

Dunannie School Curriculum Policy

INCLUDING EYFS

Implementation date: November 2010

Date/term of last review: Summer 2021

Author	Director of Teaching and Learning
Review body (individual or group)	Director of Teaching and Learning
Approval Body	Head of Dunannie
ISI Regulatory Paragraph Number	21
Next Review Period	Summer 2022

Tick relevant box(es) ✓ how this Policy should appear:

Inspector Folder		
Website	Upload	✓
	Signpost	
Internal only		
Parent Portal		
For Pupils/Students		

Curriculum Policy

Curriculum Policy

We want children to take delight in exploring the new and unknown. Children are most receptive to learn when they are happy. Dunannie's activities are designed to be engaging so that information is received with excitement and curiosity.

By the time they move on at 8+, the aim is for children to be fluent readers, spontaneous and literate writers, sound mathematicians and able to apply rigorous creative imaginations to any practical and theoretical challenges.

We have created a structured yet flexible curriculum for all years, including the Nursery that reflects the schools aims and ethos, and we give equal value to intellectual, creative, emotional social and physical development. Children are encouraged to enquire and we encourage critical thinking from an early age.

Performing and creative arts are important at Dunannie – notably music, drama and dance – and Art & Design. We have access to specialist teachers as well as Dunhurst's excellent music school resources. We encourage children to take individual music lessons. Pupils benefit from being part of the Bedales family: there are close links with Dunhurst and Bedales, academically and in areas such as sport. All three schools share facilities, e.g. the swimming pool and sports fields and the Olivier Theatre.

At Dunannie we encourage our children to have a curiosity about life and help them to develop enquiring minds through a broad, creative and language-rich curriculum which generates purposeful discussion, interest, application, enjoyment and high achievement. A cross curricular approach, which emphasises first hand, practical experiences; educational trips and visiting speakers, provides the opportunity for young children to build the language and communication skills that they will need throughout life.

We believe that to learn the lesson, you should live it. Where possible school trips are frequent as we want to inspire the children to learn through first-hand experiences. Just as discovering something exciting in a pond may produce a future scientist, grating soap in a Victorian kitchen may spark a love of history.

Our primary aim is to develop inquisitive thinkers with a love of learning who cherish independent thought.

Dunannie Wellbeing : Personal Development:
incorporating
Personal Social Health Education
Social Moral, Spiritual and Cultural Education and
Relationships and Sex Education

Dunannie Wellbeing aims to give children the knowledge, skills and understanding they need to lead confident, healthy and independent lives. It helps them understand how they are developing physically, emotionally and socially, in a safe environment with a positive and supportive ethos.

We encourage the children to play a positive role in contributing to the life of the school. We help develop their sense of worth and confidence to take risks and manage change. They begin to learn about rights and responsibilities. The children learn to appreciate what it means to be

a positive member of a community.

We provide a learning environment in which children can develop, thrive and grow as confident individuals.

We nurture children so that they develop self-confidence, resilience and emotional wellbeing. Children develop a positive sense of identity and recognise that their choices and decisions can affect their emotional and physical wellbeing. We enable children to develop a healthy and safe lifestyle and encourage children to assess and manage risks.

We celebrate personal achievements and skills.

We encourage the children to develop good relationships through self-awareness, tolerance and respect for others, and identify and respect differences and similarities between people, different beliefs and values. We enable children to see themselves as part of a community

Teaching and Learning Overview and Plans

An overview of an academic year is planned by class teachers. Our curriculum is based broadly on the National Curriculum. Each term in KS1 and KS2 Learning Enquiries form the basis of much of the curriculum.

Termly plans are completed and then worked into weekly plans. These plans, based upon Schemes of Work and subject policies, show differentiation and are evaluated to assess and plan for future learning. Planning is based upon subject policies and curricular programmes of study and stored centrally.

Our curriculum provides the children with effective preparation for the opportunities, responsibilities and experiences of British life.

A programme of assemblies is in place for the year. The themes of each assembly support our Wellbeing Curriculum, Be Values and Behaviour Policy, looking at the wider world and actively promoting fundamental British Values.

Early Years teaching and Learning Overview

The Nursery and Reception class follow the Early Years Foundation Stage Curriculum. Staff plan activities indoors and outdoors that allow the children to have multi-sensory first-hand experiences that make learning fun and exciting. Our aim is for the children to develop into enthusiastic, inquisitive, confident and independent learners with a love of learning.

Years 1-3 teaching and Learning Overview

Years 1, 2 and 3 broadly follow the Key Stage 1 and 2 National Curriculum although there is the freedom to interpret this in many imaginative and creative ways. Learning is through first-hand experience wherever possible enhanced by visits to local places of interest. Cross-curricular work makes the learning journey relevant and interesting for our children. Reading, writing and numeracy are essential skills and these are given appropriate priority. All children are encouraged to contribute their own ideas and all effort is valued.

English

At Dunannie we use a variety of teaching and learning styles in our English activities. The key aim is to develop children's knowledge, skills and understanding. Whilst there is a high

proportion of whole-class and group teaching, independent activities provide an opportunity to talk and collaborate, which embeds and enhances their learning.

They use ICT in English lessons where it enhances their learning, as in drafting their work and using multimedia to study how words and images are combined to convey meaning. Wherever possible we encourage children to use and apply their learning in other areas of the curriculum.

There are six main strands:

- **Listening and Speaking**

Where we encourage children to speak clearly, confidently and audibly and to take account of their listeners and to encourage children to listen with concentration.

In the Foundation Stage (Nursery and Reception) the focus on speaking and listening also prepares the ground for effective phonics teaching.

- **Reading**

Children are able to express themselves creatively and imaginatively, as they become enthusiastic and critical readers of stories, poetry, rhymes, action songs, puppets and drama as well as of non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins.

We aim to teach reading for fluency, accuracy and most importantly comprehension. To develop enthusiastic readers through challenging and substantial texts who will have a lifelong love of books.

At Dunannie we teach a variety of reading strategies, but phonics is one of the essential components as we use to teach reading. We use a multi-sensory approach to teach phonics with a range of resources including the **Read, Write Inc** Phonics Programme.

- **Writing**

We aim to foster the enjoyment of writing in variety of genres and a recognition of its value and to encourage accurate and meaningful writing, be it narrative or non-fiction. A wide variety of stimuli provides the starting point for writing and creative work.

- **Spelling**

Phonic spelling patterns are taught along with strategies that help children to recognise the visual appearance of words that are not phonetically regular, but common in frequency of use.

- **Grammar**

Children are first introduced to grammar through simple punctuation, for example, capital letters and full stops. As children progress through the school they are taught to use more complex grammatical structures and sophisticated punctuation.

- **Handwriting**

Regular handwriting lessons reinforce the correct formation of letters, posture and pencil grip. We work towards developing confident joined writing styles by the end of Year 3.

Mathematics

Mathematics teaches children how to make sense of the world around them through developing their abilities to calculate, to reason and to solve problems. At Dunannie, we want the children to develop into strong mathematicians who approach their learning with enjoyment and enthusiasm. Numerical skills and understanding, including the use of number facts, form a vital part of developing mathematical understanding, promoting confidence and competence with the number system. We help the children to develop a secure knowledge of these facts and their application to mathematical problems in a range of contexts, allowing time for investigation and exploration. Through practical activities the children explore features of shape and space, develop measuring skills and an understanding of the ways in which data is collected and presented. Work in these areas sometimes takes place in the school grounds, which offer many fantastic opportunities for real life mathematical work.

Mathematics lessons regularly include mental arithmetic, practical work, playing mathematical games, use ICT and problem solving, as well as informal and formal recorded work. We relate Mathematics to real life through the use of project work and other events that are going on in school.

We plan our Math's provision using the **Inspire Math's** Scheme. We also have an excellent range of mathematical resources and software programs to support teaching and learning. Children are flexibly grouped when appropriate within their class, and teachers regularly review which group is most suitable for the children, taking into consideration the area of Math's being covered prior performance, learning style and pace. There is an opportunity for additional support for any child that needs it. All children from Year One onwards are able to access a Mathematics computer program from home (Mathletics) to practice skills and concepts learnt at school, in addition to Math's games and apps.

Science

Science is the process of finding out about the physical, chemical and biological aspects of the world through investigation. Science teaches methods of enquiry which stimulate creative thinking. This reflects the Bedalian tradition of learning through exploration and experience – head, hand and heart. At Dunannie we seek to develop the child's scientific awareness and understanding of the immediate and wider environment, through observation, investigation and evaluation.

Class teaching always involves the use of the immediate environment, orchard, pond area and gardens in addition to the wider Bedales estate. We have strong links with Bedales and benefit from the expertise of science teaching and resources from other parts of the school. For example, experts from the Physics department have helped with rocket demonstrations and visits to the Chemistry Lab inspire our investigations into changes of state and gases.

Science teaching includes a full range of practical investigations and tasks, class-based research, experiments and demonstrations. Cross-curricular links are made whenever possible. Visiting experts also bring science to life in imaginative and exciting ways.

We provide opportunities for children to be curious, and experience and explore the world about them with all their senses. Children learn about science in order to:

- know and understand the life processes of living things
- know and understand the physical processes of materials, rocks, electricity, light, and natural forces
- know about the nature of the solar system, including the earth.

We encourage the children to think scientifically as they plan and carry out scientific investigations, through observing, questioning, communicating and evaluating evidence. They learn to present their conclusions clearly using appropriate scientific language. Open-ended tasks extend more able children.

Children are encouraged to use equipment correctly, and realise the effect they have on the things around them, living and non-living, which helps to promote a sense of responsibility and awareness of the world around them.

Learning Enquiries based on our Principles of Learning

Our Principles of Learning are derived from The Harmony Project, which seeks to build a framework for learning that is based on Nature's principles of Harmony, which we see all around us. An understanding of these principles helps us to look at the world differently, to reflect on how we live and to learn what we all need to do to create a better and more sustainable world.

These projects spark investigations and studies involving History, PRE, Geography, and Environmental Studies. Throughout the year we base our curriculum around six principles which guide our learning: Interdependence, One-ness, Adaptation, Health, The Cycle and Diversity.

We aim for the children to develop a better understanding of how Nature's principles can inform and inspire the way we live and work. By integrating these principles into the curriculum, we hope to create a learning journey that is purposeful and leads to meaningful outcomes. Additionally the children are given opportunities to design and plan projects that work towards achieving a healthier, sustainable future.

In our History teaching at Dunannie, we aim to develop the children's sense of identity and understanding of the past through learning about the development of themselves, their families, their communities and the wider world. The children start to develop a knowledge and understanding of events, people and changes in the past through a variety of approaches, with an emphasis on investigation, research and enquiry.

History is brought to life for the children through visits to local sites of historic interest, drama, the use of historic artefacts and photographs, as well as relevant internet material, film and television programs and stories.

Philosophy and Religious Education provides the opportunity to consider big questions about the meaning and purpose of life, beliefs about God and ourselves, issues of right and wrong and what it means to be who we are.

PRE at Dunannie encourages children to learn from different religions, beliefs, values and traditions, while exploring their own beliefs and questions of meaning. It develops children's knowledge and understanding of Christianity and other religions, such as Judaism and Hinduism.

Children are challenged to investigate, reflect on, analyse, interpret and evaluate issues of truth, belief and ethics, and to communicate their responses. We offer opportunities for personal reflection and spiritual development, and encourage the development of a sense of identity and belonging. We also encourage children to flourish individually and feel part of wider communities. We teach PRE through a combination of lessons, cross-curricular enquiries and exciting events and visits through the year. Our RE curriculum is based on the Hampshire Agreed Syllabus: Living Difference.

Geographical skills are usually taught as discrete or integrated skills and great emphasis is

placed on direct experience and practical activities. Much use is made of the varied environments within the Bedales grounds, the local village and nearby contrasting locations. Basic geographical skills are taught from Nursery (routes, directions and a sense of place for example). By Year 2 and 3 the children begin to learn how their home local area relates to other areas and countries, leading to the study of localities abroad. The children start to learn how to draw and interpret maps and develop the skills of research, investigation, analysis and problem solving. Through their growing knowledge and understanding of human geography, they gain an appreciation of life in other cultures.

We have a strong emphasis on environmental awareness and we want the children to appreciate that everyone has a responsibility towards protecting our planet and understand that everyone can make a positive difference, however small or large. We help the children develop an understanding of our world and issues we face locally and globally. We enable them to recognize the importance of sustainable development, which plays a central role in the ethos of the Bedales Schools.

Our Eco Curriculum is divided into four main strands: The Local Environment, The Global Environment, Endangered Animals and Reduce, Reuse, Recycle, Upcycle.

Each year the children have the opportunity to vote for an endangered animal, and they research different endangered animals and their habitats.

French and Spanish

The primary aim of learning French and Spanish at Dunannie is to inspire a love for language in all the children. We encourage listening and then speaking with a French and Spanish accent. We teach basic language, words, numbers, days of the week, etc. and through a variety of media we expect that by Year 3 the children have a wide range of vocabulary and a good recognition of French and Spanish words.

We know that the children will be learning French and Spanish for a number of years so in order for it to continue to be interesting we have devised a curriculum that changes every year. French and Spanish in Dunannie gives the children an excellent grounding from which they can build at Dunhurst.

Computing

At Dunannie we aim for our children to become confident and competent users of technology.

There are also computers in the classrooms and joint spaces.

Each class has access to an Interactive touch-screen Whiteboard with audio-visual facilities enabling the whole class a range of other technology to support extended learning including iPads, sound recorders, digital cameras, microscopes and data-loggers. Through teaching children how to use these tools effectively we provide them with the means to actively participate in our rapidly changing technology world.

We encourage persistence, resilience and evaluation in their learning and in their use of technology.

We have a purpose-built, networked computer suite and we use standard Microsoft applications as well as age appropriate software and web-based applications. Children learn how computers and computing systems work, how they are designed and programmed.

They assess the purposefulness of existing programs to develop products and solutions. They develop skills, knowledge and understanding needed to be confident digital citizens.

Children are encouraged to use computational thinking developing skills which enable the analysis, abstraction and generalisation of ideas and digital literacy. Our computing curriculum at Dunannie is broadly based on the NC programs and covers three areas of study; Computer Science, Information Technology and Digital Literacy with staying safe online embedded across these strands.

All the classes have lessons that develop these ICT skills and use technology to complement and enhance other areas of the curriculum in imaginative and exciting ways. For example, Reception may use their digital camera to take pictures of sculptures around the Bedales Estate and then use the whiteboard software to make a map of their route with pictures.

Music

All Dunannie children participate in the making of music as composers, performers and listeners; creativity is regarded as a latent attribute of every child. Involvement with music and movement is considered crucial in a child's early years; there is a long tradition of music and movement at Bedales stretching back through the teaching of eurhythmics and work by the Dolmetsch family to an inspirational visit by Dr Maria Montessori in 1919.

Musical activities are taught by the music staff at Dunhurst, overseen by the Director of Music at Dunhurst. They co-ordinate the music curriculum to complement work led by class teachers. There are also links with specialist areas such as dance, drama, poetry, art and modern languages.

There is a strong emphasis on singing for development of the ear and performance as a member of a class group, choirs and smaller ensembles. Additional opportunities exist in local festivals and joint performances with musicians from Dunhurst. A program of live music is often provided by members of Dunhurst and Bedales, visiting music staff and other musicians from a breadth of musical cultures.

Dunannie children have regular experience of composing and of performing music.

Individual music tuition is available from Reception with lessons provided by 24 members of the Dunhurst visiting music staff. By Year 3 many children receive individual instrumental or vocal tuition.

Fundamental to all these musical activities is the value placed upon heuristic learning – enabling children to discover things for themselves - and providing a breadth of experience through which Dunannie children can develop the skills to define the music of their future.

Outdoor Work and Learning

All Dunannie children have daily opportunities to play outside whatever the weather usually in the playground and orchard.

Children explore their own environment and the Bedales estate, extend learning from other curriculum areas such as mini-beast hunting, observation of the seasons, lifecycles of plants, trees and animals and using natural spaces and objects for drawing and writing. Dunannie children are enthusiastic gardeners and plant, grow and eat a variety of fruits and vegetables in the Nursery garden, the greenhouse and the vegetable plots. An outdoor classroom “ The Potting Shed” is a valuable space for outdoor learning.

Physical Education

We aim to give children the best possible start in sport by providing opportunities to participate in an exciting variety of activities. We aim to enthuse, to build confidence and to

inspire. The children acquire a wide range of fundamental skills across the sports curriculum. These skills are the essential building blocks upon which sporting and leisure activities are developed. The children are encouraged to challenge themselves, to believe that they can reach their goals and to be proud of all their achievements. They learn the importance of fair play, cooperation, understanding and following rules.

Competition is a natural ingredient in sport. Whether children are competing against themselves or one another, we provide an environment in which this healthy stimulus to development can flourish. Children develop movement skills which can be used creatively in subjects such as dance and gymnastics. We aim to achieve a balance between aesthetic, competitive, practical, individual, partner and team work.

At Dunannie we have a hard court area, a wonderful orchard which lends itself to activities such as orienteering, a Dunannie/Dunhurst gymnasium, and Netball and Tennis Courts. The children also share the extensive Bedales facilities which include an Astro pitch, playing fields (17 acres), sports hall and a superb indoor swimming pool.

All PE lessons are taught by specialist teachers. Nursery children have up to two lessons a week and experience a variety of indoor and outdoor activities. Children from Reception through to Year 3 have 3 lessons a week, increasing from 1½ - 2½ hours a week. Year 3 have opportunities for more challenges and often join together with Dunhurst students in lessons, matches and games.

Children take part in a wide range of activities throughout the year:

- Gymnastics
- Games – netball, basketball, football, hockey, kwik-cricket, rounders, tennis skills
- Swimming
- Outdoor activities – orienteering and team building
- Fitness and Health related activities
- Athletics

Extra-curricular PE activities

The extra-curricular sports clubs offered at Dunannie allow children in Years 2 and Year 3 to participate in a range of physical activities and widen their experience. Specialist coaches provide a high quality of teaching. These may include:

- Netball and Basketball
- Football, Tennis and Cricket
- Gymnastics (children follow the BAGA awards system)
- Summer athletics/games
- Judo (children follow the BJA award scheme)

Children in Year 2 and 3 have the opportunity to compete in sporting festivals, galas and matches against other local schools.

Art & Design

At Dunannie, we encourage children's artistic development from Nursery through to Year 3. They are given the space, time and support of skilled staff to help them develop their individual potential.

Children have access to, and use of, a wide range of tools, equipment and materials. They have many opportunities to express themselves using a variety of different media, such as clay, paint, textiles, drawing, weaving, sculpture, photography and collage. All children's artistic expression is valued and encouraged. Children are taught specific artistic skills and the appropriate use of art equipment. Whenever possible, Art & Design is a cross-curricular activity drawing on – and being inspired by other subjects.

Visits to Art galleries and venues further inspire and motivate the children and are an important part of the Art programme in all year groups.

Working alongside established artists on projects is well established at Dunannie. We also introduce the children to the work and lives of key artists through time, and discuss art from mark-making to modern artists like Hockney and Eliasson.

There are opportunities for children and staff to use the specialist Art facilities and work with the Art staff at Dunhurst. As they progress through Dunhurst and Bedales, pupils can specialise in particular aspects of the arts.

Ideas for Design are drawn from a wide range of project based work and first hand experiences. Children are encouraged to explore ideas and design with a design brief or purpose in mind, adjusting and adapting their work as it develops. Sometimes they will work on individual projects, designing a powered boat, or rocket complete with light circuitry, for example. Other work might be collaborative, using team design and construction methods.

They learn from a wide range of design techniques, and materials and processes. The children also learn about food and cooking from Nursery through to Year 3.

Dance and Drama

Dance and Drama is a vital subject at Dunannie – time for children to explore the magical world of theatre and dance.

Children are encouraged to express themselves through creative dance, mime and acting. This gives the pupils the opportunity to develop both physical and creative skills. The children are involved in planning, performing and evaluation dance and drama work. Children often work together in dance to a piece of their own choreographed work. This encourages team work, though the sharing of ideas and creative thinking.

Dance and Drama skills are also demonstrated in class assemblies and school productions. Teachers work very closely with the Music department for these special events. Drama is used to enhance other areas of the curriculum at Dunannie, for example, children can use role-play to explore and develop key questions, issues and events. The medium of Dance and Drama is integral to all three schools as an expressive art form and the hope is that pupils develop a lifelong love of theatre and dance.

We like to welcome Dance and Theatre Companies to Dunannie whenever possible for workshops and performances, so the children can see at first hand the skill and talent of professional performers and learn what it is like to be in an audience.

Supporting Individual Needs

At Dunannie we value the individual and aim to unlock and develop each child's potential. We work together as a community to meet the needs of each child which means that every teacher is a teacher of every child or young person, including those with additional needs.

We monitor each child's development carefully and welcome parent's views as this helps build

a complete picture of a child. If we consider a child would benefit from additional support this can be offered in class or if a child has a significant individual needs we can offer 1:1 specialist support. We are also able to offer EAL support on an individual basis in addition to the classroom.

Able and Talented

At Dunannie we respect and encourage divergent and creative thinking and endeavour to provide many challenging opportunities to enable all children to reach their full potential in a creative learning environment. We recognise that some children may have exceptional talents in one area of the curriculum rather than an all-round ability. They may need special consideration to meet their needs. We also recognise that in supporting the needs of able children, we may also raise achievement for all children in the school.

Reports

Written reports are produced for each child in Nursery to Year 3 during the Summer Term.

Parents' Evenings

There are Parents' Evenings for Nursery to Year 3 in the autumn and spring terms when parents have a meeting with their child's teacher to discuss progress.

Parents' Curriculum Information Meetings

All parents are invited to Curriculum Information Meetings early in the Autumn term at which the class teacher explains the outline of the academic year ahead and how parents can be involved and help their children.

Assembly

There are regular School Assemblies each week. These may be taken by the Head, a member of staff, a visiting speaker or by the children, usually in the form of a Class Assembly.

We like to invite parents to two class assemblies at various times during the year.

The School Day

See Curriculum Policies and Parents' Handbook for further information.

Review date: Summer 2021

Next Review date: Summer 2022