

Dunannie School Curriculum including EYFS

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DUNANNIE CURRICULUM POLICY

Approach to Learning

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 often designed to be engaging so that information is received with rapt expressions, amidst 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, remembering of course that all children's' needs have been met.

We have created a structured yet flexible curriculum for all years, that reflects the schools aims and ethos, including the Nursery, 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.

The 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, eg the swimming pool and sports fields and the Olivier Theatre.

We believe that to learn the lesson, you should live it. 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 Victoria kitchen may spark a love of history.

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

1. Curriculum Plans and Schemes of Work

An overview of an academic year is planned by class teachers. The Dunannie curriculum is based broadly on the National Curriculum. Each term in KS1 and KS2 a project is studied and much of the curriculum, if appropriate, is taught through this vehicle.

Termly plans are completed and then broken down 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 sent electronically to the school office, and is based upon subject policies and curricular programmes of study.

Assessment – see Assessment Policy

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 PSHE Curriculum, Behaviour Policy (Golden Rules), looking at the wider world and actively promoting fundamental British Values.

2. Early Years Academic 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 Academic Overview

Years 1 and 2 broadly follow the Key Stage 1 National Curriculum although there is the freedom to interpret this in many imaginative and creative ways. Year 3 follow the Key Stage 2 Curriculum. Learning is through first-hand experience wherever possible enhanced by visits to local places of interest. Science, History and Geography are often themed into topics such as 'Katie Morag' or 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 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 provide the opportunity for young children to build the language and communication skills that they will need throughout life. 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 no-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins.

Teaching and Learning Style

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

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.

Writing

We aim to foster the enjoyment of writing in variety of genres and a recognition of its value. To encourage accurate and meaningful writing, be it narrative or non-fiction.

Spelling

Phonic spelling patterns are taught along with strategies that help children to pay attention to the visual appearance of words that 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 punctuations.

Handwriting

Regular handwriting lessons reinforce the correct formation of letters, posture and pencil grip. Cursive handwriting is taught from Year One onwards.

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 information is gathered and presented. Work in these areas sometimes takes place in the school grounds, which offer many fantastic opportunities for real life mathematical work.

We follow the National Curriculum in Mathematics and lessons regularly include mental arithmetic, practical work, playing mathematical games, use of 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 have an excellent range of mathematical resources and software programs to support teaching and learning. Children are grouped by ability within their class; these are flexible groups and teachers regularly review which group is most suitable for the children, taking into consideration the area of maths being covered and prior performance. There is an opportunity for additional support for any child that needs it and a Mathematical Thinking Club where chess and logic games are played to extend children who have a particular talent or interest in Mathematics. All Year One onwards are able to access a Mathematics programme from home (Mathletics) to practise skills and concepts learnt at school.

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 involves the use of the immediate environment, orchard, pond area and gardens. We have strong links with Bedales and benefit from the expertise of science teaching resources on the Bedales estate. For example, experts from the Physics department help with rocket demonstrations and 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.

History

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 often closely linked to class projects and is brought to life for the children through regular visits to local sites of historic interest, drama, the use of historic artefacts and photographs as well as relevant internet material, television programmes and stories. Trips may include visits to 'Milestones' in Basingstoke where children become Victorians for the day or to the Rural life Centre at Tilford to watch blacksmiths at work, and investigate the job of a wheelwright. They may interview a visiting 'knight' or enjoy building a Viking longship as part of a visiting workshop. Dunannie children might be found delving into a trunk of Victorian Seaside artefacts, or learning about the incredible Helen Keller and machine learning to use Braille. They have access to the large range of interesting historical buildings on the Bedales Estate as well as a wealth of knowledge and experiences that parents and grandparents share with the school, in addition to visiting 'experts'.

Read about a recent Viking workshop, [here](#).

French

The primary aim for French at Dunannie is to inspire a love for French in all the children. We encourage listening and then speaking with a French 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 words.

We know that the children will be learning French 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 in Dunannie gives the children an excellent grounding from which they can build at Dunhurst.

Geography

At Dunannie, Geography is usually taught as an integral part of class projects 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. In Year 3 the children have the opportunity to take part in a residential fieldtrip.

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 a locality abroad.

In their Geography activities, 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.

In our Geography teaching we help the children develop an understanding of the physical world and enable them to recognize the importance of sustainable development, which plays a central role in the ethos of the Bedales Schools.

ICT

At Dunannie we have a purpose-built, networked computer suite and we use standard Microsoft applications as well as age appropriate software and web-based applications to support teaching and learning across the curriculum. 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 tablets, 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 world. Children are encouraged to use ICT adventurously, learning new skills through the results of their exploration and gaining the confidence to explore further.

We encourage persistence, resilience and evaluation in their learning and in their use of technology. We aim for our children to become digitally literate; able to use technology to express and develop their ideas.

Children are encouraged to use computational thinking developing skills which enable the decomposition, abstraction and generalisation of ideas. The ICT curriculum @ Dunannie is broadly based on the NC guidelines and covers three areas of study; Computer Science, Information Technology and Digital Literacy with e-safety 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.

Read profile of an Old Bedalian who has followed a career in computing:

[Charles Cecil](#)

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 the topic-based 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 inner ear and performance as a member of a class group, two choirs, orchestra and smaller ensembles for strings and recorder. Additional opportunities exist in local festivals and joint performances with musicians from Dunhurst. A programme of live music is 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 Learning

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

An outdoor classroom has been created and the children benefit from having an Outdoor Work teacher with timetabled opportunities to explore the Bedales estate, extend learning from other curriculum areas such as minibeast 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 plots close by.

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 sport 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 to develop movement skills which can be used creatively in subjects such as dance and gymnastics. We aim to achieve a balance between aesthetic, compete 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 games with Group 1 (Year 4) from Dunhurst, when specialist teachers at Dunannie and Dunhurst join together, providing an opportunity for additional challenges.

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.

Religious Education

RE 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. RE 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.

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

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 potential in the area of Art and Design.

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 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, including the Bedales Gallery, further inspire and motivate the children and are an important part of the Art curriculum.

Working alongside established artists on projects is well established at Dunannie.

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

Dance and Drama

Dance drama is a vital subject at Dunannie – it is a 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. Pupils 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 Drama skills are demonstrated in class assemblies and school productions. The Dance/Drama staff 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 project work. 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.

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.

Gifted 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 requirements. We also recognise that in supporting the needs of able children, we may also raise achievement for all children in the school.

Dunannie Wellbeing

Incorporating Social Moral, Spiritual and Cultural 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
- Children will develop self-confidence, resilience and emotional wellbeing
- Children will develop a positive sense of identity
- Children recognise that their choices and decisions can affect emotional and physical wellbeing
- We enable children to develop a healthy and safe lifestyle encourage children to assess and manage risks
- We celebrate personal achievements and skills
- We develop good relationship through self-awareness, tolerance and respect for others
- Children can identify and respect differences and similarities between people, different beliefs and values
- We enable children to see themselves as part of a community

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 second half of the Autumn and Spring terms when parents have a formal meeting with their child's teacher to discuss progress and set targets for future learning.

Parents' Curriculum Information Meetings

All parents are invited to a 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. It is also a social occasion and an opportunity for parents to meet fellow parents and the year group staff.

Assembly

There are three School Assemblies a 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.

4. Parents are invited to at least two class assemblies during the year.

The School Day

8.00 Early drop off in the Studio for all children, including Nursery
8.30 - 8.45 Children go to their classrooms. Year 3 start their lessons at 8.30am Monday – Thursday. Friday 8.45am.

Nursery:

Mornings – 8.30am – 11.45am; Afternoons 11.45am – 3.30pm; All Day 8.30am – 3.30pm
Lunch is available. The Nursery is closed on Wednesday afternoon.

Reception Class finish at 12.00 noon on Wednesdays in the Autumn and Spring Terms and the children stay five whole days in the Summer Term.

Reception to Year 3:

08.45 First Morning Session (8.30am for Year 3 Monday – Thursday)
10.30 Snack
10.35 Outdoor play (Years 1, 2 and 3)
11.00 Second Morning Session
12.00 noon Lunch
12.30 Quiet reading/activities in the classroom or choir
1.00 Orchard Play Time (Wednesdays 12.30pm)
1.30 Afternoon Session
3.30 School day ends
3.30 – 4.30 After school Activities and Swallow Club
4.30 – 5.25 Late Swallow Club

Lesson Time Allocation in Dunannie

	English	Maths	Science	Humanities	IT	Music	PE	Art/Design	Design/Tech	Dance/Drama	French	Storytime/ Circle time/ Golden time/ Assembly
Nursery	Ongoing provision through play and adult led activities					1h 15 m In groups 15 min slots	1 hour 2 x 30 min slots	Ongoing provision		40 mins (2 x 20 min slots)	30 mins (2 x 15 min slots)	Cross curricular
Reception	Ongoing provision through cross-curricular activities					1 hr 20 m	1 hr 30 m	Ongoing provision		30 mins	20 mins	1 hr 10 min
Year 1	4 hrs 30m	4 hrs 30m	1 hr	1 hr	1 hr	1hr 30 m	1 hrs 30 m	1 hr	30 mins	30 mins	30 mins	4 hrs 30 m
Year 2	5 hrs 30 m	5 hrs	1 hr	2 hrs 30 m	1 hr	1.5 hrs	2.5 hrs	1 hrs 30 m	1 hr	30 mins	1 hr	2 hrs 45m
Year 3	5 hrs	4 hrs 30 mins	1 hr 30 mins	2 hrs 30 m	1 hr	1 hr 30 m	2 hrs 45 m	2 hrs		30 mins	30 mins	3hrs 30 m

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See Curriculum Policies and Parents' Handbook for further information.

J Webber

Review date: Spring 2019