

Highwood Primary School



*"Preparing today's children
for tomorrow's world"*

Policy for the Foundation Subjects

September 2014



1. INTRODUCTION

At Highwood School we offer a curriculum which is balanced and broadly based and which promotes the spiritual, moral, cultural, mental and physical development of our pupils and prepares them for the opportunities, responsibilities and experiences of later life. The school curriculum comprises all learning and other experiences that the school plans for its pupils. The national curriculum forms one part of the school curriculum.

The National Curriculum is divided into Core Subjects (English, Maths and Science) and Foundation Subjects (Art and design, Computing, Design and technology, Languages, Geography, History, Music and Physical Education). RE and PSHE also form an essential part of the school's overall curriculum. The scope of this policy is to cover the Foundation Subjects and RE and PSHE. The Core Subjects are covered in separate policy documents which should be read in conjunction with this document.

2. AIMS

The following skills have been deemed 'key skills' in the revised National Curriculum:

- Communication;
- Application of number;
- Information technology;
- Working with others;
- Improving own learning and performance;
- Problem-solving.

We strive to develop these skills across the curriculum by making relevant and meaningful links between subjects and by planning engaging and challenging activities which will require pupils to practise and consolidate skills learnt in the core subjects to other areas of the curriculum. Pupils will be expected to demonstrate the same standard of literacy and numeracy skills when working in the Foundation Subject areas as they do in lessons focusing on the Core Subject areas.

Specific Aims

- to enable children to understand the skills and attributes needed to be a successful learner
- to enable children to develop their own personal interests
- to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning
- to teach children the basic skills of literacy, numeracy and information technology (IT)
- to enable children 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 life style
- 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
- 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 and the Hertfordshire agreed 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 enable children to be active and take responsibility for their own health
- to enable children to be passionate about what they believe in and to develop their own thinking
- to enable children to ask questions and take risks
- to enable children to develop their intellect including their emotional development

3. STATUTORY REQUIREMENTS

Statutory requirements for the teaching and learning of the foundation subjects are laid out in the National Curriculum in England Key Stages 1 and 2 Framework Document (2013) the Statutory Framework for the Early Years Foundation Stage (2014).

Early Years Foundation Stage (Nursery and Reception)

Children in the Foundation Stage need a well-planned and resourced curriculum to take their learning forward and to provide opportunities for all children to succeed in an atmosphere of care and feeling valued. Children deepen their understanding by playing, talking, observing, planning, questioning, experimenting, testing, repeating, reflecting and responding to adults and to each other.

The Early Learning Goals establish expectations for most children to reach by the end of the Foundation Stage. The curriculum for the Foundation Stage is organised into seven areas of learning:

- communication and language
- physical development
- personal, social and emotional development
- literacy;
- mathematics
- understanding the world
- expressive arts and design.

Practitioners in the EYFS plan their curriculum around themes which include opportunities for exploration and development across the seven areas of learning on a daily basis in both adult led and child initiated activities indoors and outdoors. Children are encouraged to investigate and share their interests so that practitioners can plan and build in opportunities to use these interests to extend the learning for all pupils. Easily accessible, high quality resources are provided to ensure that the learning environment supports the learning experiences taking place.

At Key Stage One (Years 1 and 2) the foundation subjects covered are;

- Art and design
- Computing
- Design and technology
- Geography
- History
- Music
- Physical education
- RE
- PSHE

At Key Stage Two (Years 3-6)

the foundation subjects covered are;

- Art and design
- Computing
- Design and technology
- Geography
- History
- Music
- Physical education
- RE
- PSHE
- Modern Foreign Language (French)

In both Key Stage One and Key Stage Two parents have a right to withdraw their children from sex education and /or R.E.

Where parents choose to exercise this right, the school will discuss with them alternative work for the pupil. Such arrangements should not require the school to deploy additional resources. The school will take account of the non-statutory guidance material on PSHE and citizenship when planning the curriculum.

4. PLANNING

The school uses the National Curriculum in England Key Stages 1 and 2 Framework Document (2013) and the Statutory Framework for the Early Years Foundation Stage (2014) as the basis of its curriculum (See Appendix below for an overview of topics from the programmes of study). Teachers adapt and develop them into teaching sequences suitable for classes or groups. We carry out our curriculum planning in two phases (long-term curriculum mapping and short term session plans). The long term planning aims to make links between areas of the curriculum so that the children experience a connected curriculum that gives each subject area a purposeful setting. The class teachers are responsible for writing the session plans for these lessons.

5. ASSESSMENT, RECORDING AND REPORTING

Assessments are made in line with the school assessment policy. Marking is in line with the school's policy.

Children are assessed at the end of their Reception Year using the Foundation Stage Profile and are formally assessed at the end of each Key Stage.

Teachers use assessment to ensure planning is based on prior attainment and that pupils know what they are to do to achieve the next step.

Parents are invited to discuss their child's progress twice a year and are sent an annual end of year report.

6. MONITORING AND REVIEW

It is the responsibility of the class teachers, Phase Leaders, Curriculum Teams, SLT and a Representative Governor to monitor the standards of children's work. The Curriculum Teams monitor the quality of teaching and is also responsible for supporting colleagues in the teaching of the foundation subjects, for being informed about current developments in the foundation subjects and for providing a strategic lead and direction for the foundation subjects in the school. Having identified priorities, the Curriculum Teams construct an action plan which forms part of the School Development Plan. This will form the basis for monitoring and will identify how this is to be implemented. The foundation subjects are monitored in accordance with the school's monitoring policy.

7. INCLUSION

At our school we teach the foundation subjects to all children, whatever their ability. The foundation subjects form part of the school curriculum policy to provide a broad and balanced education to all children. Through our foundation subject teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. Opportunities are found for more able children to extend their understanding.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors or barriers to learning: classroom organisation, teaching materials, teaching style, differentiation and the child – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs. We enable pupils to have access to the full range of activities involved in learning. Where children are to participate in activities outside the classroom, for example, a trip to a museum, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils. More able pupils are planned for in line with our Inclusion Policy. This is supported by our Equal Opportunities Policy.

8. EQUAL OPPORTUNITIES

It will be ensured that equal opportunities in the foundation subjects are addressed as follows: pupils with special needs have equal access to the curriculum through the use of differentiated learning strategies and tasks. These are based on individual needs. Specific teaching strategies are used to maximize access to the curriculum for pupils learning EAL.

9. PARENTAL/COMMUNITY INVOLVEMENT

We value parent involvement in children's development and promote a home school partnership in the following ways:

- Sharing information – newsletters, parent consultation evenings, Parentview meetings, parents' leaflets, email, reading diaries, home learning grids and books
- Celebrations – assemblies, school performances, displays, Open Evening, Monthly Book Looks
- Home Learning- half termly grids offer a range of projects covering various subjects to be carried out at home
- Parent helpers

10. SUBJECT ORGANISATION

Art and Design

Pupils in the EYFS access opportunities to develop skills through the Specific Area of Expressive Arts and Design. The Early Learning Goals they are assessed against on leaving Reception are ELG 16 (Exploring Media) and ELG 17 (Being Imaginative). Pupils are encouraged to develop their fine and gross motor skills and to engage in activities and experiences which will enhance their understanding and skills in art and design. In Key Stages One and Two pupils access art and design opportunities both through themed or topic based work and through specific art and design lessons. The curriculum overviews (see appendix 1) and year group curriculum maps show links between themes and suggested artists for study and the art and design skills overview (see appendix 2) outlines the specific skills to be developed in particular year groups.

Computing

Pupils in the EYFS access opportunities to develop skills through the Specific Area of Understanding the World. The Early Learning Goal they are assessed against on leaving Reception ELG 15 (Technology). Children are given opportunities to use a range of technology at home and at school and to begin to select and use technology (e.g. ipads) for particular purposes.

In Key Stages One and Two pupils access computing through weekly IT lessons and through applying their skills across the curriculum through the subject and topic themes. The IT lessons are based on the Hertfordshire IT scheme which provides resources, planning and assessment materials through termly themes.

Design and technology

Pupils in the EYFS access opportunities to develop skills through the Specific Area of Expressive Arts and Design. The Early Learning Goals they are assessed against on leaving Reception are ELG 16 (Exploring Media) and ELG 17 (Being Imaginative). Children are encouraged to explore and play with a range of media, learn to use tools safely and use materials for particular purposes.

In Key Stages One and Two pupils undertake specific design and technology projects at least once a term. They learn skills and apply these to making models for particular purposes linked to their curriculum themes usually in history, geography or science. Food technology takes place as part of the design and technology curriculum. There is a specific food technology kitchen area which can be booked by specific year groups or classes. Food technology is often incorporated into whole school, key stage or year group theme days or weeks.

Geography

Pupils in the EYFS access opportunities to develop skills through the Specific Area of Understanding the World. The Early Learning Goals they are assessed against on leaving Reception are ELG 13 (People and Communities) and ELG 14 (The World). They are encouraged to explore their immediate environment both at home and at school and to think about how environments differ and change.

In Key Stages One and Two pupils study geography and geographical skills as part of their topic themes. These themes are set out below in Appendix 1 (Curriculum Overview). Pupils in Y4, Y5 and Y6 are offered Residential trips in the Spring Term each year. These trips involve teaching of some of the fieldwork and practical aspects of the geography curriculum.

History

Pupils in the EYFS access opportunities to develop skills through the Specific Area of Understanding the World. The Early Learning Goal they are assessed against on leaving Reception is ELG 13 (People and Communities). They are encouraged to talk about past and present events and relate these to their peers and their own families.

In Key Stages One and Two pupils study history and historical skills as part of their topic themes. These themes are set out below in Appendix 1 (Curriculum Overview). Pupils are offered enrichment trips or theme days in school on a termly basis and many of these are used to enhance the teaching of the history based themes.

Music

Pupils in the EYFS access opportunities to develop skills through the Specific Area of Expressive Arts and Design. The Early Learning Goals they are assessed against on leaving Reception are ELG 16 (Exploring Media) and ELG 17 (Being Imaginative). Pupils are encouraged to sing songs, make music and dance as well as express their own ideas, thoughts and feelings through music.

In Key Stage One pupils are encouraged to continue to develop the skills begun in EYFS. Songs and music making is often linked to curriculum themes and children in Year Two learn to play the Ocarina with a specialist music teacher.

In Key Stage Two (and Y2) pupils attend a weekly music assembly where they are taught singing and musical accompaniments by two music specialists. Music lessons in Key Stage Two are taught by music specialists. Y3 and Y4 learn the recorder alongside the development of musical skills and singing. Y5 learn drumming as part of their music sessions and Y6 further develop singing skills. Music is related to topic themes wherever possible. Pupils are also offered the opportunity to perform in termly Performance Assemblies and class sharing assemblies. The Christmas productions also provide a vehicle for performance as does the end of year Y6 production. The senior and junior choir practise at lunchtimes and perform at out of school events such as the Watford Schools Annual Carol Service.

Physical education

Pupils in the EYFS access opportunities to develop skills through the Prime Area of Physical Development. The Early Learning Goals they are assessed against on leaving Reception are ELG 4 (Moving and Handling) and ELG 5 (Health and Self Care). Pupils are encouraged to develop their gross and fine motor skills as well as acquire an understanding the health benefits of physical activity. They have weekly timetabled PE sessions as well as daily access to physical activities both inside and outside.

In Key Stages One and Two pupils access the requirements of the National Curriculum through regular lessons both indoors and outdoors. Swimming takes place in Lower Key Stage Two and is followed up in Upper Key Stage Two for those who have not achieved the minimum requirement of 25 metres in a good style. PE lessons are supplemented in Upper Key Stage Two by the use of specialist coaches who work with the teachers so that the year group can be split into groups of 20 pupils. There are a number of PE based extra curricular clubs on offer including street dance, netball and football as well as opportunities for inter school sport events organised by the School Sports Partnership.

RE

Pupils in the EYFS access opportunities to develop skills through the Prime Area of Understanding the World. The Early Learning Goal they are assessed against on leaving Reception is ELG 13 (People and communities). Pupils are encouraged to find out about the similarities and differences between families, communities and traditions. Specific RE teaching is based around celebrations.

In Key Stages One and Two pupils are taught using the Hertfordshire Scheme of work for RE. They learn about Christianity across the school and compare and contrast with other world religions. A wide range of festivals are studied both in class and through daily assemblies.

PSHE

The school behaviour policy and ethos forms the basis of the teaching of PSHE and pupils experience specific PSHE sessions alongside adult role modelling, rewards, sanctions and reminders throughout all activities.

Pupils in the EYFS access opportunities to develop skills through the Prime Area of Personal, Social and Emotional Development. The Early Learning Goals they are assessed against on leaving Reception are ELG 6 (Self Confidence and Self Awareness), ELG 7 (Managing Feelings and Behaviour) and ELG 8 (Making Relationships). Pupils are

encouraged to develop a positive sense of themselves, form positive relationships and learn how to manage their feelings and behaviour.

In Key Stages One and Two the PSHE curriculum is based on the SEAL materials supplemented with National Curriculum 2000 materials to cover topics (e.g. drugs education and citizenship) that are not included in the SEAL themes. Teaching is based around the 6 half termly themes with anti-bullying as an additional focus in the Autumn Term and these themes are regularly reflected in the daily assemblies. The themes are: 'New Beginnings' (Autumn 1), 'Getting on and Falling out' and 'Say No to Bullying' (Autumn 2), 'Going for Goals' (Spring 1), 'Good to be Me!' (Spring 2), 'Relationships' (Summer 1) and 'Changes' (Summer 2).

Modern Foreign Language (French)

This subject is only taught in Key Stage Two.

French is taught by a specialist French speaker who works with classes across Key stage Two in order to develop their proficiency in the language. Provision is based on the requirements of the National Curriculum 2013 and emphasises the development of oral and written language along with an understanding of French culture.

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Review Date: September 2016

New National Curriculum Map: Science/History/Geography

Term	Y1	Y2	Y3	Y4	Y5	Y6
Autumn 1	Animals including humans Family History	Uses of everyday materials London: Then & Now	Changes in Britain from the Stone Age to the Iron Age	The achievements of the earliest civilizations- Egyptians	Forces Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Living things and their habitats-classification Ancient Greece
Autumn 2	Guy Fawkes & the Gunpowder Plot	Animals including humans	United Kingdom Study Rocks	Animals including humans-digestive system, teeth, food chains	Animals including humans: Human life cycle	Animals including humans-functions of organs & health
Spring 1	Everyday Materials Homes/Toys in the past Homes	Living things & their habitats Comparing Localities	Animals including humans-nutrition & skeleton	Electricity European Country Study: France	Mountains and rivers: Physical Properties and changes of materials	UK & the Wider world
Spring 2	Local Area: Bushey Mill Lane	Plants	Plants – growth & structure	Living things and their habitats-keys & environments	A non-European society N or S American Study	Evolution and inheritance
Summer 1	Plants Weather for Growth	Seasides in the past	Forces & Magnets	Sound Britain's settlement by Anglo-Saxons and Scots	Earth & space	Electricity A study of an aspect or theme in British history extends chronological knowledge beyond 1066 & Local

						History study
Summer 2	Seasonal Changes Where in the world is Barnaby Bear?	Mapwork	Light Roman Empire and its impact on Britain	States of matter Weather around the world	Living things and their habitats- Animal life cycles	Light Geographical Skills

Appendix 2: See Art and Design Skills Overview