



A Learning Community where we
"Aim High, Work Hard,
Achieve Together"

FROBISHER PRIMARY & NURSERY SCHOOL

FOUNDATION SUBJECTS POLICY

Policy Draft Date	October 2014
Policy ratified by Governors	09.10.14
Policy to be updated	October 2017

Frobisher Primary and Nursery School

Foundation Subjects Curriculum

October 2014

Next Review October 2017

Introduction

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

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

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.

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
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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 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 using attainment statements/ six steps linked to the new National Curriculum on Target Tracker.
- Six Steps on Target Tracker
Each year band is broken down into six steps: beginning (b) beginning + (b+) working within (w) working within + (w+) secure (s) secure + (s+)

Beginning – Pupil learning is chiefly focussed on the criteria for the band. There may be minimal elements of the previous band still to gain complete confidence in.

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

Secure – Confidence in all of 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.

- 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.