

## **CURRICULUM POLICY**

### **RATIONALE**

Westwood Prep is committed to unlocking the potential of all learners. This policy aims to help all learners achieve academic success through a broad, balanced, intellectually stimulating education. It seeks to provide learners with opportunities to fulfil individual potential through independent effort and collective endeavour. The curriculum will embed the love of learning and support learners in developing enquiring minds.

Ultimately, our curricular provision aims to enable learners to benefit from life's opportunities and face challenges. Learners will be encouraged to take on responsibilities in school and offered guidance and counselling to prepare them for high school transition. They will develop essential communication and interpersonal skills before they leave school.

A great deal of emphasis will be laid upon all learners' spiritual and moral development. The curriculum will enable learners to differentiate between right and wrong. This will help them become responsible citizens and productive members of society.

### **CURRICULUM AIMS**

The school's curriculum aims to:

- Equip learners with a strong skills base in Numeracy and Literacy
- Help them acquire strong speaking and listening skills
- Develop learners' skills in the use of Information and Communication Technology
- Develop their knowledge of Science and the environment
- Develop their creativity through arts and crafts
- Support learners in becoming independent individuals who will have the ability to think critically and develop their own opinions
- Develop learner's intellectual capacities
- Guide learners into becoming confident and healthy individuals
- Enable learners to differentiate between right and wrong
- Build on learners' awareness and respect of the diverse community in which they live
- Instil religious and moral values, cultural awareness and tolerance of other faiths and cultures

- Support them into becoming positive role models and productive citizens

To achieve the aims of the curriculum, teachers will:

- Provide well planned lessons, matched to learners' needs, recognising their different learning styles and incorporating effective teaching methods, suitable activities and wise management of class time
- Giving learners increasing independence and responsibility for their work as they mature and maintaining high levels of learners' involvement in tasks
- Showing a good understanding of the aptitudes, needs and prior attainments of the learners and ensuring that these are taken into account in the planning of lessons
- Demonstrating appropriate knowledge and understanding of the subject matter being taught in order to provide challenge for all abilities
- Utilising effective teaching methods with suitable activities and wise management of time and resources including ICT
- Providing stimulating and appropriate homework
- Encouraging learners to behave responsibly through the good discipline and encouragement promoted by our behaviour policy

Teaching methods will take into account the multiple intelligences of learners. Teachers will plan lessons that are tailored to different learning styles. Activities will include:

- Investigation and problem-solving
- Research using a variety of media
- Group and paired work
- Independent and whole-class work
- Question and answers including open questions
- Fieldwork and educational visits
- Links with outside agencies and guest speakers
- Creative and artistic work
- Discussion, debate, role play and oral presentations
- Designing and making

- Participation in sports and physical activity

Effective learning takes place when:

- Learners are made aware of the lesson objectives at the start of the lesson are directed towards the outcomes at the end
- Learners are enthused by their learning experiences
- Lessons are linked to prior knowledge
- There is good interaction and collaboration between teachers and learners
- Learners are encouraged to take responsibility for their own learning
- Learners are involved in reviewing the way they learn and set their own individual targets for improvement
- Learners reflect upon their progress
- Learners are focused on tasks set by the teacher

Differentiated tasks will be set where appropriate. Teachers will plan for each learner to be stretched and challenged appropriately. The following subjects will be taught to provide a comprehensive education:

- English
- Reading
- Handwriting
- Spelling, Punctuation and Grammar
- Maths
- Science
- Personal, Social, and Health Education
- Information and Communication Technology
- Physical Education
- History
- Geography

- Art and Design (with Food technology)
- Islamic Studies
- Quranic Studies
- Arabic

## **ENGLISH**

All KS1 and KS2 learners will have five lessons of English per week. This accounts for a total of approximately five hours per week.

Learners will develop their reading, writing and speaking skills. The curriculum will boost their confidence in these key areas and allow them to transfer these skills to all areas of their learning. Learners will evaluate language application by studying poetry, novels, short stories and other key literature. The curriculum will allow them to develop their own views on the world by reading classical and contemporary texts and exploring social and moral issues. By the end of Key Stage 2, learners will be able to comment upon the various techniques writers use and develop their ability to write at length about issues and themes in literacy and society.

Learners will learn to use language confidently in school work and beyond school. They will be able to apply and analyse complex features of the language. Learners will be able to read various kinds of text and be able to comment on them effectively. At Key Stages 1 and 2, pupils will complete several class assessments to assess their literacy skills and assist them in developing the skills required for writing fluent and comprehensive answers to questions.

Learners will:

- Read and write with confidence, fluency and understanding
- Use skills of speaking and listening to explore, articulate and extend their understanding of texts
- Understand the sound and spelling system and use this to read and spell accurately
- Have an interest in words, their usage and meanings and an extensive vocabulary used appropriately for different purposes
- Know, understand and be able to write in a range of fiction and poetry genre, and be familiar with ways in which those genres are constructed
- Understand the conventions of different non-fiction text types and be able to use these conventions confidently as readers and writers

- Read and write with enjoyment
- Be confident users of subject specific vocabulary and correct spellings
- Develop the habit of reading widely and often, for both pleasure and information
- Appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

## **SPEAKING**

The curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Pupils will develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They will be assisted in making their thinking clear to themselves and others and will build secure foundations by using discussion to probe and remedy their misconceptions.

During both Key Stages, learners will develop their speaking and listening skills. Learners will develop a sense of confidence in the manner in which they express themselves in different scenarios. They will be able to articulate themselves fluently and clearly in Standard English.

## **READING**

Throughout Key Stages 1 and 2, learners will be expected to read a wide range of texts from all genres, both for leisure and study.

Skilled word reading involves both the speedy working out of unfamiliar words and the recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics is emphasised in the early teaching of reading from Reception. By the end of Year 1, children are expected to know all 40+ phonemes and apply them to become fluent readers.

Good comprehension draws from linguistic knowledge and knowledge of the world. Comprehension skills will develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils will be encouraged

to read widely across both fiction and non-fiction to develop their knowledge of themselves and their world, establish an appreciation and love of reading, and gain knowledge across the curriculum.

By the end of their primary education, all pupils will be able to read fluently and confidently in any subject in their forthcoming secondary education.

Children are taught comprehension skills using VIPERS. VIPERS is an acronym to aid the recall of the six reading domains as part of the UK's reading curriculum. They are the key areas which children need to know and understand to improve their comprehension of texts.

VIPERS is not a reading scheme but rather a method of ensuring that teachers ask and students are familiar with a range of questions:

- Vocabulary
- Inference
- Prediction
- Explain
- Retrieval
- Sequence/summarise

Comprehension Curriculum Overview			
Year	Title	Type of text	VIPERS skill
I	Starting School	Picture	Inference
	Our Senses	Picture	Retrieval
	Mary Had a Little Lamb	Poetry	Retrieval
	Jack and Jill	Poetry	Word meaning
	Snow Bear	Fiction	Inference
	Can't You Sleep, Little Bear?	Fiction	Word meaning
	Little Red	Fiction	Inference
	Wolves	Non-Fiction	Retrieval
	The Three Little Pigs	Fiction	Sequencing
	The Three Little Pigs (Revolting Rhymes)	Poetry	Inference
	Looking After Rabbits	Non-Fiction	Word meaning
	The Pet	Poetry	Prediction
	Chocolate Cake	Poetry	Inference
	Chocolate Cake Recipe	Non-Fiction	Sequencing
	Plant Facts	Non - Fiction	Word meaning
	Jack and the Beanstalk	Fiction	Retrieval
	My Two Grannies	Fiction	Inference
	Grandad Mandela	Non - Fiction	Word meaning
	Bee Frog	Fiction	Mixed skills
	You Can't Take an Elephant on the Bus	Fiction	Mixed skills

	Seaside Towns	Non - Fiction	Mixed skills
<b>2</b>	Lions, Lions, Lions	Non - Fiction	Retrieval
	There's a Lion in My Cornflakes	Fiction	Inference
	The Great Fire Of London	Non - Fiction	Retrieval
	Guy Fawkes	Non - Fiction	Retrieval
	Eight Candles	Poetry	Word meaning
	Christmas Eve	Poetry	Retrieval
	Ruby's Worry	Fiction	Mixed skills
	Perfectly Norman	Fiction	Inference
	Sir Charlie Stinky Socks: The Really Big Adventure	Fiction	Sequencing
	The Night Dragon	Fiction	Inference
	How To Build a Gingerbread House	Non - Fiction	Retrieval
	Hansel and Gretal	Fiction	Retrieval
	The Life of Roald Dahl: A Marvellous Medicine	Fiction	Mixed skills
	George's Marvellous Medicine	Fiction	Retrieval
	Horrid Henry and the Football Fiend	Fiction	Prediction
	The Hundred-Mile-An-Hour Dog	Fiction	Word meaning
	The Darkest Dark	Fiction	Word meaning
	Dogs in Space	Non - Fiction	Retrieval
	A Bottle of Happiness	Fiction	Inference
	Ossiri and the Bala Mengro	Fiction	Mixed skills
<b>3</b>	The Pebble in My Pocket	Non-Fiction	Summarising
	Stone Circles	Non-Fiction	Retrieval
	My Brother is a Superhero	Fiction	Relationship
	The Magic Finger	Fiction	Inference
	Sugar: The Facts	Non-Fiction	Summarising
	Prawn Pizza	Non-Fiction	Retrieval
	The Iron Man	Fiction	Word Choice
	The Selfish Giant	Fiction	Mixed Skills
	The Ice Palace	Fiction	Inference
	A House of Snow and Ice	Non-Fiction	Retrieval
	The Heavenly River (Chinese Myths and Legends)	Fiction	Inference
	New Year Celebrations	Non-Fiction	Comparison
	Night Comes Too Soon	Poetry	Word Meaning
	Tom's Midnight Garden	Fiction	Inference
	The Story of Tutunkhamun	Non-Fiction	Word meaning
	Secrets of a Sun King	Fiction	Mixed Skills
	The Butterfly Lion	Fiction	Word Choice
	Wild Animals to Be Banned from Circuses in England by 2020, says Government	Non-Fiction	Retrieval
	Alice's Adventures in Wonderland	Fiction	Word Meaning

	The Madhatters	Poetry	Inference
	Stig of the Dump (Extract 1)	Fiction	Inference
	Stig of the Dump (Extract 2)	Fiction	Prediction
	Norse Mythology	Fiction	Retrieval
	Discover the Vikings: Warriors, Explanation and Trade	Non-Fiction	Mixed Skills
<b>4</b>	Roman Britain	Non - fiction	Summarising
	The Time - Travelling cat and the Roman Eagle	Fiction	Retrieval
	Volcanoes in Action	Non - fiction	Retrieval
	Tsunamis on the Move	Non - fiction	Word meaning
	Russian Doll	Poetry	Word meaning
	The Little Daughter of the Snow	Fiction	Inference
	The History behind Christmas Traditions	Non - fiction	Retrieval
	A Christmas Tree	Fiction	Mixed skills
	The Moomins and the Great Flood	Fiction	Relationship
	For Forest	Poetry	Inference
	The Borrowers	Fiction	Retrieval
	Max and the Millions	Fiction	Prediction
	My Secret War Diary by Flossie Albright	Fiction	Inference
	The Amazing Story of Adolphus Tips	Fiction	Inference
	The Secret World of Polly Flint	Fiction	Inference
	Heatwave Raises Lost 'Atlantis' Village from its Watery Grave	Non - fiction	Mixed skills
	Threats to African Elephants	Non - fiction	Retrieval
	The Great Elephant Chase	Fiction	Inference
	Black Beauty	Fiction	Retrieval
	Charlotte's Web	Fiction	Word meaning
	A Series of Unfortunate Events: The Bad Beginning	Fiction	Word choice
	Little Women	Fiction	Word meaning
	Everything Castles	Non - fiction	Comparison
	Sir Gawain and the Green Knight	Fiction	Mixed skills
<b>5</b>	Dragonology	Fiction	Retrieval
	How to Train Your Dragon	Fiction	Comparison
	Life in Tudor Britain	Non - fiction	Summarising
	Love Letter from Mary Tudor to Her Husband, Philip of Spain	Poetry	Word meaning
	The House with Chicken Legs	Fiction	Inference
	The Wizards of Once	Fiction	Prediction
	The Polar Bear Explorers' Club	fiction	Inference
	A Boy Called Christmas	fiction	Mixed skills
	The Wolf Wilder	fiction	Retrieval
	The Wolves of Willoughby Chase	fiction	Word meaning
	Whale Boy	fiction	Word choice



	SeaWorld Decides to Stop Killer Whale Breeding Program	Non - fiction	Relationship
	Beetle Boy	fiction	Summarising
	Beetle Boy: The Beetle Collector's Handbook	Non - fiction	Word meaning
	The Boy at the Back of the Class	fiction	Inference
	Who are Refugees and Migrants: And Other Big Questions	Non - fiction	Mixed skills
	The Jamie Drake Equation	fiction	Retrieval
	Once Upon a Star	Poetry	Word meaning
	Harry Houdini	Non - fiction	Retrieval
	The Nowhere Emporium	fiction	Inference
	Plague!	Non - fiction	Retrieval
	The Island at the End of Everything	Fiction	Inference
	The London Eye Master	Fiction	Inference
	The Last Chance Hotel	Fiction	Mixed skills
<b>6</b>	Who Let the Gods Out?	Fiction	Inference
	To Asgard!	Poetry	Retrieval
	Hidden Figures	Non-Fiction	Summarising
	The British (Serves 60 million)	Poetry	Relationship
	War House	Fiction	Inference
	For the Fallen	Poetry	Word Meaning
	Sky Song	Fiction	Prediction
	The Snow Queen	Fiction	Mixed skills
	Tin	Fiction	Inference
	The Wonderful Wizard of Oz	Fiction	Retrieval
	Welcome to Nowhere	Fiction	Inference
	Malala Yousafzai: 'Nobel Award is for All the Voiceless Children'	Non-Fiction	Retrieval
	The Crooked Sixpence	Fiction	Inference
	Cogheart	Fiction	Word Meaning
	Alice's Adventures in Wonderland	Fiction	Comparison
	The Hunting of the Snark	Poetry	Mixed skills
	What's So Special about Shakespeare?	Non-Fiction	Summarising
	Macbeth	Play	Retrieval
	Deforestation for Palm Oil	Non-Fiction	Word Meaning
	The Explorer	Fiction	Word choice
	Pig-Heart Boy	Fiction	Inference
	Marius the Giraffe Killed at Copenhagen Zoo	Non-Fiction	Retrieval
	Evolution Revolution	Non-Fiction	Word Meaning
	Charles Darwin: History's Most Famous Biologist	Non-Fiction	Mixed skills

## WRITING

The curriculum for writing at key stages 1 and 2 is broken into the following:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing)

Children will develop competence in these two dimensions. In addition, pupils will learn how to plan, revise and evaluate their writing.

Children will write down ideas fluently through effective transcription. This will be through focusing on spelling quickly and accurately by knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. The effective composition will be taught through articulating and communicating ideas verbally, and then organising them coherently for a reader. Children will develop clarity and awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Children will develop fluent, legible and, eventually, speedy handwriting.

Year	TOPICS COVERED						
<b>1</b>	<b>Theme</b>	Dinosaurs	Fairy tales	Classic tales	Ramadhan	Food	The day the crayons quit
	<b>Key concepts</b>	Compose simple sentences. Character description. Non-fiction report	Character description. Setting description. Short narrative.	Letter writing. Narrative writing. Fact-file.	Information text. Letter of invitation.	Poetry. Instructions.	Alternate narrative. Letter to persuade.
<b>2</b>	<b>Theme</b>	Classic tales	Bones	The world around us.	Ramadhan	Transport	The day the crayons quit
	<b>Key concepts</b>	Character descriptions Setting descriptions Alternate endings	Newspaper article Narrative writing Diary entry-	Fact-files Poster Instructional writing	Information text Recount Poem	Narrative Dialogue Directional/instruction writing	Innovated narrative Letter of persuasion
<b>3</b>	<b>Theme</b>	Roald Dahl	Crime	Castles	Ramadhan	Superheroes	Chocolate
	<b>Key concepts</b>	Biography Recipe Narrative	Character profile Newspaper report Diary entry	Chronological report Poetry Persuasive writing	Recounts Instructions Poetry	Explanation text Non-chronological report Narrative with dialogue	Recount Instructions Poetry
<b>4</b>	<b>Theme</b>	Robinhood	How to Train your Dragon	The Whale Rider by Witi Ihimaera	Ramadhan	Family - The Suitcase Kid	Fables

	<b>Key concepts</b>	Balanced argument Newspaper article Poster/ Playscript	Narrative Diary entry Character description	Persuasive text - leaflet Poetry, Recipe Writing	Explanation text Chronological report Narrative	Recount Alternate ending Argument	Narrative Poetry, Role-play
<b>5</b>	<b>Theme</b>	A Series of Unfortunate events	Eye of the Storm	The 1000-year-old boy by Ross Welford	Cosmic by Frank Cottrell/Ramadhan	Slam Poetry/ Tutankhamun	Kensuke Kingdom
	<b>Key concepts</b>	Character description Setting description Chronological report, Diary entry	Narrative Poetry Script	Leaflet Recount Letter to inform	Narrative Newspaper report Balanced argument	Newspaper report. Character description Poem to express opinion	Poster Alternate ending Diary entry
<b>6</b>	<b>Theme</b>	The Chronicles of Narnia	Francis/Goodnight Mr Tom	Alma/Matilda	Ramadhan	Shakespeare - Macbeth	For the Birds
	<b>Key concepts</b>	Character description Setting description Persuasive letter	Setting description Diary entry Dialogue driven narrative	Third person narrative Explanation text Persuasive speech	Information text Biography Chronological report	Narrative Poetry	Debate/balanced argument Character description

## HANDWRITING

KS1 and KS2 will have 10-minute sessions a day on Handwriting. This constitutes 50 minutes a week of handwriting practice.

Children are taught handwriting skills through the WriteWell scheme. Children work at their own pace through books, and the scheme is tailored to their needs. Handwriting is embedded across the school in all subjects.

Year		TOPICS COVERED	
<b>1</b>	<b>Book</b>	WriteWell Book 4: Capital Letters and Numbers	WriteWell Book 5; Letter Size and Position
	<b>Stage</b>	Stage 1: Shape	Stage 2: Space, size and sitting on the line
	<b>Skills</b>	Form capital letters. Form digits 0-9. Understand which letters belong to which handwriting 'families' and practise these.	Form lowercase letters of the correct size relative to one another. Write capital letters and digits of the correct size, orientation, relationship to one another, and lowercase letters. Use spacing between words that reflects the size of the letters.
<b>2</b>	<b>Book</b>	WriteWell Book 6: First Joining	WriteWell Book 7: More Joining
	<b>Stage</b>	Stage 3: Stringing together and slant	

	<b>Skills</b>	Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left not joined.
<b>3</b>	<b>Book</b>	WriteWell Book 8: Confident Joining
	<b>Stage</b>	Stage 3: Stringing together and slant
	<b>Skills</b>	Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left not joined.
<b>4</b>	<b>Book</b>	WriteWell Book 9: Fluency
	<b>Stage</b>	Stage 3: Stringing together and slant
	<b>Skills</b>	Increase the legibility, consistency and quality of their handwriting.
<b>5</b>	<b>Book</b>	WriteWell Book 10: Speed
	<b>Stage</b>	Stage 4: Speed and style
	<b>Skills</b>	Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters, and choosing the writing implement that is best suited for a task.
<b>6</b>	<b>Book</b>	WriteWell Book 11: Style
	<b>Stage</b>	Stage 4: Speed and style
	<b>Skills</b>	Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters, and choosing the writing implement that is best suited for a task.

## ***SPELLING, PUNCTUATION AND GRAMMAR***

This scheme has been designed to be used with the English writing curriculum. It is important to develop and build pupils' grammar, punctuation, and spelling knowledge alongside reading and writing, as this is the foundation of the English language. Understanding these elements of the English language enables pupils to enjoy English as a subject in its own right but also to access the rest of the subjects within the curriculum.

Each block will develop English language fluency, application, and reasoning to allow children to use these skills across all subject areas.

The curriculum aims to:

- Ensure full coverage of SPaG curriculum objectives.
- Support staff well-being by reducing workload.
- Teach Grammar explicitly and then link it to the writing in Literacy lessons.
- Embed grammar throughout the year and ensured recap and consolidation.
- Allow clear sequencing and building on key skills.

Year	TOPICS COVERED			
1	Block 1	Ready to Write	Conjunctions	Questions
	Block 2	Punctuating sentences	Exclamations	Singular and Plural
	Block 3	Word Classes	Capital Letters	Prefixes
	Block 4	Capital Letters	No Block 4	Suffixes
	Block 5	No Block 5	No block 5	Sequencing Sentences
2	Block 1	Ready to Write	Word Classes	Suffixes
	Block 2	Commas	Apostrophe	Consolidation
	Block 3	Word Classes	Sentence Types	No block 3
	Block 4	Sentence Types	Tenses	No block 4
	Block 5	Conjunctions	Suffixes	No block 5
3	Block 1	Ready to Write	Adverbs	Nouns
	Block 2	Determiners	Prepositions	Paragraphs
	Block 3	Conjunctions	Speech	Word Families
	Block 4	No Block 4	Tense	Prefixes
4	Block 1	Ready to Write	Apostrophe	Standard English
	Block 2	Pronouns	Speech	Paragraphs
	Block 3	Fronted Adverbials	Noun phrases	Consolidation
	Block 4	No Block 4	Suffixes	No block 4
5	Block 1	Ready to Write	Parentheses	Commas
	Block 2	Relative Clauses	Expanded Noun Phrases	Cohesion
	Block 3	Modal Verbs	Tense	Prefixes
	Block 4	Adverbs	No block 4	Suffixes
6	Block 1	Ready to Write	Punctuation	Hyphens
	Block 2	Synonyms and Antonyms	Active and Passive	Cohesion
	Block 3	Word Classes	Formal and Informal	Consolidation
	Block 4	Subjunctive Form	Punctuation	No block 4

## **MATHEMATICS**

All KS1 and KS2 learners will have five lessons in Maths per week. This accounts for approximately five hours per week.

Teaching and learning in Mathematics will ensure that the appropriate connections are made between sections on numbers and algebra, shape, space and measures and handling data.

### **KEY STAGE 1**

The principal focus of mathematics teaching in key stage 1 is to ensure pupils develop confidence and mental fluency with whole numbers, counting and place value. This involves working with numerals, words, and the four operations, including practical resources. At this stage, pupils develop their ability to recognise, describe, draw, compare and sort different shapes and use the related vocabulary. Teaching also involves using various measures to describe and compare quantities such as length, mass, capacity/volume, time and money. By the end of year 2, pupils should know the number bonds to 20 and be precise in using and understanding place value.

### **LOWER KEY STAGE 2**

The principal focus of mathematics teaching in lower key stage 2 is to ensure that pupils become increasingly fluent with whole numbers and the four operations, including number facts and the concept of place value. This ensures that pupils develop efficient written and mental methods and perform calculations accurately with increasingly large whole numbers. At this stage, pupils develop their ability to solve various problems, including simple fractions and decimal place values.

Teaching also ensures that pupils draw with increasing accuracy and develop mathematical reasoning to analyse shapes and their properties and confidently describe their relationships. Pupils accurately use measuring instruments and make connections between measurements and numbers. By the end of year 4, pupils should have memorised their multiplication tables up to and including the 12 multiplication table and show precision and fluency in their work. Pupils should read and spell mathematical vocabulary correctly and confidently.

### **UPPER KEY STAGE 2**

The principal focus of mathematics teaching in upper key stage 2 is to ensure pupils extend their understanding of the number system and place value to include larger integers. This develops pupils' connections between multiplication and division with fractions, decimals, percentages and ratios. At this stage, pupils develop their ability to solve a wider range of problems, including increasingly complex properties of numbers and arithmetic and problems demanding efficient written and mental calculation methods.

With this foundation in arithmetic, pupils are introduced to the language of algebra as a means for solving a variety of problems. Teaching in geometry and measures consolidates and extends knowledge developed in numbers. Teaching also ensures that pupils classify shapes with increasingly

complex geometric properties and learn the vocabulary they need to describe them. By the end of year 6, pupils are fluent in written methods for all four operations, including long multiplication and division, and in working with fractions, decimals and percentages.

Year	TOPICS COVERED						
1	Theme	Place value (within 10) Addition and Subtraction (within 10)	Addition and Subtraction (within 10) Shapes Place value (within 20)	Addition and Subtraction (within 20) Number and Place value (within 50)	Length and Height Weight and volume	Multiplication and division Fractions Position and direction	Place Value (within 100) Money Time
2	Theme	Place value Addition and Subtraction	Money Multiplication and division	Multiplication and Division Statistics	Properties of shapes Fractions	Length and height Position and direction	Time Mass, capacity and temperature
3	Theme	Place value Addition and Subtraction	Addition and Subtraction Multiplication and Division	Multiplication and division Money Statistics	Statistics Length and perimeter Fractions	Fractions Time	Properties of shapes Mass and Capacity
4	Theme	Place value Addition and Subtraction	Length and perimeter Multiplication and division	Multiplication and division Area	Fractions Decimals	Decimals Money Time	Statistics Properties of shapes Position and direction
5	Theme/Artist	Place value Addition and Subtraction Statistics	Multiplication and division Perimeter and Area	Multiplication and division Fractions	Fractions Decimals and percentages	Decimals Properties of shapes	Position and direction Converting units Volume
6	Theme/Artist	Place Value Addition, subtraction, multiplication, and division	Fractions Position and direction	Decimals Percentages Algebra	Converting units Perimeter, area and volume Ratio	Statistics Properties of shapes	Consolidation

## SCIENCE

In KSI, LKS2, children will have one 50-minute science lesson a week.

In yr 5 and 6, children will have two 50-minute lessons a week. This accounts for approximately 1 hour and 30 minutes a week.

## KSI

During years 1 and 2, pupils are taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- performing simple tests
- identifying and classifying
- using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions

### ***LKS2***

During years 3 and 4, pupils are taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- asking relevant questions and using different types of scientific enquiries to answer them
- setting up simple practical enquiries, comparative and fair tests
- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- identifying differences, similarities or changes related to simple scientific ideas and processes
- using straightforward scientific evidence to answer questions or to support their findings.

### ***UKS2***

During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary



- taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- using test results to make predictions to set up further comparative and fair tests
- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations
- identifying scientific evidence that has been used to support or refute ideas or arguments

Year	TOPICS COVERED						
1	Theme	Seasonal changes - Autumn and Winter	Plants	Animals	Seasonal changes - Spring and Summer	Everyday Materials	Scientists and Inventors
2	Theme	Animals including humans	The environment	Plants	Living things and their habitats	Use of everyday materials	Scientists and Inventors
3	Theme/Artist	Animals including humans	Plants	Light	Rocks	Forces and Magnets	Scientists and Inventors
4	Theme/Artist	Animals including humans	Living things and their habitats	States of Matter	Sound	Electricity	Scientists and Inventors
5	Theme/Artist	Living things and their habitats	Earth and space	Properties and changes of materials	Forces	Scientists and Inventors	Scientists and Inventors
6	Theme/Artist	Living things and their habitats	Animals including humans	Light	Electricity	Scientists and Inventors	AQA UNIT Award Scheme

## **PHYSICAL EDUCATION**

Learners will have one lesson of PE per week. This amounts to thirty minutes of PE every week.

There are no onsite facilities for outdoor or indoor sports. Learners will travel to local sports centres and use the best facilities in the borough.

Physical Education is necessary for the development of learners' physical competence and confidence and their ability to use this to perform in a range of other activities. It will also help them to live healthy lifestyles and promote their overall well-being.

Teaching and learning will focus on:

- Selecting and applying skills to tactics and compositional ideas
- Evaluating and improving performance
- Knowledge and understanding of fitness, and health

Learners will improve their skills in football, dodgeball, badminton, hockey, rounders, netball, and swimming and learn about health-related fitness.

The Physical Education programme will allow learners to acquire essential skills, including teamwork, personal initiative, and perseverance. It will allow learners to improve their fitness and excel in other areas of the curriculum.

Year	TOPICS COVERED											
Year 1	Athletics	Ball skills	Fitness	Fundamental skills	Gymnastic	Invasion	Net and wall	Sending and receiving	Striking and fielding	Target games	Team building	sports day
Year 2	Athletics	Ball skills	Fitness	Fundamental skills	Gymnastic	Invasion	Net and wall	Sending and receiving	Striking and fielding	Target games	Team building	sports day
Year 3	Athletics	Ball skills	Gymnastic	Tabata	Dodgeball	Cricket	Football	Fundamental skills	Basketball	OAA orienteering	Swimming	Sports day
Year 4	Athletics	Ball skills	Basketball	Cricket	Dodgeball	Fitness	Football	Fundamental skills	Gymnastic	OAA orienteering	Swimming	Sports day
Year 5	Athletics	Badminton	Basketball	Cricket	Dodgeball	Fitness	Football	Gymnastics	Volleyball	OAA orienteering	Swimming	Sports day
Year 6	Athletics	Badminton	Basketball	Cricket	Dodgeball	Fitness	Football	Gymnastics	Volleyball	OAA orienteering	Swimming	Sports day

### **PERSONAL, SOCIAL, AND HEALTH EDUCATION**

PSHE forms an integral part of the ethos of Westwood Prep. This is because it enables learners to lead confident, healthy and responsible lives as individuals and members of society. The themes are embedded across the curriculum and in extra-curricular activities, assemblies, and school councils.

KS1 and KS2 Learners will have one lessons of PSHCE per week. This accounts for a total of approximately 50 minutes per week. Learners will:

- Develop confidence and a sense of responsibility.
- Develop a healthy and safe lifestyle.
- Develop good relationships with peers and respect for differences.

Year	TOPICS COVERED			
1	Theme	Dealing with negative emotions.	Listening to others and solving negative emotions.	How to be a good friend.
2	Theme	Dealing with bullying.	Saying Goodbye.	Coping with all situations
3	Theme	Feelings	Communication	Friendship
4	Theme	solving problems	changes	moving forward
5	Theme	Emotions	Relationships and helping each other	Difficult situations
6	Theme	Difficult situations	Fairness, justice and what is right	Change and loss

## **HISTORY**

In KS1 and KS2 learners will have one lesson in History per week. This accounts for a total of approximately 50 minutes per week.

Learners will develop their knowledge of chronology and appropriately use sources and data. They will be more informed about vocabulary and conventions that describe historical periods and the passing of time.

The curriculum for history aims to ensure that all pupils:

- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
- Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’.
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference, and significance. Use them to make connections, draw contrasts, analyse trends, frame historically-valid questions, and create structured accounts, including written narratives and analyses.
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.

Year	TOPICS COVERED						
1	Topic	The Great Fire of London	Toys	Travel and transport		Nurturing nurses	
2	Topic	Gunpowder plot	War and Remembrance	Kings and Queens		Significant explorers	
3	Topic	Ancient Egypt		Anglo-Saxons and Scots	Riotous royalty	Railways	
4	Topic	Romans		Vikings and Saxons	Crime and Punishment	WW1	
5	Topic	Ancient Sumer	Ancient Egypt	The Indus valley civilisation	Stone age to Iron age	World War 1	Leisure and entertainment - what each era learnt did for entertainment
6	Topic	The Shang dynasty	Maya Civilisation	Early Islamic civilisation	Benin	WW2	

## **GEOGRAPHY**

In KS1 and KS2, learners will have one lesson of Geography per week. This accounts for a total of approximately 50 minutes per week.

The curriculum for Geography aims to ensure that all pupils:

- Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.
- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.
- Are competent in the geographical skills needed to:
- Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.
- Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).
- Communicate geographical information in various ways, including through maps, numerical and quantitative skills and writing at length.

Year	TOPICS COVERED

1	Topic	Our school	Our local area	Our country	Wonderful weather		
2	Topic	Magical mapping	What a wonderful world	Let's go to China	Sensational Safari	Beside the sea	
3	Topic	The UK		Land use	Rainforests	Extreme Earth	
4	Topic	1. All around the world	2. Somewhere to settle	3. What's it like in Whitby?		4. Water	5. What's it like in Oldham?
5	Topic	Magnificent Mountains	Marvellous maps	Exploring Eastern Europe	Enough for everyone		
6	Topic	Our changing world	Raging rivers	The Amazing Americas	Trade and Economics		

## COMPUTING

KS1 and KS2 learners will have one lesson in Computing per week. This accounts for a total of approximately 50 minutes per week.

Learners will have access to the latest ICT facilities. Teachers will use ICT in all lessons to enable interactive learning experiences.

The curriculum for computing aims to ensure that all pupils:

- Can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- Can analyse problems in computational terms and have repeated practical experience in writing computer programs to solve such problems.
- Can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- Are responsible, competent, confident and creative users of information and communication technology.

Year	TOPICS COVERED						
1	Topic	Online Safety	Lego Builders	Spreadsheets	Animated stories	Maze Explorers	Coding
2	Topic	Online Safety	Effective Searching	Spreadsheets	Presenting ideas	Creating Pictures	Coding
3	Topic	Online Safety	Email	Spreadsheets	Presenting	Simulation	Coding

4	Topic	Online Safety	Effective Searching	Spreadsheets	Writing for different audiences	Animation	Coding
5	Topic	Online Safety	Concept map	Spreadsheets	Word Processing	Modelling	Coding
6	Topic	Online Safety	Blogging	Text Adventures	Spreadsheets	Quizzing	Coding

### **ART/FOOD TECHNOLOGY**

Learners will have one lesson of Art/Food Technology per week.

The curriculum for art and design aims to ensure that all pupils:

- Produce creative work, explore their ideas, and record their experiences.
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques.
- Evaluate and analyse creative works using the language of art, craft and design.
- Know about great artists, craft makers and designers, and understand their art forms' historical and cultural development.

TOPICS COVERED							
1	Theme/Artist	Autumn art	Colour chaos	Pirate Paddy's Packed Lunch Problems	Seasonal Salads	LS Lowry	Nature sculptures
2	Theme/Artist	Elmer	Joan Miro	Moving Pictures: Traditional Tales	Dips and Dippers	Fabricate	Let's sculpt
3	Theme/Artist	Ancient Egyptian Jewellery	Insects	Juggling Balls	The Great Bread Bake-off	British Artists	Let's Go Fly A Kite
4	Theme/Artist	Autumn	Fruit and vegetables	Mechanical Posters	Edible Garden	Battery Operated Lights	European Art and Artists
5	Theme/Artist	Photography	Ancient Egypt	Felt Phone Cases	Super Seasonal Cooking UK	The Seaside	Plants and Flowers
6	Theme/Artist	Wildlife Birds	Wildlife Birds	Marbulous Structures	Global Food	South and Central American Art	North American Art

### **ARABIC**

All learners will already have some basic knowledge of Arabic. They will receive one lesson in Arabic per week.

In Year 2 and KS2, learners will have two lessons in Arabic per week. This accounts for a total of approximately 1 hour 30 minutes per week.

In Arabic, learners will:

- Develop an understanding of the spoken and written forms of Arabic in various contexts.
- Develop the ability to communicate effectively in spoken and written language using a range of vocabulary.
- Develop knowledge and understanding of the grammar of Arabic and the ability to apply it.
- Develop knowledge and understanding of countries and communities where Arabic is spoken.
- All learners will be expected to become familiar with the following topics:
  - Out and about
  - Customer service and transactions
  - Personal information
  - Plans, education, and work

### **ISLAMIC STUDIES**

Learners will receive one lesson in Islamic Studies per week. The Islamic Studies curriculum aims to nurture core Islamic values. Learners will have the opportunity to:

- Develop their knowledge, skills and understanding of Islam by exploring the significance of and impact of beliefs, teachings, sources, ways of life, and forms of expressing meaning.
- Express their personal responses and informed insights on fundamental questions and issues about identity, belonging, meaning, purpose, truth, values and commitments.
- Learn about the significance of the Quran, Hadith and Shariah.
- Study the basic tenets of Islam and elaborate on those specific areas opposite to the approach of their own religious grouping, sect or school of thought.
- Enhance their acquaintance with Islam by referring them to its traditions, laws, writings and practices.
- Respond to contemporary issues from a Muslim perspective.

	Lesson	TOPICS COVERED					
Year I	1	Saying Salaam/Classroom rules	Story of Nabi Adam (as) 2	Story of Nabi Ibrahim (AS) 2	Story of Nabi Musa (AS) 1	Story of Nabi Isa (AS)	Belief in His books
	2	Who am I/keeping clean	Shahadah	How to do Wudhu	Zakah and Sadaqah	Belief in Allah	Belief in His messengers

	3	Using the toilet	Story of Nabi Nuh (AS)	Story of Nabi Ibrahim (AS) 3	Story of Nabi Musa (AS) 2	Story of Nabi Muhammad (PBUH) 1	Belief in the Day of Judgement
	4	Paradise and Hell	Names of 5 daily Salah	Basic Salah positions	Hajj	Belief in His angels	All good and evil comes from Allah
	5	Paradise and Hell/Story of Nabi Adam (AS)	Story of Nabi Ibrahim (AS) 1	Story of Nabi Yunus	Story of Nabi Musa (AS) 3	Story of Nabi Muhammad (PBUH) 2	Islamic Months
	6	The Five Pillars of Islam	Times of 5 daily Salah	Fasting (Sawm)	The six articles of faith	Four main angels and their jobs	Revision
Year 2	Lesson						
	1	Essential revision	Six Articles of Faith	Manners and friends	Nuh, builds the Ark	Prayer times	Rebuilding the Kabah
	2	Adab in the classroom	Six Articles of Faith	Basic cleanliness	How to do Ghushl	Abdul Muttalib	Beginning of revelations
	3	Bismillah/Names of Allah	Adam's creation	When and how to perform Wudhu	How to do Ghushl	Story of the Elephants	Salah 3 and 4 Rakahs
	4	Jibril teaches us religion	Deeds	When and how to perform Wudhu	Nuh, and the flood	Salah 2 Rakah	Umar accepts Islam
	5	Five pillars of Islam	Jannah and Jahanam	Prophet Nuh (as)	The boy and the king	Story of Halima	The Boycott
	6	Before Prophet Adam	Adam on Earth	Actions that break wudhu	The boy and the king	Journey to Syria	Hijrah/Life in Madinah
Year 3	Lesson						
	1	Essential revision	Manners of eating and drinking	Cleanliness/manners of using the toilet	Daily Salah: theoretical	Quraysh abuse the Muslims	Halal and Haraam foods
	2	Essential revision	Prophets of Allah	Why Muslims perform Salah	Prophet Shu-ayb and the people of Madyan	Breakers of Salah	The night Journey to Jerusalem and heavens
	3	Names of Allah	Life after death	Revision of Rakah's	Daily salah: practical	Migration to Abyssinia	The night Journey to Jerusalem and heavens
	4	Habil and Qabil/Angels	Paradise and Hell	The companions in the cave	Daily salah: practical	TV, music, games and the Internet	Battle to Badr
	5	Respecting people	Prophet Hud and the people of Ad	Manners of the Masjid	Daily salah: practical	Good manners to parents and others	Battle of Uhud
	6	Book of Allah	Prophet Hud and the people of Ad	Prophet Salih and the people of Thamud	The open invitation	Revision/Assessment	Revision/assessment
Year 4	Lesson						
	1	Essential revision	Signs of the Last Day	Model Wudhu	Importance of Salah	Story of Dhul Qurnayn	Hudaybiyyah
	2	Essential revision	Day of Judgement	Prophet Ibrahim 2	Model Salah	Good character and brotherhood	Love of the Prophet
	3	Names of Allah	Gardens of Paradise and Fire of Hell	Model Ghushl	Model Salah	Companions of the Prophet	Fasting and Ramdhan



	4	Angels and their duties	Najasah	Model Tayammum	Sins and Shirk	Revision of seerah	Revision/assessment
	5	Characteristics and duties of the Prophets	Prophet Ibrahim 1	Prophet Ibrahim 3	Islamic Calendar	Battle of the Trench	Revision/assessment
	6	Miracles	Revision/assessment	Virtues of actions	Revision/assessment	Hudaybiyyah	Revision/assessment
Year 5	<b>Lesson</b>						
	1	Essential revision	Death	Wudhu	Basics of Tayammum	Breakers of Salah	Letter to Heracluis
	2	Essential revision	Description of the Last Day	Ghusl	Types of Sunnah Prayer	Breakers of Salah	Conquest of Makkah
	3	Names of Allah	From Hell to Paradise	Prophet Yunus (AS)	Introduction of Witr	Prophet Dawud	Rules and rewards of Fasting
	4	Angels, books and messengers	Types of ruling	Times of Salah	Fard acts of Salah	Disliked acts in Salah	Revision/assessment
	5	Angels, books and messengers	Prophet Ayyub	Forbidden and disliked times of Salah	Islamic dress code	Making Salah part of life	Revision/assessment
	6	Signs of the Last Day	Revision/assessment	Dawud and Jalut	Revision/assessment	Good character and sins	Revision/assessment
	RE	Holy texts Islam - Quran Christianity - bible Judaism - Torah	Death and Afterlife Hinduism - Reincarnation Sikhism - Samsara Buddhists - same as above but hope to escape samsara and achieve nirvana	Cleanliness Islam - Salah Christianity - Baptism Judaism - Tevilah is a full body immersion, and netilat yadayim is the washing of particular limbs (hands)	Prayers Islam - Salah Christianity - Mass Judaism - Shacharit, Mincha Ma'ariv/Arvit	Prayers Islam - Salah Christianity - Mass Judaism - Shacharit, Mincha Ma'ariv/Arvit	Festivals Islam - eid (relate to rewards of fasting) Christianity - Easter and Christmas Judaism - Hanukkah etc
Year 6	<b>Lesson</b>						
	1	Essential revision	Obedience to Allah and his messenger	Rulings of ghusl	Salah drill	Sajdah Sahw	Concentration in Salah
	2	Essential revision	Seeing Allah in Jannah	The story of Sulayman 2	Salah: our link with Allah	Sajdah Sahw	Personal hygiene and maturity
	3	Who is Allah and why does he create us?	Halal and Haraam consumption	Adhan and Iqaamah	Ada and Qada	Salah in congregation and Sutrah	The Last days of the Prophet (pbuh)
	4	Tawhid and Shirk	Rulings of Wudhu	Adhan and Iqaamah	Prophet Ishaq and Ya-qub	Translation of Salah	Rulings of fasting
	5	Virtues of the Quran	The story of Sulayman as	The story of Sulayman 3	Model Janazah Salah	Husayn and Ta'if	Revision/assessment
	6	Character of the Prophet (PBUH)	Revision/assessment	Salah Drill	Revision/assessment	Husayn and Ta'if	Revision/assessment

	<b>RE</b>	Holy texts Islam - Quran Christianity - bible Judaism - Torah	Death and Afterlife Hinduism - Reincarnation Sikhism - Samsara Buddhists - same as above but hope to escape samsara and achieve nirvana	Places of worship (link to giving Adhan) Islam - mosque Christianity - church Judaism - synagogue	Places of worship (link to Janazah Salah) Islam - mosque Christianity - church Judaism - synagogue	Prayers Sikhism - Collective worship in Gurdwara Hinduism - The Gayatri mantra - read alone and present gifts to diety. Buddhism - Meditation	
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## ***QURANIC STUDIES***

The Holy Quran plays a central role in Muslim life. This is because Muslims believe that it is the book of Allah. It is the basis of all Islamic teachings. The Quran is recited daily in prayer. There are also spiritual benefits in the recitation of the Quran.

Learners will have four Quran lessons a week. This lesson will allow learners to:

- Recognise letters of the Arabic alphabet.
- Pronounce the words correctly.
- Recite verses fluently with confidence.
- Apply the rules of Tajweed.
- Recite in a melodious manner.
- Memorise chapters that are recited during prayer.

## **ASSEMBLIES**

All learners will participate in weekly assemblies. The topics will reflect World Days, different faith events and local and national events. Learners will also take part in delivering some sessions. The achievements of hardworking learners will be celebrated during these sessions.

## **DIFFERENTIATION**

Teaching staff may wish to make use of the following advice:

- Work should be produced in stages in each lesson, each task getting a little more challenging than the first
- Questions, both oral and written, asked in escalating forms of difficulty. Care taken by the teacher to target the right level to each learner using Bloom's Taxonomy

- Open ended questions that can follow a range of responses from all ability levels, without there being an obvious 'right' or 'wrong' answer
- Sometimes group work can be used to allow either a mini-set within a class or the pairing of more /less able
- Work that requires problem solving often seems to be an effective way of getting the full ability range to understand tasks

## **RESOURCES**

- Use of appropriate material, textbooks and media
- Encourage the use of learner experience/own knowledge to try and set work into a more recognisable context
- Use more than one approach in a lesson
- The use of class assistants other than teachers can broaden perspectives
- Sensitive staffing policies can help, by matching teachers and classes carefully

## **PREPARATION**

- Setting clear standards for each group may lessen the feeling that lower ability learners 'fail' because they don't reach the same level as higher ability learners
- The arrangement of the furniture or classroom can affect learners' a teacher for help
- Adequate supply of resources are necessary to prevent a more able learner being 'hindered' by a slower working partner, or the slower learner being ridiculed by, the more able
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## **INTERVENTIONS**

- After each half termly assessment result, an appropriate intervention strategy will be implemented for underperforming learners.
- Intervention strategies will also be implemented for higher-ability learners to stretch them.

## **EVALUATION**

The school leadership will review the curriculum annually to ensure that learners receive the best possible learning experience.

<b>Date approved by Board of Governors</b>	<b>Date of implementation</b>	<b>Date of next review</b>
<b>1 Sep 2023</b>	<b>1 Sep 2023</b>	<b>Aug 2024</b>