



Foundation Subjects

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| Approved by: | Full governing body | Date: 14 November 2022 |
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| Last reviewed on: | December 2019 |
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| Next review due by: | Autumn Term 2025 |
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Chair of governor's signature

14 November 2022

Rationale

This policy reflects our school's curriculum, where we promote the teaching of distinct knowledge and skills, as well as cross curricular learning. We aim to give teachers the flexibility to deliver a curriculum that is relevant to our pupils, based on developing their skills and building their knowledge. This enables foundation subjects to be linked and incorporated into core subjects and vice versa. Our school follows the National Curriculum 2014.

Aims

- To establish an entitlement for all pupils, and to ensure that pupils are taught a broad and balanced curriculum.
- 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.
- To provide information about history, geography, modern foreign languages, art and design, computing, online safety, design technology, music and PE.

Where possible, our school's core values (Individuality, Community and Responsibility) are weaved into the teaching of foundation subjects. Our three core values are at the heart of our curriculum. Our curriculum is designed to support each child to become an independent and resilient **individual**, who takes **responsibility** for themselves and who makes positive contributions to local and global **communities**. We aim to develop our pupils' understanding of the world beyond our small village, and for them to aspire to making a positive global impact. We value each child as an individual with a unique potential for learning, and with the ability to embrace and embody Christian values.

We know that children remember knowledge content if they are able to revisit, make links to, and build on previous learning. Our humanities curriculum has four threads, which are linked to our core values. In each topic, pupils will learn new knowledge and develop their skills with activities, tasks and experience that are related to one of the four threads:

1. Leaders through time
2. Changing Communities
3. Modernising medicine
4. Ethics and citizenship

Leaders through time

Pupils will study the impact of significant leaders and individuals on local and global communities. Pupils will explore leaders' courage, resilience and their desire and motivation to shape the future. This includes pupils comparing and evaluating positive and negative role models. Pupils will be encouraged to reflect on themselves, their individual talents, their leadership skills and how they contribute to an inclusive environment. They will consider the impact they have on their peers, their family, and our world, as well as their own physical and digital legacy.

Changing Communities

Pupils will explore physical and online communities and the people within them. They will compare communities and explore how individuals, technological advances and circumstances acted as a catalyst for change to that community. Pupils will explore whether communities embraced and adapted to the change, or if they fought against it. Pupils will learn about the value of compromise and teamwork within their changing class communities when pupils join and leave our school.

Modernising Medicine

Pupils will learn how medical advances and forward thinking have helped humans to be healthier, and to lead longer, happier lives. Pupils will explore the importance of mental health and recognise that it is now accepted as part of our overall health and well-being. Pupils will learn how individuals should take responsibility for their own health, and how they can look after themselves. They will explore the role of key individuals who have made significant contributions to the medical community.

Ethics and citizenship

Pupils will be encouraged to analyse and debate historical and modern day issues and dilemmas, and to suggest improvements and ways to solve problems. They will be taught to think critically about the evidence and sources on which they form their opinions. Our curriculum provides opportunities for pupils to develop their speaking and listening skills, and to learn how to respond respectfully to others' opinions. They will learn about the importance of honesty, and to think carefully about how they portray others.

Computing

The use of Computing is an integral part of the National Curriculum and is a key skill for everyday life. Computers, iPads, programmable robots, digital and video cameras are but a few of the tools that can be used to acquire, organise, store, manipulate, interpret, communicate and present information. At Moulton CEVC Primary School we recognise that pupils are entitled to quality hardware and software and a structured and progressive approach to the learning of the skills needed to enable them to become Computing proficient. All classes have access to a wide range of resources. Computing is embedded throughout the whole curriculum and provides pupils with access to information beyond the classroom. We also teach computing discretely where appropriate. Pupils will have the opportunity to develop their Computing capability in the core and foundation subjects. Opportunities provided by the class teacher will enable the children to work both individually and in small groups. For all Computing lessons the teacher will ensure that interactive strategies are used; teacher modelling is used; introductions are included and plenary sessions are incorporated to meet the learning objectives. In this school, pupils will have experience with networked laptops, printers, Bee-Bots, data logging equipment, sensing equipment, calculators, digital media, Interactive Whiteboards and laptops. They will also have experience with the Internet and a variety of software that allows teachers to provide for progression of skills, concepts and applications, including coding. As an inclusive school, Computing is made accessible to children with Special Educational Needs, by providing them with suitable software and tasks, and with extra support in the use of software packages and peripherals available. In Computing lessons, pupils with specific learning needs also have access to, where appropriate:

- Visual prompts to engage and increase attention.
- Real objects to explore and manipulate.
- Symbols for key vocabulary.
- Opportunities for repetition, to consolidate and reassure.
- Opportunities to use special interests where appropriate.
- Support where necessary to develop new skills

Online Safety

We consider online safety to be an integral part of our pupils' education. Each topic contains an online safety question that is linked to one of the 8 key areas:

1. Self-image and Identity
2. Online Relationships
3. Online Reputation
4. Online Bullying
5. Managing Online information
6. Health, Well-being and Lifestyle
7. Privacy Security
8. Copyright and Ownership

Our school utilises 'Kapow' resources for some units of work.

History

The aim of history teaching at Moulton CEVCP School is to stimulate the children's interest and understanding about the lives of people who lived in the past, and their impact on our pupils' world. 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. 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. 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. Much of our history is linked to our value of 'individuality': we look at individuals' achievements and the impact of leaders through time.

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 in 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 and their communities. 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.

Modern Foreign Languages

Aims and objectives

Children in KS2 study French as a modern foreign language. We aim to:

- foster an interest in learning other languages;
- introduce young children to another language in a way that is enjoyable;
- make young children aware that language has structure, and that the structure differs from one language to another;
- help children develop their awareness of cultural differences in other countries;
- develop their speaking and listening skills;
- lay the foundations for future study.

Some of our French lessons use resources from iLanguage, a digital resource that is designed for primary school children.

Design Technology

Design and technology prepares children to take part in the development of tomorrow's rapidly changing world. Creative thinking encourages children to make positive changes to their quality of life. The subject encourages children to become autonomous and creative problem-solvers, both as individuals and as part of a team. It enables them to identify needs and opportunities and to respond by developing ideas and eventually making products and systems. Through the study of design and technology they combine practical skills with an understanding of aesthetic, social and environmental issues, as well as functions and industrial practices. This allows them to reflect on and evaluate present and past design and technology, its uses and its impacts. Design and technology helps all children to become discriminating and informed consumers and potential innovators. Our school utilises 'Kapow' resources for some units of work.

Art and Design

The aim of teaching art and design at Moulton CEVCP School is to stimulate creativity and imagination. It enables children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes. Children become involved in shaping their environments through art and design activities. They learn to make informed judgements and aesthetic and practical decisions. They explore ideas and meanings through the work of artists and designers. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and that of different times and cultures. The appreciation and enjoyment of the visual arts enriches all our lives. Our school utilises 'Kapow' resources for some units of work.

Music

Aims and objectives

It is our belief that Music is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression, and it can play an important part in the personal development of people. Music reflects the culture and society we live in, and so the teaching and learning of music enables children to better understand the world they live in. Besides being a creative and enjoyable activity, music can also be a highly academic and demanding subject. It also plays an important part in helping children feel part of a community. We do this through our involvement at such events as nativities, productions and other performances. We provide opportunities for all

children to create, play, perform and enjoy music, to develop the skills, to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music.

The objectives of teaching music in our school are to enable children to:

- know and understand how sounds are made and then organised into musical structures;
- know how music is made through a variety of instruments;
- know how music is composed and written down;
- know how music is influenced by the time, place and purpose for which it was written;
- develop the interrelated skills of performing, composing and appreciating music. Our school utilises 'Kapow' and Charanga for resources for some units of work.

Physical Activity

Aims and objectives

At Moulton CEVCP School we aim to develop the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. These include dance, games, gymnastics, swimming and water safety, athletics and outdoor adventure activities. Physical activities promote an understanding in children of their bodies in action. It involves thinking, selecting and applying skills, and it promotes positive attitudes towards a healthy lifestyle. Thus, we enable the children to make informed choices about physical activity throughout their lives. We believe that that physical education, experienced in a safe and supportive environment, is a unique and vital contributor to a pupil's physical development and well-being.

The objectives of teaching PE in our school are:

- enable children to develop and explore physical skills with increasing control and coordination;
- encourage children to work and play with others in a range of group situations;
- develop the way children perform skills, and apply rules and conventions, for different activities;
- show children how to improve the quality and control of their performance;
- teach children to recognise and describe how their bodies feel during exercise;
- develop the children's enjoyment of physical activity through creativity and imagination;
- develop an understanding in children of how to succeed in a range of physical activities, and how to evaluate their own success.
- provide the minimum of Physical Activity of 2hrs a week with break times/lunchtimes and formal P.E lessons and to provide opportunities for further activities/signpost children to clubs.
- to increase participation through extra-curricular clubs and increased competitive opportunities, in-line with the new curriculum.
- to provide a yearly written report, outlining how the sport premium funding has been spent in the best interests of the children in regards to PE.

Health and Safety in PE lessons and after school sports activities

The importance of safety in the PE environment is stressed immediately the pupils join the school and they are continually reminded of the need to look after themselves and others whenever participating in PE, sport or playing

in the playground. Planning includes opportunities for explicit teaching of safe practice, particularly in potentially dangerous areas like the swimming pool, gymnastics hall and playground. The learning environment and equipment are checked prior to use. This is to enable pupils to participate in physical education lessons which provide appropriate challenge within acceptable levels of risk but with no danger. It also provides consistency in practice in order to establish a secure working environment.

For pupils to be excused from Physical Education lessons, they must have a letter written, signed and dated by the parent/guardian. With regards to pupils continuously being excused from PE on medical grounds, a doctor's certificate must be obtained explaining the reasons to abstain from activity and an expected date they will resume normal activities.

Specific arrangements for specific lessons/activities:

All pupils have an entitlement to access physical education and school sport in an appropriate form. All special needs exist on a continuum: therefore, staff should consider pupils' needs on an individual basis taking into account their individual care plan.

Staff are responsible for making sure that all children are warmed up and cooled down correctly and that they have stretched before undertaking any physical activity.

Children should not be left unattended in changing rooms, halls or equipment shed. An adult should accompany children to get out and put equipment away.

If any equipment appears unsafe or is damaged it should be removed from the storage area and reported to the PE Co-ordinator(Miss Rutter) immediately.

Clothing/Footwear

No jewellery should be worn on the grounds of safety, to protect the child, the other children and the teacher from personal injury. If the activity is a non-contact, relatively safe sport, children who have "newly- pierced" ears may be allowed to wear earrings for a period of two weeks as long as they are covered with a sticking plaster. The onus should be on the parent(s)/guardian and the child to provide and implement this.

If jewellery or any item of clothing deemed to be dangerous for participation in PE cannot be removed due to cultural or religious beliefs, authorisation must be given in writing from the parent or guardian for their child to participate. Using surgical tape or Sellotape to secure jewellery to the area on which it is being worn is acceptable in these circumstances.

Pupils change into the agreed clothing and footwear for each activity. This includes suitable clothing for outside wear on colder days. Long hair is tied back.

Gymnastics and dance are undertaken barefoot, though there are some forms of dance and some styles that may require footwear. If the dance style is high impact, the footwear should have support to prevent injury. Staff and children should check the floor prior to the activity to ensure it is safe and suitable. Children who have verrucas may wear shoes during the period of treatment. Recent medical advice on verrucas suggests that they may not be necessary.

Extreme weather conditions

Outside activity in strong sunshine, should be only carried out for limited periods only and children should have access to shade, liquid and sun cream.

Children should wear additional clothing for outside activities in the winter. Teachers should make decision about safety of children in wet weather conditions and should be aware of safety in terms of wet playing surfaces.

What pupils should know

Pupils should be aware of their role in risk assessment and management in relation to others, clothing, equipment and working/playing surfaces; they should understand the significant impact they can have by being aware, and making both staff and other pupils aware, of any safety concern they might encounter.

The importance of adhering to rules and conventions relevant to each activity, in order to reduce levels of risk to themselves and others.

That all games activities require significant levels of cooperation and communication with both teammates and opponents.

For further guidance on any safety issues for particular activities/games please refer to 'Safe Practice in physical education and school sport' which can be found in the staff room.

Assessment

Pupils' progress is monitored by the class teacher and summative assessments are made at the end of each term. Work samples and data is analysed by the leadership team and the subject lead.

Monitoring

Foundation Subject Leaders monitor their subject regularly to check planning for coverage and extended/ embedded opportunities, pupil voice and displays and moderation of collections of work

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 foundation 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 all 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.