



Policy Curriculum

This policy has been written with regard to the guidance 'Working together to safeguard children', 'Keeping children safe in education' and the 'Special Education Needs Code of Practice', which places Special Education Needs and Disabilities together and abbreviated to SEND. A copy can be seen in the Headteacher's Office.

The overall objective of the school's Equality Policy, in line with the Equality Act 2010, is to provide a framework for the school to pursue its equality duties to eliminate unlawful discrimination and harassment, promote equality of opportunity, and promote good relations and positive attitudes between people of diverse backgrounds in all its activities.

Title	Curriculum
Date of Issue	February 2020
Review Date	February 2022
Prepared by	Curriculum Lead
To be reviewed by	Headteacher and Governors
Appendices	Appendix 1: Curriculum Overview
Supply / distribution	Available as a read-only document on the Fynamore school website and one hardcopy in the school office.
Other relevant approved documents	None
Authorised by	Headteacher and Governors

1. Introduction

The National Curriculum sets out the programmes of study and attainment targets for all subjects at all 4 key stages. All local-authority-maintained schools in England must teach these programmes of study.

2. Each pupil will follow a curriculum which:

- is broad, balanced and designed to emphasise the relevance of the knowledge, skills and understanding through learning programmes and experiences;
- satisfies the requirements of the Education Reform Act relating to the national curriculum and religious education and collective worship, ensuring that sufficient time is allowed for all aspects of this basic curriculum;
- promotes fundamental British values as part of Spiritual, Moral, Social and Cultural (SMSC), through acts of collective worship, curriculum subjects, enrichment activities and extra-curricular opportunities;
- provides continuity of coherent learning experiences as well as progression within, between and beyond the first two key stages;
- offers challenge leading to the highest standard of personal achievement, through recognition of individual needs according to ability and aptitude;
- assesses the progress and attainment of each pupil:
 - to determine whether individual learning objectives have been achieved;
 - to identify the individual pupil's progress in different aspects of the curriculum;
 - to inform the setting of further learning objectives;
 - to inform the wider community about the performance of individual schools and groups of schools;
 - to enable the study of long-term trends in pupils performance;
- records the progress and attainment of each pupil and reports to parents in a way that:
 - demonstrates the outcomes of the national curriculum and other externally accredited assessments;
 - records experience and achievement, where relevant, in core skills such as communication, numeracy and information technology;
- actively prepares for the responsibilities and opportunities that arise through life, including those offered by the family and the world of work, within a multi-cultural and technological society.

3. Curriculum Subjects

Art and Design

Aims

Our aims at Fynamore are to allow children to have opportunities to:

- Communicate their feelings and ideas in visual form based on what they observe, remember and imagine;
- Develop an idea or theme for their work drawing on visual and other sources and discuss their methods;
- Experience with and apply their knowledge of the elements of art, choosing appropriate media;
- Modify their work in the light of its development and their original intentions;
- Identify different types of art, craft and design and their purposes;
- Learn about artists, craft workers and designers working in various times, cultures, contexts and materials;
- Develop care, use, selection and organisation of the appropriate equipment;
- Make appropriate and meaningful use of information communication technology.

Teaching

The national curriculum is organised into four main areas:

- Exploring and developing ideas;
- Investigating and making, art, craft and design;
- Evaluating and developing work;
- Knowledge and understanding.

Art and Design is a mixture of practical work and theory:

- Children have the chance to work individually and collaboratively;
- Children have the opportunity to look closely at artefacts, objects (including their own work) and talk about them with others;
- Children look closely at the natural and man-made world and record what they see;
- Children have the opportunity to study the works of established artists and to discuss the techniques and skills and meanings that are represented in that work;
- Children are provided with a variety of materials, tools, and resources, for practical work;
- Children are taught to use tools safely and to organise and care for materials and equipment;
- Children are encouraged to plan and revise their work, questioning, comparing and explaining ideas.

Children's understanding may be recorded in a variety of ways, including sketch books, photographs, class books, verbal feedback, recorded work in topic books or folders, display.

Assessment and Record Keeping

- Continuous assessment will be carried out during the course of teaching;
- A progression map will be used to track assessment and development;
- At the end of each topic, children's understanding and progress will be recorded as WT (Working Towards), N (National) or A (Above) at the bottom of the progression map;
- Each year group's progression map will then be passed up to the next year group teacher to inform their planning;
- Parents will receive details of their child's achievements through the annual written report and discussion.

Computing

Aims

We believe that an engaging and motivating Computing curriculum will enable our learners to:

- Use computational thinking and creativity to understand and change the world;
- Make deep links with mathematics, science and design and technology;
- Build knowledge of principles of information and computation, how digital systems work, and how to put this knowledge to use through programming;
- Become digitally literate – able to use safely, express themselves and develop ideas through information and communication technology.

Curriculum coverage, progression and assessment

Planning for Computing is implemented using two core documents: the National Curriculum Programme of Study for Computing and the Statutory Framework for Early Years Foundation Stage. Long term planning has been developed using the Rising Stars 'Switched on Computing' scheme of work, Espresso Coding, Code Club resources and the Somerset eLIM Computing Progressions in e-Safety. It demonstrates coverage and progression of the attainment expectations at the end of Key Stage 1 and Key Stage as identified in the 'Switched on Computing' scheme of work.

Medium term planning takes account of differentiation and progression and is based on the objectives set out in the Rising Stars 'Switched on Computing' scheme of work and is monitored and assessed using Classroom Monitor. This scheme of work has a 'topic' approach to the delivery of the Computing curriculum, meaning that many areas of computing are taught over a term. Opportunities for technology as a tool to support learning and teaching in all areas are identified in curriculum planning.

- A progression map will be used to track assessment and development;
- At the end of each topic, children's understanding and progress will be recorded as WT (Working Towards), N (National) or A (Above) at the bottom of the progression map;

- Each year group's progression map will then be passed up to the next year group teacher to inform their planning;

E-Safety

A progressive e-Safety curriculum ensures that all pupils are able to develop skills to keep them safe online. Children complete a distinct e-safety unit every year and each term begins with an e-Safety lesson. Opportunities for learning about e-Safety are part of PSHE and reinforced whenever technology is used. Clear rules for e-Safety are agreed by each class at the beginning of every year. Parents and pupils sign an acceptable user policy together when a pupil first starts at the school. The Somerset BYTE scheme is used to ensure progression and coverage. The school supports the Safer Internet Day each February and provides opportunities for pupils to consider cyberbullying as part of Anti-Bullying week in the autumn term. We also have an e-Safety committee led by children, parents and governors.

Roles and Responsibilities

Our school community works together to ensure the implementation of the Computing policy. The subject leader is responsible for monitoring curriculum coverage and the impact of learning and teaching; and assists colleagues in its implementation. The subject leader also provides an annual report to governors on the impact of the Computing curriculum. Each class teacher is responsible for delivering an effective Computing curriculum and integrating this into their planning for other subject areas. We receive technical support from Oakford Technology and they are responsible for the maintenance of computers, printers, the school network and keeping software up to date. The subject leader liaises with the company to ensure that the systems are running efficiently.

Design and Technology

Aims

Our aim at Fynamore is:

1. To develop their designing and making skills;
2. To develop knowledge and understanding;
3. To develop their capability to create high quality products through combining their designing and making skills with knowledge and understanding;
4. To nurture creativity and innovation through designing and making;
5. To explore values about and attitudes to the made world and how we live and work within it;
6. To develop an understanding of technological processes, products, and their manufacture, and their contribution to our society;
7. To work both independently and with others, listening to others' ideas and treating these with respect;
8. To critically evaluate existing products, their own work and that of others;

9. To develop a respect for the environment including economic use of materials and for their own health and safety and that of others;
10. To recognise the strengths and limitations of a range of technologies and appreciate which are appropriate for particular situations;
11. To develop their cultural awareness and understanding and appreciate the value of differences and similarities;
12. To find enjoyment, satisfaction and purpose through designing and making.

Teaching

The National Curriculum for Design and Technology is organised into 4 main areas:

1. Developing, planning and communicating ideas;
2. Working with tools and equipment, materials and components to make quality products;
3. Evaluating processes and products;
4. Knowledge and understanding of materials and components.

Children will be taught DT by:

1. Acquiring and refining the practical skills associated with:
 - i) Making, including working with materials and components, tools and processes, e.g. planning, measuring and marking out;
 - ii) Cutting and shaping, joining, combining and finishing;
2. Applying scientific skills e.g. predicting, fair testing and methodical working;
3. Applying mathematical skills e.g. measuring to an appropriate number of decimal places, drawing and interpreting tables, graphs and bar charts;
4. Applying ICT skills, e.g. investigating texture and colour or recording visual information.

Assessment and Record Keeping

- Continuous assessment will be carried out during the course of teaching;
- A progression map will be used to track assessment and development;
- At the end of each topic, children's understanding and progress will be recorded as WT (Working Towards), N (National) or A (Above) at the bottom of the progression map;
- Each year group's progression map will then be passed up to the next year group teacher to inform their planning;

Geography

Aims

Our aims for Geography at Fynamore are that all pupils will:

1. Enjoy Geography and tackle all activities with confidence;
2. Provoke and answer questions about the natural and human worlds, using different scales of enquiry to view them from different perspectives;
3. Develop knowledge of places and environments throughout the world, including an understanding of maps;
4. Develop a range of practical, investigative and problem-solving skills, both inside and outside the classroom;
5. Be inspired to think about their own place in the world, their values and their rights and responsibilities to other people and the environment;
6. Become aware of the impact of human acts and natural phenomena on the environment;
7. Be prepared to play an active role as citizens.

Teaching

The National Curriculum for Geography is organised to four main areas:

- Geographical enquiry and skills;
- Knowledge and understanding of places;
- Knowledge and understanding of patterns and processes;
- Knowledge and understanding of environmental change and sustainability.

During both Key Stages, these areas will be taught through the study of two main localities. Geography will be taught on a topic basis following the QCA programmes of study.

In order to achieve the objectives of the Geography Curriculum, the subject is taught in areas of study which integrate with other subjects, particularly History, ICT, Art, PE, Maths, English, and PSHE.

Assessment and Record Keeping

- Continuous assessment will be carried out during the course of teaching;
- A progression map will be used to track assessment and development;
- At the end of each topic, children's understanding and progress will be recorded as WT (Working Towards), N (National) or A (Above) at the bottom of the progression map;
- Each year group's progression map will then be passed up to the next year group teacher to inform their planning;
- Parents will receive details of their child's achievements through the annual written report and discussion.

History

Aims

Our aims at Fynamore are:

- To provide children with an experience of History, which is both valid and stimulating;
- To enable children to gain an understanding of the past, with relation to themselves, their families, their communities and the wider world, as appropriate to age and ability;
- To encourage a lively and questioning approach to History, which enables children to enjoy what they do;
- To encourage awareness that, although there are links between History and other subject areas, the study of the past is, in itself, a separate and important discipline;
- To enable children to find out answers for themselves using primary and secondary sources of information.

Teaching

Within the National Curriculum at both Key Stages there are key elements, which are developed through the areas of study.

These elements are:

- Chronological understanding;
- Knowledge and understanding of events, people and changes in the past;
- Historic interpretation;
- Historical enquiry;
- Organisation and communication.

In learning History the children will have the opportunity to:

- Learn about their personal history and their families through the generations.
- Learn about their community through studies of journeys and homes.
- Learn about ancient civilisations from Europe and the wider world.
- Learn about important developments in Britain's past.
- Investigate local history.
- Learn about the past from a range of evidence.
- Produce their findings in a variety of ways to communicate their understanding.
- To use ICT to learn about the past.

In order to achieve the objectives of the History Curriculum, the subject is taught in areas of study, which integrate with other subjects, particularly Geography, ICT, Art, PE, Maths, English and PSHE.

Assessment and Record Keeping

- Continuous assessment will be carried out during the course of teaching;
- A progression map will be used to track assessment and development;
- At the end of each topic, children's understanding and progress will be recorded as WT (Working Towards), N (National) or A (Above) at the bottom of the progression map;
- Each year group's progression map will then be passed up to the next year group teacher to inform their planning;
- Parents will receive details of their child's achievements through the annual written report and discussion.

Modern Foreign Languages

Aims

The aims and objectives of learning a modern foreign language in primary school are:

- To give children a positive, enthusiastic attitude to MFL learning within to secure and supportive environment;
- To foster an interest in learning other languages;
- To introduce young children to another language in a way that is enjoyable and fun;
- To stimulate and encourage children's curiosity about language;
- To encourage children to be aware that language has structure, and that the structure differs from one language to another;
- To help the children develop their awareness of cultural differences in other countries;
- To develop their speaking and listening skills;
- To lay the foundations for future study;
- To extend our language teaching beyond mother tongue learning;
- To raise staff awareness of and competence in the MFL.

Teaching

At Fynamore Primary School, Key Stage Two children are taught French in lessons of up to 45 minutes. These lessons are supplemented by regular revision during registers, classroom routines and praise words, which can be conducted in another language.

Our scheme of work will teach children how to:

- Ask and answer questions;
- Use correct pronunciation and grammar;
- Memorise words;
- Interpret meaning;
- Understand basic grammar;
- Recognise and respond to stories and poems in French;
- Use dictionaries;
- Work in pairs and groups, and communicate in French.

We use a variety of techniques to encourage the children to have an active engagement in the modern foreign language: these include games, role-play, story-telling and action songs. We also invite native speakers into the classroom to provide an excellent model of the spoken language as well as to involve the children in learning about the culture of country. Where possible, we work with the MFL departments in local secondary schools.

- A progression map will be used to track assessment and development;
- At the end of each topic, children's understanding and progress will be recorded as WT (Working Towards), N (National) or A (Above) at the bottom of the progression map;
- Each year group's progression map will then be passed up to the next year group teacher to inform their planning;

Music

Music is taught following the Primary National Curriculum (2014). Some units are taught following the Music Express Scheme.

Aims

KS1 Children should be taught to:

Use their voices expressively and creatively 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;

Experiment with, create, select and combine sounds using the interrelated dimensions of music.

KS2 Children should be taught to:

Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression;

Improvise and compose music for a range of purposes using the interrelated dimensions of music;

Listen with attention to detail and recall sounds with increasing aural memory

Use and understand staff and other musical notations;

Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians;

Develop an understanding of the history of music.

Additional Opportunities

In addition to the National Curriculum, the school offers a range of musical experiences for its children. School singing sessions take place on a fortnightly basis for each Key Stage. During this, children learn to sing in unison, rounds and parts, promoting the feeling of being part of a group and a sense of belonging. At Harvest time Year 3 and 4 put on a performance. At

Christmas, Year 2 and Foundation Stage produce a performance, including music, for parents. Year 5 produce a performance at Easter. Year 6 produce a performance during the Summer Term.

The choir and orchestra perform to parents and the school, as do children who have been learning an instrument with one of the peripatetic music teachers.

All children have the opportunity to learn the recorder, flute, guitar, ukulele, violin or piano with a peripatetic teacher if they wish.

The school offers pupils the opportunity to join choir which meets at 2.45 pm on Thursdays and children who have lessons with our peripatetic music teacher take part in orchestra which meets on a Thursday from 3.25 – 4.15 pm.

Assessment

- A progression map will be used to track assessment and development;
- At the end of each topic, children's understanding and progress will be recorded as WT (Working Towards), N (National) or A (Above) at the bottom of the progression map;
- Each year group's progression map will then be passed up to the next year group teacher to inform their planning;

Physical Education

Physical Education is about pupils learning about themselves, their capabilities, their potential and their limitations. It is the foundation of all sports participation and is also central to teaching children the values of team work, resilience and respect.

Aims

Our aims at Fynamore are:

1. To help children to enjoy a range of physical activities including gymnastics, dance, athletics, swimming, racket sports, invasion games and outdoor adventurous activities;
2. To contribute towards the physical development of each child;
3. To promote the development of a range of personal skills, such as: confidence, pride, initiative, self-discipline, self-reliance, enthusiasm;
4. To promote good health and wellbeing;
5. To promote teamwork and leadership skills;
6. To share and celebrate achievement in and out of school.

Teaching

PE lessons will show clear progression provide experience of a variety of skills and activities. Children are given equal access and opportunity to take part in all activities.

The participation in P.E. should promote the following:

1. An understanding of fair play and good sporting behaviour;
2. An enjoyment of P.E. through finding out how their body works ;
3. A satisfaction of personal achievement as well as that of being part of a team;
4. Reflection on self as well as others' performances;
5. Celebration of children's talents;
6. Elements of healthy competition.

Planning, Assessment and Monitoring

Planning will match objectives for each year group, to ensure progression. Planning will also reflect opportunities for differentiation and challenge. In some cases, sports coaches may deliver lessons, to support staff development. Staff will refer to the yearly overview when planning individual topics and may record children's skill acquisition in a variety of ways, including whole school displays, photographs, video, class books, verbal feedback and performance. PE teaching may be monitored through: observations, planning scrutiny and team teaching.

- A progression map will be used to track assessment and development;
- At the end of each topic, children's understanding and progress will be recorded as WT (Working Towards), N (National) or A (Above) at the bottom of the progression map;
- Each year group's progression map will then be passed up to the next year group teacher to inform their planning;

Personal Social Health and Economic Education (PSHEE) and Citizenship

Personal, Social, Health and Economic Education (PSHEE) and Citizenship provides a range of experiences for children to become healthy, independent, informed and responsible citizens. PSHEE develops the skills for children to form worthwhile relationships that demonstrate a respect for all people and contribute to the society in which they live. At Fynamore School, we care about every member of our community. Our PSHEE curriculum reflects the values and ethos of our school, encouraging a responsible, balanced approach to life for our children.

Aims

- To identify personal values and those of society;
- To value our achievements and responsibility for learning;
- To develop self-understanding, self-respect and self-discipline;
- To understand responsibility for safety and well-being of self and others;
- To respect religious and cultural diversity;
- To understand individual responsibility for environment;
- To actively contribute to society in a responsible way.

Fynamore School strives to provide an environment in which children feel safe and valued. This further helps them to develop their sense of personal

responsibility and achievement, and their moral responsibility to the environment and to others. This is achieved through discussion of issues such as bullying and racism, and building strategies to form positive relationships. Children are involved in the care of their environment and are responsible for supervising this.

Through the School Council children actively participate in a democratic election processes, and decision making which affects their day-to-day lives.

The PSHEE and Citizenship Policy reflects, and is reflected in, other school policies including Sex and Relationships, Drug Education, Equal Opportunities, Anti-Bullying, Child Protection, Teaching and Learning, Assessment and Record Keeping, Health and Safety, and individual subject policies.

Teaching and Learning

A variety of strategies are used to enable children to access PSHEE and Citizenship, and further develop their attitudes to themselves, others and the environment. Circle Time's used to provide a way of interacting as a group, developing listening skills, and providing a forum for discussing issues such as relationships with others, and personal feelings. The school supports a number of charities, underpinning children's awareness of others, and their learning in citizenship. This is further developed through visiting speakers. Children are also involved in class level discussions and decision-making concerning issues that affect them.

Assessment

- A progression map will be used to track assessment and development;
- At the end of each topic, children's understanding and progress will be recorded as WT (Working Towards), N (National) or A (Above) at the bottom of the progression map;
- Each year group's progression map will then be passed up to the next year group teacher to inform their planning;

Religious Education (RE)

Aims

We believe that an engaging and motivating R.E. curriculum will enable our learners to:

- develop their ability to think critically and to express their own opinions;
- respect the opinions of others: both in the classroom and in society at large;
- learn not only the basic facts of Christianity and other world religions, but also respect these faiths;
- develop understanding, open-mindedness and flexibility of thought;
- make reasoned judgements, analysing the validity of an argument.

Teaching

The whole school will follow the scheme of work based on the “Wiltshire Agreed Syllabus of Religious Education”. Medium term plans will follow those of the scheme, which outlines objectives and when concepts are to be taught. Teachers will include other material that is pertinent to the current needs and interests of the children. Short term plans There are given objectives in the scheme and teachers will choose an activity they will deliver to meet those objectives.

Children are given regular opportunities to:

- Voice their own opinions and ideas, giving examples from their experiences;
- Make reasoned arguments, exploring agreement and disagreement;
- Learn about other faiths through the use of ICT;
- Make statements of the type: "I think..... because.....";
- Consider alternative points of view and ask questions;
- Look for explanations and evaluate them;
- Find evidence for ideas and give weight to its strength.

Assessment

Attainment target 1 concerns the children’s ability to acquire knowledge about religion and human experience. Attainment target 2 concerns the children’s ability to evaluate this knowledge. Continuous assessment used to track progress of individual pupils in RE, carried out by teacher during course of teaching.

- A progression map will be used to track assessment and development;
- At the end of each topic, children’s understanding and progress will be recorded as WT (Working Towards), N (National) or A (Above) at the bottom of the progression map;
- Each year group’s progression map will then be passed up to the next year group teacher to inform their planning;

Roles and Responsibilities

As part of the school monitoring cycle the co-ordinator performs a number of tasks. They observe RE lessons and monitor the quality of children’s work. They will also keep colleagues up to date on new developments and work with staff to plan lessons. The leader liaises with the school management team.

Appendix 1 Curriculum Overview

Year Group	Autumn 1		Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
1	New Adventures / Our Wonderful World		Space	Step into a book	Is plastic necessary?	Where does our food come from?	Rumble in the Jungle	Enrichment week
2	New Adventures / Our Wonderful World		Space	Superheroes	Percy The Park Keeper	Where does our food come from?	Rumble in the Jungle	Enrichment week
3	Roald Dahl 2 week unit	Ancient Egypt	Ancient Egypt continued	Meet the Flintstones		Extreme Survival		Enrichment week
4	Roald Dahl 2 week unit	The Romans	The Romans continued	Reign over us		World Kitchen		Enrichment week
5	Invaders			Mexico and the Mayans		WW1		Enrichment week
6	Earth and Space			Africa	Disasters!	Greeks		Enrichment week