

CURRICULUM - SCHOOL & NURSERY

We believe that how children learn is as important as what children learn. Margaret Donaldson, Professor of Developmental Psychology at Edinburgh University, believes that by the time early childhood is over, children will have formed conceptions of themselves as social beings, as thinkers and as language users and they will have reached certain important decisions about their own abilities and worth.

Our curriculum at The Villa is concerned with the context of a child's learning as well as the content of their learning. We aim to prepare children for the opportunities, responsibilities and experiences of life in British Society.

Our Curriculum Intent is based around the values of The Villa:

OUR VALUES

Curiosity,

Encouraging children to make choices and take risks in an atmosphere of trust and safety

Creativity,

Promoting a positive and independent attitude and enjoyment of learning through a well-balanced and creative curriculum

Community,

Building links with home to further support learners and developing a sense of belonging and connection to both the local and global community

Confidence

For children to be confident and successful learners demonstrating our values and making the right choices in their learning

Challenge

To develop a strong foundation in growth mindset and to see challenge in all its forms as a positive and exciting learning experience

Curriculum Intent

At The Villa Pre-Prep, we believe in fostering: Independence, confidence, resilience, inquisitive minds, originality, risk-taking, creativity, empathy, collaboration, persistence, initiative, self-worth, social skills, critical thinking and developing a growth mindset.

Every child is recognised as a unique individual. We celebrate individuality and foster a love of learning through enriching experiences. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. We constantly provide enhancement opportunities to engage learning and believe that childhood should be a happy, investigative and enquiring time in our lives where there are no limits to curiosity and there

is a thirst for new experiences and knowledge. We use Learning Powers to promote positive attitudes to learning which reflect the values and skills needed to promote responsibility for learning and future success, while also ensuring each child develops a growth mindset to help them achieve and have confidence in their own abilities.

Children will be actively encouraged to respect and build awareness of faith and different cultures in Britain, including the fundamental British values: democracy, rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs as well as respecting the views, customs and lifestyles of other people and the wider world.

This policy is divided into two sections, separating the **Early Years Foundation Stage** from **Key Stage One**.

Early Years Foundation Stage

We follow the framework that is provided in the curriculum guidance for the EYFS, and promote learning across the seven areas of learning and development.

There are three prime areas fundamental to children's successful learning:

Personal, Social & Emotional – PSE
Physical Development – PD
Communication & Language – C & L

There are a further 4 specific areas through which the 3 prime areas are strengthened and applied. These equip children with the essential skills & knowledge that they need in order to thrive:

Literacy
Mathematics
Understanding the World
Expressive Arts & Design

We aim to foster confidence and success in learning. The needs, interests and enthusiasms of the children we work with influence our planning.

We make provision for the different starting points from which children develop:

1 - Personal, Social and Emotional Development

This promotes learning about wellbeing, and involves the children feeling good about themselves; knowing who they are and where they fit in. It is also about developing respect for others, social competence and a disposition to learn.

2 - Physical Development

This area focuses on improving crucial skills: co-ordination, control, manipulation and movement including both fine and gross motor skills. It also helps children gain confidence in what they can do, encourages them to take risks and enables them to feel the positive benefits of being healthy and active.

3 - Communication & Language

This area is fundamental to successful learning. It involves listening attentively in different situations, following instructions and communicating effectively with each other. Confidence in all these skills is encouraged and grown over time.

4 - Literacy

This area of learning includes enjoying looking at a wide range of books, being read to, showing an understanding of how stories are built, and reading simple words and texts. It also involves making meaningful marks and writing for a variety of purposes. A community Phonics curriculum is taught across the Early Years from Level 1 in the Nursery moving into Levels 2, 3 and 4 in Reception to support early reading and writing.

5 - Mathematics

This area encourages children to become confident users of key skills. These include counting reliably and confidently, making connections between sets of objects & numbers, and solving number problems. It also includes sorting, matching, recognising and following patterns, making connections and working with shape, space and measure. We actively encourage Maths Mastery by challenging children to solve problems and extend their own learning through exploration and discovery.

6 - Understanding of the World

This is an area of learning where children develop crucial knowledge, skills and understanding that helps them to make sense of the world: the people and communities they live with. It also helps children to use a range of technology purposefully. This forms the foundation for later work in many other subjects.

7 – Expressive Arts & Design

Being creative enables children to make connections between one area of learning and another, thus extending their understanding. This area includes exploring and experimenting with different media, materials and tools. It also involves children being imaginative and using their knowledge and skills creatively through music, dance, art work, design, role-play and imaginative play and stories.

Early Learning Goals

The Early Years Foundation Stage Profile

In the final term of the year in which children reach age five, an EYFS Profile is completed for each child. This provides parents/carers and teachers with a well-rounded picture of the child's knowledge, understanding and abilities. It is accompanied by a short commentary on each child's skills and abilities in relation to the three prime areas of learning, and informs a dialogue between Reception and Year 1 teachers about each child's stage of development. The profile is shared with Year 1 teachers to assist with the planning of activities.

EYFSP results are also reported to Local Authorities upon request.

Early Learning Goals

<p>Communication and Language</p> <p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>Speaking</p> <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 	<p>Personal, Social and Emotional Development</p> <p>Self-Regulation</p> <ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p>Managing Self</p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p>Building Relationships</p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs. 	<p>Physical Development</p> <p>Gross Motor Skills</p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>Fine Motor Skills</p> <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing. 	
<p>Understanding the World</p> <p>Past and Present</p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. <p>People, Culture and Communities</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. <p>The Natural World</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	<p>Expressive Arts and Design</p> <p>Creating with Materials</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories. <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. 	<p>Mathematics</p> <p>Number</p> <ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5. • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <p>Numerical Patterns</p> <ul style="list-style-type: none"> • Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. 	<p>Literacy</p> <p>Comprehension</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. <p>Word Reading</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>Writing</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others.

Progress Check at Age Two

Parents and carers are supplied with a short written summary of their child's development in the three prime areas of the EYFS: Personal, Social and Emotional Development; Physical Development; and Communication and Language.

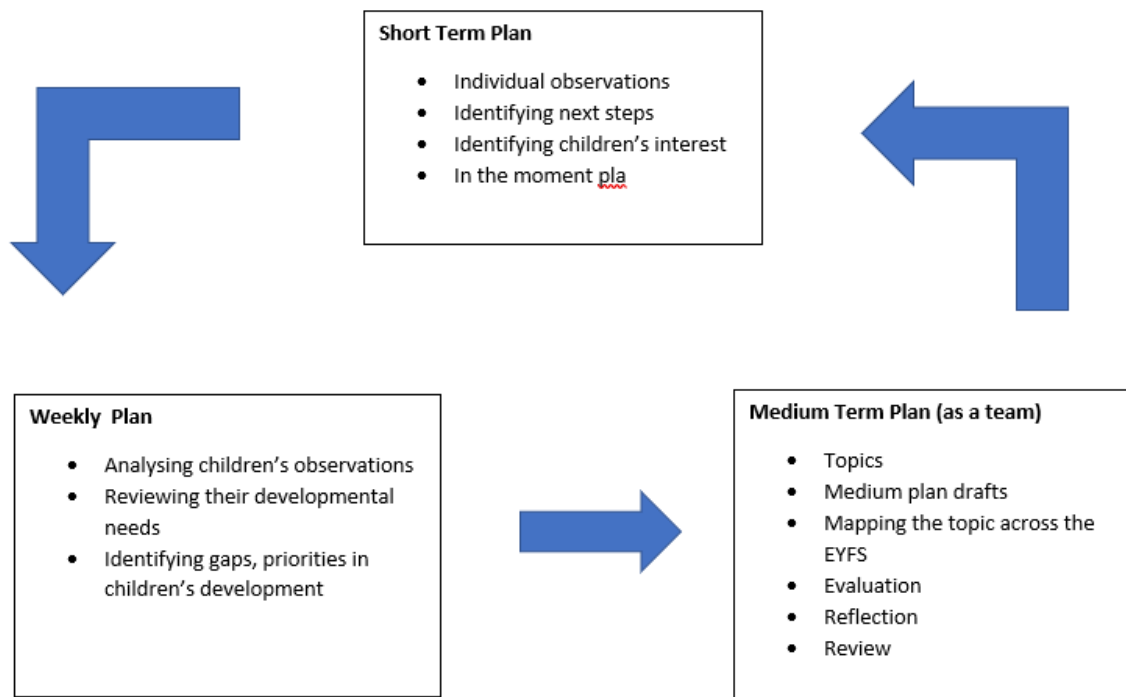
The progress check:

- Enables parents to have a clear picture of their child's development, and with support from teachers, enhance development at home.
- Enables teachers to understand the child's needs and plan activities to meet them.

- Notes areas where a child is progressing well, and identifies areas where progress is less than expected.

It will describe any actions the teacher intends to take to address any developmental concerns (including working with other professionals where appropriate).

Nursery planning cycle



Key Stage One

We broadly follow the National Curriculum. We aim to foster confidence and success in learning. The needs, interests and enthusiasms of the children we work with influence our planning. We make provision for the different starting points from which children develop. The curriculum is divided into the following subjects:

Art and Design

When we teach the children art we aim to:

- Develop their skills and awareness of the various qualities of different materials
- Help them form a considered opinion about art
- Encourage them to communicate their ideas to others
- Build enjoyment and enthusiasm for the subject

Design and Technology

We believe that children learn best from the world around them.

We teach the children to:

- Be clear about what they are trying to achieve
- Look for different solutions
- Formulate detailed plans and designs
- Select appropriate materials

English

Speaking & Listening

Children are encouraged to speak for a variety of purposes.

They are also taught to listen to others when appropriate.

Reading

We foster a positive attitude to reading and children are encouraged to read in a variety of ways.

Our main reading scheme is Nelson PM, but we also use a variety of other schemes where appropriate. The children are constantly monitored to gauge their reading age, and level.

Writing, Spelling & Handwriting

The children are taught to write for a variety of purposes.

Synthetic phonics is taught from Reception and we follow the Twinkl Phonics schema throughout the school.

Standard Written English is encouraged in appropriate situations.

The Look, Say, Cover, Write, Check method is taught from Reception.

From Reception we teach regular letter formations and the children learn to join letters from Year 1 (see Handwriting Policy)

French

A specialist teacher teaches French from Reception year.

We aim to:

- Give children a taste of life in France
- Learn the language in an enjoyable and active way

Geography

Geography is taught both as a cross-curricular and a timetabled subject.

We aim to:

- Give a framework of knowledge about locations and places
- Develop an understanding of different cultures.
- Understand that human activities are influenced by location
- Build a positive image of other people and places

History

History is taught both as a cross-curricular and a timetabled subject.

We aim to teach the children that:

- History is a study of the past, and how human lives, cultures and places have changed over the years.

Computing

When we teach computing we aim to:

- Encourage the children to enjoy using ICT
- Enable children to be competent at doing the tasks required
- To allow children to experience success and pride in their work

Mathematics Programmes of Study

We match the requirements of the National Curriculum and use the Mathematics programmes of study to plan for the year. We aim:

- To develop a positive attitude to mathematics
- To use mathematical knowledge across the curriculum
- To show the children the importance of using mathematics in real life situations

Mathematical experiences should include:

- Class work, group work and individual work
- Oral presentation and written presentation
- Open ended and closed problem solving
- Regular practice of mental arithmetic
- Frequent use of mathematical language across the curriculum

Music

A specialist teacher teaches music. The lessons broadly follow the National Curriculum for Music. The children are provided with an environment where they feel happy to participate. They are exposed to a broad range of musical activities and are encouraged to perform in front of an audience. The children have the opportunity to learn the Recorder and be part of a Choir as extra-curricular activities.

Personal Social & Health Education - P.S.H.E

PSHE is taught to promote spiritual, moral, social, emotional development. It is often taught as appropriate in the classroom and assembly. The Villa embeds this learning through topics.

Please see The Villa PSHE curriculum outline for more information.

Relationships, Sexual Education – RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). SRE themes are covered in assemblies as well as circle times. The Villa Pre-Prep uses picture books and social stories to teach many of the SRE themes and support the SRE curriculum.

Parents are consulted and informed on the teaching of sensitive topics.

Our embedded curriculum includes:

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

In response to children's needs, each class has a 'Worry Monster' for children to express any worries they may have. An appropriate member of staff will respond to any such questions or concerns that the children may have; for example; the Enrichment person will work with a small group of Year 1 pupils in response to any messages they have shared with the Worry Monster. As a small staff are vigilant to respond to the children's needs, sharing any observations each Wednesday in the weekly staff meeting to action appropriate next steps. Any observations relating to safeguarding will adhere to The Villa Safeguarding Policy.

Please see The Villa Safeguarding policy for more information.

Physical Education - PE

Both class teachers and specialist teachers teach PE.

We aim to:

- Encourage whole body growth and development
- To teach pupils the importance & enjoyment of physical activity
- To enable children to develop a sense of achievement
- To give the children access to gymnastics, games, dance, athletics and swimming
- The children benefit from a visiting sport's coach once a week, where they do football, hockey, cricket and short tennis. A specialist teacher also teaches them swimming at Peckham Pulse
- All lessons begin with a warm up activity, progressing to the main body of the lesson and finishing with a cooling down session

Religious Education – RE

RE is taught from Reception. We hope for the children to gain:

- An understanding of the beliefs / practices of Christianity and other major faiths
- Confidence in their own sense of identity
- Respect for others
- Willingness to recognise a variety of religions, including a respect for the non-practice of religion
- An understanding of the implications of commitment

Science

Science is taught to cover the areas specified in the National Curriculum, and should where practicable be taught cross-curricular with other subjects.

Aims:

- To enable children to develop a sense of curiosity and the confidence to question things
- To help children acquire the scientific skills and knowledge to make sense of themselves and the world around them
- As far as possible children will be taught practically. The emphasis is on “doing” rather than “seeing”. The children are taken on visits when possible and appropriate.

Provision for Children for whom English is an Additional Language

Children for whom English is an additional language do not have a learning difficulty or disability. We are committed to enabling each child to access the curriculum. In order to achieve this for children for whom English is an Additional Language we aim:

- To make the child feel comfortable
- To use as many visual aids such as flashcards to help focus on new words
- To target vocabulary in each lesson
- To develop language and understanding through games and activities
- To use technology as a multi-sensory resource
- To introduce lots of daily routine verbs using the simple present tense

Our provision includes:

- Introduction lessons using puppets e.g. greetings, names, simple instructions
- The use of visuals-pictures and objects for colour and shape
- Actions - I can...jump, run, skip, hop etc.
- Introduction of pronouns - I, you, he, she, it
- Introduction of prepositions e.g. using a doll's house to place things... in, on under etc.
- Morning routines using actions e.g. brushing teeth/hair etc.
- Parts of the body e.g. draw around their body, name parts
- Language to help topics covered in the classroom including maths

Topic based Learning

Our curriculum is Topic based. In order to create Awe and Wonder throughout our Topics, each Topic follows the following format:

Stunning Start

Each Topic begins with a Stunning Start, where teachers introduce the Topic to the children in an exciting way. This could be through a trip, a visitor, or a scene or experience created at The Villa. Usually, the Topic is a surprise to the children until this point.

Big Challenges / Big Questions

All of the learning that the children are asked to complete in their lessons will have a purpose and a real meaning which is relevant for our children. We feel that our children should know why they are learning various skills and that they should learn for a purpose. In each Topic, the children are presented with a variety of Big Challenges / Questions to solve. These give an exciting purpose to the children's learning. Often, the children will become involved in planning the Topic as they will explore what they need to learn in order to solve the Big Challenge or to answer the Big Question. The children learn various skills, in a variety of subject areas, in order to complete these challenges.

Mind Map of skills

Each child will complete a Mind Map in their Topic book which will be added to throughout the Topic. Their Mind Map will enable them to recall and to re-use the skills that they have learnt in future lessons and Topics. Often, these skills will be learnt very practically and so there may not be another piece of learning in their book related to this skill. For this reason, their Mind Map is a crucial reminder of the skills that they have learnt.

Inspiring lessons

All of our lessons have a purpose for the children. The children will always be aware of why it is important to learn the various skills that they are being taught. Often, they will need the skill to solve their Big Challenge / Question. Our skilled teachers think carefully about their children's interests and needs when planning their lessons and they deliver lessons which engage children and excite them. The lessons are delivered using a variety of learning styles and the needs of all learners are planned for in depth.

Marvellous Middle

The middle of each Topic is celebrated with a Marvellous Middle. This is another event which inspires the children and which keeps the Topic alive

for the children. Sometimes, the Marvellous Middle can involve a visitor or a trip, and other times it could involve an event or a production which the children are working towards.

Fabulous Finish

Each Topic ends with a Fabulous Finish, where the children are given opportunities to present their learning in interesting and varied ways. The Fabulous Finish is the finale to all of our Topics. This usually involves the children working towards a grand sharing of the learning that they have produced in their Topics. It could involve a production or an event led by the children. Often, the Fabulous Finish will involve parents and / or the community.