



Mylnhurst

Preparatory School and Nursery



Mylnhurst
Campus Group

MOTIVATE. ENGAGE. INSPIRE.



Policy Document
Mylnhurst School & EYFS

Curriculum Policy

Review Date: September 2026



Curriculum Policy

Contents

1. Rationale
2. Planning
3. Books
4. Homework
5. School Website
6. Extra-curricular activities
7. Key Skills
8. Children with SEND, EAL or are Gifted and Talented
9. Role of the subject co-ordinator
10. Monitoring
11. Parents

1. Rationale

Our curriculum encompasses all the planned activities that we organise in order to promote learning, personal growth and development. It not only incorporates the formal requirements of the National Curriculum, but also the wide range of extra-curricular activities that the school provides in order to enrich the experience of the children.

It also includes the 'hidden curriculum', i.e. what the children learn from the way they are nurtured and how they are expected to behave. We aim to help our children grow into positive, responsible people, who have the social skills to be successful in their communities and embrace our growth-mindset philosophy.

Above all, we continually strive to provide a curriculum which is relevant, stimulating and cross curricular.

Cross-curricular work offers a creative way to develop children's knowledge, skills and understanding while motivating them to learn through stimulating interconnected topics. A study which crosses subject boundaries allows for investigations that engage children's imagination. It also gives teachers opportunities to encourage active enquiry, taking the initiative, as well as promoting ideas for children to discuss and debate.



When developing a cross-curricular approach we acknowledge the curriculum breadth and balance; links between subjects; progression, key skills and concepts.

At the centre of our curriculum, and everything we seek to achieve in our school community, are our Mission and Vision Statements:

Mission

To maximise the potential of our children through partnership within a challenging and supportive Christian community

Vision

A centre of educational excellence preparing children in a Christian environment for life's opportunities

Our curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

The curriculum at Mylnhurst follows National guidelines which we supplement using a range of carefully selected teaching materials and resources.

We strive to provide a 'creative curriculum' which ensures our children gain experience in:

linguistics, mathematics, science, technology, humanities, social and physical development, creative arts (art, music, dance, performing arts) and RE.

We value the:

- way in which all children are unique.
- manner in which our curriculum promotes respect for the views of each individual child, irrespective of their educational needs.
- spiritual and moral development of each person which is viewed with equal importance as their intellectual and physical growth.
- importance of each person in our community and we organise our curriculum so that we promote co-operation and understanding between all members of our community.
- rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty. We aim to enable each person to be successful, and we provide equal opportunities for all the children in our school.



- environment of our school and the world. We aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.

We aim to:

enable all children to learn and develop their skills to the best of their ability.

- promote a positive attitude towards learning so that children enjoy coming to school and acquire a solid basis for lifelong learning.
- enable children to be creative and to develop their own thinking.
- teach children about their developing world, including how their environment and society have changed over time.
- enable children to be positive citizens in society.
- fulfil the requirements of the EYFS and National Curriculum and the 'Come and See' Religious Education Scheme.
- teach children to have an awareness of their own spiritual development and to understand right from wrong.
- help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all.
- enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others, without prejudice.

Planning

How do we plan in a cross-curricular way?

When planning a cross-curricular topic we research the links between topics. We make these links real, not contrived and we choose areas where genuine connections between subjects occur naturally. On the school's long-term plans, we look for, and develop, any obvious links between subject areas.

Good cross-curricular links can include several subjects. Cross-curricular work offers a creative way to develop children's knowledge, skills and understanding while motivating them to learn through stimulating, interconnected topics (where relevant).

It also gives teachers opportunities to encourage active enquiry, taking the initiative, and discussion and debate by children.



Long Term and Medium Term Planning

The Early Years Foundation Stage (EYFS)

In the Early Years Foundation Stage, we adopt a cross curricular topic approach to curriculum planning. We plan the curriculum carefully so that there is coherence and full coverage of all aspects of the EYFS.

The EYFS curriculum includes child-initiated activities and teacher-led planning in order to meet the requirements set out in the guidance. Our curriculum planning focuses on the Early Learning Goals and on developing children's skills and experiences, as set out in this document.

Our school fully supports the principle that young children learn through play, and by engaging in well-planned structured activities. Teaching in the Reception class builds on the experiences of the children in their pre-school learning.

During the child's first term in the Reception class, their teacher makes a baseline assessment to record the skills of each child on entry to the school. This assessment forms an important part of the future curriculum planning for each child. A learning journey profile of each child is kept and updated throughout the EYFS. This is completed at the end of the Reception year.

We are well aware that all children need the support of both parents and teachers to make good progress in school. We strive to build positive links with the parents of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing.

Long Term and Medium Term Planning

Key Stage One and Key Stage Two

Curriculum breadth and balance is considered at the long-term planning stage. Long-term plans exist to ensure that pupils receive their entitlement to the whole primary curriculum. They map the curriculum for the school over a whole year.

We have a long-term plan for each curriculum area. This indicates what topics are to be taught in each year and in which term, and to which groups of children. Our long-term plans are evidenced on our curriculum maps.

Short Term Planning

Our short-term plans are written on a weekly or daily basis. We use our planning sheets to evidence the learning objectives, key vocabulary, the introduction to the lesson, differentiated activities, plenary, assessment opportunities, homework opportunities and resources required. See individual subject policies for further detail on planning which is subject specific.

Curriculum Subjects

Early Years Foundation Stage (Nursery & Reception Class)

At Mylnhurst, we comply with the EYFS statutory guidance.

English

We use the Programmes of Study from the National Curriculum as the basis for our coverage and planning of the English curriculum. Our medium and short-term planning is produced with clear reference to our schemes of work. We currently use Read Write Inc. in EYFS and Prep 1 and Wordsmith from Preps 2-6.

We use Read Write Inc. throughout school as our adopted phonics and handwriting scheme and also incorporate Ros Wilson's VCOP initiative into our English teaching.

We have progressive reading schemes throughout school. This incorporates the Oxford Reading Scheme and Read write Inc book bag books lower down the school. From Prep 2, children begin the Accelerated Reader scheme. This commences with a star reader quiz, awarding the child with a ZPD (zone of proximal development). Once a child knows their ZPD, they can visit the library and choose any book within their range. The Accelerated Reading Scheme opens up the world of reading far beyond a traditional reading scheme and it encourages a love of reading.

Mathematics

We use the Programmes of Study from the National Curriculum as the basis for our coverage and planning of the Mathematics curriculum. Our long and Medium term plans are produced with reference to our current schemes of work.



In September 2016, we began to formally follow the Mathematics Mastery scheme produced by Ark with our Reception and Year 1 classes. This has since filtered out throughout the school, year on year. Each new teacher is trained in Mathematics Mastery in June of each academic year prior to starting the academic year with this cohort.

We have adopted a greater use of concrete materials to introduce new concepts and to deepen understanding of these. Previously, these materials may have only been made available to children who needed support to gain an understanding of a concept or for visual and kinaesthetic learners. However, recent research has shown that concrete materials followed by pictorial representations are key to develop a depth of understanding of new mathematical concepts. The Mastery Mathematics approach also places a great emphasis on mathematical vocabulary by introducing each lesson with star words and accompanying these with physical actions to aid recall and understanding.

Science, Computing, Design & Technology, Art and Design, History and Geography

We follow the National Curriculum statutory requirements as the basis for much of our long and medium-term planning in these subjects including the QCA documents, LCP units and, in Art and Design, we use some guidance from The Sheffield LEA (supplemented and adapted as appropriate).

Cooking & Nutrition

We follow the Primary National Curriculum Statutory requirements for cooking and nutrition. Some units are based on teaching children basic cookery skills and techniques. Where appropriate, we have created cross-curricular links. Children carry out a 6 week cooking and nutrition topic as part of our Friday afternoon project time.

RE

We follow the "Come and See" scheme as recommended by the Diocese of Hallam. This scheme will be discontinued by September 2026 in conjunction with the new Religious Education Directory (RED). We are following the proposed roll out as recommended by the Diocese of Hallam. Reception, Prep 1 and Prep 2 adopted the new RED in September 2024 with Preps 3 and 4 taking on the new RED in September 2025 and finally, Prep 5 and Prep 6 in September 2026.



Spiritual Moral Social and Cultural Development

We follow the Jigsaw scheme of work for PHSCE/Citizenship which provides a school-wide half termly focus as outlined in our curriculum plans. We supplement this with current world issues (where appropriate), assemblies, collective worship and our weekly Value Statements. These all reinforce our SMSC education outside of the allotted times.

Physical Education

The teaching of PE and Games is planned in line with National Programmes of Study from the National Curriculum for Physical Education.

Swimming

The teaching of swimming is planned in line with National Programmes of Study from the National Curriculum for Physical Education. In swimming, we also follow the National Teaching Plan for Swimming.

Performing Arts

The Performing Arts curriculum has been devised specifically by the Performing Arts coordinator and is based upon the National Curriculum for Physical Education and relevant Programmes of Study for speaking and listening. It integrates several cross-curricular themes adopted from the class curriculum maps

Music

The music curriculum has been specifically designed by the director of music to ensure it is cross-curricular and follows national guidelines. It incorporates the national 'Sing-Up' initiative and also supports class assemblies, school masses and the numerous productions throughout the academic year.

MFL

We follow the National Curriculum for Modern Foreign Languages. Spanish is taught for an hour a week across all year groups. With Nursery to Prep 2 receiving two half hour lessons weekly and Prep 3 to Prep 6 receiving a single one hour session. Lessons are based on the E.P.I approach (extensive processing instruction) developed by Dr. Gianfranco Conti. Our course favours flooding comprehensible input with a big focus on reading and listening as modelling. The aim of our language lessons is to empower the beginner learner with



linguistic tools -high-frequency structures and vocabulary – useful for real-life communication. We also celebrate a Languages Day biannually, in the summer term.

Books

The children work in exercise books and on pre-designed or teacher-generated sheets. This will vary according to the subject, the age of the children and the specific task. The children in the EYFS, Key Stage One and Key Stage Two use a specific designated age appropriate exercise book for each subject. We also use Apple Macs, iPads and Chromebooks to produce digitally written work.

Homework

We have a whole school progressive approach to homework which is completed in school for the last half an hour of the school day for children in Key Stage Two. Spellings and reading are regularly completed at home alongside work on Atom and Century Tech.

Extra-Curricular Activities

Our school curriculum is further enhanced by an extensive enrichment programme which is updated every term and published on our school website.

Educational Visits and Workshops

We have devised an Educational Visits Programme which enhances each child's learning experience through carefully planned locations and activities. The visits are designed to support our topics and are plotted alongside our subject topics on the curriculum maps for each class.

Key Skills

We endeavour to incorporate the following key skills throughout our curriculum:

Communication
Application of number
Computing



Working with others
Improving own learning and performance
Problem-solving

Our school believes that all children need to make good progress in these skill areas in order to develop their true potential.

Children with Special Educational Needs and Disabilities, EAL and G&T

Our curriculum is designed to provide access and opportunity for all children who attend the school.

Where we need to adapt the curriculum to meet the needs of individual children, then we do so only after consultation with parents. We use the SEND Code of Practice 2014 as our guidance document.

If a child has a specific need, e.g. dyslexia, our school does all it can to meet these individual needs. We comply with the requirements set out in the Special Educational Needs & Disability Act (SENDA). Our SEND Co-ordinator ensures that all needs are properly addressed in line with national guidelines including any children with English as an Additional Language.

We actively seek to challenge our gifted and talented children by creating opportunities to further develop their depth of knowledge in these identified areas.

The Role of the Subject Coordinator

At Mylnhurst we believe the role of the subject coordinator is to:

- provide a strategic lead and direction for the subject.
- support and offer advice to colleagues on issues related to the subject.
- monitor pupil progress in that subject area.
- provide efficient resource management for the subject.

The school aims to give subject coordinators non-contact time, each term, so that they can carry out the necessary monitoring duties involved with their role.

It is the role of each subject coordinator to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement in their annual subject development plan and as part of their appraisal meetings.

This development plan links to, and feeds into, our whole-school objectives, i.e. the subject development plans inform the school improvement plan.

Each subject coordinator reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned into schemes of work.

Subject coordinators keep all relevant documents in a subject coordinator file.

The English subject coordinator holds examples of moderated work and each class teacher keeps an updated writing assessment folder.

Monitoring

There is a designated programme of monitoring across a range of curriculum subjects.

Subject coordinators monitor the way their subject is taught throughout the school. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

Subject coordinators write a subject development plan every year and elements of these are incorporated into the School Improvement Plan

The curriculum coordinator is responsible for the day to day organisation of the curriculum with overall responsibility being the role of the headteacher.

The curriculum committee is responsible for monitoring the way the school curriculum is implemented. This committee now consists of the full SLT. The headteacher is responsible for informing the Board of Directors.



Mylnhurst

Preparatory School and Nursery



Mylnhurst
Campus Group

Parents

Parents are informed at the Meet the Teacher/Introductory Evenings about the curriculum their children will be following in a particular year group. During the event, a pack is made available to parents with relevant information regarding the curriculum, including; class timetables, curriculum maps and homework procedures. This information is also on the school website. We hold parents' evenings throughout the year. A Parents Evening Summary form is issued to Key Stage 1&2 parents detailing current academic attainment and targets for the coming term. We issue a formal year-end report for every child in July of each year.

When new initiatives become embedded, parents are encouraged to attend workshops or observe sessions so they are better equipped to gain an understanding of what is being taught and how it is being delivered. We also provide parent information booklets to aid their support of homework tasks. This ensures there is a consistency of approach between home and school. We currently provide a calculations policy showing age-appropriate methods of calculation and a Read Write Inc handbook for parents.

Mylnhurst Preparatory School & Nursery,
Button Hill, Ecclesall,
Sheffield, S11 9HJ

Telephone: 0114 2361411
Email: enquiries@mylnhurst.co.uk
Website: www.mylnhurst.co.uk