

Curriculum Policy, Including EYFS



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This policy should be read in conjunction with the following documents:

The Dallington School Accessibility Plan
The Dallington School Equal Opportunities Policy
Safeguarding and Child Protection Policy
Assessment Policy
Feedback and Marking Guidelines
Equality Act 2010
Education and Inspections Act 2006
Education Act 2011

CURRICULUM POLICY

1. INTRODUCTION

Dallington School is a progressive co-educational day school educating and inspiring children from Nursery (3 year olds) to Year 6. The school provides supervised full-time education for its students (constructed in accordance with section 8 of the Education Act 1996). The curriculum takes into account the ages, aptitudes and needs of all students, including those students with an EHC plan. The curriculum provides, for all students, the opportunity to learn and make progress.

This policy describes the values, aims, objectives and practices of the educational programme at Dallington School and will be upheld and promoted by all staff working in the school, including the Early Years Foundation Stage. It supports recent versions of the Independent Schools Standards Regulations and appropriate plans, schemes of work and other school policies.

This policy is made available to parents and staff in written format and a copy can be located on the school's website.

2. VALUES

Our school curriculum is underpinned by our Dallington core values. These were developed in collaboration with children, parents and staff and are outlined below. The curriculum is how the school achieves its aim; for all children to love learning and to grow and develop life-long skills, knowledge and attitudes to succeed in whatever they set their mind to.

Core values:

Relationships

We believe in an informal, nurturing environment where children feel safe, secure and joyful. Relationships are enriched through a strong sense of community and collaboration between children, teachers and parents.

Empathy

We believe in celebrating differences and valuing each other through compassion and mutual respect. Everyone at Dallington flourishes because everyone cares.

Creativity

We believe all children are born with a gift and innate creativity. Every child at Dallington has something brilliant to offer and it is our role to empower them to realise their true potential.

Individuality

We believe in free-thinking young people who are listened to, who are given the autonomy to express themselves with originality. This leads to authentic, grounded and empowered individuals whose self-awareness is strong.

Play

We believe in embracing children's natural love for discovery. At Dallington, children are immersed in an explorative, play-based approach, in which they experience a sense of wonder and are given the freedom to take risks, make mistakes and learn from them.

Enjoy the Journey

We believe education is not a race and should be developmentally appropriate. This develops a love for learning where childhood can be enjoyed and celebrated without unnecessary pressures.

3. LEARNING HABITS

At Dallington School, we are committed to developing essential learning habits rooted in evidence and research, with a particular focus on problem-solving and life-related skills. By explicitly teaching these habits, we equip our pupils with positive thinking strategies and practical behaviours that help them respond confidently to challenging or uncertain situations. Through a whole-school approach, we aim to nurture thoughtful, compassionate, and cooperative learners, preparing them to thrive both within our school and beyond.

Currently, our school community has chosen to focus on three core learning habits: **resilience**, **focus**, and **curiosity**.

Resilience means being able to keep going when faced with difficulties, learning from mistakes, and adapting to new challenges with a positive mindset.

Focus involves paying careful attention to tasks, managing distractions, and sustaining effort to achieve goals.

Curiosity encourages children to ask questions, explore new ideas, and show enthusiasm for learning about the world around them.

By embedding these learning habits in our curriculum and daily practice, we support every child to become an independent and motivated learner, ready to make a positive contribution to their community and society.

4. AIMS

The Dallington Curriculum aims to:

- Offer a broad and balanced range of subjects and disciplines – this is informed rather than constrained by the National Curriculum, taking full advantage of our independence and our progressive traditions.
- Enable children to achieve academic success whilst still being able to enjoy their childhood – successful academic outcomes are integral to our approach but our truest measure of success is preparing Dallington students for the next steps on their onward educational journey; children leave the school as well-rounded adults who are socially adept, emotionally resilient and inquisitive lifelong learners.
- Help children develop their own interests and passions without unnecessary pressure – intelligence, understanding and capabilities will show themselves in many different ways and therefore we aim to educate in a personalised way that will both challenge and support each individual while minimising unnecessary pressure.
- Develop expert knowledge and understanding on issues surrounding our diverse planet - our curriculum aims to help students become global citizens; to make meaning of the world around them whilst being equipped to face the challenges of

the future; an awareness of spirituality and morality and an understanding of the importance and the limitations of inherited knowledge, culture and values.

- Encourage a commitment to social responsibility through a strong moral compass - through the Dallington Curriculum we actively promote the fundamental values of tolerance and inclusion; develop students' understanding of how people make decisions in the democratic process and understand the rule of law; we help children develop a sense of social responsibility, to have the courage to speak out when their beliefs or values are challenged and to recognise that they have the power to make a difference to the world around them.
- Embed creativity throughout all aspects of school life – all subjects are considered to have creative and academic aspects and possibilities.
- Promote the powers of reasoning, reflection and critical thinking - encouraging our children to question, formulate their own thoughts and to look at situations from different perspectives creates independent thinkers who are open-minded and who are able to find creative ways to solve problems
- Nurture intrinsic motivation - helping students to enjoy achievement and keep competition in perspective, valuing the intrinsic worth of actions and learning rather than the pursuit of prizes
- To be a dynamic rather than a static entity - the process of curriculum review and development is informed by current educational research and our own internal self-reflection processes.

5. OBJECTIVES

In order to fulfil our aims we:

- Give all children experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative, religious studies and personal, social, health (physical and mental) and economic education.
- Provide a broad balanced curriculum together with a rich extra-curricular programme.
- Take full advantage of our central London location and its rich cultural offerings with trips and visits.
- Develop the children's spiritual, moral, cultural, intellectual and physical growth.
- Actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs so that they are effectively prepared for life in British society.
- Develop pupil's technological fluency and safety as we recognise the important role this plays in today's world.
- Draw on the expertise and experience of our staff team and school community to maximize opportunities for learning.

- Give all children the opportunity to learn and make good progress, maximizing each child's potential.
- Build on, develop and extend what has already been learned.
- Provide subject matter and learning experiences appropriate and adapted for the ages and aptitudes of all children including:
 - children on our SEND Register including those with Educational Health and Care Plans
 - children with English as an additional language (EAL)
 - our highest attainers

6. CURRICULUM CONTENT

The timetable ensures that there is breadth and balance between the curriculum areas to allow children to acquire skills and knowledge in:

Speaking and listening
Literacy
Mathematics and numeracy
Science
Humanities
Computing and Coding
Performing Arts
Art & Design
French
Sport
Forest School

Personal, Social, Health & Economic (PSHE) including Relationships and Sex Education (RSE)
SMSC (including RE)

All children have a class teacher, supported by a Teaching Assistant. In lessons, they follow an extensive timetable, benefiting from specialist teaching in Sport, Forest school, Swimming, Performing Arts and French. Detailed information for each subject is contained within planning documents by subject coordinators, which can be obtained from the school. For a breakdown of subject times see appendix 1.

Safeguarding and promoting the welfare of children is embedded throughout our curriculum. All staff understand their safeguarding responsibilities as set out in 'Keeping Children Safe in Education' (2025) and our safeguarding and child protection policy.

THE EARLY YEARS FOUNDATION STAGE

We recognise that outstanding provision in the Early Years is fundamental to every child's development, laying the groundwork for future learning, positive attitudes and personal success. The curriculum for the Early Years Foundation Stage forms the first stage of our whole school curriculum and is planned in accordance with the statutory framework for the early years foundation stage (September 2021, updated 2024).

There is a strong focus on play-based learning with a balance of child-initiated and adult-led activities in both an indoor and outdoor setting. Opportunities for investigation and discovery are well planned for and the adults play a key role in enriching and extending learning potential. A wide range of resources is available to stimulate interest and to nurture and celebrate curiosity.

All children are allocated a Key Worker and the ratio for adult supervision is in accordance with the regulations for the Early Years Foundation Stage. We use Early Essence to monitor and record the children's progress and ensure that parents are updated with their child's progress.

The Early Years Curriculum relates to the seven areas of learning:

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development
- Literacy

- Mathematics
- Understanding the World
- Expressive Arts and Design

We comply with both the learning and development requirements and the safeguarding and welfare requirements set out in the Statutory framework for the early years foundation stage (2021, updated 2024).

LITERACY

At Dallington, our Literacy curriculum is designed to develop children's love of reading, writing and discussion and prepare our learners for life as successful, valuable and socially responsible citizens. We inspire an appreciation of our rich and varied literary heritage and a habit of reading widely and often. We nurture a culture where children take pride in their writing, can write clearly, imaginatively and accurately and adapt their language and style for a range of contexts. We inspire children to be confident in the art of speaking and listening and to use discussion to communicate and further their learning in all areas of the curriculum.

Our Literacy curriculum is implemented through the use of rich texts and engaging pupils with a cross-curricular approach with the aim to provide as many purposeful opportunities for reading, writing and discussion. Texts are chosen to link with the topics pupils are learning about and these are used as a springboard to inspire pupils to read and write. We believe that choosing the right context and starting point to engage our children in their learning is vital in fostering a love for reading and writing. Literacy lessons also focus on teaching specific spelling, grammar and punctuation skills to enable our pupils to apply the skills they have been taught to their writing across a range of different contexts.

MATHEMATICS and NUMERACY

At Dallington, we aim to nurture children's natural curiosity and confidence in Mathematics by encouraging them to engage with numbers, space, and problem-solving in an imaginative and exploratory way. Children are taught not only to perform calculations and manipulate numbers but also to discover and appreciate patterns, relationships, and mathematical structures.

Our approach includes a blend of practical activities, discussions, and hands-on exploration, allowing students to connect mathematical concepts to real-world contexts. By encouraging collaborative problem-solving and independent inquiry, we aim to foster logical thinking, creative reasoning, and a love for numbers. Throughout their learning, children develop resilience and flexibility in approaching mathematical challenges. The use of technology, manipulatives, and cross-curricular projects reinforces their understanding and supports individual progression.

SCIENCE

Science at Dallington is built on curiosity and discovery. From the Early Years onwards, we foster an appreciation for the natural world and encourage children to question, investigate, and explore. Our enquiry-based approach nurtures scientific thinking and develops the skills necessary for observing, hypothesising, investigating, and analysing.

Children learn by conducting hands-on experiments and investigations, recording their observations, and discussing their findings. Science is not taught in isolation; instead, we connect it with other subjects through cross-curricular topics, enriching students' understanding of how the world works. By allowing children to explore their interests and make mistakes, we encourage resilience, critical thinking, and a deep sense of wonder.

about the world around them.

HUMANITIES

Our topic driven curriculum ensures that children explore the study of people, our world and our environment and how human actions, both in the present and in the past, have influenced society, events and geographical conditions. The design of the curriculum encourages children to develop an awareness of the interconnectedness of our world, across time and geography – allowing them to reflect on prior learning and to integrate new knowledge, developing a rich and nuanced understanding of the world. Religious Education and Spiritual, Moral, Social and Cultural Development objectives are embedded in this curriculum.

COMPUTING and CODING

Our Computing and Coding curriculum reflects the growing importance of digital literacy while staying true to Dallington's values of creativity, collaboration, and independent exploration. Children are introduced to key concepts in information and communication technology, from navigating digital tools to creating and debugging simple programs.

We place a strong emphasis on online safety and teach children how to keep themselves and others safe online, as part of our statutory duty under Keeping Children Safe in Education (2025). This includes teaching about the risks of misinformation, disinformation, and harmful online content. We teach them how to be responsible and ethical digital citizens. Beyond technical skills, our curriculum fosters creativity and problem-solving, enabling students to develop their own digital projects. Whether through coding, multimedia projects, or using technology to support learning in other subjects, we encourage children to view technology as a tool for exploration, communication, and innovation.

PERFORMING ARTS

In Performing Arts lessons, children have the opportunity to immerse themselves in the imagined landscape of the theme they are exploring, through music and drama. They learn to play collaboratively, developing a shared imagination, listening to each other and finding their voices within the group. Developing vocal and physical expression are valuable life skills, which children have the opportunity of testing as they perform for each other, and for the wider school community. Many children learn instruments, which they are invited to perform for their peers, learning to understand and control nerves, so that they can enjoy these opportunities and have fun playing in ensembles. Children are encouraged to be curious and to enjoy the process of creating a piece for performance, looking for what's interesting, rather than what's perfect.

ART & DESIGN

Our Art and Design lessons are often taught in a cross curricular way that link to the children's topic study. Our curriculum develops the children's creative and aesthetic responses to the visual and tactile qualities of the natural and constructed world. We aim to give pupils the skills, concepts and knowledge necessary for them to express responses to ideas and experiences as well as to value and appreciate art processes and finished products. Teachers stimulate creativity, imagination and inventiveness and enable the children to make informed judgements as well as aesthetic and practical decisions. Our curriculum covers a range of range of artists and artistic approaches which help develop children's critical abilities and understanding of their own and others' cultural heritages. Art and Design skills are introduced in Year 1 and continue into Year 6. They include: drawing,

painting, 3D form, collage and knowledge about artists.

FRENCH

Our French curriculum is broad and balanced, building on prior learning while offering support and challenge. Pupils from The Early Years to Year 6 receive between 30 minutes to one hour of French per week. Lessons are sequenced for revision and progression, using the different resources, which covers six key strands:

- Speaking and pronunciation
- Listening
- Reading and writing
- Grammar
- Intercultural understanding
- Language detective skills

In The Early Years the focus is on oral skills, with written French introduced in later years (Years 3&4). A range of teaching methods is used, including independent tasks, group work, role-play, and language games, with a focus on grammar and language detective skills. Lessons are differentiated to ensure accessibility for all students.

SPORT

The curriculum develops children's physical skills and fluency – including control and co-ordination - as well as their tactical skills, teamwork, leadership and imaginative responses. It supports them to evaluate and improve their performance, as they are challenged to measure progress against their own 'personal best'. It also encourages them to acquire knowledge and understanding of the basic principles of fitness and health. It aims to promote a lifelong engagement with and enjoyment of physical exercise and sporting pursuits of all kinds.

FOREST SCHOOL

We believe that being outside and learning through Forest School pedagogy is a vital component of children's development. Embedded in the curriculum, all children experience regular sessions facilitated by our own qualified Forest School leader in natural spaces around us in North London. The sessions rely a great deal on child-led learning through hands-on activities which help to develop practical, socio-emotional, and academic skills, as well as allowing children to enjoy the outdoors, learn about trees and plants and to respect nature.

Personal, Social, Health and Economic Education (PSHE), including Relationships and Sex Education (RSE)

Personal, social, health and economic education is an important part of the curriculum at Dallington. Through these lessons, we aim to develop the children's sense of identity, as informed, empowered and reflective individuals. The school's Scheme of Work sets out a pathway from Early Years to Year 6 and the themes and simultaneously threaded through the broader learning experience. **We teach Relationships Education in accordance with the statutory guidance 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' (2019, updated 2020). From September 2026, we will implement the revised statutory guidance published in 2025.** This is taught as a part of our PSHE lessons and parents are consulted on this. Our PSHE programme reflects the school's aims and values

and encourages respect for other people, with particular regard to the protected characteristics under the Equality Act 2010. Our curriculum ensures pupils understand and respect all nine protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. Relevant policies and procedures also educate students about the values and morals we seek to nurture. Our programme is a mixed year group 'spiral curriculum' – with key topics being visited and revisited in an age appropriate manner as students move up through the school.

SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT (SMSC), including RELIGIOUS EDUCATION (RE)

At Dallington, SMSC underpins much of what we do. We recognise that the personal development of the children – spiritually, morally, socially and culturally – plays a significant role in their ability to learn, and to grow into well-rounded members of society. We aim to provide an education that provides children with opportunities to explore and develop their own values, beliefs and spiritual awareness as well as develop an understanding and respect for others. We provide opportunities for children to explore social and cultural traditions and develop an appreciation of the diversity and richness of cultures and the world around them. This is achieved through all areas of our topic based curriculum including, but not limited to, our PSHE and RSE programme, circle times, assemblies, school trips, School Council, Eco- Warriors...

In addition, the children's knowledge and understanding of major world faiths and traditions is developed and nurtured from Nursery to Year 6. As well as recognising various festivals throughout the year, we have a special RE enquiry day twice a term to gain a depth of understanding of faith, beliefs and intercultural connections.

7. PRACTICE

We aim to foster a life-long love of learning, by adopting a cross-curricular, topic-led approach. Our subject coordinators provide useful subject expertise as well as plan, monitor and review their schemes of work. Teachers adapt these schemes of work to plan and teach a creative curriculum that provides support and challenge in a purposeful and meaningful context.

Teachers at Dallington have flexibility and creative flair in the ways that they teach by responding to either current events or children's interests. Class teachers provide medium-term plans to outline the proposed work in each curriculum area. However, following our personalised approach to teaching and learning, these plans are used as a guide and are subject to change as the learning needs or interests of the class change through the term. Teachers will have:

- **Long-term plans** – Objectives are taken from the Early Years Foundation Stage (Development Matters) and National Curriculum. We have created curriculum progressions for each area.
- **Medium-term plans** – Planning for the term for each year group, is uploaded to the shared drive.
- **Short-term plans** – This is personalised by each teacher using a format which they find useful in supporting their teaching. E.g. SMART notebook slides.

In addition, a variety of academic, creative and physical clubs are offered at Dallington School. This broadens the curriculum further and provides opportunities for children to

extend and enrich their learning in a variety of engaging activities.

Teaching and learning involves a range of approaches, including, enquiry, practical, experimental, constructive and, most of all, active engagement by the children. Staff will make amendments to planning where necessary.

8. STUDENT VOICE

Dallington is proud to have an active School Council, comprised of representatives from all classes from Years 1-6. Children have the opportunity to vote for these representatives each year. All children are encouraged to put forward ideas for discussion to the School Council, during class meetings, as a way to practice contributing to a democratic process. The School Council leads the school community in engaging with community events and fundraising for local, national or international charities throughout the year.

Dallington also has a passionate group of Eco Warriors who are involved in decision making around how our school is run and how to help make it more environmentally friendly. Members take part in discussions and votes and feedback any relevant information to their class. They meet regularly as a group to discuss and implement their ideas.

9. HOME LEARNING

At Dallington School we don't believe in setting vast amounts of home learning. This is a founding value which is corroborated by current research that suggests home learning has very little benefit to younger children and can create a negative approach towards learning, as well as compromise positive relationships at home. However, we strongly encourage children to read at home from Nursery onwards and to explore basic literacy and numeracy skills. From Year 1, children will receive weekly spellings and times tables and they will be informally assessed via an interactive quiz the following week. Teachers may choose to set an optional topic project in line with their classroom learning. Children who require extra support may be given focused activities to complete at home to help introduce or consolidate learning.

10. ADAPTIVE TEACHING

We are a mixed attainment school and endeavor to meet the needs of all students so that they have the opportunity to learn and make good progress. Adaptive teaching is key to achieving this. Class teachers, Subject coordinators and the Leadership team work closely together so the particular interests, needs and strengths of each child are shared and used to ensure adaptive planning meets the needs of all children.

Dallington is an inclusive school. Children with specific learning difficulties are carefully monitored through our SEND procedures facilitated by our SENDCo to ensure children's needs are met and the necessary support is provided (see SEND policy for more details).

We are aware that it is best to define adaptive teaching in a number of ways and to allow teachers flexibility of interpretation and implementation:

- By task (different children or groups working on different tasks according to their current attainment level or aptitude).
- By outcome (all children having equal access to a task but with planned extension activities and support mechanisms).

- By text or resources (providing different materials or written texts for different children, or allowing more time to complete a task).
- By support (all children may be doing the same task but some will receive extra support from the teacher or another adult either inside the classroom or outside at a different time).
- By attainment level (learners are grouped accordingly)

11. ACCESS

All children have the opportunity to learn, make progress and access the experiences, people and resources necessary to realise their potential in education. Children on our SEND and EAL Registers will be provided with support in order to meet their needs. Children with a Statement or Education Health and Care Plan will be provided with an education, which fulfils their stated requirements. Children who have other particular needs, such as being a young carer, will also receive appropriate additional support.

We follow the guidance set out in the SEND Code of Practice: 0 to 25 years (2015) to ensure appropriate provision for pupils with special educational needs and disabilities.

12. LEARNING SUPPORT

The SENDCo in collaboration with members of the SLT and class teacher, organises a variety of interventions and targeted levels of support so that each student can achieve their potential. Where appropriate, additional interventions outside of the classroom are available, and tailored to individual needs.

Where a pupil has an Education, Health and Care Plan (EHCP), the SENCo will arrange provision in accordance with the needs of these children and in line with the number of hours of support provided for by an EHC plan. This provision may involve a mixture of in class support and one to one support, depending on the needs of the child. This may be provided by an existing member of the Learning Support Team or by one or more Learning Support Assistants. On admission, an Individual Education Plan (IEP) will be prepared for each child with an EHC Plan and this will be updated on a termly basis. The status of each EHC Plan is reviewed on an annual basis during which process the SENCo and their team will liaise closely with the representative from the appropriate borough.

13. OTHER SUPPORT

Children who have particular needs affecting their academic progress but who are outside the SEND register also receive appropriate additional support. This may include students who are going through a difficult time emotionally, for example following a family breakdown or bereavement. It may also include students who have challenges in their home circumstances, such as being a young carer. This support is overseen through the pastoral system, and may include support from the SLT.

14. TRANSITION TO SECONDARY SCHOOL

We support all children in their transition to secondary school, through parent meetings, exam preparation (where appropriate) and by offering personalised guidance based on our knowledge of and insight into the range of school options available to them. For children with SEND, we provide appropriate support that reflects the specific needs of the child,

including close liaison with their selected school.

15. MONITORING THE CURRICULUM

The responsibility for a subject area lies with the relevant Subject Coordinators. This includes all the necessary planning documentation/scheme of work. The subject coordinators are also responsible for the monitoring of the teaching of their subject in a variety of ways including lesson visits, 'book looks' and interviews with teachers and children. Monitoring of the teaching is also the responsibility of the Senior Leadership Team. Topic summaries outlining the content to be covered each term for each year group are maintained by class teachers and subject coordinators. The SLT oversees the delivery of the curriculum. They are responsible for monitoring and supporting the subject coordinators.

16. MONITORING OF PROGRESS

The achievements of all children are carefully monitored so that we can ensure all are making good progress. This includes, by definition, students of all aptitudes and abilities, including those with a SEND or an EHCP, other students on the SEND register, EAL students and the highest attainers. This monitoring takes place on a day-to-day basis by the class teacher and any concerns are quickly identified and appropriate strategies to support progress are then put in place. The termly 'learning conversations' about each child further reinforce this process and enable the class teacher, SENCO and SLT to stand back and ensure each child is fulfilling their potential. This is an evidence based process and supported by a range of resources. For more information, see our Assessment Policy and Feedback and Marking Guidelines.

APPENDICES

Appendix 1

Breakdown of subject timings

At Dallington, we prioritise flexible, individualised learning that follows the children's interests, therefore subject timings are approximations that may change week on week. We advocate a cross-curricular approach to teaching and learning which means that topic work often weaves through other areas of learning. For example, Literacy work.

Year 1 & 2 Breakdown

Phonics	English (inc reading, writing, handwriting, spelling & grammar)	Maths	Science
x 4 a week	x 5 a week	x 4 a week	x 1 a week
2 hours	5 hours	3 hours 40 minutes	1 hour

PSHE/RSE	Topic (inc geography & history)	Art/Library visit	Performing Arts
x 1 a week	x 1 a week	x 1 alternate weeks	x 2 a week
1 hour	1 hour 30 minutes	1 hour	1 hour 30 minutes

French	RE	Sport (inc swimming)	Forest School
x 1 a week	x 1 day a half term	x 2 a week	x 1 every ½ term
40 minutes	4 hours	2 hours	1 hour 30 minutes

Coding	Storytime	
x 1 a week	x 2 a week	
40 minutes	1 hour	

Year 3 & 4 Breakdown

English (inc reading, writing, handwriting, spelling & grammar)	Maths	Science	PSHE/RSE
x 5 a week	x 4 a week	x 1 a week (every ½ term)	x 1 week
5 hours	4 hours	1 hour	1 hour

Topic (inc geography & history)	Art/Library visit	Performing Arts	French
x 1 a week (every ½ term)	x 1 alternate weeks	x 2 a week	x 1 a week
1 hour	1 hour	1 hour 30 minutes	40 minutes

RE	Sport (inc swimming)	Forest School	Coding
x 1 day a half term	x 2 a week	x 1 every ½ term	x 1 a week
4 hours	2 hours	1 hour 30 minutes	40 minutes

Storytime	
x 2 a week	
1 hour	

Year 5 & 6 Breakdown

English (inc reading, writing, handwriting, spelling & grammar)	Maths	Science	PSHE/RSE
x 5 a week	x 4 a week	x 1 a week (every $\frac{1}{2}$ term)	x 1 week
5 hours 15 minutes	4 hours	1 hour	1 hour

Topic (inc geography & history)	Art/Library visit	Performing Arts	French
x 1 a week (every $\frac{1}{2}$ term)	x 1 alternate weeks	x 2 a week	x 1 a week
1 hour	1 hour	2 hours	1 hour

RE	Sport (inc swimming/kayaking)	Forest School	Coding
x 1 day a half term	x 2 a week	x 1 every $\frac{1}{2}$ term	x 1 a week
4 hours	2 hours	1 hour 30 minutes	40 minutes

Study Skills (Maths, Non-Verbal Reasoning)	
x 2 a week	
1 hour	