

Curriculum and Assessment

A common set of values underpins Foljambe Primary's curriculum to prepare our children for life in modern Britain and the challenges of the rapidly changing world we live and work in. While preparing our children academically for the next phase, through our curriculum, we aim to raise their aspirations and develop;

- Respect
- Responsibility
- Positive attitudes
- Self confidence
- Creativity

The curriculum is carefully designed to fire the children's imaginations and make learning vivid and real for them. Strong, cross curricular links strengthen the relevance of learning and provide opportunities for the children to apply their knowledge and skills in a range of meaningful contexts. The flexibility within the national curriculum guidelines allows us to organise learning into topics where the programmes of study are covered at different depths according to the different stages of development of the children. A two year rolling cycle of topics encourages team work between classes and makes learning exciting, engaging and fun.

Topics studied have overarching themes of:

KS1 - Year 1/2 Cycle A – 2020/2021						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Kings and Queens (Towers and Turrets) - History driver	Bright Lights Big City - Geography & History Driver	Superheroes - PE Driver	Muck, Mess and Mixtures - art driver.	Wriggle and Crawl - science driver	Land Ahoy -History Driver
KS1 - Year 1/2 Cycle B – 2021/2022						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Street Detectives - History & Geography Driver	The Enchanted Wood - Science driver	Paws and Claws - art driver	Bounce - DT/PE driver	The Scented Garden - science driver	Dinosaur Planet- History/Geography driver

LKS2 - Year 3/4 Cycle A – 2020/2021						
Term	Autumn		Spring		Summer	
Topic	I Am Warrior - Romans, Saxons and Vikings - History driver		Predator - science driver Tremors - Geography Driver		Miners Strike (not a Cornerstones topic) & Mighty Metals - Science drivers	
Science	Technology and the physical world (Light, sound, electricity) Significant people	Earth and Space (Habitats and the Environment) Significant people	Living Things (Plants, Animal Kingdom) Significant people	Living Things (Growth and Reproduction, Human needs, Human systems and organs) Significant people	Technology and the Physical World (Forces, Materials, Significant people)	Earth and Space (Planets and the Solar System, Forces) Significant people
LKS2 - Year 3/4 Cycle B – 2021/2022						
Term	Autumn		Spring		Summer	
Topic	Scrumdiddlyumptious & Burps, Bile and Bottoms - Science Driver		Road Trip USA - Geography Driver & Urban Pioneers - art driver		Tribal Tales - History Driver Misty Mountain - Geography Driver	
Science	Living Things (Growth and Reproduction, Human needs, Human systems and organs)		Technology and the physical world (Light, sound, electricity)	Technology and the Physical World (Forces, Materials, Significant people) Living Things (Plants, Animal Kingdom)	Earth and Space (Habitats and the Environment, Planets and the Solar System, Forces)	Significant people

UKS2 - Year 5/6 Cycle A – 2020/2021						
Term	Autumn		Spring		Summer	
Topic Art, DT, History and Geography Unit	A Child's War - History Driver		Blood Heart - Science Driver Gallery Rebels - Art & Design Driver		Time Traveller - Art and Design Driver Beast Creator - Science Driver	
Science	Living Things (Growth and Reproductio n, Human needs, Human systems and organs)	Living Things (Plants, Animal Kingdom)	Technology and the physical world (Light, sound, electricity)	Technology and the Physical World (Forces, Materials, Significant people)	Earth and Space (Habitats and the Environmen t, Planets and the Solar System, Forces)	Significant people
UKS2 - Year 5/6 Cycle B – 2021/2022						
Term	Autumn		Spring		Summer	
Topic Art, DT, History and Geography Unit	Pharaohs - History Driver Frozen Kingdon - Geography Driver		Stargazers - Science Driver Alchemey Island - Music Driver		Off with Her Head! - History Driver	
Science	Living Things (Growth and Reproductio n, Human needs, Human systems and organs)	Living Things (Plants, Animal Kingdom)	Technology and the physical world (Light, sound, electricity)	Technology and the Physical World (Forces, Materials, Significant people)	Earth and Space (Habitats and the Environmen t, Planets and the Solar System, Forces)	Significant people

English

Our pupils learn to read and write effectively and quickly using the SFA English programme. This programme is for ALL pupils. Children are assessed on their reading fluency. They are then grouped according to their reading ability and how they have performed in the reading assessment. Children are taught in ability groups across the school and their SFA session takes place every day for 90 minutes.

The Curiosity and Kinder programmes are taught during the Foundation Stage (EYFS) and then the children move onto the Roots Programme. All three of these programmes involve shared, paired and guided reading, daily phonics work, grammar and writing sessions. Wings lessons follow a programme which ensures children are taught to read, analyse and respond to texts, learn the grammar and spelling requirements of the National Curriculum and create, redraft and edit their own pieces of writing.

High quality texts are used across the entire programme, exposing children to the work of important authors

We teach pupils to:

- decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills
- read 'tricky' words on sight
- understand what they read
- read aloud with fluency and expression

Co-operative learning is a very important aspect of the programme – children work in teams and have a partner within that team. At the beginning of a new cycle, the children are put into teams of four and they decide on a team name. During the lesson children are given team points and then at the end of the week the team with the most points is given a prize. Points are given for five different areas:

- Active listening
- Helping and encouraging others
- Completing tasks
- Everyone participating
- Explaining ideas and telling why

Success For All was first implemented in our school in September 2020. All staff have received high-quality training since April 2019 and are thoroughly enjoying this new approach to delivering the English curriculum.

We make sure that pupils read books that are closely matched to their increasing knowledge of phonics. This is so that, early on, they experience success and gain confidence that they are readers. Re-reading and discussing these books with the teacher supports their increasingly fluent decoding.

Alongside this, the teachers read a wide range of stories, poetry and non-fiction to pupils; they are soon able to read these texts for themselves. In addition, children are given a phonics based book from our extensive colour banded scheme, which might not be purely phonics based of which can be read at home.

Assessment is a critical element of our programme. The teachers assess:

- pupils' phonic knowledge
- the speed at which pupils are able to read the text
- their understanding of the stories they read.

This data allows us to intervene in different ways. For instance, we quickly move pupils to another group if they are progressing faster than their peers. Those who continue to struggle are placed in intervention groups so that they keep up.

Maths

We feel that it is essential to build up a positive attitude towards Mathematics. We believe that all children can and will succeed in mathematics. We have adopted the mastery approach to the teaching of mathematics with emphasis on fluency, reasoning and problem solving. We see it as essential that all children have a deeper understanding of the subject.

A wide variety of mathematical resources are used throughout school. To support the mastery approach. At Foljambe, all children receive a daily maths lesson. As well as this, mathematics is also incorporated into the wider curriculum as much as possible.

Science

The purpose of Primary science is not to teach a whole range of scientific facts and data, but to try to develop an enquiring mind – a way of finding out about the environment in which we live, a way of finding out answers and a way of thinking logically. We encourage the children to develop their natural curiosity, devise suitable experiments, collect and observe, check and investigate, record their findings, draw conclusions, become actively involved in science and communicate their findings. There is an expectation that children should carry out a science investigation fortnightly.

Physical Education

Physical Education helps to develop co-ordination, strength, stamina, as well as a range of skills. We try to build upon our children's enjoyment of, and need for, physical activity and

movement. We provide the children with a variety of physical activities such as movement, apparatus work, small apparatus games, indoor athletics and games lessons. The school hall is used for indoor PE and either the playground or field are used for outdoor games. Specialist coaches deliver some of our PE sessions alongside the class teachers.

Swimming

Year 4 children receive swimming instruction as part of their physical education.

Music

Music is an important part of our school life. Lessons include singing, creative music, instrumental work, percussion and music appreciation. Expert music teachers deliver some of our music sessions alongside the class teachers.

Art

Art is a valued subject of the Curriculum in our school and great emphasis is given to the presentation of children's work. The children are given the opportunity to undertake a balanced programme of Art, Craft and Design activities. The children are also given opportunity to evaluate their own and others work.

Design Technology

Design Technology aims to develop those skills and abilities in children which enable them to interact with the man-made environment. We give them opportunities to design and make products for a variety of purposes. Children are encouraged to choose the most appropriate materials and then evaluate the finished product.

Religious Education

The school offers Religious Education as part of its broad and balanced curriculum and is broadly Christian in its outlook – but the school has no affiliations with any specific religious denomination.

The children learn about the many different faiths from around the world and follow a locally agreed syllabus. RE is taught through a number of themes common to each religion including places of worship, celebrations, holy books, stories and religious artefacts. The aim is to develop and foster a better understanding and empathy for the views and faiths of other world religions. RE in school is supported by the local 'RE Team' who deliver half termly, whole school assemblies on Christian themes and Godly Play sessions.

Sex Education in Year 5/6

We do not deal with this as a separate issue in school. However, there is a member of staff who has particular responsibility for Personal Social and Health Education. At the primary level, particular care and sensitivity is needed in matching teaching to the maturity level. Teaching should aim to help pupils cope with the physical and emotional changes of growing

up. After consultation with parents, arrangements are made for films to be shown or talks to be given to the children, dealing with various aspects of Health Education.

Assemblies

The whole school meets four times per week for joint assemblies which include stories with a moral or spiritual theme. On Monday, a Special Mentions Assembly is held, in which we celebrate children's learning from the previous week. We also find out which class has won our attendance award. On Friday, we celebrate our Stars of the Week. This assembly celebrates skills linked to the Foljambe Way.