.40pm	Lessons	Classrooms
3.40pm - 4.30pm	Activities (optional)	Classrooms
3.40pm - 5.30pm	Activities and/or After School Care Provision (optional)	ASC room
4.30pm - 5.20pm	Prep in school for J5 & J6 only (prep may be undertaken at home)	Classrooms
5.30pm - 6.00pm	Tea (optional)	Refectory



## Subjects

The Junior School's curriculum is planned in order to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the various extra-curricular activities that the school organises in order to enrich our children's experience.

The aims of our school curriculum are:

- To enable all children to learn and develop their skills to the best of their ability;
- To promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- To promote the Quaker ethos and values through issues in every aspect of the curriculum where appropriate;
- To foster and encourage confidence to engage in and discuss aspects of curriculum;
- To teach children the basic skills of literacy, numeracy and information and communication technology (ICT);
- To enable children to be creative and to develop their own thinking;
- To teach children about the developing world, including how their environment and society have changed over time;
- To help children understand Britain's cultural heritage;
- To appreciate and value the contribution made by all ethnic groups in our multi-cultural society;
- To enable children to be positive citizens;
- To fulfil all the requirements of the National Curriculum and Religious Education;
- To teach children to have an awareness of their own spiritual development and to distinguish right from wrong;
- To help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- To enable children to have respect for themselves and high self-esteem and to live and work co-operatively with others.



## English

Through the study of English students develop their ability to listen, speak, read and write. It gives them a tool to communicate their ideas, express their creativity and articulate their views and feelings. It also fosters an enjoyment of writing and reading that can enrich their life for years to come.

### Teaching and learning style

We use a variety of teaching and learning styles in our English lessons, as recommended by the National Literacy Strategy. Children take part in a combination of whole class and independent daily activities that focus on developing the fundamental skills in literacy and language, and the integration of English within other foundation subjects. Whilst there is a high proportion of group teaching, independent activities give children opportunities to talk and collaborate, embedding and enhancing their learning.

As well as the daily activities, children are introduced to a wide range of texts, both fiction and non-fiction. Drama activities are used to explore verbal and non-verbal communication, and ICT is integrated into lessons to enhance learning - for example, using multimedia to explore how words and images combine to convey meaning. Children also learn how to research online and in Year 6 undertake oral language presentations.

### The Foundation Stage

English teaching in reception class is an integral part of the school day. The lesson format is similar to that used in the rest of the school: we encourage children to talk and communicate in a wide range of situations, to respond to adults and to each other, to listen carefully, and to enjoy extending their vocabulary and communication skills. We give them plenty of opportunities to explore words and texts, to learn about them, to play with them, and to use them in a variety of situations.



## Mathematics

Mathematics teaches children how to make sense of the world through developing their ability to calculate, reason and solve problems. It enables them to understand relationships and patterns in both number and space in their everyday lives. They also learn to appreciate the contribution made by many cultures to the development and application of mathematics.

### Teaching and learning style

We aim to promote enjoyment of working with numbers through practical activity, exploration and discussion. Students have the opportunity to use a wide range of resources, such as number lines, number squares, digit cards and small apparatus. ICT is also used for modelling ideas and methods. Students are encouraged to ask as well as answer Maths questions and, wherever possible, they are encouraged to apply their learning to everyday situations. We use an interactive maths scheme to supplement our core scheme in KS2. This is called 'My Maths' and it gives the children the opportunity to review lessons at home and complete prep using it.

### The Foundation Stage

As the reception class is part of the Foundation Stage of the National Curriculum, we relate the mathematical aspects of the children's work to the objectives set out in the EYFS framework which underpins the curriculum planning for children aged three to five. Children develop their understanding of number, measurement, pattern, shape and space, through varied activities that allow them to enjoy, explore, practise and talk confidently about mathematics.



## Science

Science teaches an understanding of natural phenomena. It aims to stimulate a student's curiosity in finding out why things happen in the way they do. It teaches methods of enquiry and investigation to stimulate creative thought. Children learn to ask scientific questions and begin to appreciate the way in which science will affect the future on a personal, national, and global level.

### Teaching and learning style

We use a variety of teaching methods and problem-solving activities to ensure students are motivated and engaged by the study of science. Sometimes this involves whole class teaching, at other times students join in enquiry-based research activities. They also take part in role-plays and discussions, and they present reports to the rest of the class. They experience using a variety of data, such as statistics, graphs, pictures, and photographs, and ICT is used as a tool to enhance learning. Wherever possible, we involve the pupils in real scientific adventures, for example, investigating a local environmental problem, or carrying out a practical experiment and analysing the results in our science labs.

### The Foundation Stage

We teach science in reception class as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the scientific aspects of the children's work to the objectives set out in the EYFS framework document which underpin the curriculum planning for children aged three to five. Science makes a significant contribution to developing a child's knowledge and understanding of the world, for example through investigating which object floats and which sinks when placed in water.



## History

In teaching history we aim to foster a lively interest in the past, and to develop an understanding that enables students to enjoy all that history has to offer. Through studying the development of societies students learn to value their own and other people's cultures in modern multi-ethnic Britain and, by considering how people lived in the past, they are better able to make their own life choices today.

### Teaching and learning style

Our history teaching focuses on helping students to think as historians. We place an emphasis on examining artefacts and primary sources. In each key stage students have the opportunity to visit sites of historical significance. We also encourage visitors to come to the school and talk about their experiences of events in the past. We recognise and value the importance of stories in history teaching, and we regard this as an important way of stimulating interest in the past. We make sure that students understand that historical events can be interpreted in different ways, and that they should always ask searching questions, such as 'how do we know?' about any information they are given.



## Geography

The study of geography develops skills in research, investigation, analysis and problem-solving. It motivates students to learn about physical and human geography, to gain an understanding of life in other cultures and to appreciate what it means to be a 'global citizen'.

### Teaching and learning style

We use a variety of teaching and learning styles in our geography lessons. We believe in whole class teaching methods and combine these with enquiry-based research activities. Students use a variety of data, such as maps, statistics, graphs, pictures and aerial photographs; and we enable them to use ICT in lessons where it serves to enhance their learning. Students engage in a wide variety of problem-solving activities and are encouraged to ask as well as answer questions. They take part in role-play and discussions, and they present reports to the rest of the class. Wherever possible, we involve the children in 'real' geographical activities, for example research of a local environmental problem, or use of the Internet to investigate a current issue.





## ICT

At Sidcot IT is used as a specific curriculum area and as a cross-curricular tool. We believe IT should be motivating because it is fun and it takes the laborious routine out of some text and information tasks. In doing so, it can release the constraints on students' creativity.

### Teaching and learning style

We have a trolley of 20 laptops which are housed in the Junior School as well as having access to the three ICT suites in the Senior School and bookable resources such as iPads. We teach children how to code and we use stop motion animation as part of their curriculum.



## Religious Education

Religious Education enables children to investigate and reflect on some of the most fundamental questions asked by people. At Sidcot we develop the children's knowledge and understanding of the major world faiths, and we address fundamental questions concerning, for example, the meaning of life and the existence of a divine spirit. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help the children learn from religions as well as about religions.

### Teaching and learning style

Good teaching in RE allows students both to learn about religious traditions and to reflect on what religious ideas and concepts mean to them. We constantly encourage students to think about their own views and values in relation to the themes and topics they study. We use their experiences at religious festivals such as Easter, Diwali, Passover etc. to develop their religious thinking and to extend their knowledge and understanding of religious traditions. We also organise visits to local places of worship, and we invite representatives of local religious groups to visit the school and talk to the students.

Students carry out research into religious topics. They study particular religious faiths and compare the views of different faith groups on topics such as rites of passage and festivals. They also investigate religious and moral issues individually and in groups, and sometimes prepare presentations on a computer and share these in assemblies.

### Religious Education Curriculum

Our school curriculum for Religious Education meets the requirements of the 1988 Education Reform Act (ERA). The ERA stipulates that Religious Education is compulsory for all children, including those in the reception class who are less than five years old. The ERA allows parents to withdraw their child from Religious Education classes if they so wish, although only after they have given written notice to the school. The Religious Education curriculum forms an important part of our school's spiritual, moral and social teaching. It also promotes education for citizenship. As we are an international school, we do look at religious festivals and celebrations of other cultures: Diwali, Chinese New Year, St Lucia and many more.



## Physical Education

Through Physical Education students are given the opportunity to play, perform and to develop the range of motor and other skills necessary to participate. They develop their sense of team work, tolerance, a sense of fair play and good sporting behaviour. They begin to recognise their own and others strengths and weaknesses and to foster a sense of support and empathy. They also develop an understanding of what constitutes a healthy and active lifestyle and a desire to participate.

### Teaching and learning style

Learning at Sidcot is very much an active process. Students in Physical Education take part in a range of sporting activities. They have opportunities to work individually, in groups and in teams, co-operatively and competitively and to experience many different learning methods across a range of sports. They are asked to experiment, explore and question. There is an emphasis on enjoyment through learning and participation and structured and developmental schemes provide for progression, challenge and a sense of achievement for all students. Physical Education is taught by specialist teachers from J1-J6.

#### KS1

Students follow full programmes in a number of activities including gymnastics, swimming, dance, rugby, netball, soccer, hockey, cross country running, racquet and ball skills, rounders and athletics. Skill foundations are laid that will be built upon and enhanced in future years.

There is some opportunity to play competitively against other schools.

#### KS2

Students continue to follow full programmes of activities across a range of sports as listed for Key Stage 1.

We aim to build on the foundations laid during Foundation and KS1. Students continue to improve their range of skills and become more knowledgeable about the sports in which they participate.

There is increasing opportunity to play competitively against other schools.

### The Foundation Stage

Within the Early Years curriculum, Physical Education provides children with the opportunity to experience fun based games whilst developing key motor skills. Students receive timetabled lessons taught by their class teachers. They also receive a swimming lesson taught by a specialist. These opportunities allow children to use different types of equipment, explore space, identify body parts, learn lifesaving skills, to begin to understand what is safe and what is not, and to be involved within a structured physical environment.



## Music

Music is a unique way of communicating that can inspire and motivate children. Music also reflects the culture and society we live in, and so the teaching and learning of music enables children to understand better the world they live in. We provide opportunities for all children to create, play, perform and enjoy music; to develop skills, to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music.

### Teaching and learning style

Singing lies at the heart of good music teaching. We focus on developing students' ability to sing in tune and with other people. In this way they learn about the structure and organisation of music. We teach them to listen to and appreciate different forms of music. As children get older, we expect them to maintain their concentration for longer, and to listen to more extended pieces. Students develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. We teach them the disciplined skills of recognising pulse and pitch and we often teach these together. We also help children to make music together, to understand musical notation, and to compose pieces.

Music is taught by a Junior School music specialist for Nursery up to J4. The Director of Music from the Senior School then teaches our J5 and J6 pupils to aid transition to the Senior School.

### Additional Music Teaching

Students also have the opportunity to study a musical instrument with visiting teachers. These lessons are normally taught to individuals or small groups of children who have chosen to learn a particular instrument, such as the guitar, violin, cello, flute or piano. This is in addition to the normal music teaching of the school, and usually takes place during normal lessons, from which children are withdrawn for the duration of the instrumental lesson.



## Art and Design

Art and Design stimulates creativity and imagination, it provides visual, tactile and sensory experiences and a special way of understanding and responding to the world.

### Teaching and learning style

Lessons are a mix of whole class teaching, individual and group activities using a variety of teaching styles to accommodate different learning styles. Through a range of complex practical activities students learn to explore ideas and develop and evaluate work. They are encouraged to reflect on their ideas and working methods, and those of others. In this way they learn how to articulate emotional and aesthetic responses, and develop a critical awareness of different working processes.

Students work on projects in two and three dimensions and at different scales, on their own and in collaboration with others. Our art and design facilities offer the opportunity to use a wide range of materials and resources including integrating ICT where appropriate.

### The Foundation Stage

Curriculum planning for children aged three to five is underpinned by the Early Years Foundation Stage framework. Art teaching at this stage involves art, music, dance, role play and imaginative play. This range of experience encourages children to make connections between one area of learning and another and so extends their understanding.

We provide a rich environment in which we encourage and value creativity. Children take part in a wide range of imaginative and enjoyable activities which involve all the various senses. We also give them the opportunity to work alongside artists and other adults.



## Modern Foreign Languages

At Sidcot, all Reception and J1-J6 children learn French with a specialist teacher as part of the normal school curriculum. It's our experience that children really enjoy learning to speak other languages and the earlier they are exposed to a language, the faster they learn. They are also less self-conscious about speaking aloud at junior school age. It is widely thought that the early acquisition of a foreign language facilitates the learning of other foreign languages later in life.

### Teaching and learning style

Using a variety of techniques including games, role-play and songs, we encourage students to engage actively in the new language. Especially for the younger pupils, oral French is used, with an emphasis on listening and speaking skills over reading and writing. We use a multi-sensory and kinaesthetic approach to teaching, i.e. we often introduce a physical element into games, as a way to reinforce memory. We also use puppets and soft toys, mime and visual aids. To ensure the students hear a variety of voices, we invite native speakers to join us in the classroom.

We make sure that the lessons are as entertaining and enjoyable as possible, as we realise that this can develop a positive attitude towards language learning. We build children's confidence through constant praise for any contribution they make in the foreign language, however tentative.



## Forest School

Our stunning environment lends itself to an enriching Forest School and environmental science programme, which all year groups access. Sidcot's 160 acres are used as a resource to enable exciting learning opportunities that encourage an understanding of the world around them and how they fit within it.

The Forest School Leader ensures a flexible approach to learning and will adapt programmes to address the children's specific interests and ideas, always ensuring that educational learning goals are being appropriately met. As a result our Forest School sessions become child led, and the programme is ever-evolving.

Imagine this:

A natural amphitheatre in a forest of beech trees, pine trees, hazels, field maples and yew. Underfoot are mosses and ferns; on the higher ground there are snowdrops and wood anemones, bluebells, violets and cyclamen. The forest is home to badgers, rabbits and squirrels. Birds nest here in the spring; bats fly at night. And every day, the children arrive.

This is our Forest School. Here our students come to learn from the natural world. From Nursery onwards they come in all weathers, observing the changing seasons, learning to understand and respect the life of the forest.

Forest School demonstrates one of the ways in which our students learn; through hands on activities that spark their imagination and inspire them to respond creatively to the subjects they're studying. As ever at Sidcot, curiosity and enquiry are at the heart of Forest School. In practice that might mean observing the effect of forces through creating a catapult, or building a den to a design brief; learning about the senses through creating sound maps, understanding pollination through bee keeping, or narrative through storytelling. Or how about exploring bone structure by making a wood skeleton or getting to grips with the principles of heat transfer through toasting marshmallows?

It's enough to make you want to go back to school, isn't it?

## Out of School Care

We recognise the challenges faced by working parents and we offer a range of Out of School support services. From early morning breakfast club to After School Care with supervised tea provision, parents can be sure that their children will receive the best possible care and support throughout the day.

This high quality care and support does not stop when the term ends. Requests from parents for all year round care, led to the school launching its very popular Sidcot Holiday Club in April 2010. Sidcot Holiday Club opens when the school term ends, and means that working parents need no longer worry about how to entertain their children during the long school holidays.



## Nursery & Reception

The journey for our Junior School pupils starts in our Nursery class, which provides a stimulating and enriching learning environment. The Reception class builds upon the foundations laid in Nursery and continues to enhance learning through exploring the interests of the class. This acts as a stimulus for a variety of educational experiences and helps the children to really engage in their learning.

Children in Nursery and Reception follow the Early Years Foundation Stage programme and are supported by a team of dedicated teachers and assistants. Our main aims for these children are to enable them to develop confidence, curiosity, excitement and independence and a true desire to 'live life adventurously'.

### Key Stage 1

When children move into Key Stage 1 they continue their learning and development through play with a more structured approach, aimed at helping them to grasp the fundamental building blocks of the core curriculum subjects. The majority of lessons in KS1 are taught by the form tutor in order to develop a nurturing rapport between the teacher and the children. Specialist teaching is provided for French, PE and Music.

### Key Stage 2

In Key Stage 2 we continue to take a holistic approach to planning the curriculum in order to provide creative and inspirational learning experiences for our children. Specialist teachers enrich children's learning experience in Music, Art, PE and Modern Foreign Languages and enable children to benefit from the extensive Senior School facilities. Our aim is to develop well-balanced, well-educated children who understand the importance of honesty, courage, humility, respect and integrity. It is an aim that we achieve through first class pastoral care and an exciting, dynamic skills based curriculum that encourages the children to develop enquiring minds and become independent and resourceful learners. These attributes then equip the children with the necessary skills, initially for their transition into the Senior School, but even more importantly their journey into the world beyond Sidcot. The educational experience for all our children is further enhanced by an extensive programme of extra-curricular activities which vary according to the season but typically encompass a range of physical, creative, musical and technological activities.





## Homework Partnership

Homework is one of the main ways in which children acquire the skill of independent learning. At Sidcot we see it as a collaboration between teachers and parents. Together we can ensure that homework is fun, fulfilling and useful in supporting learning. Teachers set a number of activities for parents and children to do together, and offer plenty of guidance on how to achieve the maximum benefit from them.

Homework involves a variety of activities:

- It starts in the Foundation Stage and at Key Stage 1 when children take home books to read with their parents. We also ask Key Stage 1 children to learn spellings and mathematical tables. Sometimes we'll ask children to talk about a topic at home and to gather examples in preparation for studying it in class. We encourage them to look beyond the school library, to use the local library, the Internet and CD-ROMS. All children from J1 upwards complete homework diaries. This encourages them to develop the skills of independent learning and gives them experience in making choices about presentation and content.
- At Key Stage 2 homework activities are similar to those of Key Stage 1, but we expect students to complete tasks more independently. Literacy and numeracy homework is set each week, along with a weekly piece of topic homework, which can be across any curriculum subject. All children are expected to read daily and at least three times a week to an adult at home.
- From J4 onwards students have a weekly Prep session (supervised homework). They are also expected to practice at home, in order to consolidate and reinforce their learning in school. Although we don't adhere to statutory SATS tests we do set homework to help students revise for examinations, as well as to make sure that their work in class has been understood.

We also acknowledge the importance of play and free time in a child's growth and development. While homework is important, it should not prevent students from taking part in out of school clubs and other organisations that play an important part in the lives of our pupils.

### Working at home

Parents can help their children enormously by discussing the work that they are doing at school and encouraging them to complete their homework tasks. Providing a good working space at home is also a great help, as is encouraging regular trips to the library and helping out with homework as and when you feel it is necessary. The homework diary provides parents with a way of monitoring homework and is also a communication link between home and school.



## Teaching for different abilities

We recognise that in all classes students have a wide range of abilities and respond differently to learning experiences. We make sure that all students get the most out of lessons by matching the challenge of tasks to the ability of the student. It is vitally important that positive self-esteem is maintained for our students. We therefore get to know them as individuals, understand their needs and adapt our teaching and tasks to suit their learning requirements.