

GAINFORD CE PRIMARY SCHOOL

Foundation Subjects Policy

General

The foundation subjects are taught via a thematic approach, a subject specific approach or a combination of the two. Where possible a thematic approach is encouraged as this helps children to make the links between subject areas. Termly topics are highlighted on the long Term Plan to aid a thematic and cross-curricular approach. Teachers plan for each foundation subject and may use planning and resources from the 'Hamilton Trust' website to aid teaching and learning.

Visitors to school and educational visits off-site are encouraged as a way of enhancing and enriching the experiences children encounter for the foundation subjects.

Durham Learning Resources are used to help resource the foundation subjects, with topic boxes being ordered on a termly basis.

Design & Technology

Aims and objectives

It is our belief that Design and Technology prepares children to take part in the development of tomorrow's rapidly changing world. Through the study of DT they combine practical skills with an understanding of aesthetic, social and environmental issues, as well as of functions and industrial practices. The objectives for teaching design and technology at Gainford CE Primary School are:

- develop imaginative thinking in children;
- enable children to talk about how things work;
- to encourage children to select appropriate tools, materials and techniques;
- to develop an understanding of technological processes and products;
- to foster enjoyment, satisfaction and purpose in designing and making things.

Geography

Aims and objectives

We believe that Geography teaches an understanding of places and environments. Through their work in geography, children learn about their local area, and they 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 and interpret maps, and they develop the skills of research, investigation, analysis and problem-solving. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in other cultures. Geography teaching also motivates children to find out about the physical world, and enables them to recognise the importance of sustainable development for the future of mankind.

The objectives of teaching geography in our school are:

- to enable children to gain knowledge and understanding of places in the world;
- to increase children's knowledge of other cultures and, in so doing, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country;
- to allow children to learn graphic skills, including how to use, draw and interpret maps;
- to enable children to know and understand environmental problems at a local, regional and global level;
- to encourage in children a commitment to sustainable development, and an appreciation of what 'global citizenship' means;
- to develop in children a variety of other skills, including those of enquiry, problem-solving, ICT, investigation, and that of presenting their conclusions in the most appropriate way.

Wherever possible field visits are planned to enable pupils to further develop and apply their geographical skills within the local or wider environment.

History

Aims and objectives

The aim of history teaching here at Gainford CE Primary School is to stimulate the children's interest and understanding about the life of people

who lived in the past. We teach children a sense of chronology, and through this they develop a sense of identity, and a cultural understanding based on their historical heritage. Thus they learn to value their own and other people's cultures in modern multicultural Britain and, by considering how people lived in the past, they are better able to make their own life choices today. In our school history makes a significant contribution to citizenship education by teaching about how Britain developed as a democratic society. 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.

The objectives of teaching history in our school are:

- to foster in children an interest in the past, and to develop an understanding that enables them to enjoy all that history has to offer;
- to enable children to know about significant events in British history, and to appreciate how things have changed over time;
- to develop a sense of chronology;
- to have some knowledge and understanding of historical development in the wider world;
- to help children understand society and their place within it, so that they develop a sense of their cultural heritage;
- to develop in children the skills of enquiry, investigation, analysis, evaluation and presentation.

Modern Foreign Languages

Aims and objectives

At Gainford CE Primary School we teach a foreign language to all children in KS2 as part of the normal school curriculum. We do this for several reasons. Firstly, we believe that many children really enjoy learning to speak another language. Secondly, we also believe that the earlier a child is exposed to a foreign language, the faster the language in question is acquired. We also believe that it is a good idea to introduce a new language to children when they are at primary school, as they tend to be less self-conscious about speaking aloud at this stage of their development. It is widely believed that the early acquisition of a foreign language facilitates the learning of other foreign languages later in life.

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.

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 The Teesdale Big Sing , Gainford Big Weekend (a local village event) and performances at school involving the community e.g. carol services ,nativity performances, end of key stage productions and church services. 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. We use the Music Service to help in the delivery of the music curriculum both at Key Stage 1 and Key Stage 2

- 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.

Physical Activity

Aims and objectives

At Gainford CE Primary 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.

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 via break times/lunchtimes and 2 formal P.E lessons in addition to providing opportunities for further activities/signpost children to clubs- aiming towards 5 hours a week.

Art

We aim to:

- stimulate and/or maintain pupil curiosity, interest and enjoyment in Art throughout Gainford CE Primary and enable pupils to be familiar with a body of artistic knowledge, skills, principles and vocabulary. Pupils should become competent and confident in:
 - producing 'works of art'
 - responding to works produced by others, and to features of the natural and man-made environment.
 - enabling pupils to perceive Art as:
 - a major cultural feature
 - part of a wider body of knowledge and skills, e.g. to be able to work both independently and co-operatively.
 - employ teaching methods and resources that allow pupils (irrespective of their gender, ethnic origin, academic ability, etc.) to have equal access to Art and to experience success and enjoyment in their work.

- develop an awareness in pupils of:
 - the implications of Art (past and present) for the individual and the local, national and international communities.
 - the significance of Art and to value it as an important, pleasurable and fundamental human activity.
 - enable pupils to develop a range of desirable personal qualities such as safety awareness, politeness, perseverance, initiative and independence.

OBJECTIVES:

Staff should provide a variety of experiences/activities during a course of study.

Decisions on grouping and organisation are left to the class teacher – based on factors such as:

The nature of the work

The availability of resources

The age/maturity of the children

The level of adult help

Other work going on in the class at the time

Staff allow opportunities at various times for group discussion.

Pupils should be able to :

- appreciate that artists, designers, craftspeople, from different localities, generations and cultures, derive inspiration and ideas from many sources.
- appreciate the qualities of various artistic materials and thus make appropriate selections.
- use suitable tools, equipment, techniques and processes to produce work.
- express their ideas and feelings as they respond to Art.
- recognise a variety of major works and artists, (designers, craftspeople) and understand the significance of such.

Teachers hold subject responsibility and in doing so they support the professional development of their colleagues and aim to enhance the provision of Teaching & Learning. They review their subject by lesson observations and work scrutiny, review of assessments and pupil progress.

Assessment of Foundation Subjects

- We assess foundation subjects using stranded sheets with areas of each subject broken down for each year group from Year 1 to Year 6. In the Early Years assessments are made against statements in the Early Years Foundation Stage curriculum
- Teachers make a judgement against the statements and record whether a child is Emerging, Developing or Secure within a particular year group
- Assessments are recorded at the end of each term on the Excel tracking system (called Pupil Progress without Levels) ,located in School Documents on the Durham Learning Gateway.
- From this, data pupil attainment and progress can be calculated and next steps in learning determined. Attainment and Progress of cohorts and groups of children can also be analysed using this system. (Please refer to the Assessment and Reporting Policy for further information with regard to points allocated to each grading ;used to monitor pupil progress).

Appendix 1

Foundation subjects in the long term planning

YEAR 1/2 CURRICULUM MAP (Year 1 of 2)

	Autumn – Fire-The Great Fire of London (H)	Spring – Houses and Homes-where I live (G)	Summer – Oceans and Seas
	Plants – Identification Seasonal Changes	Materials- Everyday materials Seasonal Changes	Plants – Growth seasonal changes Animals –including humans
Computing	Computer Science Understand Simple algorithms . Create simple programs eg (Beebot) - forward / backwards – use pictures of ourselves/ animals/ plants IT Sound – Use technology purposely Using IPADS / Easipseaks to record / playback (talk about me/ retell stories) Use cameras (Me) – looking at family photos/old photos Graphics – me / my family .Beginnings of WP – All about me Create / store / retrieve Digital Literacy SWGFL http://www.digital-literacy.org.uk/Curriculum-Overview.aspx#yr1 Keeping safe online . Finding ourselves sites safely.	Computer Science – Use digital devices eg Beebot to program simple journeys - use map / photos of local area. Make sets of simple instructions – fd / bk left / right . Correct obvious errors (debug) IT Use technology purposely - Simple branching database – materials. Cameras – take photos of local area Add to simple photostory / lphoto - record thoughts IPAD / Easispeak – playback / use in writing Create / store / retrieve Digital Literacy Keeping personal information private. Look at local environment for common uses of ICT outside school.	Computer Science - IPAD apps -using precise and unambiguous instructions. – Daisy the dinosaur / Kodables / Beebot apps IT Use technology purposely – non-fiction texts - Charles / animals . Create / store / retrieve . Talk about animals / famous person to camera / video Digital Literacy Use technology safely - Real and fictional characters - –what is real ? Lee & Kim resources – animal masks . Communicating with real people. Who do we tell if concerned ? Teacher led email – for a purpose eg arrange a visit
History	<ul style="list-style-type: none"> • Events beyond living memory Guy Fawkes-the gunpowder plot 	Changes within living memory changes to housing –changes to our village	Lives of significant individuals <i>Charles Darwin –work and life in 1830s</i>
Geography	Fieldwork and observational skills – my school/my home seasonal daily weather patterns	Me and My Locality Key features of surrounding area seasonal daily weather patterns	Me and My UK UK countries, capitals and seas.

D.T.	make a dragon with moving parts make a 3 d model of London	Make a house from re-cycled materials – a building where I live or for a fairytale character (structure)	Design and build own raft Make sea food sandwiches			
Art and Design	Drawing of St Paul's Cathedral/plants Paint -sun art-blowing techniques Collage Fire work pictures	Homes of Pets and people observational drawing -houses collage bat collage sculpture papier mache owl and nest Artists looking at Lowry-homes	Collage - sea side collage Clay- seaside tile painting – seaside washes sculpture - make own archipelagos			
Music	Charanga QCA 4 In the Groove Rhythm and Pulse	Charanga QCA2 Different Places performing (link to Christmas)	LCP Unit 2B QCA 6 Whats the score? Compose and record Basic symbols	Charanga QCA 5 Rock Ensemble and Instruments	LCP Unit 2c QCA 7 singing rounds Tempo and dynamics	Charanga QCA3 Reggae World styles
Music Education Hub: Key Stage 1 Programme Opportunities e.g. 'Little Fingers' – 10 x 1 hour Class 1 and Class 2 . (Durham Music Service)						
P.E.	Games Ten Point Hoops Gymnastics – Making Shapes	Games Piggy in the Middle Dance- Moving Along	Dance – Themes and Dreams Swimming	Games Rolla Ball Swimming Gym – Assessing L1 Unit 1 Tasks 1 and 2	Games - Beanbag Throw Gym – Assessing L1 Unit 1 Tasks 1 and 2	Athletics- Honeypot and Colour Match OAA – Where are we Going

YEAR 1 / 2 CURRICULUM MAP (year 2 rolling programme)

	Autumn – Animals (S)		Spring – Clothes Then and Now		Summer – Fighting Fit (S)/Famous People (H)	
History	What's Changed? • <i>Within living memory</i> • <i>Key aspects of life e.g. holidays</i> • <i>transport</i>		Events beyond living memory		The lives of significant individuals	
Geography	Direction – using compass directions to locate continents and oceans		Exploring Hot and Cold Areas Location of hot & cold areas, equator, North & South Poles.		Holidays in the UK and non-European country (). Focus on similarities and differences.	
D.T.	Make an animal puppet (textiles)		Mechanism - make a vehicle with wheels – based on exploring e.g. moon buggy		Structure - design and make a miniature garden/seaside	
Art and Design	Animals in art - 3D	Animals in art - painting	Printing - based on animals	Collage - buildings in perspective	Drawing and painting - plants	Collage – based on a sea-scape
Music	Animal songs and rhymes using descriptive language. Animal word-rhythm grids	Descriptive weather sequences: using sounds to represent ideas: I hear thunder...	Travelling songs – adapted; Wheels on Bus / train...Jungle trail blues... Movement and actions/ pulse and rhythm	Listening and responding to music representing The Sea and Space: creating musical structures	World music/songs and Dances. Junk Percussion Band? Africa-drumming S. America – Samba	Asia – tuned pentatonic chimes etc.
Music Education Hub: Key Stage 1 Programme Opportunities e.g. 'Little Fingers' - integration on curriculum delivery. (Durham Music Service)						
MFL						

YEAR 3 /4 CURRICULUM MAP(Year 1 of 2)

	Autumn – Once upon a Time (L)		Spring – UK (G)		Summer – Ancient Egypt (H)	
History	Stone Age Iron Age (Bowes Museum)				Earliest Civilisation -Ancient Egypt	
GEOGRAPHICAL SKILLS AND FIELD WORK –ONGOING ACROSS THE YEAR						
Geography	Orienteering-		Locational Knowledge Exploring the UK – name and locate counties and cities of the UK, geographical regions(eg Lake District) and human/physical features		Geographical skills and field work Using maps, atlases and globes.	
D.T.	Control eg a book with a moving part		Structure - eg make a photo frame to display a picture of a place in the UK		Textiles –link to Egyptian Art	
Sketch Books						
Art and Design	Drawing and painting		Architecture and Designers Printing		Drawing/painting/sculpture range of media	
Music	Charanga QCA 10 Dragons Dynamics/creativity	LCP Unit 3B QCA 12 Symbols Recorders	Big Sing (LCP 4c) QCA 14 Performing in groups and rounds	Reasearch Project QCA 8 History of Music	LCP 5C QCA 18 Sound Sources Dynamics/technology	Charanga QCA 21 Pop-Mamma Mia Musical Processes
Music Education Hub: First Access Programme Delivery – Integration with curriculum teaching (Durham Music Service)						
MFL	All About Me (QCA Unit 1) • <i>Introducing self and family</i> • <i>Greeting people</i> • <i>Counting 1-12</i>	Games and Songs (QCA Unit 2) • <i>Saying what there is</i> • <i>Giving opinions</i> • <i>More counting (13-20)</i>	Portraits (QCA Unit 4) • <i>Saying what you and other people have or don't have</i> • <i>Saying what something is or is like</i>	All About Me (QCA Unit 1) • <i>Introducing self and family</i> • <i>Greeting people</i> • <i>Counting 1-12</i>	Games and Songs (QCA Unit 2) • <i>Saying what there is</i> • <i>Giving opinions</i> • <i>More counting (13-20)</i>	Portraits (QCA Unit 4) • <i>Saying what you and other people have or don't have</i> • <i>Saying what something is or is like</i>

P.E. QCA <u>Durham Planning</u>	Games 3- Touch Ball	Games-Skittles	Dance- Machines	Games-Run the Loop	Games-Target Baggers	Athletics-Off Up and Away
	Gymnastics- Balancing Act	Dance Round the Clock	Gym-Assessing L2/3 Unit 3 Task 1	OA0 Search and rescue and Where am I?- orienteeing	Swimming	Swimming

YEAR 3/4 CURRICULUM MAP (Year 2 of 2)

	Autumn Ancient Greece		Spring – Romans (H)		Summer – North East (G)	
<u>History</u>	Ancient Greece (Ancient Olympics)		Roman Empire		Anglo Saxon settlement	
<u>Geography</u>			Region in a European Country – Italy		Region of the UK – We’ve got it all in the North East.	
<u>D.T.</u>	Make a moving character using pneumatics – based on a Greek myth Mechanism		Control eg design and make an alarm		Cooking and Nutrition Make a healthy sandwich – celebrating the North East e.g. stottie (food)	
<u>Art and Design</u>	Sculpture – Greek sculpture Printing-Greek designs		Artists -Italian Art – drawing and painting		Drawing and Printing- Mining Art Norman Cornish painting and print	
<u>Music</u>	Out of the Ark song ‘The Olympians’. Action songs Ceremonial music to listen to and appraise Percussion fanfares	Song writing using familiar tunes about the water cycle. Information phrases + pulse to create raps . Descriptive percussion – water cycle sequences	Word rhythms (counting syllables) related to Italy / Romans Structure, repeat, create textures. (Say – Play in ensemble)	Listen to and appraise Italian music Notated rhythms: using Roman/Italian words (foods, places, features..)	Traditional songs: folk music – Lambton Worm, Bamburgh... Dun Cow...	Tuned instruments: Anglo Saxon monks – plain song: modes e.g. dorian – create chords/ melodic ideas
Music Education Hub: First Access Programme Delivery – Integration with curriculum teaching – continuation – impact. (Durham Music Service)						

MFL	Let's Go (QCA Unit 7)		The Four Friends (QCA Unit 5)		Life and Health (QCA Units 6/10)	
	<ul style="list-style-type: none"> Talking about French speaking countries Saying where you go Saying how you travel Describing the weather 		<ul style="list-style-type: none"> Saying what animals you have Describing colours Reinforce giving opinions 		<ul style="list-style-type: none"> Talking about food and buying food Saying what sports and activities you do More opinions 	
P.E.	Games	Games	Dance	Games	Games	Athletics
	Gymnastics	Dance	Gymnastics	Gymnastics	Dance	

YEAR 5/6 CURRICULUM MAP (Year 1 of 2)

	Autumn – World War		Spring – Go for Green		Summer – Vikings and Anglo Saxons	
	Working Scientifically					
<u>History</u>	World War I/World War II Battle of Britain				Viking and Anglo Saxon Struggle- raids and invasion(e.g. Holy Island RE link)	
	Geographical skills and field work on-going across the year					
<u>Geography</u>	Locational Knowledge -Locate world countries, position and significance of lines of longitude, latitude and time zones		Humand and Physical geography - trade links, natural resources inlcundig energy ,food, minerals and water- water aid food miles			
<u>D.T.</u>	Electric control – make an electrical controlled moon buggy		Textiles - investigate recycled clothing/items upcycled –Oxfam		Cooking and Nutrition	
<u>Art and Design</u>	Painting and Printing -eg space related		Artists Drawing Collage		Sculpture -eg Viking hlemet	
<u>Music</u>	Charanga QCA 15 Blues Course (Hisotry/com posers)	LCP Unit \$A QCA 12 Scales xylophones	LCP unit 3c QCA 11 Orchestra/ composers	Charanga QCA 19 Rock-Livin on a prayer	Production (LCP 6B) Project-ICT-	Production QCA 14 & 21 Garage Band

MFL	On our way to School (QCA Unit 15) <ul style="list-style-type: none"> Counting up to 100 Reinforce transport Giving directions How to spell – the alphabet 	The Planets (QCA Unit 18) <ul style="list-style-type: none"> Reinforce alphabet Describing colour/size and temperature Describing position Using intensifiers for opinions Giving reasons for opinions 	Beach Scene (QCA Unit 16) <ul style="list-style-type: none"> Reinforce describing colour and size Compare colours and sizes Describing what people are doing using the 3rd person of the present tense 	On our way to School (QCA Unit 15) <ul style="list-style-type: none"> Counting up to 100 Reinforce transport Giving directions How to spell – the alphabet 	The Planets (QCA Unit 18) <ul style="list-style-type: none"> Reinforce alphabet Describing colour/size and temperature Describing position Using intensifiers for opinions Giving reasons for opinions 	Beach Scene (QCA Unit 16) <ul style="list-style-type: none"> Reinforce describing colour and size Compare colours and sizes Describing what people are doing using the 3rd person of the present tense
P.E. <u>Blue Durham</u> <u>Red QCA</u>	Games- Calling the Shots Swimming	Games Fives and Threes Swimming	Dance-Whats so funny? Gymnastics- acrobatic GYm	Games- Runners Gymnastics- Assessing L3/4 Unit 5 Tasks 1 and 2	Games-What a Racket! Dance	Athletics-3 Jump Challenge OAA Crystal Star Challenge

YEAR 5/6 CURRICULUM MAP(2 of 2)

	Autumn – The Americas (H)		Spring – Rainforests?		Summer – Street Child –Victorians (L)	
History	The Americas-non European Society eg Maya Who was making history in far away places				Link to Literacy topic Victorians	
Geography	Locational and Place Knowledge - e.g. investigating Brazilian Cities		Human and Physical geography - Why are rainforests important?		Field Study -orienteeing, grid references, digital technologies,maps	
D.T.	Structure – make a shelter to survive in the rainforest –bush craft activities		Cooking and Nutrition -		Mechanism – wooden Victorian toys (cams)	
Art and Design	Printing - eg fossils Drawing – observational drawing		Textiles – sew class rainforest mural		Painting printing - printing William Morris style (poly tiles) Sculpture – outdoor sculptures eg Hardwick park, Seaham war memorial	
Music	Charanga QCA 19 English Folk Songs LCP Unit 6A	LCP UN it 6C QCA 21 Musical Processes	Charanga QCA 15 Hip Hop Fresh Prince of Bell Air	Charanga QCA 12 LCP Unit 3B Recorder Course Notation	Production (LCP 6B) Project ICT	Production QCA 14 and 18 Soundscapes
MFL	Our World (QCA Unit 20) <ul style="list-style-type: none"> Describing geographical features Describing position of features Reinforce the weather 	The Café (QCA Unit 21) <ul style="list-style-type: none"> Saying and understanding prices (reinforce numbers) Buying food and drink in a café 	The Past and the Present (QCA Unit 22) <ul style="list-style-type: none"> Describing places Comparing past and present Saying how much or many things there are 	Our World (QCA Unit 20) <ul style="list-style-type: none"> Describing geographical features Describing position of features Reinforce the weather (present and future) 	The Café (QCA Unit 21) <ul style="list-style-type: none"> Saying and understanding prices (reinforce numbers) Buying food and drink in a café 	The Past and the Present (QCA Unit 22) <ul style="list-style-type: none"> Describing places Comparing past and present Saying how much or many things there are

	<p>(present and future)</p> <ul style="list-style-type: none"> • Use the superlative • Present the months 			<ul style="list-style-type: none"> • Use the superlative • Present the months 		
<p><u>P.E.</u></p> <p><u>Blue –Durham</u></p> <p><u>Red-QCA</u></p>	<p>Games-Wide Attack QCA</p> <p>Swimming</p>	<p>Games-Grid Rugby and Tag Rugby</p> <p>Swimming</p>	<p>Gymnastics-Group Dynamics</p> <p>Dance –Making the Grade</p>	<p>Games Zone rounders</p> <p>Gymnastics-Assessing L4/5 Unit 6 Task 1 and 2</p>	<p>Games-Long and Thin and short and fat</p> <p>Games-Pairs Cricket</p>	<p>Athletics- Distance Challenge</p> <p>OAA Beat the Clock and Electric Fence</p>

These policies will be reviewed every year or earlier in the light of changing circumstances

Signed

Date

Review Date

