



Curriculum Statement

Our vision and mission statements provide the school community with an overview of where we want to go and what we want to be. Having clear vision and mission statements establish precisely what Froebel's expectations and standards are for the whole school community, and in doing so, help ensure we are focused on ensuring that Froebel reaches our shared common goals.

Mission Statement:

Froebel House is a diverse, supportive and thriving preparatory school that inspires and challenges students to be compassionate, cooperative, committed and to thrive in a diverse and engaging community to which we all belong.

Vision Statement:

Froebel House students will develop and pursue their interests, celebrate their differences, and contribute to a positive global future.

At Froebel House we believe:

- ✓ All Students have a right to learn and be at the forefront of all that we do.
- ✓ Froebel House benefits immeasurably from a diverse, kind, sharing and collective community.
- ✓ In being an independent, diverse, and welcoming family school.
- ✓ In being unified and respectful in our differences.
- ✓ In providing the very best education we possibly can for each student.

Our traditional values help children to develop their social and moral code, as they build their sense of uniqueness and self-worth as an individual. We believe all children deserve the opportunity to nurture their individual talents and to achieve their true potential. We aim to encourage the children to develop their understanding of who they are and the contribution they make to making the world a better place. We encourage them to embrace all that a diverse and compassionate society has to offer them and to develop their understanding of the global world, within which they, as a global citizen, help promote and cultivate compassion, cooperation, kindness at every given opportunity.

We give high priority to teaching numeracy and literacy every day, to ensure that all pupils acquire a solid foundation for accessing learning across the curriculum and for life.

At Froebel we teach the National Curriculum and Early Years Foundation Stage Curriculum, using a wide range of strategies and a variety of resources to do so. We

develop the children's self-discipline and work ethic by ensuring a nurturing and compassionate classroom underpinned with a variety of learning platforms. We value the importance of working and developing skills in a classroom that is conducive to learning and one the children participating in.

It is important to us to provide a broad range of exciting, relevant, and creative opportunities that enrich our children's learning and in doing so, provide them with an experience, and a strong and enriched platform from them to build upon.

At Froebel we encourage and recognise children's efforts through our weekly Worthy of Praise Awards, external trips to museums and theatres, encourage visitors to attend and present at school as well as utilising outdoor learning centres to supplement our EYFS curriculum and beyond. Our school also has specialist coaches/teachers for Music, PE, History, Geography and Art and DT and Swimming.

During a pupils' time at Froebel House School, they will have many opportunities to enjoy a variety of creative and extra-curricular activities. Each day the school operates from an early morning drop off at 7.30 to providing an after-school service until 5.45pm in the evening.

What are the main principles of Froebel's curriculum?

- In designing the curriculum, the teachers have designed a succinct, broad and relevant curriculum. The children across the school are engaged in daily learning challenges that are designed to elicit and understand prior knowledge and build upon it. The curriculum is designed to ensure pupils develop the necessary skills and knowledge within each curriculum area to enable clear progress at each relevant stage across the curriculum.
- Children are provided with differentiated learning challenges based upon a sequential, progressive curriculum using the information gained from a pre-learning task of which is then applied to their related learning continuum. The intent is to develop pupils' curiosity for learning and a thirst for future knowledge and learning experiences.
 - Continuity and progression in the curriculum is built around essential knowledge, understanding and key skills within subject areas. These are broken into year group expectations and attainment levels. All teaching is differentiated and in doing so, allows children struggling in any area to build upon adapted tasks and children who have adapted to the tasks more quickly, to be extended accordingly.
 - There is an expectation that teachers work together when developing the curriculum to ensure as much interdisciplinary is taking place as possible. Work is marked each and every day across the subject disciplines. There is careful consideration given to the quality of work produced by learners in all areas of the curriculum and records of progress and attainment are recorded accordingly.
 - Any child who attends Froebel is expected to adhere to classroom etiquette and clear behavioural expectations. In order for children to learn within a safe and nurturing environment its important all Froebel Children are taught about being compassionate, cooperative, committed and to thrive in a diverse and engaging community to which we all belong.

What is the Curriculum Intent?

Our curriculum has the acquisition of knowledge at its heart, and we ensure pupils are taught to remember connected and essential knowledge as they progress through the years, incrementally building their long-term memory.

The focus on pupils' knowing more over time is aided by sequential planning, through vertical linear planning with regular points of interdisciplinary learning and revision that enable consolidation and connections across the different curriculum areas. All students are aware of how to complete tasks and apply skills and are encouraged to link their knowledge and think critically when attempting different tasks. The curriculum is enhanced by special events and visits which are carefully planned to ensure they are relevant and timely. Lessons are carefully planned to ensure the delivery of the curriculum and are differentiated to meet the needs of all pupils and to ensure progress is made throughout the academic year on all levels. Lessons allow pupils to access relevant content relative to ability and consequently has differentiated learning outcome.

All students are encouraged to support their efforts in the classroom by doing work at home and the curriculum provides all the necessary materials to allow this to happen. All work is marked daily to ensure immediate feedback and to ensure children's immediate needs are identified quickly.

Monitoring the impact of our school curriculum:

The Headteacher and the staff meet regularly to monitor the school's curriculum provision through staff meetings, daily drop ins, work scrutiny and by talking to pupils. Subject teachers also regularly monitor their curriculum area to ensure the curriculum is relevant. Key knowledge being monitored by subject leaders is highlighted in our curriculum overviews and progression documents. Teachers maintain evidence of work throughout the year which demonstrates examples of pupil's work, their progress and levels of attainment. The Headteacher and subject teachers, use this evidence portfolio to monitor progression across year groups throughout the year.

Data analysis also forms an important part of the picture. For both core and foundation subjects, teachers make judgements about pupil achievement and attainment and subject leaders analyse this daily through marking, termly through reports and regular assessment testing including MALT (Maths) and GLC (English)

Reception Class:

The Early Years Foundation Stage Framework (EYFS) is an integral part of the curriculum at Froebel as is focused time every morning on numeracy and literacy. The children learn and develop through both understanding and completing specific and sequential tasks and relating and connecting the tasks through playing, exploring, being active, creative and being asked questions to help their inquiry-based learning.

Year One:

Children build on the work achieved in Reception with continued, specific attention to their Numeracy and Literacy. The class is a different learning environment to the Reception Class but has clearly defined routines, structures, and boundaries. The children continue to develop their phonics and their handwriting through comprehensions, and age-appropriate exercises. Children read each and everyday out loud and individually and have access to a mixture of continuous provision, adult-led activities, adult-directed activities and self-initiated learning time.

All learners have access to their teacher throughout the day thereby ensuring regular periods of 1:1 instruction; as well as in small groups during circle time as well as a whole class. These encounters enable the child to experience a variety of situations in which they can grow not only as learners but also as members of a classroom community. Each term the children will take part in a unit-wide enquiry. This enquiry will be the skeleton for the National Curriculum. As well as the stable resources in the continuous provision there will be changeable enhancements through diverse resources to further support the delivery and implementation of the curriculum accordingly.

By the end of Year One we hope to have given the children an enjoyable and rigorous experience that has allowed children to progress both socially, academically and holistically to ensure they are prepared and ready for Year 2.

Literacy:

Throughout the school, an emphasis is placed on the enrichment of children's spoken and written language, and this is viewed as a precursor to any learning. Pupils participate in a curriculum that is a linear and vertical progression from the Reception Class through to Year 6. The children are taught to write creatively, to explore their thoughts through rigorous comprehension exercises as well as participating in discussions in small groups and class, before being encouraged to write for different audiences, in a variety of styles. Phonics and spelling (KS1, KS2) are taught systematically, and pupils partake in small group work alongside other pupils, who are working at the same ability. Grammar is taught from year 1 – 6, using a range of teaching methods to meet the expectations of the National Curriculum and in doing so, is differentiated to meet the needs of the children. The reading curriculum is covered in class and group lessons. Pupils are assessed regularly and follow a structured programme. Parental involvement with reading is greatly encouraged throughout the school and is mentioned regularly in dispatches and the newsletter.

Numeracy:

When teaching mathematics at Froebel, we intend to provide a curriculum that encourages critical thinking, mastery of the times tables and the four rules.

Mathematics is an important creative discipline that helps us to understand and change the world. We want all children at Froebel to experience the connectivity to almost everything and not to fear mathematics but to see its importance and place within the curriculum. We incorporate sustained levels of challenge through varied activities with a focus on fluency, verbal and non-verbal reasoning ,problem solving and mental maths.

At Froebel we believe through encouragement, discipline and well-structured and clearly defined tasks, that all children can achieve in mathematics and teach for a secure and deep understanding of mathematical concepts through manageable, linear planning. We use mistakes and misconceptions as an essential part of learning and provide challenge through rich and sophisticated problems. At Froebel, most children will be taught the content relevant to their age range. For those children who struggle, work is adapted and differentiated and for those children already adept, differentiated extension tasks are provided accordingly.

We aim for all pupils to:

- ✓ Become fluent in the fundamentals of mathematics so that they develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- ✓ Be able to solve problems by applying their mathematics to a variety of problems with increasing sophistication, including in unfamiliar contexts and to model real-life scenarios
- ✓ Reason mathematically by following a line of enquiry and develop and present a justification, argument or proof using mathematical language.
- ✓ Have an appreciation of number and number operations, which enables mental calculations and written procedures to be performed efficiently, fluently and accurately to be successful in mathematics.

Science:

All children are encouraged to develop an interest in the world around them and to develop an enquiring mind. As well as building up a body of concepts and knowledge, children are taught various scientific skills and attitudes to enable them to plan investigations, predict their outcomes and interpret and communicate their findings. Pupils are given as much opportunity as possible to investigate. Science is generally taught as part of a themed topic, however occasionally it is more appropriate to teach it as a separate subject.

Computing:

Computing is a technical subject, and therefore taught discretely but it is also utilised to enhance the whole curriculum. Children are given opportunities to use computing tools and software to analyse, process and present information and to model, measure and control events. We use a range of technologies in order to give children a rounded experience of computing.

History and Geography:

These subjects will often be taught as an element of a class topic or theme. The curriculum is broad and relevant. We use the local environment and the wider as a starting point to deliver and support various topics. Such fieldwork gives opportunities for first-hand experience and observation. Numerous visits are made to places of interest connected to the curriculum as well as guests delivering relevant talks at the school. Children will also learn to use maps and to name and locate key places in Britain, Europe and the wider world and the environment, including global warming, as well as looking at Key historical periods in detail.

Art and Design and Technology:

These two subjects are taught alternatively, each half term, as part of a continuous scheme related wherever possible to an element of a class topic or theme. The experiences taught include a range of drawing and painting activities, using a variety of media, printmaking, textiles, computer generated art and modelling. The children will also have the opportunity to become familiar with the work of a range of Artists, designers and study particular styles of painting etc. Pupils are taught to analyse, design and make good quality products. Children will make a range of models and structures and use problem solving skills to work on larger projects.

Music:

The curriculum is designed to offer singing to each class. The curriculum is designed to provide whole class lessons for pupils to perform, listen, review, and evaluate music across a range of historical periods and styles. Children learn to sing together and on their own, both through regular whole school assemblies and in class. All children take part in a Carol Concert performance each year. From Year 2 and above children can learn a musical instrument of their choice and in Year 5 and 6 all children learn the recorder.

Physical Education (PE)

All classes from Reception to Year 6 are taught PE by qualified sports specialists for a minimum of 50 minutes. All children participate in physical activities that promote an understanding of the importance of an active, healthy life-style. In lessons, pupils are taught how to improve their individual skills in each area of the curriculum through Invasion Games, Fitness and Skills, Athletics and Swimming. The Same coaches lead holiday sports activities exclusively for Froebel House Children.

Religious Education and PHSCE:

RE makes a distinctive contribution to the school curriculum by developing pupils' knowledge and understanding of religion, and the religious beliefs, practices and traditions that have an influence on individuals, communities, and cultures. It enables pupils to respond to important questions related to spiritual development and the meaning and purpose of life. All classes have set curriculum time throughout the weeks in which they are taught by a subject specialist. The curriculum is thorough, respectful, and designed to foster understanding, rationale and tolerance.

