



Mill Hill

Instilling values, inspiring minds

Grimsdell | Belmont | Mill Hill School | Mill Hill International

Grimsdell

Grimsdell Curriculum Policy for September 2018



Rationale

The curriculum at Grimsdell is divided into two stages: Foundation Stage (comprising Nursery and Reception) and 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 new 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 personal, social, health and economic education. In addition to these areas, French is taught in Year 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 KS1 and EYFS (including those below compulsory school age) in relation to personal, social, emotional and physical development (known as Personal, social, health, emotional and economic education in KS1) along 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-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 life long 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: ‘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, RE, Music, French, PSHEE and PE are taught as discrete sessions.

PSHEE 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 Equality Act 2010. It is taught as a subject in its own right and across the entire curriculum. Many aspects of our Science curriculum also lead into PSHEE. The Grimsdell Way and The School Council, detailed in the PSHEE Policy, are also considered part of the PSHEE 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 and in assemblies

- **Long term plan** - Objectives are taken from the EYFS (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.
- **An 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.
- Items considered to be “wall paper” e.g. posters, alphabet frieze, birthday balloons



etc. are not put up as these clutter the wall space and detract from the quality work on display. Interactive number lines with moveable cards/hundred squares at child height may be used.

- 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 (EYFS).
- Children are expected to move around the classroom and work in different places throughout the day.
- The outdoor environment is used in all areas of the curriculum where possible to enhance learning.
- The school has access to facilities across the Mill Hill School Foundation (Foundation) for example; Mill Hill Swimming Pool. Year 2 pupils also take part in a weekly PE- Games session using the sports facilities at Belmont School.

Learning Journals

- Each term every child will have an A3 Learning Journal (scrap book). Nursery children will have one book per year.
- All the outcomes planned in the Medium Term Plan will be captured in sequence within the Learning Journal.
- 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

EYFS: Throughout the week.

Key Stage 1: 90-120 minutes per week.

During lesson time, following a whole class introduction, the teacher and TA will work with a small group of pupils on a set task, whilst the remaining pupils will be taught to self-select and make choices from open ended multisensory activities in the classroom and outdoors. Children will be given the opportunity to work with pupils across the year group. For each block of work there will be certain activities that the pupils must complete and other activities for them to choose from based on their personal interests, 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 education needs, learning difficulties, English as an Additional Language 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 the Foundation's Equal Opportunity Policy.

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