

# THE CURRICULUM

17<sup>th</sup> March 2025

This Policy is applicable to all pupils including those in the EYFS.

The aim of our school is to produce a broad and balanced curriculum that ensures that pupils leave us with a solid base from which to move to their next schools. Our curriculum is designed to ensure that all pupils have the opportunity to learn and to make progress and this aim is at the heart of the education that we offer. The curriculum is constantly under review and is only revised after full discussion. Essentially, our school operates a class-based structure until the end of Year 4. As children move up through the year groups, increasingly some lessons are led by specialist teachers. These are the subjects taught by specialist teachers:

Nursery      Yoga  
                    PE

Pre-Prep      Music  
                    French  
                    Games and PE

Years 3 and 4 As above and:  
                    Art  
                    Computing  
                    Design Technology  
                    Science

From Year 5, specialist teachers take individual subjects.

These are:

English, Mathematics, Science, Art, Design Technology, French, Games, Geography, History, Computing, Latin (from Year 5), Music, Religious Studies.

## CURRICULUM STATEMENT

**By the end of their time at CCCS, our pupils should have:**

- The knowledge and tools for independent learning
- The ability to think critically and creatively and the skills to research, sort, record and evaluate information.
- A high standard of English based on sustained and extended reading, high level comprehension skills, the ability to write accurately in different genre, an appreciation of grammar and a love of literature developed through dedicated teaching and the opportunity to take part in literacy-based events.

- An interest and appreciation of Mathematics and a high standard of mathematical operations based on acquired knowledge, an understanding of key concepts and skills and the ability to record, apply and communicate mathematical ideas and experiences to real-life problems achieved through dedicated teaching and exposure to Maths competitions and challenges.
- A strong scientific background based on the National Curriculum with an emphasis on practical work and investigations to encourage scientific enquiry and thinking. All work in Science arises from a practical base where a “hands-on” approach is fostered.
- A knowledge of computer technology and the skills to use technology across the curriculum.
- In all subjects, a strong and broad base of knowledge developed through skills, both general and subject-specific.
- Experience and training in drama, both within lessons and through participation in class assemblies, shows, workshops, clubs and school theatrical productions.
- An appreciation of music from different genre and cultures, as well as a knowledge of musical notation, instruments and process of composition; the confidence to perform individually and as part of a group.
- An understanding of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect for those with different faiths and beliefs. This is actively promoted across all subjects and will be fundamental to the content of Religious Studies, PSHE and assemblies.
- An ability to speak confidently in public, having been taught the tools, vocabulary, methodology and techniques of speaking in public in English lessons and through preparation for the Poetry Competition and other events.
- Good manners, citizenship, a work ethic and a sense of purpose and direction. These qualities are focussed upon in PSHE and assemblies but are taught throughout the school curriculum and by means of the example set by teachers throughout the school
- An awareness of the environment and environmental issues.
- A grounding in all aspects of physical education, including fitness, skills, knowledge of games, health, nutrition, sport ethics, etc. taught in PE lessons, swimming, clubs and games/matches.
- Experience in outdoor education and developing individual skills and responsibilities through visits and trips.
- Our curriculum also has the purpose of preparing our pupils for the opportunities, responsibilities and experiences of life in British society by equipping them with an understanding of fundamental British values, the academic, mental, physical and social skills necessary to thrive.

- Our Curriculum is fully consistent with our Equal Opportunities policy.

## **DELIVERING THE CURRICULUM**

All pupils further their **linguistic** development through English lessons, where they follow a Scheme of Work designed to allow them considerable opportunity to develop their speaking and listening, reading and writing. Individual reading is encouraged at all stages. Many pupils take part in the annual Poetry Competition and in our various Drama productions.

French and Latin lessons aim to give pupils a good ear, attuned to the sounds of different languages. They are trained to understand the basics of grammar and develop each of the language skills, namely listening, speaking, reading and writing.

**Mathematical** experience is gained through lessons with the object of pupils understanding concepts and methods in the disciplines of number, algebra, geometry and statistics. This is done through teacher exposition, discussion, investigations, problem solving and practical work, in groups, pairs or interactively.

**Scientific** development is achieved through a practical route, covering all topics in the syllabus. Apparatus is introduced at appropriate times, and from an early age pupils experience the planning of experiments, fair tests, making predictions, recording results and drawing conclusions. Older pupils look for consistent results, draw graphs and begin to apply scientific knowledge when drawing conclusions.

The **technological** progress of pupils is catered for through timetabled Computing and DT lessons. In Computing lessons, pupils learn to apply computational logic through a range of applications, as well as learning digital literacy and the skills needed to use technology across the curriculum.

**Human and social** matters are dealt with in PSHE, History, Geography, Religious Studies and English. The influence of the past, and how people react to/have responsibility for their environment today, is discussed, so that pupils can have a greater awareness of who they are and of the powerful effect that the past has on our everyday lives.

**Physical** activity, in the form of games, swimming and P.E., occupies a large part of the timetable. Here pupils learn to be part of a team and are able to develop their personal skills and level of fitness, through coaching and by taking part in matches with other schools. The fun of taking part is encouraged, whilst improving their tactical skills, physical control, co-ordination and learning how physical exercise affects the body. All pupils are encouraged to be physically active and to find enjoyment in such activity. Habits established at school will promote a healthy lifestyle, a good posture and help pupils to develop positive attitudes to physical endeavour.

**Aesthetic and creative** development is achieved through several avenues, with music, art, drama and literature being especially notable. All pupils receive class Music lessons and many have weekly, individual music tuition. Concerts and other musical performances enhance the

pupils' appreciation of music, both as participants and listeners. In Art, pupils are offered a rich choice of materials and styles with which to experiment, and regularly encounter the work of well-known artists. From Nursery to Year 4, all pupils take part in dramatic productions; from Year 5 all are offered the opportunity to do so if they wish. The study and appreciation of literature and poetry is a key feature of the English Department's work. Pupils have the chance to discuss, in detail, the many genres encountered and have the opportunity to go to the theatre to see the works of Shakespeare and other suitable plays, including the adaptation of novels, produced for the stage.

The ISEB monitors at a national level what independent schools should cover and issues its own syllabuses, which very much fall in line with the National Curriculum. We follow the ISEB syllabi for English, Mathematics, Science, French and Latin. For other subjects, we have our syllabi, based on those of ISEB, the National Curriculum and our own unique circumstances and location. We review the curriculum on an annual basis. Each Head of Department is also responsible for ensuring that the content of what his/her department teaches falls in line with these various expectations and that the Departmental Policy and Schemes of Work remain up to date.