



**BURGESS HILL**  
— JUNIOR —

**Curriculum Synopsis – Junior School including EYFS**      **2 b (i)**

<b>Responsible for Initiating Review of Policy</b>	Junior School - Head
<b>Committee to Review</b>	SLT
<b>Last Review Date</b>	January 2018
<b>Review Period</b>	Annual
<b>Approved by (Committee and Date)</b>	SLT
<b>Approved by Board of Governors</b>	TBA
<b>Effective Date of Policy</b>	January 2018
<b>Next Review Date</b>	January 2019
<b>Related Policies</b>	Curriculum Policy Statement – Junior School

**Early Years Foundation Stage**

**EYFS Statutory Framework.** supports an integrated approach to early learning and care. It gives all professionals a set of common principles and commitments to deliver quality early education and childcare experiences to all children. The **Early Years Foundation Stage (EYFS)** sets standards for the learning, development and care of children from birth to 5 years old.

EYFS areas of learning and associated early learning goals

**Characteristics of effective learning:**

<b><i>Play and exploring – engagement</i></b>	<b><i>Active learning – motivation</i></b>	<b><i>Creating and thinking critically – thinking</i></b>
<ul style="list-style-type: none"> <li>• finding out and exploring</li> <li>• playing with what they know</li> <li>• being willing to 'have a go'.</li> </ul>	<ul style="list-style-type: none"> <li>• being involved and concentrating</li> <li>• keep trying</li> <li>• enjoying achieving what they set out to do</li> </ul>	<ul style="list-style-type: none"> <li>• having their own ideas</li> <li>• making links</li> <li>• Choosing ways to do things.</li> </ul>

<b><i>Prime Areas:</i></b>	<b><i>Specific Areas:</i></b>
<p><b><i>Personal, social and emotional development</i></b></p> <ul style="list-style-type: none"> <li>• making relationships</li> <li>• self-confidence and self-awareness</li> <li>• managing feelings and behaviour</li> </ul> <p><b><i>Physical Development</i></b></p> <ul style="list-style-type: none"> <li>• moving and handling</li> <li>• health and self-care</li> </ul> <p><b><i>Communication and language</i></b></p> <ul style="list-style-type: none"> <li>• listening and attention</li> <li>• understanding</li> <li>• speaking</li> </ul>	<p><b><i>Literacy</i></b></p> <ul style="list-style-type: none"> <li>• reading</li> <li>• writing</li> </ul> <p><b><i>Mathematics</i></b></p> <ul style="list-style-type: none"> <li>• numbers</li> <li>• shape, space and measure</li> </ul> <p><b><i>Understanding of the World</i></b></p> <ul style="list-style-type: none"> <li>• people and communities</li> <li>• The World</li> <li>• Technology</li> </ul> <p><b><i>Expressive Arts and Design</i></b></p> <ul style="list-style-type: none"> <li>• exploring and using media and materials</li> <li>• being imaginative</li> </ul>

**KEY STAGE 1 and KEY STAGE 2**

The schemes of work in the Junior School are informed but not constrained by the National Curriculum. We provide a broad and balanced programme to include Mathematics, English, Science, Technology, Computing, French, History, Geography, Art, Music and Physical Education. All students have a weekly PSHE lesson that includes Citizenship aspects that are also delivered across the curriculum and, in particular, are embedded in schemes of work for RE, Geography and History. Cross-curricular themes are pursued regularly with an emphasis upon breaking down barriers between subjects and the development of cross-curricular projects.

**RELIGIOUS EDUCATION/ETHICS**

Irrespective of their personal commitment all girls attend lessons of Religious Education or Ethics. The PSHE programme also includes discussion of ethics and moral issues. The work covered is wide ranging both in approach and content. By studying many faiths it is hoped that the girls develop tolerance of others' views and a spiritual dimension. The School does not ever seek to impose specific views on any of the students but rather to widen their horizons in order that they can make their own choices.

In key stage one we aim to develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They use basic subject-specific vocabulary. They raise questions and begin to express their own views in response to the material they learn about, and in response to questions about their ideas.

In key stage two we aim to extend pupil knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They are introduced to an extended range of sources and subject-specific vocabulary. They are encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.

**Computing**

Our high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

**The Extra Curricular Enrichment Programme**

This is subject to continuing review.

Curricular Enrichment is many things that students can choose to do beyond their academic pursuits and the normal requirements of their life in school. Developing pupils' social, moral, spiritual and cultural strengths will allow them to succeed in education, work and society.

We aim to provide a varied extracurricular enrichment programme that allows and recognises the many activities our students can get involved in.