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 mathematics 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 bring the National Curriculum and Early Years Foundation Stage (EYFS) to life through dynamic teaching and rich resources. We foster self-discipline and a lifelong love of learning by providing a nurturing, compassionate environment.

Our classrooms are vibrant, collaborative spaces designed to inspire curiosity and ensure every child actively shapes their own educational journey.
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. Our approach is enhanced by outdoor learning centres, which supplement our curriculum from the early years and beyond. Our school also has specialist coaches/teachers for PE, 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 robust, 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.
- We use a well-sequenced, progressive curriculum where teaching is dynamically adapted to meet the needs of every child. By using low-stakes pre-learning tasks, our teachers accurately assess prior knowledge and provide the precise scaffolding required to keep every pupil moving forward on their learning journey. Our ultimate goal is to cultivate a deep sense of curiosity and an enduring thirst for future learning.
- Continuity and progression are built around the essential knowledge, understanding, and key skills required across all subject areas. These are clearly structured into year-group milestones. Rather than using rigid differentiation, we employ adaptive teaching to ensure all children can access this ambitious curriculum. Teachers provide targeted scaffolding and real-time support for those navigating new concepts, while seamlessly introducing deeper reasoning and enrichment to extend children who grasp ideas more quickly.
- 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 sequenced 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 meticulously planned to deliver a robust curriculum, utilizing adaptive teaching to ensure every child makes consistent progress throughout the academic year. Rather than capping potential with differing learning outcomes, we maintain high expectations for all. Teachers design lessons that provide universal access to core content, dynamically adjusting support and scaffolding so that every child can successfully meet and master the same ambitious learning goals.
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 QUEST assessment.

Reception Class:

The Early Years Foundation Stage (EYFS) statutory framework forms the bedrock of our early years curriculum. Each morning, we embed focused, age-appropriate learning in literacy and mathematics. True to our Froebelian roots, our children do not just complete tasks; they discover concepts through meaningful play, active exploration, and creative inquiry. By framing intentional learning around their natural curiosity, we encourage children to ask deep questions and make meaningful connections in the world around them.

Year One:

In Year 1, children seamlessly build upon their Reception foundations with a continued, dedicated focus on literacy and mathematics. While the classroom introduces clearly defined routines, structures, and boundaries, we value a smooth transition; therefore, children benefit from a blend of continuous provision, self-initiated learning, and targeted adult-led activities. Foundations in phonics and handwriting are taught explicitly alongside age-appropriate reading comprehension. Children read aloud regularly with adults to cultivate fluency and a love of books.

Our small class environments ensure all learners receive regular one-to-one guidance, alongside collaborative small-group work and whole-class learning. These varied interactions help children grow both as capable students and valued members of our school community. Each term, learning is brought to life through a cross-curricular, unit-wide enquiry. This thematic approach provides a rich, meaningful context for delivering the National Curriculum, enhanced by diverse, regularly updated resources.

Our ultimate goal for Year 1 is to provide an enjoyable, academically rigorous, and holistic experience, ensuring every child is confidently prepared for the transition to Year 2.

Literacy:

Throughout the school, we place a profound emphasis on enriching children's spoken and written language, viewing excellent communication as a vital enabler for all learning. Our English curriculum provides a carefully sequenced pathway of progression from the Reception Class through to Year 6. Children are taught to write creatively, explore text critically through rigorous reading comprehension, and articulate their ideas during structured group and whole-class debates. They are systematically taught to adapt their writing styles and vocabulary for different audiences and purposes.

Essential foundational skills, including systematic synthetic phonics, spelling, and grammar, are explicitly taught from Year 1 to Year 6. Rather than using fixed ability groups or traditional differentiation, teachers employ adaptive teaching strategies—utilising flexible grouping and real-time scaffolding to ensure every child can access and master the curriculum. Reading is central to our school life, delivered through structured individual and group sessions. We highly value parental partnership in reading, celebrating our families' reading journeys.

Numeracy:

At Froebel, we view mathematics as a creative, interconnected discipline essential for understanding and shaping the world. Our curriculum encourages deep mathematical thinking, fluent problem-solving, and a genuine curiosity for numbers. True to our Froebelian roots, we bring abstract concepts to life through tangible, hands-on discovery and concrete exploration before moving to symbolic representation.We believe that with the right support, every child can achieve a secure and deep understanding of mathematical concepts. We treat mistakes and misconceptions as invaluable stepping stones in the learning process. Through adaptive teaching, our educators avoid rigid ability grouping and pre-planned 'easier' worksheets. Instead, we keep the entire class moving forward together, providing

real-time scaffolding for pupils navigating new concepts, and offering rich, sophisticated reasoning challenges to deepen understanding for those ready to push further.

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

We aim for all pupils to:

- ✓ Fluency Through Understanding: Develop a deep, conceptual understanding of mathematical fundamentals, allowing children to recall and apply numerical knowledge accurately, rapidly, and confidently.

- ✓ Adaptive Problem Solving: Apply mathematical thinking to a diverse range of challenges with increasing sophistication, empowering children to break down unfamiliar problems and model real-life scenarios.

- ✓ Articulate Reasoning: Follow lines of mathematical enquiry, constructing clear arguments, justifications, or proofs using precise mathematical language.

- ✓ Numerical Efficiency: Cultivate an appreciation of numbers and operations, enabling children to perform mental calculations and written procedures efficiently and accurately.

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 in the afternoons. 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 warning, 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 winter celebration performance each year.

Physical Education (PE)

From Reception through to Year 6, all classes benefit from dedicated PE sessions taught by fully qualified sports specialists for a minimum of 45 minutes per week. We ensure all children participate in dynamic physical activities that promote a deep understanding of the importance of a healthy, active lifestyle. Throughout the year, pupils refine their individual and team skills across a broad physical curriculum, encompassing invasion games, athletics, swimming, and core fitness. Extending our commitment to physical well-being beyond the school term, these same trusted coaches lead our holiday sports camps, which are run exclusively for Froebel House children.

Personal Development, PSHE, and Fundamental British Values:

Our commitment to Personal Development ensures that we nurture well-rounded, resilient citizens who are thoroughly prepared for life in modern Britain. Delivered by subject specialists during dedicated curriculum time, our PSHE and RE frameworks encourage children to explore their personal values while building emotional intelligence and social responsibility. A core pillar of our personal development curriculum is the proactive promotion of Fundamental British Values. Through daily school life, student councils, and collaborative debates, we explicitly teach and celebrate:

Democracy: Ensuring every child's voice is heard and valued.
The Rule of Law: Understanding boundaries, fairness, and shared responsibilities.
Individual Liberty: Encouraging self-expression, confidence, and independent choices.
Mutual Respect and Tolerance: Fostering a deeply inclusive community where different faiths, cultures, and viewpoints are met with genuine warmth and understanding.