



Mill Hill

Instilling values, inspiring minds

Grimsdell | Belmont | Mill Hill School | Mill Hill International

Grimsdell

Curriculum Policy

2023 2024



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Rationale

This policy sets out the main features of the School's curriculum and is supported by the School's various forms of planning and schemes of work.

The curriculum at Grimsdell is divided into two stages: EYFS - Early Years Foundation Stage (comprising Nursery and Reception) and KS1- Key Stage One (comprising Years 1 and 2).

General Aims

We offer a full-time supervised education for pupils of compulsory school age in addition to a part time nursery class for 3-4 year olds, providing experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. We also provide subject matter and teaching approaches that are appropriate for the ages, aptitudes and needs of pupils, including those pupils with an EHC Plan (Education, Health and Care Plan). Our curriculum and its delivery support the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We ensure that all pupils are able to acquire skills in speaking, listening, literacy and numeracy. All pupils have access to a curriculum that enables them to have the opportunity to learn and make progress and to be prepared effectively and appropriately for the opportunities, responsibilities and experiences of life in British society. We aim to make the years the children spend at Grimsdell challenging, fulfilling and happy so that, by the time they move onto the next stage, they will be independent, confident learners who take pleasure and pride in their achievements.

We offer the children a broad and balanced education in all the major areas of the Early Learning Goals and the National Curriculum. These include the skills of reading, writing and mathematics as well as science, geography, history, design technology, computing, art, drama, music, religious education, physical education and PSHE- personal, social, health and economic education and RSE- Relationships and Sex Education. In addition to these areas French is taught in Year 1 and 2. In Early Years Foundation Stage and Key Stage One, all areas of learning are taught through a whole school termly theme.

The curriculum offered at Grimsdell will begin the process of preparing children for the opportunities, responsibilities and experience of life in British society.

There is also a programme of activities that is appropriate to the educational needs of children in Key Stage One and Early Years Foundation Stage (including those below compulsory school age) in relation to Personal, Social, Health and Economic Education (PSHE), combined with an ongoing focus across all subjects on communication and language skills.

Detailed information for each subject is contained within the subject policy documents and planning produced by each year group.

Curriculum Aims

At Grimsdell we believe that learning should be inspiring, memorable and meaningful. We provide a Creative Curriculum which excites, engages and equips our children, for their lives in the 21st Century. The Early Years Foundation Stage (EYFS) and National Curriculum are taught through an overarching theme, following a cross-



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curricular and enquiry based approach to teaching and learning. We aim to educate the whole child, nurturing their talents and allowing them to develop at their own pace. We strive for academic excellence whilst also developing the attributes needed to ensure children are happy, confident and resilient. Learning is promoted both in and outside of the classroom, allowing children to develop a wide range of skills and become well-rounded lifelong learners.

Creative Curriculum

A Stunning Starter, Marvellous Middle and Fabulous Finish provide the format to every theme from Nursery to Year 2. Each theme lasts for a term and has been carefully planned to ensure that the learning objectives for each year group/subject are covered in a creative and dynamic way. Children are immersed in their learning through colourful and engaging indoor and outdoor environments, and multi-sensory learning experiences. Planning incorporates the children's interests and ideas by taking into account key questions they have asked. This allows children to take ownership over their learning and ensures that opportunities for challenge and enrichment are built in.

Each theme begins with a Stunning Start. The topic is introduced and the children begin their Learning Journey. This may include finding a scene set up in the school grounds, a visitor, an event, a mystery object or a problem to solve. This provides a meaningful context to their learning.

Half way through each theme a Marvellous Middle is planned to maintain the children's interest. Children's work is celebrated and they may also go on a trip or experience a different activity in school.

Each topic culminates with a grand finale called the Fabulous Finish. Children will reflect on what they have learnt and showcase their work to the school community, in a variety of interesting and imaginative ways.

Our Creative Curriculum provides depth in the coverage of skills in all subject areas and allows children to recognise the links in their learning. Examples of termly themes include but are not limited to: 'Into the Woods', 'Turrets and Tiaras', 'Splish, Splash, Splosh', 'Ice Worlds'.

Planning

Our curriculum is delivered using a variety of approaches and resources depending on the nature of what is being taught and the needs of the children (For more details please refer to the separate subject policies). Although links can be made with all subjects, Maths, Religious Education, Music, French, PSHE (Personal, Social, Health and Economic Education) and PE (Physical Education) are taught as discrete sessions.

PSHE (Personal, Social, Health and Economic Education) is taught throughout the school and permeates the whole curriculum and reflects our school's aim and ethos whilst encouraging respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act. It is taught as a subject in its own right and across the entire curriculum. The PSHE curriculum is delivered through SCARF and links with the programmes of study taught across the whole Foundation. Many aspects of our Science curriculum also lead into PSHE. The Grimsdell Way, Thrive in 5 and The School Council, detailed in the PSHE Policy, are also considered part of the PSHE curriculum.

Our curriculum is further enhanced through educational visits, visitors in school and shared experiences with the wider community. The school library is also used effectively by all classes. Children's achievements are celebrated regularly through the school newsletter, displays in classrooms and shared areas, online and in assemblies

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- **Long term plan-** Objectives are taken from the Early Years Foundation Stage (Development Matters) and National Curriculum: This document is updated/highlighted (in the colours below) at the end of each term to indicate which objectives have been covered.

	Autumn Term
	Spring Term
	Summer Term

- **Medium Term Plan-** The term's learning journey is planned the term before on a set proforma.
- **A Task Time environment plan** is completed by each year group for each block of work. This captures the provision of activities across the year group, catering for different learning styles.
- **Short term plan:** This is personalised by each teacher using a format which they find useful in supporting their teaching e.g. a weekly timetable to map out the flow of the week's work, daily plans etc. Teaching assistants are aware of the week's activities (communicated verbally or in writing by the class teacher).
- All teaching staff are responsible for the planning and delivery of the curriculum on a day to day basis and for making cross curricular links where appropriate. Staff will make amendments to planning in order to optimise learning opportunities when they arise. The timetable will be flexible depending on the activities each week.

Learning Environments

- The classrooms create the wow factor and encourage curiosity and excitement.
- Within the learning spaces across the year group there is provision made for: art and design, reading, writing, role play, maths, construction/small world, sand/water/mud kitchen (Early Years Foundation Stage).
- Children are expected to move around the classroom and work in different places throughout the day.
- The school has access to facilities across the foundation for example; Mill Hill Swimming Pool. Year 2 pupils also take part in a weekly Physical Education (PE)- Games session using the sports facilities at Belmont School.

Outdoor Learning

- Outdoor learning is embedded within the curriculum across The Early Years Foundation Stage (EYFS) and Key Stage One (KS1).
- All classes take part in a weekly or fortnightly Forest School session. Learning takes place outside in our onsite woodland setting.
- In addition, all classes have access to The Cabin (outdoor classroom) and secure outdoor space within the foundation grounds to use within lessons. This allows children to develop their curiosity, creativity, enhance their problem solving/teamwork skills and learn to respect nature.

Learning Journals

- Each term every child will have an A3 Learning Journal (scrap book). Nursery and Reception children will have one book per year. Key Stage 1 children also have a digital learning journey using SeeSaw
- All the outcomes planned in the Medium Term Plan will be captured in sequence within the Learning Journal or in their online journal.

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- The child will record their learning in a variety of ways: photos, paintings, art work, diagrams, information grids, models (if they fit) etc.
- The full range of subjects in the curriculum will be evidenced in the Learning Journal. Maths work which is not linked to the theme will be kept in a separate book.
- From Nursery to Year 1, work will be first draft. On occasions in Year 2 some pieces of work will be drafted, edited by the children and teacher, and then presented as 'best'. The process and final copy will be included in the Learning Journal.

Task Time

Early Years Foundation Stage: Throughout the week.

Key Stage One: 75-120 minutes per week.

Working in small groups with children and staff across the year group, children will take part in a carousel of activities led by a teacher or teaching assistant.

For each unit of work there will be a range of multisensory activities in the classroom and outdoors from a variety of curriculum areas. Children will spend 25-30 minutes on each activity and are encouraged to move independently from one activity station to the next. At times, there will be certain activities that the pupils must complete and other activities for them to choose from based on their personal interests. Children will be taught to self-select and make choices, thus developing ownership of their learning

Task time allows children to develop communication, self-management skills, collaboration and creativity. The learning journey harnesses children's love of learning and builds on the natural way in which children learn.

Inclusion And Enrichment

All Grimsdell pupils are given the opportunity to learn and make progress. Where Special Educational Needs (SEN), learning difficulties, English as English as an Additional Language (EAL) or the need for additional challenge have been identified, the curriculum is adapted as appropriate and relevant. This ensures that each child learns, makes progress and is challenged in a way that is appropriate for their level and pace at that time. We aim to personalise aspects of the curriculum and its delivery to suit every child's needs and to ensure that each child is treated as an individual. Please also refer to our Equal Opportunity Policy.

Enrichment is delivered through high quality teaching within the classroom as well as being integrated into all areas of the creative curriculum. Where the need for additional challenge is identified, the curriculum is adapted as appropriate and relevant. This fluid and inclusive approach endeavours to target those children exceeding specific learning objective expectations, enabling children to receive the appropriate extension. Each child learns, makes progress and is challenged in a way that is appropriate for their level and pace at that time. We aim to personalise aspects of the curriculum and its delivery to suit every child's needs and to ensure that each child is treated as an individual.

Review

This Policy will be reviewed annually.

This Review: November 2023

Next Review: Autumn 2024

This Policy has been approved by The Education Committee of the Court of Governors, 22nd November 2023.

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