

Market Drayton Infant and Nursery School Foundation Subjects Curriculum



Spring 2018
Review: Spring 2020

1. Rationale

This policy is a reflection of our school's curriculum which uses the Chris Quigley Essentials Curriculum to ensure an in depth coverage of the National Curriculum requirements. We actively promote cross-curricular learning and give teachers the flexibility to deliver a curriculum relevant to the children, based on developing skills. The curriculum enables foundation subjects to be linked and incorporated into core subjects and via versa.

This policy supports the National Curriculum 2014.

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

2. Aims of the policy

- 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 in particular parent and carer understanding of the curriculum.

3. 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 what they need to do in order to improve. 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.

4. Early Years Foundation Stage

In the early years History, Geography, Science, RE and Science are covered in Understanding the World. These are delivered through adult-led sessions and child-initiated experiences.

People and communities:

- **16-26 months:**
 - Is curious about people and shows interest in stories about themselves and their family.
 - Enjoys pictures and stories about themselves, their families and other people.
- **22-36 months:**
 - Has a sense of own immediate family and relations.
 - In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.
 - Beginning to have their own friends.
 - Learns that they have similarities and differences that connect them to, and distinguish them from, others.
- **30-50 months:**
 - Shows interest in the lives of people who are familiar to them.
 - Remembers and talks about significant events in their own experience.

- Recognises and describes special times or events for family or friends.
- Shows interest in different occupations and ways of life.
- Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.
- **40-60+ months:**
 - Enjoys joining in with family customs and routines.

Early Learning Goal

Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

The World:

- **16-26 months:**
 - Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking.
 - Remembers where objects belong.
 - Matches parts of objects that fit together, e.g. puts lid on teapot.
- **22-36 months:**
 - Enjoys playing with small-world models such as a farm, a garage, or a train track.
 - Notices detailed features of objects in their environment.
- **30-50 months:**
 - Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.
 - Can talk about some of the things they have observed such as plants, animals, natural and found objects.
 - Talks about why things happen and how things work.
 - Developing an understanding of growth, decay and changes over time.
 - Shows care and concern for living things and the environment.
- **40-60+ months:**
 - Looks closely at similarities, differences, patterns and change.

Early Learning Goal

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Technology:

- **16-26 months:**
 - Anticipates repeated sounds, sights and actions, e.g. when an adult demonstrates an action to several times.
 - Shows interest in toys with buttons, flaps and simple mechanisms and beginning to learn to operate them.
- **22-36 months:**
 - Seeks to acquire basic skills in turning on and operating some ICT equipment.

- Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.
- **30-50 months:**
 - Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.
 - Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.
 - Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.
 - Knows that information can be retrieved from computers
- **40-60+ months:**
 - Completes a simple program on a computer.
 - Uses ICT hardware to interact with age-appropriate computer software.

Early Learning Goal

Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Early Years Foundation Stage

Art, Design, Technology, Music, Drama and Dance are all covered under Expressive Arts and Design. These are delivered through adult-led sessions and child-initiated experiences.

Exploring and using media and materials:

- **8-26 months:**
 - Explores and experiments with a range of media through sensory exploration, and using whole body.
 - Move their whole bodies to sounds they enjoy, such as music or a regular beat.
 - Imitates and improvises actions they have observed, e.g. clapping or waving.
 - Begins to move to music, listen to or join in rhymes or songs.
 - Notices and is interested in the effects of making movements which leave marks.
- **22-36 months:**
 - Joins in singing favourite songs.
 - Creates sounds by banging, shaking, tapping or blowing.
 - Shows an interest in the way musical instruments sound.
 - Experiments with blocks, colours and marks.
- **30-50 months:**
 - Enjoys joining in with dancing and ring games.
 - Sings a few familiar songs.
 - Beginning to move rhythmically.
 - Imitates movement in response to music.
 - Taps out simple repeated rhythms.
 - Explores and learns how sounds can be changed.
 - Explores colour and how colours can be changed.
 - Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.
 - Beginning to be interested in and describe the texture of things.
 - Uses various construction materials.
 - Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.

- Joins construction pieces together to build and balance.
- Realises tools can be used for a purpose.
- **40-60+ months:**
 - Begins to build a repertoire of songs and dances.
 - Explores the different sounds of instruments.
 - Explores what happens when they mix colours.
 - Experiments to create different textures.
 - Understands that different media can be combined to create new effects.
 - Manipulates materials to achieve a planned effect.
 - Constructs with a purpose in mind, using a variety of resources.
 - Uses simple tools and techniques competently and appropriately.
 - Selects appropriate resources and adapts work where necessary.
 - Selects tools and techniques needed to shape, assemble and join materials they are using.

Early Learning Goal

Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Being imaginative:

- **16-26 months:**
 - Expresses self through physical action and sound.
 - Pretends that one object represents another, especially when objects have characteristics in common.
- **22-36 months:**
 - Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.'
 - Beginning to make-believe by pretending.
- **30-50 months:**
 - Developing preferences for forms of expression.
 - Uses movement to express feelings.
 - Creates movement in response to music.
 - Sings to self and makes up simple songs.
 - Makes up rhythms.
 - Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.
 - Engages in imaginative role-play based on own first-hand experiences.
 - Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.
 - Uses available resources to create props to support role-play.
 - Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.
- **40-60+ months:**
 - Create simple representations of events, people and objects.
 - Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.
 - Chooses particular colours to use for a purpose.
 - Introduces a storyline or narrative into their play.

- Plays alongside other children who are engaged in the same theme.
- Plays cooperatively as part of a group to develop and act out a narrative.

Early Learning Goal

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Early Years Foundation Stage

PE is covered under physical development. This covers both fine and gross motor development. It is delivered through adult-led sessions and child-initiated experiences.

Moving and Handling:

- **16-26 months:**
 - Walks upstairs holding hand of adult.
 - Comes downstairs backwards on knees (crawling).
 - Beginning to balance blocks to build a small tower.
 - Makes connections between their movement and the marks they make.
- **22-36 months:**
 - Runs safely on whole foot.
 - Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands.
 - Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment.
 - Can kick a large ball.
 - Turns pages in a book, sometimes several at once.
 - Shows control in holding and using jugs to pour, hammers, books and mark-making tools.
 - Beginning to use three fingers (tripod grip) to hold writing tools
 - Imitates drawing simple shapes such as circles and lines.
 - Walks upstairs or downstairs holding onto a rail two feet to a step.
 - May be beginning to show preference for dominant hand.
- **30-50 months:**
 - Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.
 - Mounts stairs, steps or climbing equipment using alternate feet.
 - Walks downstairs, two feet to each step while carrying a small object.
 - Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.
 - Can stand momentarily on one foot when shown.
 - Can catch a large ball.
 - Draws lines and circles using gross motor movements.
 - Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.
 - Holds pencil between thumb and two fingers, no longer using whole-hand grasp.
 - Holds pencil near point between first two fingers and thumb and uses it with good control.
 - Can copy some letters, e.g. letters from their name.
- **40-60+ months:**
 - Experiments with different ways of moving.

- Jumps off an object and lands appropriately.
- Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.
- Travels with confidence and skill around, under, over and through balancing and climbing equipment.
- Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.
- Uses simple tools to effect changes to materials.
- Handles tools, objects, construction and malleable materials safely and with increasing control.
- Shows a preference for a dominant hand.
- Begins to use anticlockwise movement and retrace vertical lines.
- Begins to form recognisable letters.
- Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.

Early Learning Goal

Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Early Years Foundation Stage

Personal, Social and Emotional Development is delivered through adult-led sessions and child-initiated experiences.

Making relationships:

- **16-26 months:**
 - Plays alongside others.
 - Uses a familiar adult as a secure base from which to explore independently in new environments, e.g. ventures away to play and interact with others, but returns for a cuddle or reassurance if becomes anxious.
 - Plays cooperatively with a familiar adult, e.g. rolling a ball back and forth.
- **22-36 months:**
 - Interested in others' play and starting to join in.
 - Seeks out others to share experiences.
 - Shows affection and concern for people who are special to them.
 - May form a special friendship with another child.
- **30-50 months:**
 - Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.
 - Initiates play, offering cues to peers to join them.
 - Keeps play going by responding to what others are saying or doing.
 - Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.
- **40-60+ months:**
 - Initiates conversations, attends to and takes account of what others say.
 - Explains own knowledge and understanding, and asks appropriate questions of others.
 - Takes steps to resolve conflicts with other children, e.g. finding a compromise.

Early Learning Goal

Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Self-confidence and self-awareness:

- **16-26 months:**
 - Explores new toys and environments, but 'checks in' regularly with familiar adult as and when needed.
 - Gradually able to engage in pretend play with toys (supports child to understand their own thinking may be different from others).
 - Demonstrates sense of self as an individual, e.g. wants to do things independently, says "No" to adult.
- **22-36 months:**
 - Separates from main carer with support and encouragement from a familiar adult.
 - Expresses own preferences and interests.
- **30-50 months:**
 - Can select and use activities and resources with help.
 - Welcomes and values praise for what they have done.
 - Enjoys responsibility of carrying out small tasks.
 - Is more outgoing towards unfamiliar people and more confident in new social situations.
 - Confident to talk to other children when playing, and will communicate freely about own home and community.
 - Shows confidence in asking adults for help.
- **40-60+ months:**
 - Confident to speak to others about own needs, wants, interests and opinions.
 - Can describe self in positive terms and talk about abilities.

Early Learning Goal

Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Managing feelings and behaviour:

- **16-26 months:**
 - Is aware of others' feelings, for example, looks concerned if hears crying or looks excited if hears a familiar happy voice.
 - Growing sense of will and determination may result in feelings of anger and frustration which are difficult to handle, e.g. may have tantrums.
 - Responds to a few appropriate boundaries, with encouragement and support.
 - Begins to learn that some things are theirs, some things are shared, and some things belong to other people.
- **22-36 months:**
 - Seeks comfort from familiar adults when needed.
 - Can express their own feelings such as sad, happy, cross, scared, worried.
 - Responds to the feelings and wishes of others.
 - Aware that some actions can hurt or harm others.

- Tries to help or give comfort when others are distressed.
- Shows understanding and cooperates with some boundaries and routines.
- Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do.
- Growing ability to distract self when upset, e.g. by engaging in a new play activity.
- **30-50 months:**
 - Aware of own feelings, and knows that some actions and words can hurt others' feelings.
 - Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.
 - Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.
 - Can usually adapt behaviour to different events, social situations and changes in routine.
- **40-60+ months:**
 - Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.
 - Aware of the boundaries set, and of behavioural expectations in the setting.
 - Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.

Early Learning Goal

Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

5. Key Stage 1

History

Essential Learning Objectives:

- To investigate and interpret the past
- To build an overview of world history
- To understand chronology
- To communicate historically

Essential Characteristics of Historians:

- An excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes.
- The ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.
- The ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.

- A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.
- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgments.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.

Essential Opportunities:

Look at:

- The lives of significant individuals in Britain's past who have contributed to our nation's achievements - scientists such as Isaac Newton or Michael Faraday, reformers such as Elizabeth Fry or William Wilberforce, medical pioneers such as William Harvey or Florence Nightingale, or creative geniuses such as Isambard Kingdom Brunel or Christina Rossetti.
- Key events in the past that are significant nationally and globally, particularly those that coincide with festivals or other events that are commemorated throughout the year.
- Significant historical events, people and places in their own locality.

Geography

Essential Learning Objectives:

- To investigate places
- To investigate patterns
- To communicate geographically.

Essential Characteristics of Geographers:

- An excellent knowledge of where places are and what they are like.
- An excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
- An extensive base of geographical knowledge and vocabulary.
- Fluency in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.
- The ability to reach clear conclusions and develop a reasoned argument to explain findings.
- Significant levels of originality, imagination or creativity as shown in interpretations and representations of the subject matter.
- Highly developed and frequently utilised fieldwork and other geographical skills and techniques.
- A passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.
- The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.

Essential Opportunities:

- Investigate the world's continents and oceans.
- Investigate the countries and capitals of the United Kingdom.
- Compare and contrast a small area of the United Kingdom with that of a non-European country.

- Explore weather and climate in the United Kingdom and around the world.
- Use basic geographical vocabulary to refer to and describe key physical and human features of locations.
- Use world maps, atlases and globes.
- Use simple compass directions.
- Use aerial photographs.
- Use fieldwork and observational skills.

Art and Design

Essential Learning Objectives:

- To develop ideas
- To master techniques
- To take inspiration from the greats

Essential Characteristics of Artists:

- The ability to use visual language skillfully and convincingly (for example, line, shape, pattern, colour, texture, form) to express emotions, interpret observations, convey insights and accentuate their individuality.
- The ability to communicate fluently in visual and tactile form.
- The ability to draw confidently and adventurously from observation, memory and imagination.
- The ability to explore and invent marks, develop and deconstruct ideas and communicate perceptively and powerfully through purposeful drawing in 2D, 3D or digital media.
- An impressive knowledge and understanding of other artists, craftmakers and designers.
- The ability to think and act like creative practitioners by using their knowledge and understanding to inform, inspire and interpret ideas, observations and feelings.
- Independence, initiative and originality which they can use to develop their creativity.
- The ability to select and use materials, processes and techniques skillfully and inventively to realise intentions and capitalise on the unexpected.
- The ability to reflect on, analyse and critically evaluate their own work and that of others.
- A passion for and a commitment to the subject.

Essential Opportunities:

- Use experiences and ideas as the inspiration for artwork.
- Share ideas using drawing, painting and sculpture.
- Explore a variety of techniques.
- Learn about the work of a range of artists, artisans and designers

Design & Technology

Essential Learning Objectives:

- To master practical skills
- To design, make, evaluate and improve
- To take inspiration from design throughout history

Essential Characteristics of Designers:

- Significant levels of originality and the willingness to take creative risks to produce innovative ideas and prototypes.
- An excellent attitude to learning and independent working.
- The ability to use time efficiently and work constructively and productively with others.
- The ability to carry out thorough research, show initiative and ask questions to develop an exceptionally detailed knowledge of users' needs.
- The ability to act as responsible designers and makers, working ethically, using finite materials carefully and working safely.
- A thorough knowledge of which tools, equipment and materials to use to make their products.
- The ability to apply mathematical knowledge.
- The ability to manage risks exceptionally well to manufacture products safely and hygienically.
- A passion for the subject and knowledge of, up-to-date technological innovations in materials, products and systems.

Essential Opportunities:

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts, such as the home and school, gardens and playgrounds, the local community, industry and the wider environment.

When designing and making, pupils should be taught to:

Design

- design purposeful, functional, appealing products for themselves and other users based on design criteria.
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.

Make

- select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing.
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.

Evaluate

- explore and evaluate a range of existing products.
- evaluate their ideas and products against design criteria.

Technical knowledge

- build structures, exploring how they can be made stronger, stiffer and more stable.
- explore and use mechanisms, such as levers, sliders, wheels and axles, in their products.

Cooking and nutrition

- use the basic principles of a healthy and varied diet to prepare dishes.
- understand where food comes from.

Music

Essential Learning Objectives:

- To perform

- To compose
- To transcribe
- To describe music

Essential Characteristics of Musicians:

- A rapidly widening repertoire which they use to create original, imaginative, fluent and distinctive composing and performance work.
- A musical understanding underpinned by high levels of aural perception, internalisation and knowledge of music, including high or rapidly developing levels of technical expertise.
- Very good awareness and appreciation of different musical traditions and genres.
- An excellent understanding of how musical provenance - the historical, social and cultural origins of music - contributes to the diversity of musical styles.
- The ability to give precise written and verbal explanations, using musical terminology effectively, accurately and appropriately.
- A passion for and commitment to a diverse range of musical activities.

Essential Opportunities:

- Use their voices expressively by singing songs and speaking chants and rhymes.
- Play tuned and untuned instruments musically.
- Listen with concentration and understanding to a range of high-quality live and recorded music.
- Make and combine sounds using the inter-related dimensions 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.

Essential Learning Objectives:

- To develop practical skills in order to participate, compete and lead a healthy lifestyle

Essential Characteristics of Physically Active Pupils:

- The ability to acquire new knowledge and skills exceptionally well and develop an in-depth understanding of PE.
- The willingness to practise skills in a wide range of different activities and situations, alone, in small groups and in teams and to apply these skills in chosen activities to achieve exceptionally high levels of performance.
- High levels of physical fitness.
- A healthy lifestyle, achieved by eating sensibly, avoiding smoking, drugs and alcohol and exercising regularly.

- The ability to remain physically active for sustained periods of time and an understanding of the importance of this in promoting long-term health and well-being.
- The ability to take the initiative and become excellent young leaders, organising and officiating, and evaluating what needs to be done to improve, and motivating and instilling excellent sporting attitudes in others.
- Exceptional levels of originality, imagination and creativity in their techniques, tactics and choreography, knowledge of how to improve their own and others' performance and the ability to work independently for extended periods of time without the need of guidance or support.
- A keen interest in PE. A willingness to participate eagerly in every lesson, highly positive attitudes and the ability to make informed choices about engaging fully in extra-curricular sport.
- Knowledge of how to remain safe in and around water.

Essential Opportunities:

- Participate in team games, developing simple tactics for attacking and defending.
- Perform dances using simple movement patterns.
- Swimming and water safety: take swimming instruction either in Key Stage 1

Languages

Essential Learning Objectives:

- To read fluently
- To speak confidently
- To write imaginatively
- To understand the culture of the countries in which the language is spoken

Essential Characteristics of Linguists:

- The confidence to speak with good intonation and pronunciation.
- Fluency in reading.
- Fluency and imagination in writing.
- A strong awareness of the culture of the countries where the language is spoken.
- A passion for languages and a commitment to the subject.
- The ability to use language creatively and spontaneously.
- An independence in their studies and the ability to draw upon a wide range of resources.

Essential Opportunities:

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

PSHE (including Anti-Bullying)

Learning Objectives:

- To try new things
- To work hard
- To concentrate
- To push oneself
- To imagine
- To improve
- To understand others

- To not give up

Essential Characteristics of Pupils with Exceptional Personal Development:

These pupils have the ability and willingness to do the following eight things:

Try new things

Success does not come knocking on the door. We all need to go out and find something in which we can experience success. Finding something that we are good at builds confidence. Some pupils may not be good at the things they spend most of their time doing at school, which can make it even more important that schools have a broad and rich curriculum with something for everyone. As adults, however, we learn that just because we may be good at something doesn't necessarily mean that we enjoy it. Successful people enjoy what they do. In fact, they love what they do. What they do gives them energy; work feels like play and time flies by. These are the lucky people who have found their energy zone. These people don't need any external or material reward to motivate them; they do what they do simply because they love it.

Work hard

This is something that most of us don't want to hear. If we want to get really good at something there are no short cuts. Accomplishment is all about practise and hard work. Pupils need to understand the benefits of working hard. They need to know that work is good and not something that should be avoided. Many pupils become frustrated if they don't accomplish something immediately. With a television culture of 'overnight' success, it is important to teach them that it may take hours and hours of hard work to become really good at something and that in real life success is not easy for anyone.

Concentrate

Children are living in the most intensely stimulating time in the history of the Earth. They are bombarded with images from television advertisements, websites, games consoles and mobile phones. It has never been so important to teach our children how to concentrate. Of course, every teacher will tell pupils of the need to concentrate, but few will teach them how.

Push themselves

To be really successful, pupils need to learn to push themselves. Most adults realise that if they want a healthier lifestyle, joining a gym doesn't change much. We have to push ourselves to go to the gym. In fact, going to the gym doesn't change much either if we don't push ourselves when there. There are lots of ways pupils need to push themselves. For example, when they don't feel like doing things, when they feel shy, when they think they might fail and when their friends are trying to stop them doing what they want to do. It can be really difficult to push oneself, but it is essential for success.

Imagine

In 1968, George Land gave 1,600 five-year-olds a test in divergent thinking. This involved finding multiple solutions to problems, asking questions and generating ideas. The test results were staggering: 98% scored at what he described as 'genius' level. He then re-tested the same children at age ten, by which time the level had declined to 30%. By fifteen years of age, only 12% of the children scored at the genius level. The same test given to 280,000 adults placed their genius level at

only 2%. In his book *Breakpoint and Beyond*, co-authored by Beth Jarman, Land concluded that non-creative behaviour is learned.

The test shows what most of us know: children have a fantastic imagination, which mostly declines with age. This decline is the enemy of success. To help children to be successful we need to help them to keep having ideas as they get older.

Improve

Successful people are always trying to make things better. This doesn't mean there is anything wrong with what they have but they know that there is always room for improvement. They try to make good things great. Rather than making any radical transformations, however, they tend to make lots of small adjustments. This is what we can teach our children: great things do not happen suddenly. They are the result of lots of tweaking and refinement. We can all make things a little bit better. We can all take small steps to greatness.

Understand others

Aristotle made the distinction between what he called *sophia* and *phronesis*. *Sophia* was wisdom of the world - what came to be called science. He spoke of the importance of understanding how the world works. However, he also stressed that, in itself, this was not enough for civilisation to flourish. Society also needed *phronesis*. This was the application of this wisdom in the service of others. Thousands of years later, Aristotle's words are just as true. Successful people use what they know to try to be useful to others. Instead of asking 'What's in it for me?' they ask, 'What can I give?' If we look at a successful business, it gives people things they value, at the right price. If we look at a successful public service, it gives people what they value at the right time.

Not give up

Successful people have bad luck, setbacks, failures, criticism and rejection but they always find a way around these problems. Children need to understand that if they have bad luck, they are not alone. Most of us tend to focus on the accomplishments of successful people rather than their mishaps or setbacks. We need to tell children about the times we failed, were rejected and criticised but also how we bounced back.

Essential Opportunities:

- Discuss and learn techniques to improve in the eight areas of success.
- Study role models who have achieved success.
- sustain their self-esteem in their learning experience;
- develop their capacity for critical and independent thought;
- foster their emotional life and express their feelings;
- experience moments of stillness and reflection;
- discuss their beliefs, feelings, values and responses to personal experiences;
- form and maintain worthwhile satisfying relationships;
- reflect on, consider and celebrate the wonders and mysteries of life;
- tell the truth;
- keep promises;
- respect the rights and property of others;
- act with consideration towards others;
- help those less fortunate than themselves;
- take personal responsibility for their actions;
- have self-discipline;

- develop an understanding of their individual and group identity;
- learn about service in the school and wider community;
- begin to understand social justice and a concern for the disadvantaged;
- recognise the value and richness of cultural diversity in Britain, and how these influence individuals and society;
- develop an understanding of their social and cultural environment;
- develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.
- develop learning powers promoting collaboration, perseverance, revision, question and resilience to develop better learners.

6. 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.

7. 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.

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.

8. Roles and Responsibility for the Policy

Role of the Governing Body

The Governing Body has:

- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring compliance with the legal requirements of the National Curriculum;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all linked policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in the development, approval, implementation and review of this policy;
- responsibility for the effective implementation, monitoring and evaluation of this policy.

Role of the Headteacher and Senior Leadership Team

The Headteacher and the Senior Leadership Team will:

- ensure all school personnel are aware of and comply with this policy;
- work closely with the subject leader and the link governor;
- ensure compliance with the legal requirements of the National Curriculum;

- consider disapplying a pupil from all or part of the National Curriculum for a period of time if this will benefit the child;
- encourage parents to take an active role in curriculum development;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- annually report to the Governing Body on the success and development of this policy;
- monitor the effectiveness of this policy by:
 - observing teaching and learning;
 - planning scrutinies and work trawls;
 - discussions with pupils and members of the school council;

Role of the Subject Leader

The Subject Leader will:

- lead the development of this policy throughout the school;
- work closely with the Headteacher, the nominated governor and SENCO;
- undertake an annual audit and stock take of resources;
- purchase new resources when required and in preparation for the new academic year;
- manage the subject budget effectively;
- undertake risk assessments when required;
- annually report to the Governing Body on the success and development of this policy;
- be accountable for standards in this subject area;
- monitor standards by:
 - auditing the subject area;
 - review of the scheme of work;
 - monitoring teachers planning;
 - lesson observations;
 - scrutinising children's work;
 - discussions with pupils;
- ensure continuity and progression throughout the school;
- devise a subject improvement plan;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises regarding;
- attend appropriate and relevant INSET;
- keep up to date with new developments.

Role of the Governors Curriculum Committee

The Curriculum Committee will:

- work closely with the Headteacher and the subject leader;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- attend training related to this policy;
- report to the Governing Body every term;
- annually report to the Governing Body on the success and development of this policy.

Role of Teachers

Teachers will:

- comply with all aspects of this policy;
- work closely with all subject leaders to develop this policy;

- devise medium and short term planning;
- develop mathematical fluency, numeracy and mathematical understanding in all subjects;
- develop pupils' spoken language, reading, writing and vocabulary in all subjects;
- plan and deliver good to outstanding lessons;
- plan differentiated lessons which are interactive, engaging, of a good pace and follow the TEEP planning schedule;
- have high expectations for all children and will provide work that will extend them;
- assess, record and report on the development, progress and attainment of pupils;
- achieve high standards;
- celebrate the success of pupils in lessons
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community.

Role of Pupils

Pupils will:

- be aware of and comply with this policy;
- be encouraged to work in partnership with the school by making decisions and
- exercising choice in relation to their educational programme;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- participate fully in all lessons;
- participate in discussions concerning progress and attainment;
- treat others, their work and equipment with respect;
- support the school Code of Conduct and guidance necessary to ensure the smooth
- running of the school;
- liaise with the school council;
- take part in questionnaires and surveys.

Role of Parents/Carers

Parents/carers will:

- be aware of and comply with this policy;
- be encouraged to take an active role in the life of the school by attending:
- parents and open evenings
- parent-teacher consultations
- curriculum development workshops
- be encouraged to work in school as volunteers;
- be encouraged to respond to curriculum information newsletter;
- be informed via termly newsletters of their child's topics;
- asked to provide suggestions and ideas for improving this subject;
- be asked to take part periodic surveys conducted by the school on curriculum development;
- be invited to make presentations to pupils on aspects of this subject area;
- encourage effort and achievement;
- encourage completion of homework and return it to school;
- provide the right conditions for homework to take place;
- expect their child to hand in homework on time;
- join the school in celebrating success of their child's learning.

9. Policy Procedure

Teaching and Learning Style

We use a variety of teaching and learning styles in order to develop children's knowledge, skills and understanding.

Curriculum Planning and Organisation

Teachers collaborate on the planning of the subject to ensure parity in provision and to share expertise. Curriculum planning is managed in three phases namely:

Long Term Planning

- details what is to be taught over the year
- provides teaching guidelines and overall objectives for each year group for the whole year

Medium Term Planning

- organises the subject into termly or half-termly sections
- is more detailed and the objectives are more specific in nature
- is developed by the teachers, who respond to the needs of their pupils
- ensures a balanced distribution of work is undertaken across each term

Short Term Planning

- details the subject curriculum over the week
- plans lessons in detail with specific learning objectives

Inclusion

We believe that we are an educationally inclusive school as we are concerned about the teaching and learning, achievements, attitudes and well-being of all our pupils. We aim to provide places for all pupils who express a preference to join this school.

We work hard to offer equality of opportunity and diversity to all groups of pupils within school such as children:

- from both sexes;
- who have Special Educational Needs;
- who are looked after;
- from minority faiths, ethnicities, travellers, asylum seekers, refugees;
- who are gifted and talented;
- who are at risk of disaffection;
- who are young carers;
- who are sick;
- who have behavioural, emotional and social needs;
- from families who are under stress.

We believe we have a duty to ensure that all children have equal rights to the opportunities offered by education and that all children will be encouraged to fulfil their potential in their academic, physical and creative achievements.

We want to give all children the right to access high quality educational experiences, to take part in a broad and balanced curriculum and to be part of the social life of the school.

We recognise that within the school we have more able, gifted and talented children. We believe that:

- more able children demonstrate a higher ability than average for the class and often
- require differentiated tasks and opportunities to learn through challenges;
- gifted children are those who have the ability to do well in more than one subject;
- talented children demonstrate an innate talent or skill in creative, cultural or sporting
- fields

We have an even greater obligation to plan and deliver well-structured lessons with appropriate assessment plus ambitious targets for pupils who have low levels of prior attainment or come from disadvantaged backgrounds.

We also have a duty to cater for pupils whose first language is not English by planning teaching opportunities to help them develop their English and to gain full access to the National Curriculum.

Differentiation

The main purpose of differentiation is to challenge and raise standards of learning by ensuring that curriculum objectives are accessible to all our children despite their backgrounds or abilities. We see differentiation as a form of integration and not exclusion.

Differentiation must reflect the learning objective and can be achieved in a variety of ways either by task, by support or by outcome and should be chosen by fitness for purpose.

We want all children to achieve success, therefore we will ensure they are given differentiated tasks that are matched to their level of attainment so that they can demonstrate successfully what they know, understand and can do.

The main feature of effective differentiation is good planning resulting in effective teaching and learning with children making good progress. Also, we expect to see in all classes interested well motivated children responding to challenges, children working productively on task and being aware of their own progression.

10. Special Educational Needs

We want pupils with identified special educational needs to have full access to all subjects of the National Curriculum with teachers planning lessons that have no barriers to pupils achieving and with appropriate targets relating to the subject.

11. Assessment for Learning

Teachers will:

- carry out continuous assessment;
- use short-term assessments matched to the teaching objectives to adjust their planning;
- make comments in pupil's books related to the teaching objective;
- carry out medium-term assessments to measure progress against key objectives to adjust planning;
- carry out long-term assessment to assess progress against school and national targets;

- administer national tests and assessment in Y2;
- carry out termly tests in all year groups;
- use long-term assessments to help them plan for the next academic year;
- inform parents and carers of their child's progress and targets.

12. Monitoring & Review of the Subject

Monitoring of standards of children's work and the quality of teaching is the responsibility of the subject coordinator supported by the Headteacher and the SLT.

Standards will be monitored by:

- looking at pupils work
- subject observations
- pupil discussions
- audit of subjects
- scrutiny of planning
- general curriculum discussions

13. Resources

The school has a full range of resources to support the teaching of foundation subjects throughout all year groups. Resources are upgraded and replenished as and when the need arises. The subject coordinator undertakes an annual stock take and audit in the spring term in preparation for the annual budget meetings.

14. Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- reports such annual report to parents and Headteacher reports to the *Governing Body*

15. Training

All school personnel:

- have equal chances of training, career development and promotion
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction
- receive training on this policy on induction which specifically covers:
 - National Curriculum programmes of study and attainment targets for all subjects
 - teaching and learning
 - planning
 - assessment
 - key skills

16. Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

17. Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the Curriculum Committee of the Governing Body.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.