



ARNOLD LODGE

4 - 18 yrs Co-educational Independent Day School

ALS Junior School Curriculum (including EYFS)

Approved by the Headteacher: September 2022

Reviewed Annually

Next review date: September 2026

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

**“ 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.

Through our curriculum, we will:

- > Provide a full-time supervised education for pupils of compulsory school age
- > ensure that pupils have experience of linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education during the compulsory period of education
- > provide pupils with a broad and balanced education
- > foster pupils' creativity
- > develop essential skills in speaking and listening, numeracy, literacy and ICT, and learning skills
- > promote health and wellbeing
- > inspire a commitment to lifelong learning
- > offer all pupils the opportunity to learn and make progress, encouraging high standards
- > develop spiritual, moral, civil and social awareness (including mutual respect and tolerance of different faiths and beliefs)
- > prepare our pupils for the opportunities, responsibilities and experiences of adult life
- > take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan; and
- > ensure every child is provided with relationships education
- > effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society

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.

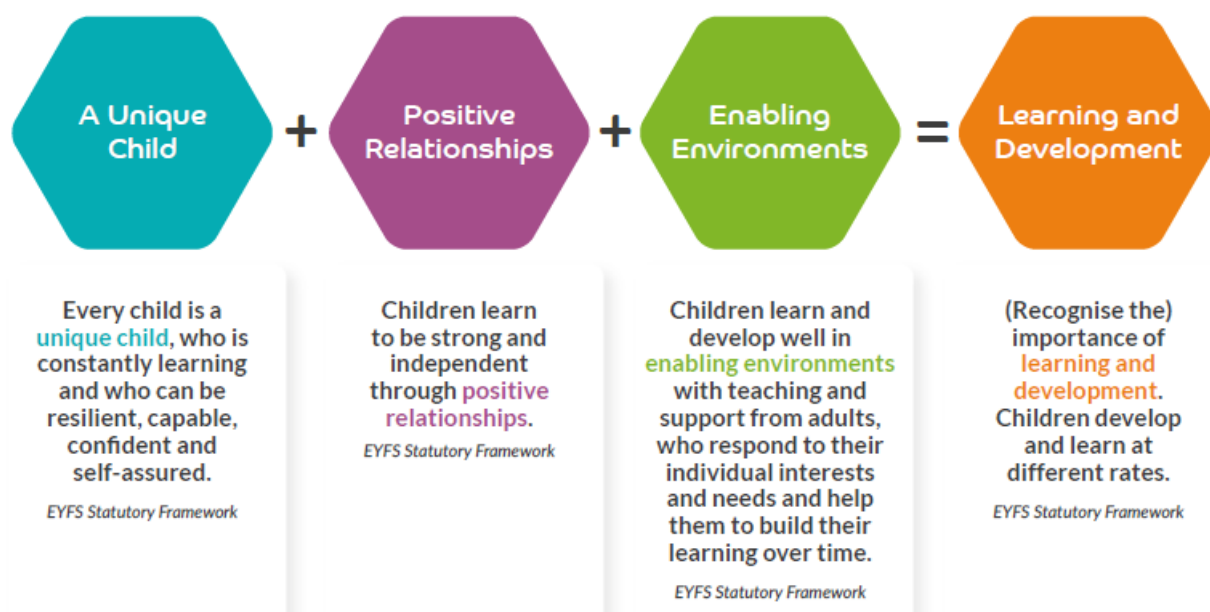
Happy: Learners who are confident, resilient, well-rounded citizens; they understand the world's communities and are ready to discover their place in it.

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.

Section 1: The Early Years Foundation Stage

The EYFS is based upon the four overarching principles taken from the Statutory Framework for the Early Years Foundation Stage 2021:



Curriculum Intent

“All children deserve to have an equal chance of success” (Development Matters, 2021), and as such we have a curriculum which is ambitious and progressive to provide children with the knowledge and understanding to be ‘the best that they can be’. At ALS, we have a play based, child centred curriculum with a balance of child initiated and adult led learning opportunities. We base our learning around topics to fully immerse children and contextualise their learning, building upon previous experiences and deepening knowledge and understanding.

Curriculum Implementation

The EYFS framework has seven areas of learning and development that are equally important and interconnected. The three prime areas are important for igniting curiosity and enthusiasm for learning. These skills will support the child as they grow and extend their development in the specific areas.

Prime Areas	Specific Areas
Personal, Social and Emotional Development <i>Self-regulation</i> <i>Managing Self</i> <i>Building Relationships</i>	Literacy <i>Comprehension</i> <i>Word Reading</i> <i>Writing</i>
Communication and Language <i>Listening and Attention</i> <i>Speaking</i>	Mathematics <i>Number</i> <i>Number Patterns</i>
Physical Development <i>Gross motor</i> <i>Fine Motor</i>	Understanding the World <i>Past and Present</i> <i>Culture and Communities</i> <i>Natural World</i>
	Expressive Arts and Designs <i>Creating with Materials</i> <i>Being imaginative and Expressive</i>

The Characteristics of Effective Learning describe the behaviours children need to learn. Effective learning must be meaningful to a child, so that they are able to use what they have learned and apply it to new situations.

Characteristics of Effective Learning

Playing and exploring <i>Children investigate and experience things, and 'have a go'</i>	Active Learning <i>Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements</i>	Creating and Thinking Critically <i>Children have and develop their own ideas, make links between ideas, and develop strategies for doing things</i>
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Planning, Teaching and Learning

Children learn and develop in different ways and at different rates. We value all areas of learning and development and understand they are inter connected. We recognise that features of effective teaching and learning in the EYFS are:

- A range of approaches to provide first-hand experiences to help children make sense of their world
- the identification of the progress and future learning needs of children through observations;
- a balance of adult led and child initiated activities
- the provision for children to take part in activities that build on and extend their interests
- the encouragement for children to communicate and talk about their learning, and to develop independence;
- appropriate and accessible indoor and outdoor space, facilities and equipment;
- forming strong partnerships with parents and/or carers

Assessment and Impact

The assessment in the EYFS is predominantly observational through spending time and having quality interactions with the children. Additional assessments include:

- Statutory baseline assessments
- Using ongoing assessment to inform planning and maintain open, reflective communication with parents and carers. Regular updates on a child's progress and development ensure a collaborative approach to addressing learning needs, involving relevant professionals when necessary. Ongoing assessment also supports a smooth transition to Key Stage 1 by fostering dialogue between practitioners and Year 1 teachers. By observing children's interests, knowledge, and abilities, and incorporating insights from parents, practitioners create tailored learning experiences that promote each child's development.
- The Early Years Foundation Stage Profile at the end of the Reception year

Assessments will then be used to create next steps, supporting the child in deepening their current learning and development.

Transition into Reception

Before starting school, Stay and Play sessions are held. This allows children and parents to meet peers, the teaching staff and to become familiar with the classroom and school environment. Parents will also be asked to complete a questionnaire about their child and family to help us understand your child's needs in more depth.

Children will also be provided with a letter and video from school to share with their family, which can be accessed in the lead up to September.

Transition into Year 1

Transition work will begin in the Summer Term. This gives the children time to become familiar with their new class teacher and classroom, whilst being supported by familiar adults. Parents will also be given the chance to meet the new teacher and will receive a phone call home before term begins.

Equal Opportunities, Inclusion and Special Needs

The Early Years Foundation Stage is taught in accordance with the present policy for Equal Opportunities. Children are encouraged to develop a positive attitude towards people of different ethnic groups, cultures, beliefs, gender and ability. We support the belief that everyone is unique in their own right and act upon it.

- Our curriculum respects a child's ethnic faith and cultural heritage, and the special needs of each child, by ensuring that these areas are covered within our indoor and outdoor activities, circle time and assemblies, visitors, role play, books and positive images.
- It is the responsibility of the school to ensure that we identify and help those children in our care with additional educational needs including high attaining children.

For further details see Arnold Lodge's "Equality and Diversity" Policy.

Section 2: The Juniors

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 of 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 are all taught by specialist teachers but still follow the class curriculum.

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 (x5*)	Mathematics (x5)	Science (x2)	P.E / GAMES (x4)
Art (x1)	Drama (x1)	Food Technology (x2^)	Spanish (x1)
Geography (x1**)	History (x1**)	ICT (x1)	Music (x1)
PSHEE (x2)	Skills4Life (x1)	Design (x1)	Building learning powers (x1)

*indicates lessons per week

**integrated as topic teaching

^half-termly roll

Section 3: 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.

Section 4: 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.

We use the *Little Wandle* phonics program as a core part of our teaching in Reception and Year 1. In Year 2, it forms the foundation for developing essential phonics skills, while in Year 2, it supports the transition from phonics to spelling, ensuring a smooth and effective progression in literacy development.

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 EYFS 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. Our topic and design in English is always inspired by high-quality texts that allow pupils to access skills, texts and creativity. 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.

Section 4: Curriculum Provision

The School Day

Juniors aligned	
Gates Open	8:00
Line up and Registration	8:20
Skills Session	8:30-9:00
Period 1	9:00-10:00
Break	10:00-10:20
Period 2	10:20-11:10
Period 3	11:10-12:00
Lunch	12:00-13:05
Registration	13:10
Period 4	13:15-14:10
Period 5	14:10-15:05
Period 6	15:05-15:50
End of School	15:50
ExEn	15:50-16:45

SMSC, RSE & PSHEE lessons

PSHEE at ALS reflects the school's aim and ethos and encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act.

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 use a variety of schemes to cover statutory RSE. See **RSE policy**. Our PSHEE reflects our school aims and ethos. Pupils from foundation have at least a weekly lesson.

Relationships and sex education will take place within the Personal, Social, Health, Economic (PSHE) which will emphasise sexuality in a personal, social and moral context, and in Science where pupils will look at the biological aspects. A full statement of the school's Relationships and Sex Education policy is available to parents. This is drawn up annually in consultation with staff, pupils and parents. In this consultation parents will be informed about the elements, themes and lessons that are statutory and non-statutory. It has regard for the government's guidance in Sex and Relationship Education Guidance. In accordance with the law the biological aspects of human reproduction remain compulsory for all pupils, but parents may withdraw their children from any other part of the sex education provided without giving reasons. Where a pupil's parent requests that the pupil is wholly or partly excused from sex education provided as part of relationships and sex education, the pupil is so excused until the request is withdrawn, unless or to the extent that the Head considers that the pupil should not be so excused.

Religious Education

Religious Education is available to all pupils during the period of compulsory schooling. Parents have the right to withdraw their children from religious education. For pupils in year groups where RE is not a part of the core curriculum, faith values and tolerance of other faiths appear as strands in the PSHE programme.

Political Education

The promotion of partisan political views in the teaching of any subject in the school is forbidden by law. Political issues are introduced in PSHE and are presented in a balanced manner. British values (such as the rule of law and the importance of individual liberties) are recognised and promoted as recommended by DfE guidance November 2014.

PSHEE, RE & Political education combine in our curriculum as a central part of effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society

Equal Opportunities

Entry to all programmes of study is based on academic suitability and appropriateness, regardless of gender, sexual orientation, race, disability, religion, cultural background or belief. Disabilities: In accordance with the statutory requirements the school aims to make the curriculum accessible to all pupils as far as is reasonably practicable. The school has an Accessibility Plan which is available to parents on request.

Wider Curriculum – Form Teacher Topic Led

Our wider curriculum is driven through a topic based approach. This is started each year through our transition contents. From these continents, form teachers will plan and deliver content across subjects to give children a coherent and immersive experience. History and geography topics form the basis of our curricular approach which we allow to branch in any direction depending on the interest and views of the pupil

An example of this is: in year 4 their continent is Australia, which will funnel into their history and geography topic work on the Great Barrier Reef and Captain James Cook's discovery of Australia. To wrap the topic around all subjects in English they will look at Aboriginal Dream time stories, in Food Technology they will make ANZAC biscuits while in art they will study aboriginal dot paintings. This will then be brought together in a day for topic reflection on Australia Day.

Wider Curriculum – Specialist Subjects

Wider curriculum subjects teach a wider variety of subjects in the Junior School. The topic/content of the each subject, where possible, links to the main topic for each year group. Where topics/content does not match the main topic, the topic/content will focus on the subject and the skills involved. Specialist teachers work in conjunction with form teachers where they share pupil information, curriculum topics and their content which will then build a big profile of a child interests and attainments across the curriculum. Specialist teachers aim to teach a wide range of skills appropriate for the age range of the pupils that will build on each other to develop further as pupils transition up through the Juniors, into Seniors and beyond.

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. Pupils can only be excused from Sports for medical reasons.

Provision for Special Educational Needs

We aim to cater or provide for different pupils' differing abilities and learning styles by:

- > using a range of different teaching strategies
- > appreciating a variety of different learning styles

- > utilising a range of resources and materials
- > supporting and challenging according to individual needs
- > working closely with the Learning Support department to best support and challenge those with specific and diagnosed need

The school has a newly-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 using The Bell Foundation
- Provision maps are written and reviewed frequently. These are shared via Provision Map so that staff, parents and pupils are able to be supported as effectively as possible.
- Tracking of pupil progress is used appropriately through tools that are relevant to the area of need 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 online means such as Provision Map

Arnold Lodge Everest Programme for high-performance pupils

The Everest Programme is an initiative for high-performance pupils at ALS. We chose Everest as the name for the programme as, apart from being the tallest mountain in the world, climbing Mount Everest is considered one of the greatest challenges to be undertaken both physically and mentally. There is no doubt that to achieve this feat you need more than a little hard work, kindness and honesty. Of course, the famous speech by Jim Telfer in 1977 to the Lions also helped with the name!

We also wanted a name that captures the challenges children and adults face to reach the highest levels of achievement.

“Defeat doesn’t worry me. I’ve had it often and so have you. It’s performance that matters. If you put in the performance, you’ll get what you deserve.”

Jim Telfer; before the first Lions rugby test 1977

We have identified children that are excelling in certain sports, academic subjects or performing to a high musical standard. Each child on the programme has a teacher as a mentor that shares a common interest. 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 in order to ensure that they are continuing to fulfil their full potential.

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 Assessment & Feedback Policy.

Homework

The school expects homework to be set as appropriate. There is a separate homework policy.

Special Educational Needs (including those with an EHC Plan)

The school has a Special Educational Needs and Disability Policy for all pupils who have a learning difficulty which calls for special education provision to be made for them. The school will determine the appropriate courses in consultation with the parents. The school also makes provision for pupils who do not have English as their first language.

Careers Education

In the Juniors, careers guidance is delivered informally through assemblies, workshops, visiting speakers and through links with the creative curriculum. This is designed, in conjunction with the progression to Seniors, to provide information that helps children make informed choices about a broad range of careers options and helps encourage children to fulfil their potential. Careers is always presented in an impartial manner.

Concerns & Complaints

Parents who have concerns about any aspect of the curriculum should discuss these in the first instance with the pupil's class teacher in the Preparatory School and the relevant Head of Department in the Senior School. If the issue is not resolved parents should take their concern to the Head of Preparatory School or Assistant Head (Academic) in the Senior School. If, after both those steps, parents wish to make a formal complaint they should do so in writing addressed to the Head Teacher as set out in the Complaints Procedure which is on the School's website.

Reception / Miss Cook						
		Monday	Tuesday	Wednesday	Thursday	Friday
	08:00	Gates open	Gates open	Gates open	Gates open	Gates open
	08:20	Registration	Registration	Registration	Registration	Registration
I	08:30	P.E.	Phonics	Swimming	Spanish 8:30-9:10	Phonics
2	08:50	Phonics	Maths	Swimming	Phonics	Maths
B	10:00	Break	Break	Break	Break	Break
3	10:20	PSHE	English	Maths	Reading Club	Computing
4	11:20	CP	CP	Mr Preston		
L	12:00	Lunch	Lunch	Lunch	Lunch	Lunch
R	13:05	Registration	Registration	Registration	Registration	Registration
5	13:10	Maths	Art & Design 1:10-2	Reading Club	PSHE	Music 1:10-2
6	14:10	Drama 2:10-2:55	Reading Club			Theme
7	15:10	CP		Theme	CP	CP
X	15:50	Extend & Enrich	Extend & Enrich	Extend & Enrich	Extend & Enrich	Extend & Enrich

Year 2 - Fiona Joyce						
		Monday	Tuesday	Wednesday	Thursday	Friday
	08:00	Gates open	Gates open	Gates open	Gates open	Gates open
	08:20	Registration	Registration	Registration	Registration	Registration
I	08:30	Phonics	Music 8:40-9:30	Phonics	Swim	Games
2	08:50	Maths	Phonics	Drama 9:15-10	Swim	Phonics
B	10:00	Break	Break	Break	Break	Break
3	10:20	English	English	English	English inc Phonics	English
4	11:20	PSHEE	Maths	Maths	Maths	Maths
L	12:00	Lunch	Lunch	Lunch	Lunch	Lunch
R	13:05	Registration	Registration	Registration	Registration	Registration
5	13:10	Reading Club	Spanish 1:10-2	PSHE	Reading Club	PSHE
6	14:10	Computer	Reading Club RE	Topic	S4L	Topic
7	15:10	Computer	Art and Design 2:50-3:40	Topic	Science	Topic
X	15:50	Extend & Enrich	Extend & Enrich	Extend & Enrich	Extend & Enrich	Extend & Enrich

Year 4						
		Monday	Tuesday	Wednesday	Thursday	Friday
	08:00	Gates open	Gates open	Gates open	Gates open	Gates open
	08:20	Drama	Registration	Registration	Registration	Registration
I	08:30	Drama	Timestables	Spellings	Arithmetic	Art and Design
2	08:50	Maths	SWIM	Maths	Maths	Maths
B	10:00	Break	Break	Break	Break	Break
3	10:20	Music	SWIM	Food	English	English
4	11:20	Spanish	Maths	Food	PSHE	PSHE
L	12:00	Lunch	Lunch	Lunch	Lunch	Lunch
R	13:05	Registration	Registration	Registration	Registration	Registration
5	13:10	Assembly	English	English	Science	Spelling
6	14:10	English	Topic	Topic	Computing	Games
7	15:10	PSHE	RE	Reading 4 Pleasure	Topic	Games
X	15:50	Extend & Enrich	Extend & Enrich	Extend & Enrich	Extend & Enrich	Extend & Enrich

Year 6V - Rumaneeek Vraitch						
		Monday	Tuesday	Wednesday	Thursday	Friday
	08:00	Gates open	Gates open	Gates open	Gates open	Gates open
	08:20	Registration	Registration	Registration	Registration	Registration
I	08:30	SPAG	Timestables	Spelling	Arithmetic	Spanish 8:20-9:10
2	08:50	Maths	Maths	Maths	Maths	Maths
B	10:00	Break	Break	Break	Break	Break
3	10:20	English	English	Rotation (Drama, Art, Skills 4 Life)	English	PE
4	11:20	PSHEE	PSHEE		English	
L	12:00	Lunch	Lunch	Lunch	Lunch	Lunch
R	13:05	Registration	Registration	Registration	Registration	Registration
5	13:10	Assembly	Music/Y3 RE	Rotation	W4P	English
6	14:10	Games	Design/Topic	Computing	RE	Topic/Food
7	15:10		Design/Topic	R4P	Science 3-3:50	Topic/Food
X	15:50	Extend & Enrich	Extend & Enrich	Extend & Enrich	Extend & Enrich	Extend & Enrich