



Abingdon House

**Curriculum Handbook
2009-2010**

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This booklet is intended as a guide to the academic work covered by children in Abingdon House, The Pre Prep School of St Edmund's School Canterbury.

As an Independent school, St Edmund's is not governed by the Statutory Orders of the Education Reform Act. This enables us to provide an academic programme that, in its breadth and balance, far exceeds the requirements of the National Curriculum. Nevertheless, we do, of course, fulfil the main aims of the Act, which requires that the curriculum be "balanced and broadly based, to promote the spiritual, moral, cultural, mental and physical development of pupils and of society, and to prepare pupils for the opportunities, responsibilities and experiences of adult life."

The Foundation Stage classes follow the EYFS curriculum and at Key Stage 1 the work broadly follows the National Curriculum.

In the Pre-Prep we educate the youngest children at St Edmund's school, Canterbury. Our part in their development and learning is fundamental and we aim to bring out the very best in each child.

We do this by:

- **Encouraging** all children to work hard, learn and achieve. We provide a carefully planned, broad based, creative curriculum. We support those who encounter difficulty and extend those who need more challenge.
- **Teaching** with creativity and enthusiasm. Lessons are well prepared and skilfully delivered by experienced teachers.
- **Promoting** good behaviour. Children are treated kindly and fairly. We encourage thoughtfulness and good manners. We reward good behaviour and encourage children to make choices about their responses and reactions to others.
- **Nurturing** children and providing emotional support where it is needed.
- **Involving** parents in their children's schooling. We value the contribution made by parents and communicate with them regularly.
- **Liaising** with the Form 3 teacher in Junior School, ensuring that children have a smooth transfer from one school to another.

Teachers in the Pre-Prep School believe that **Every Child Matters**.

We will:

- Promote the physical and mental well-being of children
- Protect children from harm and neglect
- Encourage children to get the most out of every activity
- Show children how to make positive contributions to society
- Enable children to achieve and to develop skills for life

I hope this handbook will be helpful and enable you to play a full part in your child's learning. The handbook provides a broad overview of the curriculum.

Foundation Stage

(3 – 5 Year olds)

Introduction to the Foundation Stage curriculum

Early Years education is the foundation upon which children build the rest of their lives and is an education that encompasses all learning. In the Foundation Stage, children progress in two ways. They acquire skills, knowledge and understanding, and they also progress in terms of their ability to learn effectively in a variety of different contexts. The Foundation Stage is therefore a foundation or grounding of what is to come, both in terms of how children learn and what they learn.

The principal aim is to develop children's knowledge, skills and understanding through a balance of play, planned or unplanned, alongside the focused and teacher-initiated activities. Through play the children can consolidate and practise their learning as well as developing their ability to cooperate, to negotiate, to meet new challenges, to solve problems and deal with situations and emotions. Opportunities for doing, reflecting and learning through first-hand experience are also key elements, with a particular emphasis on the potential learning experiences provided by the outdoor environment.

The curriculum covers six areas of learning;-

- Personal, Social and Emotional development
- Communication, Language and Literacy
- Mathematical development (Number skills, shape, space and measures)
- Knowledge and Understanding of the World (Science, Design Technology, Information Communication Technology, History, Geography and Cultures and Beliefs)
- Physical development (Gross and Fine Motor skills, Dance and Health)
- Creative development (Art, Craft and Music)

Acknowledging that children learn best through first hand experiences, the curriculum is formulated around topics and themes that are relevant to young children.

The Nursery and the Reception Class follow half termly topics on a two yearly cycle. The topics are as follows:

First cycle 2009/ 2010

Michaelmas Term		Lent Term		Summer Term
Favourite Tales	Journeys	Hot and Cold	Moving Things	Water, water everywhere

Second cycle 2010/2011

Michaelmas Term		Lent Term		Summer Term
Big and Small	Food and Festivals	All about me	Growing	Homes and gardens

French is also introduced in the Reception and is taught one session each week, through songs, music and games.

Phonic skills are taught using the “Codebreakers” Scheme, which is started in the Nursery and carries through to Year 2. The teaching is multi sensory and is taught through stories involving two puppets, Boris the Bat and Sid the Racoon.

There are two sessions of PE each week taught by a specialist teacher. Children in the Reception class are taken to Kingsmead Swimming Pool once a week, where they are taught to swim by swimming teachers from the Junior School. Children also participate in a weekly dance/movement lesson taught by a specialist teacher.

There is a weekly music lesson for both the Nursery and Reception class. Music in the early years helps children to develop their physical as well as mental coordination. They learn to share time, ideas and instruments with their peers and develop their skills of working as a team through group composition activities.

Years One and Two (6 and 7 year old)

The children in Year One and Two are taught subjects in half termly or termly themes or topics.

Literacy

The children will build upon the understanding and skills taught and developed in the Foundation Stage. The main aim is to further develop the children's ability to speak, listen, read and write for a wide range of purposes.

Through daily lessons the children should:

- Learn the necessary skills to enable them to speak with confidence and communicate ideas effectively;
- Learn the necessary skills to enable them to write with clarity, greater accuracy, fluency and creativity;
- Learn to read fluently and with good understanding for enjoyment and information;
- Learn to develop all of the above to the best of their ability by using wide-ranging and effective vocabulary.

Through our daily phonic lessons, skills are taught using the "Codebreakers" Scheme. The teaching is multi sensory, active and progresses at a challenging pace. As a result, the children will spell and decode more accurately, and have a clearer understanding of how language works.

A Parents' Guide to Reading

Quality time is very important when reading with your child. Make it a special moment to be enjoyed by the reader and listener.

Ways to help your child:

- Talk about the story, the characters, the events and the cover.
- Ask your child to predict what might happen next in the story.
- Read for enjoyment and understanding.
- If your child is too tired to read, read the book to them so they may model the intonation and punctuation. Modelling is very important and if you show that reading is a part of your life and something that is very enjoyable - then your child will soon pick this up as well. If it becomes a chore and a negative experience, reading might be seen as unrewarding.

Please follow the teacher's guidance in the Home/School Contact book as it is important to keep reading sessions to no more than 10-15 minutes. If your child wants

to carry on longer, then find a picture book to share or maybe you could read a story book to them. As always, if in doubt, please use the Home/School Contact book as a method of communication or come in and see your child's class teacher.

Numeracy

Mathematics teaches children how to make sense of the world around them through developing their ability to calculate reason and solve problems. It enables children to understand relationships and patterns in both number and space in their everyday lives. Through their growing knowledge and understanding, children learn to appreciate the contribution made by many cultures to the development and application of mathematics. Mathematics in Years One and Two builds on the understanding and skills developed in the Foundation Stage.

The daily Numeracy lessons aim to:

- promote enjoyment of learning mathematics through practical activity, exploration and discussion;
- promote confidence and competence with numbers and the number system;
- develop the ability to solve problems through decision-making and reasoning in a range of contexts;
- develop a practical understanding of the ways in which information is gathered and presented;
- explore features of shape and space and develop measuring skills in a range of contexts;
- help all children understand the importance of mathematics in everyday life.

Over the year the children in Year 1 will be looking at:

Number

Addition and subtraction with numbers up to 100, Doubling and Halving, Ordinal Numbers to 10 and Money up to £1.00

Measure

Time – o'clock and half past, Days of the Week, Months of the Year and Seasons.

Length, Weight and Capacity

Comparing and measuring using non-standard measures.

Position

Appropriate vocabulary and introduce 'left and right'.

Data Handling

Venn diagrams, Pictographs and Block Graphs.

Shape

2D and 3D shapes – names, faces and edges and introduce line of symmetry.

Over the year the children in Year 2 will be looking at:

Number

Addition and subtraction with numbers up to 1000, Multiplication, Divisions, Fractions, Ordinal Numbers to 20 and calculations with money.

Measure

Time – quarter to and past, 24 hours in a day, 60 minutes in an hour, Seasons, Months and Days of the Week.

Length, Weight and Capacity

Comparing and measuring using standard measures.

Position

Appropriate vocabulary and introduce clockwise and anti-clockwise.

Data Handling

Carroll diagrams, Pictographs and Block Graphs.

Shape

2D and 3D shapes, introduce angles, rotational turns.

The Creative Curriculum

Science, History, Geography, Design technology and Art are taught as topics.

We believe that children learn best from a broad and challenging curriculum, where they are engaged by learning that develops and stretches them and excites their imagination. We strongly believe in a creative curriculum where pupils can enjoy the richness and fun of learning, not just learning different things but learning in a variety of different learning styles. Team work and collaboration and research are highly valued and actively encouraged.

Our curriculum is one of designed learning experiences, using the National Curriculum and Foundation Stage Curriculum, as the bedrock, which allows teaching staff and pupils the opportunity and vast scope to be creative in the teaching and approach to teaching. Our curriculum also enables pupils to develop socially, emotionally, spiritually and develop community awareness.

Activities are almost entirely cross curricular with a highly focused thematic approach essential for pupils to make links and meaning and understand purpose.

In Abingdon House it is our belief that the 'Arts' are fundamental to, as well as being central to the core of the human soul. With this in mind we believe that we should, through using the National Curriculum as a conduit, expose the children to as many opportunities and experiences, as we possibly can, to enable this core to grow and develop. Through this exposure this core should develop spiritually, morally, socially, emotionally, physically and academically and help the children to understand and appreciate their place in history, the environment, the world now and in the future, and that of others who came before them.

We firmly believe that the 'Arts' stimulate creativity, imagination and expression. They provide visual, tactile, sensory communicative experiences which enable us to understand and respond to the 'world' in all aspects of its existence. The 'world' uses colour, form, texture, pattern, sound, and movement to express and communicate. Through the activities our school offers the children we intend that they will be enabled to foster and cultivate their own 'Arts' skills and ideas and to understand and appreciate the skills and ideas of others, both living and dead, and from their own and other cultures. Also through exposure to the 'Arts' children will learn to make informed value judgements about their 'world' and those shaping it. Above all, exposure to the 'Arts' and the enjoyment, understanding and appreciation of them will enrich the lives of the children.

The curriculum is further enriched by first hand experience, including visits locally and further afield, and many contributions from visiting adults, (highly skilled exponents in their field), with knowledge and skills that enhance pupils' learning.

Year 1 Topic overview

	Science	History	Geography	Design Technology	Art	
The Senses			Toys			
Michaelmas	Pushes and pulls Light and dark	Famous People Louis Braille & Helen Keller How are toys different from those in the past?	Toys from around the world	Design and make glasses Taste, design and make bread Design and make a moving toy	Year 1 Mondrian Hokusai	Year2 Rousseau Dali
Katie Morag and an Island Home						
Lent	Sorting ad using materials	Grace Darling	Living on an island	Make an island home Textiles	Jan Beer Straten Frank stella	Warhol Van Gogh
Sun, Sea and Sand						
Summer cycle 1	Plants and animals in the environment	Seaside holidays in the past	Seaside water	Make a moving picture	Paul Klee Degas	
Castles						
Summer cycle 2	Growing plants	Buildings long ago Knights	Locations of castles. Why were they built?	Make a wind up gate/trebuchet	Ucello Jackie Spurrier	

Year 2 Topic Overview

	Science	History	Geography	Design Technology	Art	
Minibeasts		You are what you eat		The Plague and the Fire of London		
Michaelmas	Plants and animals in the environment. Health and growth.	Events in the past.....investi gate how things have changed.	Food around the world	Food technology. Design a healthy pizza Card designs	Year 1 Mondrian Hokusai	Year2 Rousseau Dali
Flight and space						
Lent	Forces and movement	Neil Armstrong The Wright Brothers Montgolfier Balloon Landing on the Moon	Space and the planets	Design a space buggy Paper aeroplanes Space suit badges	Jan Beer Straten Frank stella	Warhol Van Gogh
Sun, Sea and Sand						
Summer cycle 1	Forces Electricity	Seaside holidays in the past	Seaside water	Lighthouses	Paul Klee Degas	

Castles					
Summer cycle 2	Forces Materials Growing plants	Buildings long ago Knights	Locations of castles. Why were they built?	Make a wind up gate/trebuchet Shields armour	Ucello Jackie Spurrier

Science

The children will build on the understanding and skills developed in the Foundation Stage. The overall aim is that children should further understand and recognise how science affects their lives and to be enthusiastic to engage with scientific ideas for themselves.

Through weekly lessons the children should:

- co-operate to develop an understanding of themselves and of the world in which they live
- realise that scientific knowledge is built on reliable and agreed evidence
- know some of the scientific ways of talking about the world, including some of the key scientific terminology
- use developing skills to subject their own and others' ideas to critical evaluation
- develop respect for their environment and the living things within it

The teaching of Science aims to focus on the skills of exploring, identifying, sorting and classifying, observing, comparing, predicting, questioning, hypothesising, testing and evaluating.

Information Technology

Information Technology enables children to have hands on experience with computers and to learn to use IT equipment confidently. Children practise their mouse and keyboard skills. They explore the content of a wide range of programs. They begin to understand the relevance of computers in all subjects and using the internet they are able to access information. They learn to word process their work and to sort data into graphs. The floor bee bots provide opportunities for control and sequence of instructions. Children are encouraged to develop an understanding of the uses of IT in the world around them. All Pre-Prep classrooms are equipped with at least one computer. These are used for formal lessons, individual learning and recreation. Information Technology lessons are taught either in the classroom or in the Junior School Computer Suite.

The teaching of ICT aims to focus on the skills of using a keyboard, developing mouse control, selecting and using a word bank, obtaining information, using and understanding symbols, using icons, dragging and dropping, creating programs, word processing and using a programmable toy.

Art

Art is treated as an integral and important cross-curricular activity, encompassing all subjects. By experimenting with a wide variety of techniques and tools, the individual

pupil is encouraged to develop their creative mind. A wide variety of artists' work is introduced to the pupils.

Design & Technology

The objectives of teaching Design and Technology are to:

- Develop imaginative thinking in children and to enable them to talk about what they like and dislike when designing and making things;
- Enable children to talk about how things work and to draw and model their ideas;
- Encourage children to select appropriate tools and techniques for making a produce, whilst following safe procedures;
- Explore attitudes towards the made world and how we live and work within it;
- Develop an understanding of technical processes and produces, their manufacture and their contribution to our society;
- Foster enjoyment, satisfaction and purpose in designing and making things.

The skills to be taught using a topic based approach are: investigating, discussing, joining, fixing, sewing, making, cutting, decorating, winding, assembling and evaluating.

Geography

Through fieldwork, children develop an understanding of physical features, land usage, local economies and mapping. They compare and contrast their surroundings with life on an island. They also investigate global variation, identify how climate affects life in different countries and discuss environmental issues.

The skills to be taught are geographical enquiry, map and field work.

History

The children in Years One and Two learn about people's lives and lifestyles. They find out about significant men, women and children and events from the recent and more distant past, including those from both Britain and the wider world. They listen and respond to stories and use various sources of information to help them ask and answer questions. They learn how the past is different from the present.

The teaching of History aims to focus on the following skills:

- Chronological understanding,
- Knowledge and understanding of events, people and changes in the past.
- Historical interpretation.
- Historical enquiry.

- Organisation and communication.

Physical Education

Physical Education develops the children's knowledge, skills and understanding so that they can perform with increasing competence and confidence in a range of physical activities. Physical Education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills and it promotes positive attitudes towards a healthy lifestyle. Thus we enable the children to make informed choices about physical activity throughout their lives.

All children in Years One and Two actively take part in game skills, gymnastics, athletics and ball skills activities. These are at a level which allows individual success and personal progress.

The children are taken to swim at Kingsmead Pool every week and are taught by PE teachers from the Junior School

In PE lessons children will engage in:

- Gymnastics – to include balancing, floor work, movement and travelling across large and small apparatus.
- Ball Skills – rolling, throwing, catching, dribbling, shooting, passing and receiving, and striking and aiming using a racket and hockey stick.
- Team Games – using hand-eye and hand-foot coordination

There is also a weekly half hour dance session for both Year 1 and Year 2 and this is taught by a dance specialist.

French

French is taught by a dedicated Pre Prep language teacher two lessons each week through songs, music and games.

Music

Music is taught in one half hour session a week and half an hour of choir per week. Through music the children learn and reinforce concepts of sound through instrumental, vocal and listening activities.

Personal, Social, Health and Citizenship Education

Personal, Social, Health and Citizenship Education is recognised as fundamental in enabling children to take responsibility for their own learning and hence to maximise their own potential. PSHCE helps children to cope with social pressures which may

affect their happiness at school and their learning. It raises self-esteem and personal well-being

Our aims in teaching Personal, Social, Health and Citizenship Education are that all children will:

- Develop self esteem, confidence, independence and responsibility and make the most of their abilities;
- Play an active role as future citizens;
- Develop a healthy lifestyle and keep themselves and others safe;
- Develop effective and fulfilling relationships and learn to respect the differences between people.

We will teach these skills through the half termly topics of:

New beginnings, Getting on and falling out, Saying NO to bullying, Going for Goals, good to be me, Changes, Being Healthy and Keeping Safe.

Religious Education

Through a variety of methods, both within the classroom and through visits to religious sites, the pupils are encouraged to explore and extend their knowledge and understanding of the Christian faith. To help widen the pupils' awareness, there are four full assemblies each week. The children also join Junior school once a week for an assembly in the chapel. Throughout the year, assemblies and lessons include religious and secular events. Holy days from other religions are also included when appropriate.

The teaching of R.E. aims to focus on the following skills:

- Knowledge and understanding of events and people in the Bible;
- The logical sequencing of major events and their timing
- Contrasting and comparing different world religions;
- Forming views and opinions and the ability to communicate these to others;
- A growing understanding of our moral codes and developing this understanding as part of a wider community.