

# **Brookvale Primary School**

## **CURRICULUM POLICY (Foundation subjects)**

**November 2019**

## **Introduction**

This policy follows the National Curriculum 2014 and outlines the teaching, organisation and management of foundation subjects taught and learnt at Brookvale Primary School.

The implementation of this policy is the responsibility of all teaching staff. The responsibility for monitoring and review rests with subject co-ordinators.

## **Intent**

Brookvale Primary School sets out to develop confident, resilient, caring, enquiring citizens, prepared for the future. We provide an inclusive, broad and rich curriculum for all children, which educates & equips children with skills and knowledge for life and challenges them all to achieve their best. Well-being and mental health are key elements that support the development of the whole child and promote a positive attitude to learning. We want our children to feel safe, happy and learn within a stimulating environment which encourages children's independence and confidence. We value each child as an individual, recognising their special talents and needs. At the heart of everything, our curriculum nurtures children's spiritual, moral, social and cultural development, ensuring that children are well prepared for life in the local and global community.

## **Implementation**

Our curriculum at Brookvale Primary has been designed to ensure the emphasis is on fun, engaging activities and is ambitious for all pupils. Opportunities are provided for children to question, investigate and challenge themselves. Teaching is planned, delivered and reviewed through a creative curriculum. Each subject has a progression of skills and is carefully planned and sequenced. Cross-curricular learning and a diverse range of topics is used to establish meaningful links with other subjects that help secure prior learning or develop learning further. Where possible, learning will be supported and enriched by field studies, visits, residential, work with specialists, extensive use of the environment and real-life opportunities. We ensure that the curriculum that is adapted and developed for pupils with special educational needs and/or disabilities. Above all, we are committed to developing the whole child and nurturing whatever talents they have by working in partnership with their parents or carers.

## **Impact**

All our children arrive with different starting points and all children will achieve their very best possible. They will make progress academically, emotionally, creatively, socially and physically. Knowledge, understanding and skills will be secured and embedded so that children attain highly and are fully prepared for secondary school. Children will be respectful and tolerant to the views of others. They will take pride in all that they do, always striving to do their best. They will demonstrate emotional resilience and the ability to persevere when they encounter challenge. They will develop a sense of self-awareness and become confident in their own abilities. They will be kind, respectful and honest citizens, demonstrate inclusive attitudes and have a sense of their role in our wider society. They will be prepared for a future of life-long learning.

## Values

We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child.

We respect each child in our school for who they are, and we treat them with fairness and honesty.

We aim to enable each child to be successful, and we provide equal opportunities for all the children in our school.

Parents are informed about the curriculum and up to date events through our website, topic letters, homework activity sheets and newsletters.

## Aims and Objectives

The aims of our school curriculum are:

To enable all children to understand that they can all be successful learners.

To promote a positive attitude towards learning, involving children in initiating ideas during the topic planning stage so that children enjoy coming to school

To teach children the basic skills of English and Maths;

Through a cross curricular thematic approach provide children opportunities to be creative through art, dance, music, drama and design technology;

To enable children to be healthy individuals who enjoy sport and appreciate the importance of a healthy lifestyle.

To teach children about their developing world, including how their environment and society have changed over time;

To help children understand Britain's cultural heritage and Modern British Values;

To enable children to be positive citizens in society and to feel that they can make a difference;

To enable children to understand and respect other cultures;

To fulfil all the requirements of the National Curriculum syllabus for Religious Education;

To teach children to have an awareness of their own spiritual development, and to understand right from wrong;

To help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;

To enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others;

To incorporate Social, Moral, Spiritual and Cultural teaching throughout the curriculum and maximise opportunities to develop these areas further.

## **SMSC**

At Brookvale Primary School, we recognise that the personal development of pupils, spiritually, morally, socially and culturally plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides children with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures. This is embedded throughout all aspects of school life. We encourage mutual respect and tolerance for all faiths and beliefs and explore differences, equality and belonging, across the curriculum.

This includes British Values of:

Democracy

The rule of law

Individual liberty (including freedom of speech)

Mutual respect

Tolerance of those of different faiths and beliefs

**The Spiritual child** – We support spiritual development through exploring beliefs and giving children a wide range of experiences. We encourage respect of different faiths, feelings and values. The children learn about themselves, others and the surrounding world and we ensure children can develop their imaginations, creativity and the ability to reflect.

**The Moral child** – We support moral development by recognising right and wrong, respecting the law and understand consequences. Children will be given opportunities to investigate moral and ethical issues and offer reasoned views and have an appreciation of British Values. They will develop the knowledge, skills and understanding, qualities and attitudes they need in order to make responsible moral decisions and demonstrate this through being respectful and honest citizens.

**The Social child** – We support social development of children by nurturing a sense of belonging and by encouraging willingness to participate. We prepare children to contribute to society and culture throughout their lives and enable them to participate actively and positively in the life of the school. Children will develop the knowledge, skills, understanding, qualities and attitudes they need to become active citizens within the school community and beyond.

**The Cultural child** – We support cultural development by nurturing an appreciation of the wide range of cultural influences and appreciate the range of different cultures within school and further afield as an essential element for their preparation for life in modern Britain. They will participate and respond positively to artistic, sporting and cultural opportunities and develop a lifelong interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity.

### **Organisation and Planning**

Long term planning is carried out in Year groups and in collaboration within each Key phase: EYFS, Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2.

In most subject areas, subject leaders have drawn up a 2 year plan to ensure the New National Curriculum (2014) is covered appropriately.

Teachers decide on the themes of the topics. These may be child-initiated, based on a quality text or subject specific, for example, History, Science or Design and Technology.

Medium term plans indicate the areas of the National Curriculum to be covered and include an outline of the learning activities and outcomes. We expect these plans to change in response to the children's learning and prior knowledge and for hard copies to be annotated.

Our short-term plans are those that our teachers write on a weekly basis, these are for writing, reading and maths. They are shared with Teaching Assistants in designated meeting times, to ensure clarity of their role, lesson objective and to give feedback from groups they have worked with.

The two year coverage map and termly planning is closely monitored by the subject leader; advice is given to ensure complete coverage of content and skill progression. This is built in as part of our termly cycle of monitoring.

Work for all Foundation subjects is usually recorded in a topic book which will contain a variety of cross curricular activities to ensure a broad and balanced curriculum. Other evidence may be found in writing books.

### **The Role of the Subject Leader**

The role of the subject leader 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.

It is the role of each subject leader 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.

## **Inclusion**

Teachers are required to set high expectations for every pupil ensuring work sufficiently stretches all pupils – including those children who are working above the expected standard. In addition, work is planned at the appropriate level for those children who are working below expectations or who come from disadvantaged backgrounds. Teachers are required set ambitious targets which pupils are aware of and able to talk about. In addition, teachers ensure that planning evidences that there are no barriers to achievement and attainment. For children who have English as an additional language, teaching opportunities help to develop their grasp of English and aim for children to access all subjects. Children are encouraged to debate various issues, as well as being encouraged to develop high level questioning skills in order to steer their own learning.

## **Children with Special Needs**

We operate a fully inclusive approach for children different special needs. The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so.

We comply with the requirements set out in the SEN Code of Practice in providing for children with special needs. (Also refer to SEN Policy)

## **EYFS**

In Nursery and Reception we provide a balance between child-initiated and adult directed activities, with emphasis placed on developing a broad range of skills, underpinned by The Early Years Foundation Stage Curriculum. There are seven areas of learning within the Foundation Stage Curriculum: Communication & Language, Personal, Social & Emotional Development, Physical Development, Literacy, Mathematics, Understanding the World and Expressive Arts & Design. Children are provided with opportunities to play and learn both indoors and outside.

We take pride in planning activities in response to the children's interests and ensure that activities are challenging, fun and purposeful. We develop their characteristics of effective learning through opportunities to play and explore, be active in their learning, make decisions, share ideas, be creative and think critically. We celebrate all children's efforts and achievements. Children's progress is collated in their 'Learning Journeys' and through 'Tapestry' assessment tool on the teacher's iPads.

Through early, accurate Baseline Assessment we record each child's starting points then identify and plan for their next steps for learning. Their progress towards the Age Related Expectations (AREs) is closely tracked throughout the year and regularly shared with parents to support the children's development both in school and at home. We recognise the crucial

role of parental involvement in a child's education and provide regular communication regarding children's progress.

Our aim is for our children to be happy, settled and secure at school; for them to develop a love of learning and have the confidence to be independent and resilient learners. We consider the changing 'school readiness' needs of the children as they move on to their next phase of education.

## **Foundation Subjects Curriculum**

### **History Aims:**

- to inspire pupils' curiosity and to increase their knowledge and understanding about the past in Britain and the wider world
- to encourage pupils' critical thinking about how the past influences the present
- to help pupils develop a chronological framework for their knowledge of significant events and people
- to foster a sense of identity and an increased understanding of pupils' own position in their own community and the world
- to encourage pupils' to ask perceptive questions, to analyse evidence and develop a perspective and judgement about events.
- to promote pupils' awareness and understanding of gender, cultural, spiritual and moral issues
- to develop pupils as active citizens

### **Key Stage 1**

Children are taught about:

- changes within living memory – relevant to aspects of change in national life
- events beyond living memory that are significant, nationally and globally e.g. Great Fire of London
- the comparison of two significant individuals who have contributed to national and international achievements
- events in their own locality

### **Key Stage 2**

Children are taught about:

- changes in Britain from the Stone Age to the Iron Age
- The Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- The Vikings and Anglo-Saxons
- a local history study
- a study of an aspect or theme in British history after 1066
- early civilisations

## Geography Aims :

- to stimulate pupils' interest in and curiosity about their surroundings
- to increase their knowledge and understanding of the changing world
- to encourage pupils to ask questions and propose solutions to environmental problems
- to develop pupils' competence in specific geographical skills
- to deepen their understanding of interaction between physical geography and human processes as well as the formation and use of landscapes and environments
- to foster a sense of responsibility for the earth and its resources
- to improve pupils' skills in literacy, numeracy and ICT
- to ensure children are competent in skills required to collect, analyse and communicate information as well as being able to interpret data
- to develop pupils' thinking skills
- to promote pupils' awareness and understanding of gender, cultural, spiritual and moral issues
- to develop pupils as active citizens

## Key Stage 1

Children are taught to:

- name the world's seven continents and five oceans
- identify the four countries of the United Kingdom and their capitals
- undertake a study of an area of the United Kingdom compared with a non-European country
- identify seasonal and daily weather patterns in the UK and the location of hot and cold areas around the world use world maps; globes
- simple compass directions
- use aerial photographs undertake simple fieldwork skills

## Key Stage 2

Children are taught to:

- locate the world's countries; Europe, North & South America
- name and locate counties and cities of the UK – and explain features
- identify latitude, longitude, the Equator
- identify geographical similarities and differences between region of the UK, region of Europe, region of North or South America
- describe and understand key aspects of physical geography and key aspects of human geography
- develop their fieldwork skills

## **Art and Design Aims:**

- to encourage pupils to produce creative work based on their experiences
- to develop their skills in drawing, painting, sculpture and other relevant techniques
- to encourage children to critically analyse their creative work using technical vocabulary
- to gain knowledge of famous artists, craft makers and designers and have an historical and cultural understanding of their work

### **Key Stage 1**

Children are taught :

- how to use a range of materials creatively
- how to share their ideas, experiences and imagination through painting, drawing and sculpture
- to develop art and design techniques using colour, pattern, texture and, line, shape, form and space

### **Key Stage 2**

Children are :

- encouraged to develop different techniques (drawing, painting and sculpture) and to develop an interest in different kinds of art, craft and design
- taught to understand that sketchbooks record their observations and can be used to review and revisit ideas
- taught about great artists, architects and designers in art history

## **Design & Technology Aims:**

- to develop the creative, technical and practical expertise needed to develop confidence in daily tasks
- to develop pupils' confidence to participate in ever– changing technological world
- to increase knowledge, understanding and skills in order to design and apply high quality prototypes and products
- to teach pupils to critique, evaluate and test ideas and products
- to understand and apply the principles of nutrition and learn how to cook

### **Key Stage 1**

Children are taught to:

- design purposeful, functional and appealing products for themselves and their peers based on a design criteria and to evaluate their products against the design criteria

- generate, develop, model and communicate their ideas through talking, drawing templates and through information and communication technology
- use a range of tools and equipment to perform practical tasks
- select and using a wide range of materials and components, including construction materials, textiles and ingredients, relevant to purpose
- explore and evaluate a range of existing products
- build structures and adapt for purpose (make stronger etc)
- use different mechanisms( levers, wheels etc)in their products
- understand the basic principles of a varied diet and prepare varied dishes

## **Key Stage 2**

Children are taught to:

- research and develop design criteria to inform the design of innovative, functional, appealing products fit for purpose
- generate, develop, model and communicate their ideas through discussion, sketches, prototypes and computer-aided design
- select from and use a wider range of tools and equipment to perform tasks accurately
- select and use a wider range of materials and components, including construction materials and textiles, according to their functional properties
- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria
- understand how key events and individuals in design and technology have helped shape the world
- apply their understanding to reinforce complex structures
- understand mechanical and electrical systems
- apply their understanding of computer products
- prepare and cook variety of savoury dishes
- understand seasonality and how a variety of ingredients are grown

## **Music Aims:**

- to encourage children to listen to a range of music spanning all genres, styles and traditions.
- to learn to use their voices and sing, creating and composing music solo and in groups.
- to have opportunities to learn to play an instrument
- to use technology to present their compositional ideas
- to have opportunities in and outside the classroom to progress in their knowledge
- to begin to understand the history of music

## Key stage 1

Pupils are taught to:

- sing songs, chants and rhymes. Use their voices expressively
- play tuned and untuned instruments
- listen to and understand a range of live and recorded music
- create, select and combine sounds.

## Key stage 2

Pupils are taught to:

- sing and play musically with increasing confidence and control.
- develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.
- to appreciate and understand a wide range of high-quality live and recorded music from different traditions and composers
- to develop an understanding of the history of music

## PE

### Introduction

Physical education develops pupils' physical competence and confidence, and their ability to use these to perform in a range of activities. It promotes physical skilfulness, physical development and knowledge of the body in action. Physical education provides opportunities for pupils to be creative, competitive and to face up to different challenges as individuals and in groups and teams. It promotes positive attitudes towards active and healthy lifestyles. Pupils learn how to think in different ways to suit a wide variety of creative, competitive and challenging activities. They learn how to plan, perform and evaluate actions, ideas and performances to improve their quality and effectiveness.

Through this process, pupils discover their aptitudes, abilities and preferences, and how to make choices about getting involved in lifelong physical activity.

Aims to:

- teach pupils to be more skilful in the way they control their movements and develop co-ordination
- contribute to pupils' social and emotional development, by developing their self-confidence and self-esteem.
- develop personal qualities such as commitment, fairness, tolerance, and a concern for others
- develop personal and social competence and the necessary skills to manage success
- teach pupils to cope with losing, and to retain a proper sense of perspective in

competition

- provide out of hours school provision which extends and enriches curriculum provision and provides opportunities for activities which will enable pupils to make progress
- provide an environment in which pupils are committed to PE and sport and make it a central part of their lives
- develop competence and control in the gross and fine motor skills that pupils need to take part in PE and sport
- allow pupils the opportunity to take part in a range of competitive, creative and challenge type activities, both as individuals and as part of a team or group
- ensure pupils understand that PE and sport are an important part of a healthy, active lifestyle and understand the contribution physical activity has on having a healthy body and mind
- develop pupils' stamina, suppleness, strength and the mental capacity (determination and resilience) to keep going
- provide links to other areas of the curriculum and wider school, county and national agendas

## **KS1**

Children are taught to:

- use basic movements including running, jumping, throwing and catching as well as developing balance, agility and coordination applying these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns

## **KS2**

Children are taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance through athletics and gymnastics
- perform dances using a range of movement and patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best

## **Swimming and water safety**

By the end of KS2 children are taught to:

- swim competently, confidently and proficiently over a distance of 25 metres
- use a range of strokes effectively including front crawl, backstroke and breaststroke
- perform safe self-rescue in different water-based situations

**MFL Aims:**

- To develop pupils communication and literacy skills in French
- To increase their linguistic skills – fluency through discussion, questioning, pronunciation and intonation
- To develop pupils writing skills ensuring they can use a variety of grammar correctly
- raise awareness of the multilingual and multicultural world which will give them an insight into their own culture and those of others

**Key Stage 1**

Although not compulsory in KS1 children are taught to answer the register in French and where appropriate other key phrases e.g. hello/goodbye/please/thank you etc.

**Key Stage 2**

Children are taught with a focus on practical communication. They are taught to:

- engage in a conversation and respond appropriately, ask and answer questions and express opinions
- explore the patterns of language (French) through songs and rhymes
- communicate using accurate pronunciation
- present ideas orally
- broaden their vocabulary and develop their ability to understand new words
- understand basic grammar (French); key features and patterns of language and recognise how these differ to or are similar to English

**Monitoring and Review**

Our governing body's Monitoring and Evaluation Committee is responsible for monitoring the way the school curriculum is implemented.

Subject leaders monitor the way their subject is taught throughout the school. They examine long-term and medium-term planning, drop in sessions and Foundation book monitoring ensure that appropriate teaching strategies are used. Subject leaders have responsibility for monitoring standards and ensuring that teachers have the skills and resources they need.

**Monitoring across the Foundation Subjects enables the subject leaders to:**

- support teachers via co-planning, team teaching, observing / giving feedback
- track progress of pupils and groups of pupils
- monitor teachers' planning, pupils' work and classroom environment
- review resource provision
- enables the subject co-ordinator to have a productive discussion with the headteacher about the progress of implementing this policy in the school

## Assessment across the Foundation Subjects

- Teachers gather evidence about pupils' knowledge, understanding by observing them at work, listening to and discussing with them, and evaluating any work they produce.
- Periodic and end of key stage judgements are made
- Each year band is broken down into three steps: below (BLW) working towards the standard (WTS) Expected standard (EXP) Greater Depth Standard (GDS)
- Children working below the standard will be recorded using Pre-Key Stage Foundation (PKF) bands

**Below** – Pupil is working below the standard.

**Working Within** – Pupil is working towards the standard - learning is fully focussed on the criteria for the band. Up to 70% of the statements are confidently achieved.

**Secure** – Pupil is working at expected standard - confidence in all the criteria for the band. There may be pupil learning still focussed on gaining thorough confidence in some minimal elements but the broad expectations for the band have been met.

**Greater Depth Standard** – Pupil has met all the expected standards and is working above the expected standard and beyond into the next standard.

- Teachers report termly (parents' evenings) and annually (report) to parents on how well the pupil has achieved, what s/he does well and what is needed to bring further improvements.

**REVIEW DATE: Autumn 2020 or if there are any changes in legislation**

Signed .....Date ..... (Chair of Governors)

Signed .....Date ..... (Headteacher)

<b>Subject</b>	<b>Planning</b>
<b>Geography</b>	
<b>History</b>	
<b>RE</b>	
<b>Science</b>	
<b>ICT/Computing</b>	
<b>Art</b>	
<b>Music</b>	
<b>Languages (French)</b>	
<b>Design and Technology</b>	
<b>PSHE</b>	
<b>PE</b>	