

Jasper City School Curriculum Plan Policy

Introduction:

The school curriculum consists of all the planned activities organised by the school to promote learning and facilitate personal growth and development.

Christian education is about teaching children truth about God and His world. The content of a Christian curriculum in many subject areas will not be vastly different from that seen as the national curriculum taught in most schools today. It is the context within which that content is placed which makes the difference. Christian education derives its context and basis from truth and values taught by God through the Bible. The greatest truth and value being love. Learning and relationship, therefore, go hand in hand.



Aims:

- To ensure that the process of curriculum planning is informed by and reflects the school's vision, mission statement and ethos.
- To inform the content, methods and priorities of what is taught.
- To ensure that the curriculum reflects the biblical worldview in its construction.
- To ensure the educational provision of the school is suitable for the needs of all the children in the school, and seeks to give every child equal opportunity of access to the curriculum.
- To ensure that there is appropriate coverage of all subject areas.
- To ensure that the curriculum is broad and balanced in content and teaching style.
- To ensure that there is a progression in learning in every area of the curriculum.
- To ensure that there is balance within and between subjects and aspects of the curriculum.
- To ensure that there is continuity between year groups and key stages.

Values: Christ, in who are hidden all the treasures of wisdom and knowledge (Colossians 2 vs.3)

- Joy – the curriculum will seek to foster in pupils a joy of learning, a motivation for active discipleship as they consider their role in society and a wholehearted love of God and neighbour rather than simply a desire for personal fulfilment or advancement.
- Truth – the curriculum will seek to uphold the concept of absolute truth, promoting what is true and real.
- Knowledge as a whole – the curriculum will be orderly and systematic, coherent and integral, reflecting God as the fount of all knowledge and the concept of knowledge rather than discrete, disconnected parts.
- Discernment – the curriculum will seek to discern the thinking of our times, encouraging skills of discernment and critical analysis of the world and human experiences, with a view to preparing pupils for life, and to playing their part in shaping society.
- Excellence – the curriculum will promote striving for excellence motivated by love for an excellent God. It will seek to create an environment in which talents and abilities can be identified and nurtured to their full potential.
- Creativity and imagination – the curriculum will seek to foster creativity, imagination, exploration and discovery

Organisation and Planning: The earth is the Lord's and everything in it (Psalm 24 vs.1)

At Jasper City School (hereafter JCS) we will provide split curricula across subjects, drawing on the knowledge, expertise and experience of different providers and staff of JCS, delivering a curriculum that will be uniquely our own.

Learners will engage with subjects and topics through interactive learning, tactile, kinaesthetic,

visual and auditory learning, adventure and exploration. Learners will work in groups, in pairs, independently and in teams. Activities will be both teacher-led and pupil-led. They will experience paper learning – text books, workbooks, activity books, worksheets, lecture style and note taking; workshops, practical hands-on learning (experimentation), drawing, making, creating, moving and performing. They will also learn through using electronic devices & a variety of resources. This wide range of appropriate methods, resources and experiences, should maximize the learning experiences of pupils with diverse learning needs.

Our uniquely delivered curriculum will be informed by the National Curriculum Framework but not dictated by it. It will be grounded in concrete experience and will be stage & age-appropriate and relevant to pupils' various life experiences and interests. Our Explicit Curriculum for core subjects Mathematics, English Literature & Language and Spelling (& word structures) is built upon the School of Tomorrow (SOT) curriculum. Science, History, Geography, Citizenship and Government will be informed by both the National Curriculum Framework – using recommended curriculum providers (Cambridge and/or Pearson) and online teaching resources combined with the SOT curriculum plan for these subjects. The Expanded Curriculum at JCS will follow, for most subjects, the National Curriculum Framework.

We believe that learning to read is the doorway to formal education. Failure to lay firm foundations in this area can seriously damage the rest of the child's education. The Year Reception curriculum plan lays such foundations, teaching phonics, alphabet sequence, word relationships, diphthongs and has everything needed to teach a child to read and write. The learner begins to count, identify sets, identify and write numbers, solve basic addition and subtraction problems in Maths. Children then progress throughout the year in English, Science, History, Geography, Citizenship, Music & Singing, Drama, Art, Craft & Design, P.E. & Dance, French or Spanish. ICT will be used as a learning tool & complimentary resource. The EYFS requirements will be achieved, in the context of a Biblical Worldview.

In the early years, emphasis will be placed on language skills (reading, writing, speaking, listening and handwriting) and mathematics. We have chosen to give children more time in learning Maths & English (grammar, usage & literature), and English related subjects such as spelling (& word structure) because these two subjects are the pillars for learning and advancing in other academic subjects. If pupils are competent in English & Maths and given enough time to really build their knowledge, skills and understanding in each unit, it will be of great help to them in all other areas of curriculum. It will mean building knowledge is progressive, ordered and fruitful. Pupils are also given an extra hour for practical science (science lab) each week, to build scientific skills in investigation and reporting, to give them extra time to 'think' about scientific processes.

Jasper City School is committed to promoting an understanding of the natural world and society from a biblical perspective and giving pupils that 'added dimension of the realisation of God in all of life'. This will mean that talk of spiritual things will not be restricted to Religious Studies and Assemblies. Rather, we will cultivate a climate of inquiry and provide the space for expressions of the things of God in every area of the curriculum, throughout the school day.

Pupils will study a wide variety of people, places and times within the context of God's eternal plan and purposes for mankind. Opportunities will be made for enhancing pupil's appreciation of the Biblical worldview and their understanding of other worldviews. Our aim in all curriculum areas is that children develop a love of learning and become life-long learners.

At Jasper City School, we will work based on a Biblical view of the child – a precious gift entrusted to parents, a unique individual created in the image of God, with strengths and aptitudes, and God given facets to their developing personhood. In perceiving the child as a whole person, the curriculum will seek to promote the spiritual, moral, social, cultural, emotional, creative, aesthetic, mental and physical development of all pupils in the school. In addition, some pupils will have particular educational needs and will require extra support in certain aspects of learning.

Jasper City School will promote the historical and current values that underpin the national identity

known as being British. Our curriculum actively promotes fundamental British values (FBV's). Jasper City School is committed to supporting all students in learning about and deepening their understanding of British values, culture and systems.

Fundamental British values are defined by the DfE as:

- Democracy: Respect for democracy and support for participation in the democratic process
- The rule of law: Respect for the basis on which the law is made and applies in England
- Individual liberty: Support and respect for the liberties of all within the law
- Mutual respect and tolerance: Support for equality of opportunity for all and respect and tolerance of different faiths and religious and other beliefs

The Education (Independent School Standards) (England) (Amendment) Regulations 2014 for the new social, moral, spiritual and cultural (SMSC) standard came into force on 29 September 2014. The regulations state that to meet the standard for the SMSC development of pupils, the proprietor of the independent school must:

- Actively promote the fundamental British values: democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs
- Prevent the promotion of partisan political views in the teaching of any subject in the school
- Take such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils they are offered a balanced presentation of opposing views.

The balanced presentation of opposing views applies while pupils are in attendance at school, while they are taking part in extra-curricular activities provided by, or on behalf of, the school, and in the promotion of those extra-curricular activities, whether they are taking place at the school or elsewhere.

Jasper City School will actively promote principles that:

- Enable pupils to develop their self-knowledge, self-esteem and self-confidence
- Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England
- Encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated, and to society more widely
- Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England
- Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own cultures
- Encourage respect for other people, paying particular regard to the protected characteristics (PC's) set out in the Equality Act 2010
- Encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England

Our personal, social, health and economics (PSHE) course reflects the school's aim and ethos, and encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act. Our spiritual, moral, social and cultural development of pupils at the school actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Jasper City School recognises its duties as a provider of education and an employer under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations including in relation to the nine characteristics protected in law:

1. Age, 2. Sex, 3. Race, 4. Marriage and Civil Partnerships, 5. Pregnancy and Maternity, 6. Gender reassignment, 7. Disability, 8. Sexual Orientation, 9. Religion or belief.

Fundamental British values will be indirectly breathed throughout all subjects of the curriculum and the entire life of the school. FBV's are inherent in the culture and community that we are and seek to become. More directly, FBV's are taught, learned and explored in Assembly, Citizenship and Government, History and Geography, Biblical and Religious Studies, and PSHE. These subjects and the topics learned within them also make an impact on the spiritual, moral, social and cultural development of all our learners. At Jasper City School, FBV's and the protected characteristics are studied and therefore understood, within the context of society, community and family life. These topics, ideas and concepts will be sensitively communicated, discussed, explored and grasped at age, stage and ability appropriate levels of our learners' development.

We will engage with parents/carers/guardians when approaching sensitive and personal topics, seeking to find a balanced, united and shared understanding of such topics, so that both parent and school have one voice and a consistent approach, and can therefore support each learner in his/her understanding and development.

The character of Christ: Throughout the core curriculum subjects, 60 ideal character traits of Jesus Christ are learnt: the word, its definition, scriptural reference and context. In each unit of the Spelling (& Word Structures) course, learners are expected to explore a character trait in more depth, seeking to understand the idea and apply it to their own lives; thinking, communicating and writing about times when they have exemplified that trait. The learning and expounding of the 60 ideal character traits of Christ make a huge contribution to the understanding and promotion of Fundamental British Values, protected characteristics and the spiritual, moral, social and cultural development of all learners and personnel at Jasper City School.

Furthermore, the English Literature and Creative Writing course also explores themes and ideas that develop our learners understanding of FBV's and the PC's. So too, do the courses of Drama, Art, Craft and Design, P.E. & Dance, Languages, Music & Singing, and ICT. The science course of study also introduces, develops and directly supports many topics in PSHE education.

We believe our curriculum needs to be flexible and imaginative such as to be able to identify and nurture areas of particular ability so that all pupils find some area of learning in which they can excel. We will encourage pupils to see areas of personal giftedness not only in terms of academic excellence, but just as vitally in their character, in manifesting the fruits of the Spirit – love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control. All pupils will have access to the curriculum and have an appropriate level of adult support, which will vary depending on the needs within each class.

The Early Years Foundation Stage

The curriculum for Nursery & Reception will have regard to the requirements of EYFS within the context of a biblical worldview.

As the school develops there will be subject leaders to coordinate specific areas of learning. They will have a variety of roles and tasks within their remit as a way of developing practice across the school and raising standards.

Explicit/Intended Core Curriculum

Mathematics, English Grammar, Spelling, English Literature, Creative Writing, Science, History, Geography, Citizenship, and Biblical Studies (R.S.). ***Please observe the curriculum plan grids of each year group for the explicit/intended core curriculum subjects and topics. These are found in the file titled JCS Curriculum Plan.*** See below for an overview.

Mathematics (Arithmetic, Algebra, Geometry, and Calculus): The mathematics curriculum provides a logical orderly method from four-functioned maths to algebra to differential calculus. From Year Reception onwards, pupils will be supplied with an exciting Math kit which contains colourful blocks, sticks and other tools to aid his/her learning in basic maths.

Years R-3 cover numbers in symbol and name, addition and subtraction, measurement of time, temperature and liquids, counting by two's, fives and tens and larger numbers, odd and even numbers, carrying and borrowing, recognising geometric shapes, roman numerals, introduction to money values and measurements of weight, liquid and length, solving word problems.

Years 4-7 cover division and multiplication, an introduction to the metric system of measurements, fractions and decimals, roman numerals up to one thousand, reading, writing and working with whole and mixed numbers, integers and common fractions, the proper mathematical vocabulary – dividend, multiplicand, product, simplify, minuend, quotient, numerator and denominator, how to change fractions and decimals to percent, how to find the number when a percent is known, introduction to business and consumer arithmetic – profit and loss, commission, discounts, bills and receipts and invoices with discounts, banking –savings and checking accounts, deposits, interests and loans, using formulae and solving equations, finding volume and surface area of solid figures, basic geometry and geometrical vocabulary such as points, angles etc, tables and graphs – their preparation and use, use of Pythagoras Theorem, square roots.

Years 8-11 cover topics learnt in previous years in greater depth and progress onto algebra. Algebra I covers monomial and polynomial expressions, algebraic addition, subtraction, multiplication and division, factoring, quadratic equations, positive and negative numbers, averages, percent, interest, ratios and proportions. Geometry develops the deductive reasoning powers of the learner, reviews previously learned material, properties and theorems and how to use them for solving problems, to reason logically and systematically.

Algebra II is the advanced study of algebra and covers parabolas, hyperbolas, permutations, logarithms, matrices, radicals, fractions and equations, arithmetical and geometrical sequences. Trigonometry and Calculus are also for advanced study.

The student learns how to approach mathematical problems in a well-grounded practical manner, enabling them to use their reasoning abilities. The curriculum plan effectively equips young people with the necessary knowledge to excel in the real world.

English Grammar (and usage): Proper usage of the English language is a skill developed on the English curriculum, continually building on traditional grammar and usage concepts. Revision and testing provides regular evaluation of the student's progress in thinking, reading and writing skills. The course provides extensive drill in the eight parts of speech with guided step by step practice in research, essays and a research paper.

Years R-3 cover consonant and vowel sound review, reading and writing of word families and sentences, introduction to punctuation and parts of speech, word meanings and order, compound words, rhyming words, 3 types of sentences, 8 parts of speech, simple punctuation, cursive writing is emphasised, introduction to poems and rhyming words, creative writing is encouraged, proper telephone manners and writing friendly and business letters.

Years 4-7 cover revisiting capitalisation, punctuation and sentence structure, synonyms, antonyms, homonyms and heteronyms, sentence diagramming, agreement of subject and verb, conjugation and sentence elements, letter writing and dictionary work, paragraph structure and writing, applying principles of composition learned earlier, conjugation of all six tenses, transitive and intransitive verbs, infinitives, participles and gerunds are introduced, paragraph writing, composition writing, proof-reading and short biographical sketches.

Years 8-11 - English I and II give learners experience in several areas of writing. The plan begins with an intensive study of the four kinds of paragraphs and practice writing of each. From there pupils move on to biography and autobiography, with a detailed reading and study of literature books. The course also includes poetic forms and poetry appreciation and students are challenged by the study of the various types of newspaper articles and techniques for writing them. Also included is a practical application of library skills. Grammar is again an integral part of this course and special emphasis is placed on correct sentence structure and noun and verb functions.

English III – Learners follow a chronological presentation of British literature in this course. Pupils learn how to evaluate an author's philosophy and style. Appropriate writing activities provide challenging experiences in various writing genres. Each unit incorporates a review of grammar. Emphasis and detailed instruction is given in essay writing. Research paper preparation is explained and visualised as a step by step process.

English IV – Examining what constitutes good literature; examples are provided and analyses of the best literature from various writers and literary periods of British literature. Students learn how to evaluate a writer's style and technique and find reading of classical works enriching and enlightening. Along with reading comes the opportunity for self-expression as children write summaries, comparisons, contrasts, sketches and evaluations.

Again, grammar is an integral part of the course with thorough review of parts of speech, sentence structure and proper usage. The text for grammar exercises provides a Biblical perspective on life principles. Writing skills are covered along with basics of speech preparation and presentation.

Science (Animal Science, Biology, Physical Science, Chemistry and Physics): The science curriculum takes the student's natural curiosity about his physical environment and helps him build a solid foundation. Students perform experiments & investigations in groups that coincide with the topic.

Years R to 3 cover elementary health care and hygiene, life cycles of animals and plants, about the solar system, about the earth – volcanoes and earthquakes, measurement of time, length, weight and temperature in both English and metric units, introduction to meteorology and geology, microbiology.

Years 4-7 cover earth sciences, atomic and molecular theories, friction, heat and gravity, sound, light and electricity, magnets and magnetism, more zoology and botany, astronomy, oceanography, aviation and aerodynamics. Scientific experiments are carried out throughout all levels to support the pupils learning. Lab reports for science subjects will be taught and completed by learners.

Years 8 to 11 Biology – includes studies on birds, mammals, fish, amphibians, reptiles, sponges, coelenterates, molluscs, echinoderms, worms, arthropods, plants and micro-organisms. A study of the human body includes the integumentary, skeletal, muscular, nervous, circulatory, respiratory, digestive and endocrine systems. Genetics and embryology are incorporated into the study of the human reproductive system. There are experiments that require written reports documenting understanding of the experiments.

Physical Science – The learner is introduced to chemistry and physics. There are experiments and lab demonstrations.

Chemistry – covers both organic and inorganic chemistry, biochemistry, chemical reactions, the Gas laws, thermodynamics, the Periodic table and much more. Experiments are carried out to support learning.

Physics – covers force and motion, momentum and energy, optics, wave motion and sound, radiation and nuclear energy and more. Again, there are experiments to support the pupils learning.

History, Geography, Citizenship, Government, Economics: Learn about a citizen's responsibility. There are a variety of comprehension learning activities including map activities and deductive reasoning. The curriculum also guides the student to career choice and success.

Years R to 3 covers introduction to the basic moral principles of life, friendships, relationships, the community, government, laws, fundamental British values, tolerance, love and respect, protected characteristics, working with others, introduction to globes and maps, introduction to the UK, about rules and law, introduction to farms, introduction to the national flags, introduction to missionary work, introduction to America, Europe, Asia and Africa.

Year 4 is a course on UK history and geography and covers six mountains, rivers and cities, names of places, national flags, counties and regions, road and rail networks, utility supplies, climate and weather, topography, population, flora and fauna, work in the Bible, farming, industry and commerce. British kings, Iron Age, the Roman invasion, the Anglo-Saxon invasion, the Vikings, Celtic Christianity, Augustine and Paulinus, Alfred the Great, 1000 to 1200, the Norman invasion, the Domesday Book, the rise of feudalism, changes in the English language, 1200-1500, Henry II and Thomas a Becket, Wycliffe and the Lollards, the age of discovery, the Renaissance, the Wars of the Roses, life in the middle ages, 1600-1750, the Reformation in Britain and Europe, the Spanish Armada, the seventeenth century, the AV, Charles I and the civil war, Cromwell, religious upheavals, the Restoration, the union of England and Scotland, Jacobites, 1750-1900, the rise of the British empire, the American rebellion, British India, the Industrial revolution, the Great Awakening, the Evangelical Revival, missions, the 20th century, the Great War, the British Constitution, World War II, the European Union.

Year 5 is an introduction to World History – a brief survey of most nations of the world.

Year 6 is a course on the local history of Newham and the Docklands, followed by a course on Black British History and African & Caribbean History. Fundamental British values and protected characteristics will be explored. Then we consider careers and vocational options (50 plus careers).

Year 7 is a course study of British & European History.

Year 8 is a course study of World Geography and covers all the continents and islands of the world. The student will learn names and capital cities and vital information of every nation on the planet. A one thousand words essay is also required.

Year 9 provides the learner with a more advanced understanding of World History and a more advanced understanding of fundamental British values and protected characteristics and careers.

Years 10 & 11 is a progressive study on the History of Civilisation and/or a course in Economics. A one thousand five hundred words essay is required. A more advanced understanding of PSHE and SMSC education is delivered in the context of developing civilisations and globalisation.

Spelling (& Word Structure): is a vocabulary-controlled study of year & stage-appropriate words, root words, prefixes, suffixes etc. Spelling & Word Structure increases students' vocabulary base and reinforces their confidence and capability in spelling. Basic spelling rules are introduced and illustrated for the younger pupil. Older students learn the meanings of prefixes, suffixes and root words so that they can build new words and expand their vocabulary.

Year R is the learning to read course. The resources provide the foundational phonetic skills needed for reading and writing mastery. Pupils learn 35 letter sounds and 11 additional blends and diphthongs that are basic to all reading. Children should be able to read even unfamiliar words and material when they have completed this course.

Years 1 to 7 increase the child's vocabulary base and reinforces their confidence and capabilities in spelling. The child's grasp of phonetic sounds and combinations is expanded. Appropriate spelling rules and their exceptions by both statement and drill are learned. This course begins with simple words and progresses through complex words, teaching the relationships between words and spelling patterns.

Year 8 is the Etymology course which leads learners to an understanding of word origins and demonstrates the value of knowing these origins. There is an emphasis on learning the spellings, meanings and functions of words. Students learn the meaning of prefixes, suffixes and root words so that they can build new words and expand their vocabulary. Pupils will do practice exercises and learn how to avoid wordiness and how to be precise in the choice and use of words.

Literature and Creative Writing: In this course the younger students are encouraged to experience reading as a pleasure. The students are lead through the foundational concepts of writing. Much

opportunity is given for creative thinking and writing along with practice in all the writing skills. In completing the literature course, older students get a sampling of the classics as well as more modern literature. With each literature book, they complete a study guide of questions and in many cases write an appropriate essay. Students at the top end of the curriculum are provided with examples and analyses of the best literature from various writers and literary periods of British literature.

Years 1-5 cover handwriting practice, improving reading speed. Learning about rhyme and poetry, an introduction to plot, choose best endings and learn to give imaginative responses to 1 page stories, develop dictionary skills, write conclusions and elaborate ideas in writing, write word pictures, deal with anagrams, analogies and the English way of alliteration. Throughout these years the student reads over 20 set books and answers questions and takes tests.

Years 6-8 contain study guides which have questions, as well as tests and composition assignments about the books that the student has read. Through these levels the student will read & study 18 books.

Biblical Studies (R.S.): Bible reading reinforces reading skills and guides the child through the Word of God. Throughout this course the student learns to comprehend many of the Bibles' principles. Each month the student commits to memory and recites a verse, verses or a passage of Scripture according to year group & ability.

Year R is read vividly coloured picture stories and a variety of activities give attention to development of the small motor muscles, eye-hand co-ordination and visual discrimination.

Year 1 takes the pupil through the Book of John. As they read, they are expected to answer questions about Gods Word. In addition, they learn the order of the New Testament books. Various character traits dealing with relationships with God and others are also emphasised.

Year 2 children become familiar with the Book of Matthew while learning the books of the Old Testament in order. There is a review of the Old Testament books and practice in recognising them.

The Books of Mark and Luke are read in Year 3. Children continue studying the books of the Old Testament sections: Law, history, poetry, Major Prophets and Minor Prophets. They continue answering questions about the Bible while learning more of its great character traits.

Year 4 & 5 take the learner through the epistles of the Apostle Paul.

Year 6 is a study of the world's major religions.

Years 7 to 11: New Testament Survey, Successful Living, Old Testament Survey, New testament Church History or the Life of Christ and a more in depth study of the world's religions.

The New Testament Survey's aim is to introduce the student to the penman, the period, the problem, the peculiarities, the purpose and the plan of each book. Successful Living is based on the first 9 chapters of the book of Proverbs, laying down the principles of godly successful living. The Old Testament survey briefly covers the Old Testament; it is intended to help the student comprehend the history, setting and content of the Old Testament. New Testament Church History concentrates on early church history up to the Ecumenical Councils, but also covers more briefly church history to the present day. The Life of Christ covers the background to the Gospels and the world as it was written in the Lord's day, as well as all aspects of the Lord's life, ministry, death and resurrection.

Please observe the curriculum plan grids of each year group for the explicit/intended core curriculum subjects and topics. These are found in the file titled JCS Curriculum Plan.

Expanded curriculum:

Modern Foreign Languages (MFL) – From Reception to Year 8, pupils will progress in Spanish, Mandarin Chinese, French, Arabic or German. The National Curriculum Framework as developed by the British Council will be followed. For Years 9 to 11 we will use the Pearson (Edexcel) or the Cambridge Curriculum, depending on how accessible the curriculum will be to us upon registration as an independent school. These curricula meet the requirements of the National Curriculum framework.

Computer Science will be introduced to key stage one learners as a distinct subject alongside ICT. We will implement 'Computer Science: A curriculum for schools' produced by Computing at School Working Group endorsed by BCS, Microsoft, Google and Intellect (March 2012). Key stage four students preparing for general certificates will follow the Pearson Edexcel or C.I.E. curriculum which is informed by the National Curriculum Framework.

ICT classes will follow the National Curriculum Framework (QCA) for Years 1-9. Years 10 & 11 will have the option of taking the Pearson, Cambridge or ECDL IT course. The ECDL IT course that we'll be offering as an alternative utilises the Microsoft Office suite of programs. These e-learning materials provided for by AcTiv Training Ltd through BCSMosaic have been designed to satisfy the requirements of the ECDL qualification set by the BCS – The Chartered Institute of IT and the ECDL Foundation. The modules that are covered within the UK for the ECDL Qualification are specified directly by the BCS and approved by ECDL, some are:

- Security for IT Users
- IT User Fundamentals
- Using Email & Internet
- Word Processing
- Spread Sheet Software
- Presentation Software
- Improving Productivity using IT
- Database Software

Fluency with aspects of this program will also support pupils in the Design and Technology subject areas using, for example, Microsoft Publisher for some project work and presentations. These subjects form part of our expanded curriculum and specialist teachers will be delivering these courses.

ICT support

We recognise that use of ICT will enable some pupils with SEN to write or present their ideas effectively. We aim to include ICT facilities in each classroom, incorporating an appropriate level of keyboard-training software and other supportive technology for pupils who have a Specific Learning Difficulty (SpLD) or Physical Disability (PD). We may use Nelsons IEP Manager (NFER) which provides a simple management of pupils' individual education plans (IEP's).

To support the learning and achievement of pupils of varying abilities and needs JCS will provide students with a curriculum management system CD Rom, which contains the following four programmes:

Readmaster – a computerised reading programme: children at all stages improve their reading rate and comprehension, and they thoroughly enjoy themselves in the process. Based on the Christian Character Series, it presents a new approach to reading enhancement, allowing children to reach maximum potential. The programme includes:

- User-defined character font, font sizes, and colours
- VGA colour graphics, computerised diagnostic testing and scoring
- CD-based inventory and reading material
- Automated control of reading rate and reading performance level
- Composite score, based on words per minute at 100% comprehension
- Computerised comprehension test with automated scoring

- Reading performance tracking and reporting system
- Reading selections from the quality Christian Character Series
- Maximum performance with minimum supervision

Type Master – A tool for teaching typing, with full colour, animated practice activities. Each lesson consists of an introduction, a new concepts drill, a review of previous lessons and an assessment.

The course covers

- Location of the letter and number keys
- Whole word typing
- Letter pattern drills
- Sentence and paragraph typing
- Character values and academics

Word Builder – a series of animated computer programmes designed to improve a child’s vocabulary skills and help avoid any common misspellings. The entire sequence follows the spelling course from year one to eight.

Maths Builder – is a programme dealing with basic mathematical skills (adding, multiplying, subtracting, dividing, decimals and fractions) in an entertaining and challenging way, aiming to reinforce and strengthen these skills. Teachers and TA’s in every class will be trained to use such software packages to help their pupils to progress even further in the related subjects.

Art, Craft & Design: Nursery & Year Reception have art & crafts interwoven into their weekly learning relating to the animal, letter and phonetical sound being taught. See the respective curriculum plan grids. Years 1-6 will follow the National Curriculum Framework (QCA). Years 7-9 will follow the SOT curriculum. Years 10-11 will follow the Pearson Edexcel or Cambridge C.I.E curriculum if chosen as an option.

Music & Singing: Nursery & Year Reception have music & singing interwoven into their weekly timetable. The music and song corresponds to the animal, letter and sound they are taught. Please refer to curriculum plan grids. They will also have an hour session once a week where they are introduced to basic percussion instruments, rhythms, beats, nursery rhymes, patterns and composers. Years 1-6 will follow the Music Express Curriculum or the QCA which is guided by the National Curriculum Framework and Programmes of Study. Upon registration as an independent school we will register with the organisation and be provided with their most recent curriculum plan and schemes of work. Year 7 will take the SOT music course and Years 8-11 shall adhere to the Cambridge (C.I.E.) curriculum which is guided by the National Curriculum.

Drama: Dramatic activity is already a natural part of most children’s lives before they start school in the form of make-believe play, enabling them to make sense of their own identity by exploring meaningful fictional situations that have parallels in the real world. This can be utilised at school through structured play and drama to encourage pupils to learn actively and interactively throughout the primary & secondary years and across the curriculum.

Children like to move and interact with others. In drama, we ask them to do exactly this. Rather than sitting still and listening they are encouraged to move, speak and respond to one another. Students who are challenged by reading and writing (including those with English as a second language) often respond more positively to the imaginative and multisensory learning offered by drama. This in turn helps them develop such skills as creativity, enquiry, communication, empathy, self-confidence, cooperation, leadership and negotiation. Most importantly, drama activities are fun – making learning both enjoyable and memorable.

Drama is ideal for cross-curricular learning and is a valuable tool for use in many subject areas. In particular, drama develops literacy skills – supporting speaking and listening, extending vocabulary and encouraging pupils to understand and express different points of view. Dramatic activity motivates children to write for a range of purposes.

Drama gives children opportunities to explore, discuss and deal with difficult issues and to express their emotions in a supportive environment. It enables them to explore their own cultural values and those of others, past and present. It encourages them to think and act creatively, thus developing critical thinking and problem-solving skills that can be applied in all areas of learning. Through drama, children are encouraged to take responsible roles and make choices – to participate in and guide their own learning. Teachers will take a more open-ended approach, concentrating on the process of learning at least as much as – if not more than – the product.

Nursery & Year Reception – alongside basic drama skills being taught to the children, they will prepare for end of term productions in term two. A story/script will be chosen, appropriate to their stage of development, this will be practiced once a week and then performed to family, friends and the local community.

Years 1-9 will also work together once a week on a chosen play and prepare for an end of term two whole school production. The drama course will be cultured by topics learned in other subject areas of the curriculum, especially English literature. This will, not only provide a breadth and balance of learning, yet will also help the school community to work together on a shared project at age appropriate levels. Years 10-11 will follow with the Cambridge C.I.E. Curriculum if chosen as an option.

We will draw on resources from a variety of providers including Christian theatre organisations: Arts on the Move (AOTM), childdrama.com, Northern Ireland Curriculum, dramaresource.com, SOT speech course, skitguys.com, stageplays.com, sundayschoolnetwork.com, chritiancrafters.com and bible-4-life curriculum series.

P.E. & Dance: Jasper City will provide tennis, football and multi-sports in partnership with Langdon City Tennis Club, which is a local service provider of multi-disciplinary sports in the London Borough of Newham. Gymnastics will be provided for in partnership with Amplitude Gymnastics Club (a local gymnastics club in Newham). Tennis & Gymnastics will be our sport specialisations. Dance (contemporary, ballet, street, African and Caribbean) will be a part of the PE programme; all the children will be encouraged to participate. Children will have stretch breaks throughout the day, practise deep breathing and do regular eye exercises. Children will be encouraged to express themselves through movement at appropriate times of the day - break & lunch times.

Throughout the Nursery & Year Reception course the pupils are instructed in daily physical development activities which advances key basic skills and working together in teams. Years 1-6 shall have regard to the key stages of the National Curriculum Framework (QCA). We shall defer to the National Curriculum Framework through the Cambridge Curriculum for Years 7-9 & Years 10-11. Valentines Park, comprising of 52 hectares of green space is a six-minute walk from the school and Cricklefield Stadium is also in the same locality as the school's premises - we intend to use these facilities to support our P.E. programme.

Design and Technology classes will follow the National Curriculum Framework (QCA) for Years 1-9. Years 10 & 11 will have the option of taking the Pearson or Cambridge course if the subject is studied as part of General Certificate qualifications.

PSHE will be delivered utilising the PSHE Association's Programmes of Study for Key Stages 1 to 4. All year groups will be guided through the three core themes of Health and Wellbeing, Relationships and Living in the Wider World. Overarching concepts – identity, relationships, a healthy balanced lifestyle, risk, diversity and equality, rights, change, power and career, provide a foundation from which essential skills and attributes, such as personal effectiveness and interpersonal and social effectiveness are developed. Learners are also taught the skills to manage risk and make decisions. Concepts will be progressively introduced, taught and further enhanced at the appropriate age and stage of the learners, considering their personal needs and local environment.

Year 10 learners will be taught the 'Disrespect Nobody' material supplied by the PSHE Association and Year 11 pupils will explore the 'Tackling and Preventing Extremism' resource provided again by

the PSHE Association. There is a considerable overlap in the topics covered within the PSHE course and other subjects' courses, both in the core curriculum and expanded curriculum subjects: in History, Geography and Citizenship – cultures and practices, democracy, legal systems, national identity, government, laws, rule of law, rights & responsibilities, family, community, society, careers and more; in Science – body, health, exercise, balanced lifestyle, hygiene, sexual health, disease, food sources ; in English & Drama – expression, feeling, themes, emotions, movement; in Bible & Religious Studies – spirituality, morality, religion, culture, belief; in P.E. – physical health, exercise, movement; and in Design and Technology – food nutrition and more. We will therefore, in the main subject lessons, allocate lesson time for the exploration of the topics that overlap with PSHE and highlight its PSHE education focus. PSHE topics that can be taught independently will be done so through our expanded curriculum subjects afternoon timetable.

Life skills: We will provide reputable first aid, fire safety, and health & safety courses to Key Stage 4 learners.

Field Trips: Field Trips are an exciting and important part of a child's education. Some trips will be formal, others informal. Careful planning will make these trips more meaningful and valuable for the students. Our aim is to provide a field trip on the last day of each term, for every year group.

Students may record their experiences in a written report, short booklet, photo's, pictures or video. These reports can be delivered, by the learner, to their peers, parents or at special presentation events. This sort of training is of considerable value, builds self-confidence, requires clarity of diction and trains children in public speaking.

Field Trips will include: a day at Chessington or London Zoo, Woburn Safari park or other wildlife park, an RSPB sanctuary, an RSPCA home, large pet store, excursions to museums: Geffrye Museum, Museum of Childhood, Science Museum, Natural History Museum, V & A Museum, Docklands Museum, Museum of London, British Museum, Old Ragged School Museum, RAF Museum, Horniman Museum.

Also, a visit to local emergency services: Fire Station, a historical site, a manufacturing plant, a local recycling centre, a farm visit: Newham City Farm, Mudchute Farm, Lee Valley Park Farms, a PYO Farm (Swanley), local castle or stately home, Houses of Parliament Tour, Tower of London, Buckingham Palace, Windsor Castle, river trip, boating, airport, sea port, ancient site, art gallery, local businesses or historical business, orchestra concert or local band.

For leisure, the pupils can enjoy East London Gymnasium, Goosely Park & Playing Fields, South End Three Shells Beach (Lagoon), King's Cross Granary Square – Fountains, skip garden and recycling restaurant, Lee Valley Athletics Centre, the Olympic Park and more.

Our expanded curriculum of performing arts (music, singing, drama & dance), arts & crafts, languages, ICT, P.E, design & technology, home economics, alongside literature & creative writing, Bible studies, history, geography, citizenship, some optional subjects (KS4), science projects & experiments, book & oral reports, field trips, library, free play, break time, lunch times and afterschool clubs, will provide each pupil with the opportunity for engaging interaction and participation with other pupils and staff in pair, small group work & team activities. We believe that social interaction with peers and adults is also an important & desirable part of a child's education and assists in their developmental milestones.

Options: These subjects will be studied by Key Stage 4 learners. Once the student has been registered with the ICCE Board, Edexcel or C.I.E, alongside compulsory subjects - Mathematics, English Literature, English Language, Science, History or Geography and Etymology, a student may choose from Art & Design, Business Studies, Computer Science, Drama, Economics, Food & Nutrition, French, Spanish, Mandarin Chinese, Arabic, German, ICT, Music, P.E. The curriculum for subjects provided as options at key stage 4 will follow either Pearson Edexcel or Cambridge C.I.E. Upon registration as an independent school, we will be at liberty to apply for registration with these organisations and obtain up to date curriculum plans and schemes of work.

Enrichment activities plan (afterschool):

A homework club for Jasper City School pupils will be run for an hour after school from Monday to Thursday. This will be additional time for those pupils who require further assistance. Our own members of staff are in a better position to assist our students with their academic learning as they will be trained in the curriculum and have either access to information about each child or personal knowledge of each child's learning ability and progress.

We will run a cooking club, that teaches children and young people about nutritious and healthy eating in British cuisines and the various cuisines within our school & local community. This further supports our school's vision to help reduce the levels of obesity amongst children in our nation and to keep them fit and active, thereby equipping them with necessary knowledge and skills to reach their full physical potential. Teaching children about the cuisines of other cultures and giving them the opportunity to cook those cuisines, provides a way for them to experience and appreciate the food that some of their peers will be eating at home. This also helps children to foster good relationships between the children and become more tolerant of other cultures as they are able to share similar experiences and find common ground.

A chess club and a sewing and knitting club will be established. These clubs will be run by a mixture of staff, volunteers and qualified chefs, cooks and tailors within the local community who support the vision and ethos of Jasper City School.

This policy should be followed in alignment with our Promoting Fundamental British Values Policy, our SMSC Policy, our Equality Policy and our Schemes of Work policy.

Please observe the curriculum plan grids of each year group for the expanded/additional curriculum subjects and topics. These are found in the file titled JCS Curriculum Plan - Expanded, Additional Curriculum.