

Curriculum (Teaching & Learning) Policy – Melrose and the Pre-School Department

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1. Policy Intent

Throughout this document, the term 'Melrose' refers collectively to The Ladies' College Melrose and its Pre-School.

The purpose of this policy document is to define the principles and aims of the curriculum to support teaching and learning at Melrose and to provide a framework which:

- Promotes consistency in school planning and school practice.
- Facilitates development and change.
- Informs new staff, pupils, parents, governors and the wider community.
- This policy should be viewed in conjunction with the Communication, SEND & Highly Able, EYFS and Homework policies.

The Ladies' College Values, Vision and Aims:

Our Values:

Integrity, bravery and kindness

Our Vision:

Shaped by our values, we empower our community to do what is right come what may. Fais ce que dois adviene que pourra.

Our Aims:

Enable our girls to:

- Access an ambitious environment and curriculum that prepares them for a rapidly changing world
- Realise the power and value of their voice
- Value inclusion, authenticity and kindness
- Contribute to a culture of joy, play and exploration in which they can experiment, connect and learn

At Melrose, we are dedicated to offering a nurturing and compassionate learning environment rooted in Christian values and effective teaching methodologies, with the primary goal of enabling every student to reach their full potential. Our commitment to rigorous academic standards, coupled with comprehensive readiness for future education and life, is deeply grounded in a culture of empathy, compassion, and a keen awareness of the rights and duties of being a responsible global citizen.

Our broad and varied curriculum is designed to nurture self-confidence in all our girls whilst developing their personalities, instilling lifelong passions, and cultivating a sense of serving their community. It aims to offer a well-rounded education that caters to students of all abilities and spans across the age group 2-11, giving them the opportunity to take ownership of their learning and, as a result, their progress.

Intent, Implementation, Impact

Intent: To provide a broad, ambitious, and values-driven curriculum that nurtures curiosity, creativity, and character.

Implementation: Delivered through well-sequenced teaching, supported by high expectations and formative assessment.

Impact: Measured through pupil progress, engagement, and wellbeing, preparing pupils for future learning and life.

2. Aims of the Curriculum:

- a. To contribute effectively to pupils' intellectual, physical and personal attainment and development.
- b. To be appropriate for the age, ability, gender and ethnic background of all pupils.
- c. To prepare the pupils for the next stage in their education as well as their later lives in an unpredictable, changing world.
- d. To provide a suitable and effective learning environment for those pupils requiring special provision, including very able pupils and those with any form of learning difficulty.
- e. To provide an equality of opportunity for all pupils to learn and progress.
- f. To provide access to a wide range of extracurricular activities for the purpose of enrichment.
- g. To promote an environment where each pupil becomes independent and takes responsibility for their learning.

Details of how each subject area is planned and delivered are set out in departmental schemes of work, long-term plans and department handbooks.

3. Breadth of the Curriculum

The curriculum offered aims to provide a wide range of opportunities to promote effective learning and personal growth. Schemes of work are in place for all subject areas and year groups. The school's curriculum aims to provide all pupils of compulsory school age with an experience in the following areas:

- a. Linguistic
- b. Mathematical
- c. Scientific
- d. Technological
- e. Human and social
- f. Physical
- g. Aesthetic and creative

Our co-curricular programme allows pupils to be exposed to a range of activities, skills and experiences beyond what is learnt during timetabled lessons.

4. Early Years Foundation Stage (EYFS)

- The EYFS forms the statutory basis for all education and care from age 2 to 5 at Melrose Pre-School and Lower Prep. The curriculum is guided by the Development Matters (2012) document and the Early Years Quality Standards Framework (EYQSF) for Guernsey. It is based on four key principles: that every child is a unique individual; children learn through positive relationships; children develop in enabling

environments; and that learning and development take place in different ways and at different rates.

- The EYFS curriculum covers the seven areas of learning and development: three prime areas – Communication and Language, Physical Development, and Personal, Social and Emotional Development – and four specific areas – Literacy, Mathematics, Understanding the World, and Expressive Arts and Design. Planning and assessment are carried out using a cycle of observation, assessment, and planning that supports each child's individual needs and interests. Continuous provision, enhanced by adult-led focus activities, ensures a balance of child-initiated and adult-directed learning.
- Assessment within the EYFS is informed by ongoing observations using the guidance within Development Matters (2012) and the locally agreed assessment process at the end of Lower Prep. Practitioners plan for children's next steps and share progress with parents through regular communication and reports. Safeguarding and welfare requirements outlined in the Early Years Quality Standards Framework are adhered to, and staff ratios, qualifications and the learning environment meet Guernsey's statutory expectations.
- The EYFS provides the foundation for later learning through a play-based curriculum that encourages curiosity, resilience and independence, preparing children for transition to Key Stage 1.

5. Linguistic

We aim to develop the ability of pupils to communicate effectively, increasing their command of language through listening, speaking, reading and writing. These aims apply essentially to the teaching of English, but are reinforced in other subjects across the school, for example where a pupil might be asked to present their work, participate in a form assembly or take part in competitions like the Guille-Allès Library Book Week Competition. They also apply to the teaching of other languages, such as French, which is taught as a timetabled lesson from Pre-School, and to additional languages offered through co-curricular clubs, which vary from year to year. A small number of pupils may have learning support instead of French or lessons to enable them to focus on improving their English skills (e.g. EAL pupils and those with additional learning needs).

6. Mathematical

As a core subject, Mathematics is taught throughout the school. We aim to develop pupils' understanding of mathematical principles through a variety of teaching methods, including practical activities, exploration, and discussion. The curriculum focuses on ensuring conceptual fluency, reasoning, and problem-solving skills, in line with national expectations, while encouraging curiosity and perseverance. Manipulatives, mental-maths strategies, and real-life contexts are used to deepen understanding, and pupils are encouraged to articulate their thinking. This reflects the analytical approaches emphasized in later Key Stages.

Pupils develop the ability to make calculations, recognise relationships and patterns in numbers and space, and strengthen their problem-solving and logical-thinking skills. These skills are developed through a combination of hands-on learning and guided instruction.

7. Scientific

Science is a core subject throughout the school, and the curriculum aims to increase pupils' knowledge and understanding of nature, materials and forces. It also aims to develop those skills associated with science as a process of enquiry through observation, forming hypotheses, conducting experiments and recording their findings.

Practical investigation underpins teaching and links closely with Outdoor Learning and cross-curricular themes. Scientific thinking encourages pupils to question, hypothesise and draw conclusions, building the curiosity and evaluative mindset central to the College Skills.

As they move up through the College, they receive more specialist teaching with Form II and Form III being taught by subject specialist teachers.

8. Technological

Pupils are taught to use information and communication technology (IT) in timetabled Digital Studies lessons from Lower Prep to the end of Form III, with these skills refined through practice across a wide range of subjects. Pupils are introduced to the tools and techniques that help them develop the skills needed for future success. Skills learned in Digital Studies lessons are applied across other areas of the curriculum.

Technology is also integrated into co-curricular clubs, such as Animation Club, Touch Typing, and VR Club. Additionally, pupils participate in various competitions, including coding challenges and the "Design an Ad" competition. Digital literacy, online safety, and responsible use of technology are embedded throughout the curriculum. Coding, data handling, and creative media tasks foster confidence in using digital tools for collaboration, problem-solving, and innovation.

In Lower Prep, Design Technology and Art are explored through continuous provision, both in adult-led and child-initiated activities. In Middle and Upper Prep, Design Technology and Art are taught as discrete subjects, usually on a rotational basis depending on the theme. In the Juniors, Design Technology is taught through timetabled Art lessons and Curriculum Enrichment, while Food Technology is taught through Curriculum Enrichment, as well as in Science and PSHE.

9. Human and Social

In addition to timetabled PSHE lessons, human and social education is taught primarily through Geography and History (timetabled as Exploration lessons), and Religious Education (RE). Melrose pupils focus on people and their environment, exploring how human actions have influenced and can influence events and conditions. Pupils gain knowledge and understanding of the world around them, both past and present, while also considering the future. These subjects are taught throughout the school.

Local studies, Guernsey heritage, and citizenship are integral components, helping pupils understand their island context within global society and preparing them for the expanded humanities curriculum in Senior School.

10. Physical

The aim of Physical Education at Melrose is to develop pupils' physical abilities in a safe and supportive environment, encouraging a passion for sport and a healthy lifestyle that promotes both mental and physical wellbeing. The curriculum includes a range of individual, team, and competitive activities, catering to pupils' varying needs and abilities.

In Pre-School, pupils engage in music and movement, as well as a variety of dance lessons such as ballet, modern, and street dance, alongside other activities designed to support their physical development. Pre-School and Preps also swim every week, which is particularly important on a small island. From Lower Prep to Form III, pupils participate in invasion games, gymnastics, dance, athletics, and other physical activities that build control, coordination, and teamwork. These activities also develop resilience and leadership, aligned with the College Skill of *Lead and Influence*.

Pupils in Junior Remove to Form III have access to a wide variety of sports, including netball, hockey, handball, gymnastics, badminton, tennis, athletics, swimming, and health-related fitness, both in PE lessons and co-curricular clubs. From Form II onwards, pupils take part in competitive matches against other schools, developing tactical awareness and self-evaluation.

Regular Outdoor Learning sessions are offered to all Melrose pupils, supporting their physical development and connection to the environment. Talented pupils receive individual support from the PE Department and the Guernsey Sports Commission to extend their skills.

11. Aesthetic and Creative

All subjects taught at Melrose contribute to developing pupils' aesthetic and creative talents. However, through the teaching of Art, Drama, Music, and English Literature, pupils experience particularly rich opportunities for creativity and expression.

Art is taught throughout the school, and pupils regularly exhibit their work in the Activity Room and on display boards around the school. Drama is taught as a separate subject from Junior Remove to Form III and is also an important element of the English curriculum. Every pupil has the opportunity to take part in a production each year, with Pre-School enjoying a low-key Christmas sing-along for parents.

Music is taught as a timetabled lesson throughout the school. Pupils may join a range of musical groups, including the choir and handbell ensemble, and perform as individuals or in groups during concerts, the school Carol Service, the Eisteddfod, and end-of-year celebrations. Performances also take place in assemblies and informal gatherings across the year.

Creative arts at Melrose are integral to developing imagination, collaboration, and self-expression, reflecting the College Skill of *Play and Create*. Opportunities for performance, display, and competition encourage pupils to take creative risks and build confidence. Pupils perform and share their talents both within Melrose, for example, in assemblies, concerts, Music lessons, Gymnastics competitions, and productions, and within the wider community through events such as The School of Popular Music, local stage schools, and the Eisteddfod.

12. Personal Development

The curriculum contributes to the pupils' personal development. Most subjects offer opportunities to explore issues that affect the personal growth and development of pupils.

A programme of PSHE, including statutory Relationships Education (RE), is delivered from Lower Prep through to Form III, in line with the DfE 2019 guidance. It has been designed with the school's aims and ethos in mind and covers three core themes: health and wellbeing, relationships, and living in the wider world, which includes economic wellbeing and responsible citizenship.

This area of learning is regarded as vital and responsive, addressing issues such as friendships, personal health, safety, and emotional wellbeing. Lessons are adapted to reflect pupils' experiences, needs, and current issues as they arise. Pupil voice informs planning to ensure that teaching is relevant and promotes wellbeing.

13. Size of the Teaching Groups

The curriculum is organised so that teaching groups are small in number. From Lower Prep to Upper Prep the class size is no more than 24 pupils with an LSA to support each class. From Junior Remove to Form III the class size is no more than 24 pupils with LSA support in Mathematics and English as a minimum.

14. Setting and Streaming

To meet learning needs, in the Juniors, streaming takes place in two Mathematics lessons each week and in all Guided Reading and Spelling lessons, enabling pupils of differing abilities to receive appropriate levels of teaching. Grouping is reviewed regularly to ensure it provides challenge, builds confidence, and supports progress, with flexibility for pupils to move between groups as needed.

In the Preps, differentiation is achieved primarily through whole-class teaching. Phonics begins as a whole-class approach before pupils move into differentiated groups for reading, writing, and spelling. In Lower Prep, Mathematics is taught through a whole-class, play-based approach that encourages exploration and hands-on learning within a carefully enabled environment. As pupils move through the Preps, teaching remains predominantly whole-class, with opportunities for differentiated small-group activities where appropriate to consolidate and extend learning.

15. Progression and Continuity

The teaching at Melrose prepares pupils for progression to the Senior School, as well as giving them the opportunities, responsibilities and experiences that will give them the skills and knowledge for their future life. Each subject area does broadly follow National Curriculum guidelines in order to provide progression through the key stages. In addition, and to allow for efficient progression, pupils are taught the majority of core curriculum subjects by their form teacher. Transition between year groups and from Melrose to Senior School is carefully planned and supported.

16. Additional Learning Needs

In terms of content and organisation, the curriculum takes account of the needs of pupils requiring special provision. Please refer to the Additional Learning Needs Policy: Special Educational Needs and Disabilities, EAL, and Highly Able and Talented Provision.

The curriculum is designed to remove barriers to learning and participation, ensuring accessibility for all pupils, in accordance with the Equality Act 2010. Individual support and challenge are integrated within classroom practice, ensuring every pupil is stretched to achieve their best.

17. Extension and Enrichment

The curriculum takes account of the needs of those pupils considered more able, ensuring that they develop their knowledge, skills and understanding in order to reach their potential. Please refer to the Additional Learning Needs Policy: Special Educational Needs and Disabilities, EAL and Highly Able and Talented Provision

A wide range of enrichment opportunities, including visits, workshops, guest speakers and clubs, extend classroom learning and help pupils connect their studies to the wider world. These experiences promote curiosity and initiative, preparing pupils to engage confidently with the interdisciplinary and independent-learning expectations of the Senior School.

18. British Values

All pupils receive a programme of education that supports their academic, personal, spiritual, moral, social and cultural development. This enables them to enjoy their talents to the full, develop wider interests, encourage respect and tolerance towards others (with particular regard to age, disability, gender, race, sexual orientation, religion and beliefs) and prepares them to make the most of the opportunities and experiences of adult life in British society. The curriculum is designed to promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those from different faiths or with different beliefs.

These values are reinforced through assemblies, PSHE lessons, student voice activities and community engagement, encouraging pupils to contribute positively to school and island life.

19. Equality, Diversity and Inclusion

Our curriculum reflects and celebrates the diversity of modern society. It provides balanced representation of people from a wide range of backgrounds, cultures and experiences. Through our teaching and choice of materials, we promote respect and understanding of all individuals, paying particular regard to the protected characteristics set out in the Equality Act 2010.

We are committed to ensuring that diversity and inclusion are embedded across the curriculum so that all pupils feel seen, valued and confident in their own identity while developing appreciation and respect for others.

Teachers review resources regularly to ensure they present inclusive, accurate and current perspectives and avoid stereotypes.

This approach supports pupils' spiritual, moral, social and cultural development and contributes to their overall wellbeing.

20. College Skills - Understanding the changing context of the world and the importance of 'pivoting' our approach to equip girls for the future

The College recognises that factors such as AI are going to fundamentally reshape much of our current world, from employment opportunities to social dynamics. We are committed to asking profound questions about what knowledge and skills our students are going to need and how best to pivot our delivery for the future. The College believes, in this moment of rapid change, that it is important to 'fray the edges of the school' and work with industry, universities and thought leaders to support the knowledge and skills of the students.

Having carried out significant research with partners who include businesses like PWC and Specsavers, universities such as UCL and Oxford as well as CEOs, Venture Capitalists and Changemakers, the College has identified key knowledge bases as well as skills which will support the students in the future. The key areas of knowledge were AI, separating truth from noise especially in an online context, and global competency.

The key skills are identified below:

Know Yourself	Play and Create
• Self Knowledge • Authenticity • Emotional Regulation • Commitment to grow • Resilience • Drive • Doing it scared • Assertiveness • Accountability	• Curiosity • Playful experimentation • Collaboration • Problem solving • Innovating
Lead and Influence	Analyse and Adapt
• Leadership • Communication • Curating a Culture • Decision making	• Deep Listening • Evaluating • Always learning • Dealing with uncertainty

• Developing others • Finding the common ground • Enacting change	• Dealing with complex systems and contexts • Preparing • Prioritising
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With these in mind we are in a slow and steady process of pivoting our curriculum. At Melrose, we are the beginning by introducing these four skill areas progressively through everyday learning, co-curricular opportunities and community engagement. They will provide a shared language for self-reflection and a foundation for the KS3 Future Ready Skills Curriculum in Senior School.

21. The School Day

The timetable provides a balance of core and foundation subjects, physical activity and creative learning, ensuring pupils experience breadth and depth each week

The Prep and Junior Day (*Items in italics are optional extras*)

Timings	Lower Prep	Middle Prep	Upper Prep	Juniors
07:45 – 08:15	<i>Breakfast Club</i>	<i>Breakfast Club</i>	<i>Breakfast Club</i>	<i>Breakfast Club</i>
07:50 – 08:30	<i>Co-curricular Club</i>	<i>Co-curricular Club</i>	<i>Co-curricular Club</i>	<i>Co-curricular Club</i>
08:10 – 08:30	Arrival	Arrival	Arrival	Arrival
08:35 – 08:40	Registration	Registration	Registration	Registration
08:40 – 09:25	Lesson 1	Lesson 1	Lesson 1	Lesson 1
09:25 – 10:10	Lesson 2	Lesson 2	Lesson 2	Lesson 2
10:10 – 10:30	Monday - Class Assembly Tuesday - MP-FIII Assembly Wednesday - Singing Together Assembly (MP -FIII) Thursday – Section Assemblies - Prep (08:40-09.00) / Junior Assembly (10.10-10.30) Friday - Whole School Assembly (LP – FIII)			
10:30 – 10:50	Break	Break	Break	Break
10:50 – 11:35	Lesson 3	Lesson 3	Lesson 3	Lesson 3
11:35 – 11:55	Lesson 4 (until 11.45)	Lesson 4 (until 11.45)	Lesson 4	Lesson 4 Sometimes split into 10.50-11.20 and 11.20-11.55
11:55 – 12:55	Lunch (from 11.45)	Lunch / <i>Drop-in Co-Curricular Clubs</i>		
13:00 – 13:05	Registration	Registration	Registration	Registration
13:05 – 13:30	Lesson 5	Lesson 5	Lesson 5	Lesson 5
13:30 – 14:00	Lesson 6	Lesson 6	Lesson 6	Lesson 6
14:00 – 14:30	Lesson 7	Lesson 7	Lesson 7	Lesson 7
14:30 – 15:00	End of day activities finish at 14:45	Lesson 8 finish at 14:55	Lesson 8	Lesson 8
15:00 – 15:30	<i>Co-curricular Clubs / WAC</i>	<i>Co-curricular Clubs / WAC</i>		Lesson 9
School Ends	14:45	14:55	14:55	15:30
15:30 – 16:30	WAC			<i>Co-curricular Clubs / WAC</i>

Timings	Lower Prep	Middle Prep	Upper Prep	Juniors
16:30 – 17:30	WAC			

The Pre-School Day (*Items in italics are optional extras*)

Timings	Session	Details
07:45 – 08:15	<i>Breakfast Club</i>	<i>Including breakfast (optional wrap-around care)</i>
08:15 – 08:45	Morning Drop-off	Arrival and settling time
08:45 – 09:00	Registration	Register is taken
08:45 – 11:45	Core Hours (Half-day)	Morning session
08:45 – 14:45	Core Hours (Full-day)	Morning and afternoon session
14:45 – 15:30	<i>After-School Club Session 1</i>	<i>Including a snack (optional wrap-around care)</i>
15:30 – 16:30	<i>After-School Club Session 2</i>	<i>Including a snack (optional wrap-around care)</i>
16:30 – 17:30	<i>After-School Club Session 3</i>	<i>Including a snack (optional wrap-around care)</i>

22. Monitoring, Evaluation and Review

The curriculum is reviewed annually by the Head of Melrose, the Head of Preps, and the Head of Juniors, in consultation with staff and governors. Impact is evaluated through lesson observation, work scrutiny, pupil progress data, pupil voice, and inspection feedback.

Monitoring and evaluation of the curriculum are ongoing. The Head of Melrose has overall responsibility for the curriculum across all phases, with delegated oversight held by the Head of Juniors and the Head of Preps within their respective departments. Subject leaders for English, Mathematics, and Digital Studies (ICT Lead) maintain schemes of work that outline intent, implementation, and impact; these are reviewed under the direction of the Head of Melrose. For all other subjects, schemes of work are overseen by the Head of Melrose, the Head of Juniors, and the Head of Preps in consultation with form teachers. These documents are reviewed as part of the College's quality assurance cycle, and findings from monitoring inform school development priorities and staff training.

The policy is updated at least every three years, or earlier if required by regulatory change.

Appendix

Appendix 1 – Sample Foundation Stage Timetable

LP Timetable 2025-2026														
	Reg	Soft Start	1	2	Assembly	Break	3	Lunch and Break	Reg	5	6	7	8	9
	08.35-08.40	08.40-9.00	9.00-9.15	9.15-10.10	10.10-10.30	10.30-10.50	10.50-11.45	11.45-12.55	12.55-1.00	1.00-1.30	1.30-2.00	2.00-2.30	2.30-2.55	3.00-3.30
Monday		linked provision soft start	Leave at 9am	Swimming (back 10am)	Phonics	BREAK	Phonics	LUNCH	Reg	FRENCH (CIA)	MUSIC (SLC)		LP finish 2.45	
Tuesday		linked provision soft start	Carpet time-Input	Continuous provision	Whole School	BREAK	Phonics	LUNCH	Reg	Drawing Club/LIT	Continuous Provision		LP finish 2.45	
Wednesday		linked provision soft start	Carpet time-Input	Continuous provision	Singing Together	BREAK	Phonics	LUNCH	Reg	Drawing Club/Lit	Continuous Provision		LP finish 2.45	
Thursday		Preps Assembly	Phonics	Continuous provision		BREAK	DANCE 11.20-11.45	LUNCH	Reg	Maths input	WELLYBOOT		LP finish 2.45	
Friday		linked provision soft start	Maths Input	Continuous provision	Whole School	BREAK	Phonics	LUNCH	Reg	PE (SLA)	Continuous Provision/WOW assembly		LP finish 2.45	

Appendix 2 - Sample Prep Department Timetable

UP Timetable 2025-2026													
	Reg	1	2	Assembly	Break	3	Lunch and	Reg	5	6	7	8	9
	08.35-08.40	8.40-9.25	9.25-10.10	10.10-10.30	10.30-10.50	10.50-11.45	11.45-12.55	12.55-1.00	1.00-1.30	1.30-2.00	2.00-2.30	2.30-2.55	3.00-3.30
Monday		Leave at 9am	Swimming (back 10am)	Minute Maths		GR/Phonics KL, ALC, JL, AH			Library	FRENCH (CIA)	Literacy		MEETING
Tuesday		Maths	Literacy	Whole School		Phonics			Explorations	DIGITAL STUDIES(ALC)		Story	Club
Wednesday		Maths	Literacy*	Singing Together	AH Break Duty	GR/Phonics KL, ALC, JL, AH			PE (SLA)	Explorations		Story	PPA
Thursday		Prep Assembly 8.45 - 9.05*	Literacy	PSHE		Phonics			PE (SLA)	Maths		Explorations	PPA
Friday		Maths	Literacy	Whole School		GR/Phonics			HW/Fine Motor	Explorations		WOW	PPA

Appendix 3 - Sample Junior Timetable

Junior Remove Timetable 2025-2026														
	Reg	1	2	Assembly	Break	3	4	Lunch and Break	Reg	5	6	7	8	9
	08.25-08.40	8.40-9.25	9.25-10.10	10.10-10.30	10.30-10.50	10.50-11.35	11.35-11.55	11.55-1.00	1.00-1.05	1.05-1.30	1.30-2.00	2.00-2.30	2.30-3.00	3.00-3.30
Monday		MATHS (CCO)	ENGLISH (cco)	Class Assembly		PE (EDU) (ESY)				EXPLORATION			ART (ESY)	
Tuesday		STREAMED MATHS (RDLF)	GUIDED READING (JHA, CCO, RDLF, NLT)	Whole School		ENGLISH (CCO)				NESSY	French (CIA to 2.15)	Exploration (from 2.15)		
Wednesday		MATHS (RDLF)	ENGLISH (NLT)	Singing Together		EXPLORATION (ACT. RM cco)				TABLES CLUB	MUSIC (JOW)		DRAMA (LDA)	
Thursday		PSHE	ENGLISH (CCO)	Juniors		STREAMED MATHS (RDLF)				SPELLING (JHA, Rdf, ESY)	PE (SLA)		DIGITAL STUDIES (ALC) (JLA)	
Friday		MATHS (CCO)	R.E.	Whole School		GUIDED READING (JHA, CCO, RDLF, NLT)	MENTAL MATHS 11.20 - 11.55			SPAG	ENRICHMENT			

Exploration includes discrete Science / History /Geography and / or PBL

Appendix 4 - Sample Curriculum Enrichment Overview

Form Time	Michaelmas First Half (7 <u>wks</u>)	Michaelmas Second Half (6 <u>wks</u>)	Lent First Half (5 <u>wks</u>)	Lent Second Half (4 <u>wks</u>)	Trinity First Half (5 <u>wks</u>)	Trinity Second Half (5 <u>wks</u>)
JR 1.30-2.30	DESIGN TECHNOLOGY (KLO)	TAG RUGBY (PLA)	FOOD TECH (ESY)	DESIGN TECHNOLOGY (I)	Outdoor Learning (ESY)	TENNIS (PLA)
JR 2.30-3.30	MATHS /CROSS CURRICULAR CHALLENGES PROBLEM SOLVING (KLO)	THINKING & LEARNING/OUTDOOR LEARNING/ DT (NDO)	FOOD TECH (ESY)	BADMINTON (PLA)	Outdoor Learning (ESY)	MATHS /CROSS CURRICULAR CHALLENGES PROBLEM SOLVING
F1 1.30-2.30	MATHS /CROSS CURRICULAR CHALLENGES PROBLEM SOLVING	MATHS /CROSS CURRICULAR CHALLENGES PROBLEM SOLVING	Outdoor Learning (CCU)	BADMINTON (PLA)	FOOD TECH (CCU)	DESIGN TECHNOLOGY (ESY)
F1 2.30-3.30	THINKING & LEARNING/OUTDOOR LEARNING/ DT (JRL)	TAG RUGBY (PLA)	Outdoor Learning (CCU)	DESIGN TECHNOLOGY (RDLF)	FOOD TECH (CCU)	TENNIS (PLA)
F2 1.30-2.30	HOCKEY (PLA)	Outdoor Learning (ESY)	ICT	FOOD TECH (ESY)	TENNIS (PLA)	ICT
F2 2.30-3.30	ICT	Outdoor Learning (ESY)	TAG RUGBY (PLA & JLA?)	FOOD TECH (ESY)	ICT	DESIGN TECHNOLOGY (ESY)
F3 1.30-2.30	ICT – PWC CODING	ICT – PWC CODING	TAG RUGBY (PLA)	Outdoor Learning (CCU)	ICT	FOOD TECH (CCU)