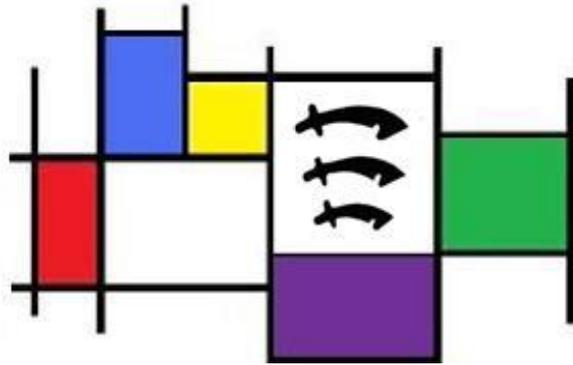


Felmore Primary School



# Foundation Subject Policy

## **Rationale**

This policy is a reflection of our school's creative curriculum. The Creative Learning Journey actively promotes cross curricular learning and gives teachers the flexibility to deliver a curriculum more relevant to the children, based on developing skills. CLJ enables foundation subjects to be linked and incorporated into core subjects and vice versa. Computing is embedded across the curriculum and a wide variety of ICT resources, including iPads, laptops, cameras, listening stations and speaking aids, are used to support this. This policy supports the new National Curriculum 2014.

## **Aims**

- To establish an entitlement for all pupils;
- To establish expectations for teachers of these subjects;
- To promote continuity and coherence across the school;
- To state the school's approach to these subjects in order to promote public and particularly parents' and carers' understanding of the curriculum.

## **History**

The aim of history teaching here at Felmore Primary School is to stimulate the children's interest and understanding about the life of people who lived in the past. We teach children a sense of chronology, and through this they develop a sense of identity and a cultural understanding based on their historical heritage. Thus they learn to value their own and other people's cultures in modern multicultural Britain and, by considering how people lived in the past, they are better able to make their own life choices today. In our school, history makes a significant contribution to citizenship education by teaching about how Britain and Islamic societies worldwide developed. We teach children to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and, by so doing, to develop the skills of enquiry, analysis, interpretation and problem-solving.

## **Geography**

Geography teaches an understanding of places and environments. Through their work in geography, children learn about their local area and compare their life in this area with that in other regions of the United Kingdom and in the rest of the world. They learn how to draw, locate key features and interpret maps and they develop the skills of research, fieldwork, investigation, analysis and problem-solving. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in other cultures. Geography teaching also motivates children to find out about the physical world and enables them to recognize the importance of sustainable development for the future of mankind.

## **Design and Technology**

The aim of design and technology at Felmore Primary School is to develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world. Children are taught to build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users. They evaluate and test their ideas and products and the work of others. Children are also taught to understand and apply the principles of nutrition and learn how to cook.

In both Key Stage one and two children are taught to design, make and evaluate their products.

In Key Stage one, children are taught to design purposeful, functional, appealing products for themselves and other users based on design criteria. They select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] and use a wide range of materials including construction materials, textiles and ingredients, according to their characteristics. Children are encouraged to explore and evaluate range of existing products and evaluate their ideas and products against design criteria.

In Key Stage two, children build on their experiences from Key Stage one. When designing and making, children are taught to use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups and generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Children have the opportunity to select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately and use a wider range of materials and components, including construction materials, textiles and ingredients. When evaluating, children are taught to investigate and analyse a range of existing products, evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.

### **Art and Design**

At Felmore Primary School children are encouraged to produce creative work, exploring their ideas and recording their experiences. They are given opportunities to become proficient in drawing, painting, sculpture and other art, craft and design techniques. Children evaluate and analyse creative works using the language of art, craft and design and learn about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

In Key Stage one, children learn to use a range of materials creatively to design and make products. The children use drawing, painting and sculpture to develop and share their ideas, experiences and imagination and develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

In Key Stage two, children are taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Children have sketch books to record their observations and use them to review and revisit ideas. They are given opportunities to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

### **Music**

Music is a universal language that embodies one of the highest forms of creativity. A high quality music education engages and inspires children to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity, cognitive and non-cognitive skills and gives children a sense of achievement. Music is a powerful tool that helps children to develop new thinking skills. Singing songs is a powerful way of developing and practicing language. Listening to music helps children to develop, understand and empathize with emotions. As children progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in musical arrangements. At Felmore we aim to ensure that all children perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians. They learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence. They understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

### **Learning outside of the classroom (LOtC)**

At Felmore Primary School, Learning Outside of the Classroom (LOtC) is an integral part of our broad and balanced curriculum. It is planned for all learners all year round, whatever the weather. It builds on cross-curricular opportunities and where possible, links to other areas of learning. Classes and small groups make use of the outdoor environment on a regular basis (at least fortnightly) for a variety of activities, to stimulate learning, motivate and inspire the children. This includes use of the school grounds, the locality, sites further afield and residential experiences. All children make use of the school's extensive grounds, including a wooded area, the small animals and the polytunnel. EYFS have a large outdoor area which is used daily and they also carry out Forest Schools at the local country park. We recognise the contribution that LOtC makes to

raising achievement, the quality of teaching and learning, behaviour, and to the social, moral, spiritual and cultural development of the children and, for this reason, it is seen as an integral part of our curriculum.

### **Modern Foreign Languages:**

At Felmore Primary School, we recognize the importance of learning a modern foreign language. French is taught across KS2 and is introduced in KS1 through singing, chanting and story-telling. Learning a foreign language provides a valuable educational, social and cultural experience for all pupils. They develop communication and literacy skills that lay the foundation for future language learning. They develop linguistic competence, extend their knowledge of how language works and explore differences and similarities between French and English. The learning of a foreign language provides a medium for cross-curricular links and for reinforcement of knowledge, skills and understanding developed in other subjects. Learning another language raises awareness of the multilingual and multicultural world and introduces an international dimension to pupil's learning, giving them an insight into their own culture and those of others. The skills, knowledge and understanding gained make a major contribution to the development of children's oracy and literacy. Language also lies at the heart of ideas about individual identity and community, and learning another language can do a great deal to shape children's ideas in this critical area as well as giving them a new perspective on their own language. At Felmore Primary School we use a variety of teaching and learning styles in our MFL lessons. Our principal aim is to develop children's knowledge, skills, and understanding. Children have the opportunity to support their work with a variety of resources. We aim for a balance of whole class, group and independent learning. Children are taught to speak and write in French. Wherever possible we encourage children to use and apply their learning in other areas of the curriculum; ICT, PE and Music, for example, are particularly appropriate for cross-curricular teaching. We hold themed days, where French, as well as other modern foreign languages are used and Spanish is taught to year 6 as part of their transition programme.

### **Planning and recording**

Our medium term plans give details of the curriculum coverage for each half-term. Themes are planned in a cross-curricular way on wheels, which focus on different areas of learning. These plans are developed by the teacher, linked to CLJ and ensure coverage of the key skills for foundations. Subjects are often taught as a block rather than once a week, enabling teachers to provide a curriculum and learning environment that is relevant to the pupils.

### **Assessment**

Pupils' progress is monitored by the class teacher and summative assessments are made half-termly. Work samples and planning are analysed by the Subject Leaders and further actions are decided upon. Developmental marking is used across the Foundation subjects. In addition, teachers deep mark at least one piece of work for each subject half-termly, per child. We are always looking at new methods of assessment and currently developing a new assessment format in line with the new curriculum.

### **Equality of opportunity**

All pupils will have an equality of access to a broad and balanced curriculum irrespective of gender, ethnicity, or special educational needs. An appropriate time for all subjects will be provided for all pupils to meet the requirements of the new National Curriculum.

We recognise that we have children of differing ability in our classes and so we provide the learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- Allowing the children to have a say in what and how they learn;
- Setting common tasks that are open ended and can have a variety of responses;
- Setting tasks of increasing difficulty where not all children complete all tasks;
- Grouping children by ability and setting different tasks for each group;
- Providing a range of challenges with different resources;
- Using additional adults to support the work of individual children or small groups.

Through the creative curriculum, pupils will be introduced to a wide range of cultures and traditions from around the world and consider the contexts and purposes underpinning their images and artefacts. Emphasis will be given to reinforcing the values of cultural diversity by developing understanding and appreciation of the different ideas, values and beliefs encountered within a multicultural society. All pupils will be encouraged to value their own heritage and that of others and British values are promoted through all areas of the curriculum.

**Resources**

Resources are currently stored in the resources area according to subjects and are accessible to all . The Subject Leaders are responsible for ordering resources and liaising with year groups to find out what is needed. In addition, teachers order library books and artifacts linked to their topic area and these are used to enhance learning.

**Health and Safety**

Please refer to the school’s Health and Safety Policy.

**Review**

The outcomes of monitoring and evaluation and subject review will prioritise the needs for renewing or adding to resources and meeting and identified personal development and training needs. Monitoring is carried out by the senior management and Subject Leaders in line with the school improvement plan. National changes will be taken into account and matched with whole school priorities. Computing, P.E, PSHE, Science and R.E will continue to have their own policies.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

(Headteacher)

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

(Chair of Governors)