



ARNOLD LODGE
4 - 18 yrs Co-educational Independent Day School

ALS Junior School Curriculum

Approved by the Headteacher: September 2021

Reviewed Annually

Next review date: September 2022

The curriculum policy outlines the educational provision within the school and should be considered in conjunction with the SEN policy, schemes of work for subjects, PSHEE policy, Learning & Teaching policy and Feedback policy



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**“ Education is the most powerful weapon which you can use to change the world. ”
Nelson Mandela**

Our intent:

A curriculum that develops the happiness, confidence and skills of each pupil so they can be successful in their aspirations.

At Arnold Lodge, we are committed to providing high quality educational opportunities for all our community. We believe that every child should be happy, valued for their strengths and confident in their abilities. Our experience is that only when a pupil is happy and self-assured are they able to make the most outstanding progress in all areas. Our focus on the happiness of children is not at the expense of academic achievement; in fact, it's the opposite – we stress the importance of wellbeing and happiness because it is the key to achievement. Our vision is based on the belief that a happy and confident child, coupled with a rich and varied curriculum, will have the necessary building blocks for future success. We nurture academic success alongside creativity and imagination throughout the school curriculum to help learners to secure the knowledge, skills and personal qualities they will need to make the world a better place for themselves and each other.

Successful: Learners who gain deep and powerful knowledge in preparation for life; combining academic rigour, curiosity and creative flair.

ALS Learners will:

Experience a rich, exciting curriculum that leaves them able to make powerful and informed choices about their future.

Achieve high academic standards across the whole curriculum and value each subject and skill.

Creative: Learners who are imaginative, optimistic and inventive; finding their voice to become effective communicators prepared for lifelong adaptability.

ALS Learners will:

Experience creative teaching that makes learning engaging and allows them to think independently, be more resourceful and be confident members of the Arnold Lodge community.

Embrace and engage with cutting edge and unique range of opportunities both inside and outside the classroom.

Happy: Learners who are confident, resilient, well-rounded citizens; they understand the world's communities and are ready to discover their place in it.

ALS Learners will:

Be proud of their achievements and the progress they make and have these achievements celebrated.

Develop positive, secure relationships so that they can flourish and have a powerful sense of their own potential.



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Mapping the journey – Intent and design

To enable the children to flourish at Arnold Lodge we have mapped out their journeys and experiences which will inspire the children to learn and grow. Our curriculum not only meets national requirements but is also uniquely developed by us to meet the needs of our pupils, our school and our local community. Gaining proficiency as a reader is key to accessing all other subject areas and therefore holds a place of priority for all children, beginning in the Early Years alongside numeracy and writing.

Our curriculum at Arnold Lodge is as rich in humanity and skills as it is in knowledge and reinforces a shared understanding our core values. It is important to recognise here that knowledge does not always mean understanding. To understand something means having lots of well-connected, well-organised knowledge. This is why we have created a 3D curriculum that has the needs of the children at the centre and prepares them for an ever-changing world. In a rapidly changing world, education must keep up and it is important that the children are not left behind. Our curriculum is personalised around our children's needs, reflecting the backgrounds and experiences of the wide range of pupils from locally based to around the globe. It is outward-facing, setting learning in local and global contexts wherever possible; it celebrates diversity and unity and ensures that learning is relevant, purposeful and sequenced.

Building a 3D curriculum is important in order to make vertical, horizontal and diagonal links. Below is a brief explanation of each of these and how they link together to form our curriculum at Arnold Lodge.

Vertical links: 'high yield' concepts deliberately constructed within a subject that are encountered across year groups (for example, the concept of tyranny: this can be explored through meeting a 'tyrant' in Year 1 through King John (of Magna Carta fame) through to Hitler in Year 6).

Horizontal links: links between subjects, commonly known as cross-curricular, or themed (for example, invasion: in Year 4 history, the Viking invasion of England; in Year 4 science, microbes invading bodies; in Year 4 PE, invasion games).

Diagonal links: concepts connected across both year groups and across subjects (for example, in Year 3, when children learn the story of the Exodus in RE and encounter the brutality of Pharaoh, they are reminded that he is behaving like a tyrant – a term they learnt in history in Year 1).

Our team of Arnold Lodge teachers work closely across both the Junior and Senior School to share their expertise. Specialist teachers work alongside the class teacher to plan and deliver exceptional lessons. Drama, music, PE, cooking and computing (Year 3 onwards for computing and cooking) are all taught by specialist teachers but still follow the class curriculum.



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The journey from nursery to Juniors

Learners begin their Arnold Lodge journey some time before they join us in Reception. Our carefully crafted transition process enables all young people to engage with the school, including its ethos, values and staff, before they arrive in the building and wear their uniform for their first day.

Transition between year groups: Launch Pad

We recognise the importance of transition, not just between nursery and Reception or Juniors to Seniors, but between each year group. At the end of each year, we use our launch pad to prepare the children for their new class. We focus on a relevant text that shares the key messages and feelings the children may have. These may be sadness at leaving their teacher, worry about what next year will look like etc. We believe that by dedicating a week with their new teacher the transition process will be exciting and the children have the opportunity to explore the themes learners may face during transition. This may also be a time that we welcome new children into the Arnold Lodge community and friendships can be formed over the summer before returning back to school

Curriculum Structure: KS1/KS2

To ensure that pupils are given experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education, pupils will study the following subjects (the curriculum varies between year group so not all subjects will be necessarily taught in each year of key stage):

English	Mathematics	Science	P.E / GAMES
Art	Drama	Food Technology	French
Geography	History	ICT	Music
PSHEE	Philosophy	Design	Building learning powers



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Maths

“Do not worry about your difficulties in Mathematics. I can assure you mine are still greater.”

Albert Einstein

All our children at Arnold Lodge have the opportunity to experience the fun and enjoyment of learning mathematics, often practically during lively and engaging lessons, which are focused and planned to meet the needs of all learners.

Mathematics can provide learners with powerful ways to describe, analyse and change the world. Within the teaching of numeracy children can learn and enhance valuable skills such as logical reasoning, problem solving and the ability to think in abstract ways which are key to the way we look at learning as a whole at Arnold Lodge.

Throughout history many cultures have contributed to the development and understanding of mathematics. By providing the children with the skills and opportunities to develop their cognitive skills coupled with problem solving ability they will hopefully be contributing to the next stage of understanding further transcending the cultural boundaries.

The world of tomorrow will be very different from today. Major changes in new technology, population growth and the environment will necessitate that people with relevant skills and knowledge will be better equipped to adapt to this uncertain future.

It is our role at Arnold Lodge to ensure that the children are provided with not just the basic skills of mathematics, which are so vital, but also that they are challenged to pursue their own lines of enquiry further helping to develop their cognitive skills.

Our vision is to show children and adults the importance of mathematical understanding across the curriculum and how vital these skills are for life opportunities.



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English

What are your dreams for the future?

What career excites you?

What experiences do you want from life?

At the heart of whatever your hopes and dreams are, is a high standard of Literacy. Being able to read, write, speak and listen well are the keys to success in all areas of life.

At Arnold Lodge, we recognise its importance as an essential skill in enabling you to be learners for life. The knowledge, skills and understanding taught through our English curriculum can be grouped into three specific areas:

Reading, Writing & Speaking and listening.

Reading is a real strength at Arnold Lodge and is embraced across all aspects of school life and the curriculum. We will provide opportunities for you to read and access a wide variety of texts that will excite and stimulate your imagination. Each classroom is full of books for you to read and enjoy as well as texts and topic related books that we explore and analyse to gain a better understanding of the author's use of language features.

We enjoy a whole school book week across the school regularly, where we share our enjoyment of the same book from FS1 to year 6 in a variety of different ways! We want you to experience a shared love of reading with your peers, parents and teachers. We support you in your learning by setting clear objectives and learning targets which are shared and discussed with you so you have a clear understanding of what to do in order to succeed.

ICT is also used across our learning in English, using our suite and laptops for reading and writing, digital literacy.

We adopt a creative approach to the teaching and learning of writing and continually make links to other curriculum areas to enhance enjoyment and understanding of the application of writing skills. At Arnold Lodge, we 'read as writers' by identifying key aspects of a text that you may wish to emulate in your own written work for a particular audience, purpose or effect. A high level of spelling, grammar and presentation is also expected but don't worry – we support you every step of the way!

Children constantly talk to the teaching staff and their peers to discuss and discover new ways to improve their writing and you will be supported and encouraged to take responsibility for your learning. At the end of each piece of writing, children are encouraged to reflect on their work and are given opportunities to comment on the work of others and use comments made on their own work to identify areas for further development.

Within Speaking and listening, you'll have the opportunity within English lessons to take part in presentations and exhibitions; group work, whole class, group or paired discussion, drama and role-play. These may be inspired by texts you have read, characters explored and will lead to a reason for writing.

We are very proud of English at Arnold Lodge and have high expectations of what you can achieve. We will provide endless opportunities for you to extend and enhance your Literacy and an enthusiasm for learning. Most of all, we want you to enjoy English at our school and possess the skills and ability required to be motivated by learning across the whole school curriculum.



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Curriculum Provision

The School Day

Juniors aligned	
Gates Open	8:00-8:20
Registration	8:20-8.45
Period 1	8.45-10.00
Break	10:00-10:20
Period 2	10:20-11.05
Period 3	11.05-12.00
Lunch	12:00-13.10
Registration/PSHE	13.10-13:30
Period 4	13:30-14:30
Period 5	14:30-15.50
ExEn	16.00-16:45

SMSC & PSHEE lessons

All the pupils in the Junior School will have a programme of SMSC delivered alongside their PSHEE programme during mentor time and dedicated lessons. PSHEE is the primary focus for mentor sessions with SMSC covered across lessons, assemblies and dedicated curriculum time. We are working towards implementation of the upcoming statutory Relationship Education in preparation for 2021.

Sports and Extra-Curricular

Each year group has a weekly swimming lesson with a specialist swimming coach. Children then have access to specific sports coaches for designated PE lessons.

Extra-curricular clubs adjust and adapt to the needs and interests of the children. Our aim is to provide the children with a rich and challenging breadth of clubs and sports that complement the curriculum taught in the Junior School.

Provision for Special Educational Needs

- The school has a well-established Special Educational Needs department headed up by a SENCO (and a Head of SEND overseeing the provision). The department ensures that pupils with SEN are given the support necessary to allow them to access the curriculum, make progress and to be given one-to-one support where necessary.
- Pupils who join the school where English is a foreign language, staff are available with expertise to support the teaching of EAL.
- IEPs are written and reviewed frequently. These are shared with staff, parents and pupils to ensure that pupils with IEPs are able to be supported as effectively as possible.
- Tracking of pupil progress is used to ensure that pupils with SEN are making suitable progress and interventions can be put in place where necessary.
- Parents' evening are used as a means of communicating pupil progress for SEN as well as other parts of the curriculum



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Provision for High potential learners

- Arnold Lodge uses a series of 'Enrichment Programmes' to ensure that pupils with particular academic potential. Pupils who show a passion or commitment to these Enrichment areas are also able to join the Programmes as fitting the inclusive ethos of Arnold Lodge.
- Pupils who are identified as having particular academic potential, their academic progress is monitored as part of the tracking process during each half-term. Where pupils are identified as not achieving to their potential, interventions are put into place.

Monitoring and Implementation

- Curriculum matters are regularly discussed and reviewed between Head of Junior School and class teachers.
- Quality of education is monitored each half-term through the tracking process including the progress of pupils, the quality of assessment and feedback and the quality of teaching.
- Moderation across phases and within phases is regularly monitored by Head of Junior School.
- Pupil questionnaires/pupil parliament/circle time are all used to gain feedback from pupils on various elements of the school including the quality of education provided.
- See also Junior School Feedback Policy