



Curriculum Policy

Teaching & Learning in Foundation Subjects

Policy Written By: Sasha Palmer

Policy Reviewed: 26th September 2021

Review Date: September 2022

Policy: Curriculum

Governors: No



Curriculum Policy

1. Intent:

At Finlay, we teach the National Curriculum. We intend to teach a broad and balanced curriculum that is engaging, relevant and purposeful to all learners. We ensure that our curriculum allows all pupils to achieve and succeed in line with National expectations. We aim for our curriculum to allow all children to develop their knowledge, skills and understanding in line with the National Curriculum (Key Stage 1 and 2) and the Early Years Framework (Pre-School and Reception)

We provide opportunities to develop the children's cultural capital and ensure they are lifelong learners, who are ready for the next step of education and to thrive in society.

In addition to this, we have identified five core values which are integral to the learning experiences we provide for all of our children. We therefore aspire for our curriculum to allow pupils at Finlay Community School to leave with a **SMILE:**

S: social awareness.

We aim for our curriculum to develop all pupils' social awareness. This involves pupils gaining an understanding of the world they live in. This includes teaching pupils about topical issues (i.e. plastic in the ocean) as well as more about others' beliefs and values. It is also important for our pupils to gain a better understanding of the community they live in and allow them opportunities to make a positive contribution to this. Within social awareness, we aim to engage our local and wider community in learning experiences where possible.

M: mental and physical health and wellbeing

Mental and physical health and wellbeing is important to us at Finlay. We feel that our curriculum should allow our pupils to understand their own mental health as well as their physical health and know how to regulate and manage emotions and keep themselves healthy.

I: independence

When our pupils leave primary school, we hope for them all to be independent learners, equipped with the skills needed to succeed in the future. We ensure our children face challenges in their day to day school life, and allow them to begin to solve these independently, in order to develop their resilience and ability to face challenges.

L: life skills

Again, one of our key values at Finlay is preparing the pupils to deal with the challenges of everyday life. We feel that developing many life skills will enable them to do this well. First and foremost, writing, reading and maths (calculating money and telling the time for example) are absolutely essential. We strive for all pupils to leave Finlay with a good understanding in all three of these core areas. In addition to this, we also aim to teach our children other life skills such as sewing and cooking; these skills are taught in line with National Curriculum expectations in our foundation subjects.

E: excellent aspirations

We feel as a staff team that it is important to raise our children's aspirations and show them what they could go on to achieve in their later life. We have done this through exposing them to different career pathways, both explicitly and implicitly. We feel that if our children are exposed to lots of different options for pathways in later life, they will leave Finlay knowing they are capable of achieving great things.

2. Implementation:

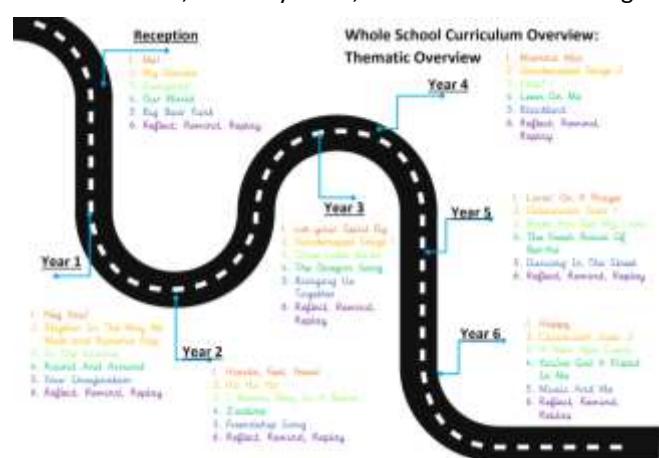
2.1: A termly theme with discrete subject coverage

Finlay Community School

At Finlay, we have mapped out our themes across the year for the whole school. Each theme is either history or geography driven. More information about what theme is taught when can be found on our school website: <https://www.finlayschool.co.uk/our-curriculum-overview-intent>

Pre-school I wonder: A1: Who is who? Who lives at your house? How do you feel? What happens in autumn? A2: Who lives, far, far away? What happens in Winter? Christmas S1: What is beyond the clouds? What would I find on a treasure island? Could I walk with dinosaurs? What would I find in the woods? S2: Who helps me when I am hurt? Who helps my pet if they are hurt? Who can check my teeth? How can I be safe on the road? Su1: What would I find on the farm? What would I find at the zoo? What would I find under the sea? What would I find on safari? Su2: How do plants grow? How do mini beasts grow? What happens in summer? Who helps me at school?	Reception A1: Marvellous Me A2: Let's Celebrate S1 and 2: Once Upon a Time Su1: Are we Nearly There Yet? Su2: Moving on Up!	Year 2: Autumn: Florence Nightingale and Mary Seacole – people who help us Spring: All around the world – continents and oceans Summer: The Great Fire of London and The Tudors
Year 1: Autumn: The History of Toys Spring: Local Area – Where oh Where is Finlay Bear? Summer: The Great Space Race		Year 3: Autumn: Rock and Roll – The Iron Age, Bronze Age and Stone Age Spring: Volcanoes, Earthquakes and Natural Disasters Summer: Ancient Egyptians
Year 4: Autumn: Roman Britain and Glevum Spring: Water and Rivers/Canals Summer: Ancient and Modern Greece	Year 5: Autumn: Aztecs, Incas and Mayans Spring: The Rainforest – South America Summer: Saxons and Vikings	Year 6: Autumn: World War 2 and the role of men, women and children Spring: Ice Explorers – Arctic and Antarctica – Shackleton Summer: The history of entertainment – Shakespeare

Each subject leader has taken their curriculum and mapped out their curriculum, term by term, to ensure that learning is sequenced in a cohesive and logical order, which in turn will allow children to remember more over time. At Finlay, we have planned and sequenced our curriculum to ensure that the knowledge, skills and understanding for each subject and year group are in line with the National Curriculum but also allow for progression. We have also developed our curriculum so that opportunities are provided to make links to prior learning and build on the foundations from previous years.



Subjects are planned discretely now to ensure that the knowledge, skills and understanding outlined in subject leader's intent guides is taught explicitly. This also allows children to understand that they are developing their understanding in science for example, and understand that foundation subjects are all different.

Staff record their planning on a termly long term plan with reference to each foundation subject. These are collected in by the curriculum lead and shared with subject leaders to enable them to monitor coverage.

Theme Title: Glorious Glenvum - The Romans			Year group: Year 4M							
Areas of Focus for Foundation Subjects for Autumn 1 and 2	History:	Science:	RE:	Computing:	Music:	Enrichment: Art/DT:	PE:	Jigsaw:		
	The Romans Autumn 1: History of the Romans. Autumn 2: Legacy	Autumn 1: Animals including humans - digestive system and teeth Autumn 2: Electricity and circuits - cause and effect link to DT - designing and making circuits	Autumn 1: L2.3. What is the Trinity and why is it important for Christians? Autumn 2: L2.7. What do Hindus believe God is like?	Autumn 1: 4.1: We are software developers. Autumn 2: 4.2: We are makers.	Autumn 1: Mamma Mia Autumn 2: Gloucester Mage 2	Autumn 1: Roman Poetry from clay and stone Autumn 2: Roman Banquet Chair building	Autumn 1: Football Autumn 2: Netball	Autumn 1: Being me in my world Autumn 2: Celebrating Difference		
Allocated Reading book for the term	Autumn 1 and Autumn 2: Kensuke's Kingdom - Michael Morpurgo									

Links to SMILE values:	Social Awareness: An understanding of the Roman era and the legacy including what the Romans did for us. An understanding that Gloucester is a Roman town. Mental Health and Wellbeing: Jigsaw Independence: Life skills: Cooking in DT, Electricity and circuits, looking after our teeth. Excellent Aspirations: Links to history/ cooking/ computing - why these skills will help us when we grow up.
Experiences/ visitors/Cultural capital opportunities (taken from passport)	<ul style="list-style-type: none"> Trip to Gloucester to visit the Roman remains by boat, visit to the museum and a walk around town/the Quays to identify Roman remains Visit the Church to learn more about The Trinity in RE <p>Cultural Capital</p> <ul style="list-style-type: none"> Participated in an RSE curriculum Learned and performed a song - Mamma Mia in Music School council Learned how to cook/prepare a healthy snack/meal/dish - link to DT and Roman Banquet Visited a religious place of worship Learned how to play a musical instrument Visited a museum Understand how history has shaped my future - Glenvum.

	Week 1: 6.9.21	Week 2: 13.9.21	Week 3: 20.9.21	Week 4: 27.9.21	Week 5: 4.10.21	Week 6: 11.10.21	Week 7: 18.10.21
Manday							
Subject	Theme - History	Theme - History	Theme - History	Theme - History	Theme - History	Theme - History	Theme - History
Objective	THAT Understand what The Celts were Recap the Celts	THAT Explain how Rome is thought to have begun The Myth of Rom	THAT Use sources to predict information about The Roman Empire and rule Roman Empire - map work	THAT Explain how Caesar invaded Britain Romans invade Britain - Caesar	THAT Understand how the Roman Army operated Roman army	THAT Explain the purpose of Hadrian's Wall Claudius/Hadrian's Wall - The Celts	THAT Explain why Hadrian's is famous Boudicca
Activity	'Now day' with Celtic activities Children to understand that The Celts came before The Romans ♦ Literacy- Celt person diary entry	Where is Rome? Map work The story of Romulus and Remus and how Rome was founded - role play ♦ Literacy- tell Roman Myth	Look at maps throughout the Roman Empire and draw conclusions - conquer more land etc - how? ♦ Literacy- biography Caesar	Comic strip ♦ Literacy- Newspaper report Caesar invades Britannia	Look at the strengths of the Roman army and key Roman roles - Centurion responsible for 100 men, tortoise formation, shield etc ♦ Non Chronological Report: The Roman Army, Life during Roman Britain	Fact Hunt- first part of lesson. Write from the perspective of both a Roman on the wall and Celt trying to raid Roman territory. ► Speech bubbles thoughts and feelings. ♦ Literacy- Boudicca	Use ICT to research the life of Boudicca Task- Create a double page spread in theme book all about her life. ♦ Literacy- Information Text on the digestive system

Friday							
Subject	Jigsaw (am) Art- Enrichment Pottery	Jigsaw (am) Art- Enrichment Pottery	Jigsaw (am) Art- Enrichment Pottery	Jigsaw (am) Art- Enrichment Pottery	Jigsaw (am) Art- Enrichment Pottery	Jigsaw (am) Art- Enrichment Pottery	Jigsaw (am) DT DAY- Raman Catapult
Objective	TBAT: Make a pot inspired by Raman pottery techniques TBAT: Creating a weave	TBAT: Make a pot inspired by Raman pottery techniques TBAT: Creating a weave	TBAT: Make a pot inspired by Raman pottery techniques TBAT: Creating a weave	TBAT: Make a pot inspired by Raman pottery techniques TBAT: Creating a weave	TBAT: Make a pot inspired by Raman pottery techniques TBAT: Creating a weave	TBAT: Make a pot inspired by Raman pottery techniques TBAT: Creating a weave	TBAT: Design, and construct a Raman catapult
Activity	Making small coil pot (15 children) Learn the skill on a small scale Little bit of history about history of cloth making. Then setting up cardboard weave and beginning weave	Making pottery (15 children) Apply knowledge and skills to make a bigger more complex coil pot Weaving continued	Painting/decorating/finishing pottery (15 children) Children finish off circular weave (extension make bookmark weave/ large group weave/ twig weave)	Making small coil pot (15 children) Learn the skill on a small scale Little bit of history about history of cloth making. Then setting up cardboard weave and beginning weave	Making pottery Apply knowledge and skills to make a bigger more complex coil pot Weaving continued	Painting/decorating/finishing pottery (15 children) Children finish off circular weave (extension make bookmark weave/ large group weave/ twig weave)	Use accurate measuring, sawing, and gluing techniques to construct a catapult for a battle at the end of the day.

2.2: Whole school theme weeks

Every year, we have three whole school theme weeks. These usually fall either before or after a half term. We will have one whole school theme week in the middle of the Autumn Term, one in the middle of the Spring Term and one in the middle of the Summer Term. Whole school theme weeks allow us to focus on key foundation subjects as a school, and often work towards a shared outcome. These theme weeks are planned with the specific Subject Leader alongside the Curriculum Lead. Throughout these theme weeks, knowledge, skills and understanding are developed in the key areas in line with national expectations. Our Summer whole school theme week is always Active Finlay week, and is based around healthy living and lifestyles, and this incorporates sports day.

2.3: Planning matrix

At Finlay, we have developed our own planning matrix, which is in line with the age appropriate knowledge, skills and understanding set out in the National Curriculum and Early Years Foundation. We have split the knowledge, skills and understanding into individual year groups as opposed to Lower Key Stage 2 and Upper Key Stage 2 to allow us to ensure there is progression within every year group and prior knowledge, skills and understanding is built upon year upon year. The planning matrix was designed and created by the Curriculum Lead along Subject Leads. This will be updated and reviewed as changes are made to national expectations. Using a planning matrix has allowed us to ensure knowledge, skills and understanding are progressive in every foundation subject, revisited as appropriate and rich in vocabulary. This is a useful tool and is used by Subject Leaders to monitor teaching and learning in their curriculum area; the Curriculum Lead to identify whole school priorities and themes and class teachers for their day-to-day planning and teaching in all foundation subjects. It is the responsibility of class teachers to colour code objectives once they are taught to help monitor coverage and use this as a means of assessment.

2.4: Foundation subjects

In each of our foundation subjects, subject leaders have worked to ensure there is progression and coverage of all of the relevant knowledge, skills and understanding. We have Subject Leaders responsible for every foundation subject. Each subject in school has an intent guide written for it, which maps out:

- Long term plan
- Sequenced content across each term in each year
- Progression of knowledge, skills and understanding
- Knowledge organisers as appropriate
- Characteristics of effective teaching and learning

Below is a brief explanation of each of the foundation subjects.



Science:

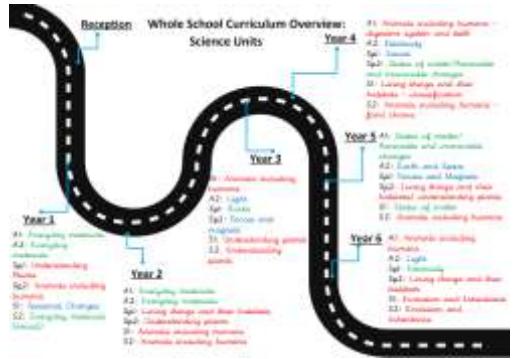
At Finlay, we teach the National Curriculum. As mentioned in the National Curriculum, high quality Science teaching should 'provide the foundations for understanding the world' and is 'vital to the world's future prosperity'. It should encourage children to recognize the power of rational explanation and enable them to develop a sense of excitement and curiosity about natural phenomena. Teaching should provide opportunities for pupils to undertake scientific enquiries to answer relevant scientific questions and develop an extensive specialist vocabulary. Science teaching at Finlay aims to provide children with an understanding of the natural and humanly constructed world around them, what is occurring and predict how things will behave and analyse the causes. We feel this ties in closely with our 'SMILE' values as pupils learn more about the reasons for the world being the way it is and are equipped with the knowledge, skills and understanding to foster excellent future aspirations.

Work in Science is recorded in separate science books and units of work follow the structure: elicit, recap, teach, investigate, assess.

For more information: <https://e9d25118-9f68-490b-8fba->

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Subject Leader responsible: Leah Wright and Charlie Walker



Art and Design & Technology

At Finlay, we teach the National Curriculum. As mentioned in the National Curriculum Framework, high quality Art and DT teaching should, “engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.” We intend to ensure children have the opportunity to explore using different mediums and build upon their skills as they progress through the school. Through the teaching of art and design, we intend to promote the spiritual, moral, cultural and physical development of pupils and prepare them for later life. This relates back to our SMILE values, as children will gain a greater understanding of the world through the cultural contributions of artists and designers while enhancing and refining their own skills.

For more information: <https://e9d25118-9f68-490b-8fba->

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Subject Leader responsible: Clare Moncrieff and Zaynab Moosa

	Smith & Dunn 1984	3 to 4 year cycle	Roughgarden 1993	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Using Engines			Can increase the number of breeding adults.	The degree of use can vary widely.				Birds are targets of predation.	
Fertilizers			More green grass due to environmental fertilization.		Environmental pollution reduces the number of adult survivors.			Losses due to increased predation during the nesting process.	
Maintenance (used)			Tool objects to create green grass (expansion or removal).		Tool pruning trees, hedges, (pruning plant or a plant).			Loss of energy from animals due to decrease of dry mass.	
Techniques			Waste, cell cultivation using all sorts of media.		Tool erosion removing soil.				

Geography

At Finlay, we teach the National Curriculum. As stated in the National Curriculum framework, high-quality geography teaching should inspire in pupils a curiosity and fascination about the world and the people that live within it. It is essential that these qualities remain with them for their lives. Pupils should be equipped with the knowledge of diverse places, people, natural and human environments and should be coupled with a deep understanding of Earth's human and physical processes. Pupils should gain an understanding of the interaction between these key processes and apply this understanding to the formation of landscapes and environments. Geographical knowledge, understanding and skills should provide the framework to explain how the Earth's features are shaped, linked and change over time. Pupils' social awareness (a part of Finlay's SMILE values), will be at the forefront of our geography teaching as we will ensure that topical issues that affect the world we live in are taught. Teaching will allow pupils to use maps and undergo fieldwork in order to aid pupils to ask and answer geographical questions, draw conclusions from data and present information.



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Subject Leader responsible: Natasha Codd

History

At Finlay, we teach the National Curriculum. As mentioned in the National Curriculum Framework, high-quality history teaching should enable pupils to, "gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time." We feel this ties in closely with our 'SMILE' values, as our pupils learn more about the reasons for the world being the way it is, and how significant events, people and changes in history has made the world and society the way it is today.

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Subject Leader responsible: Francesca Preedy

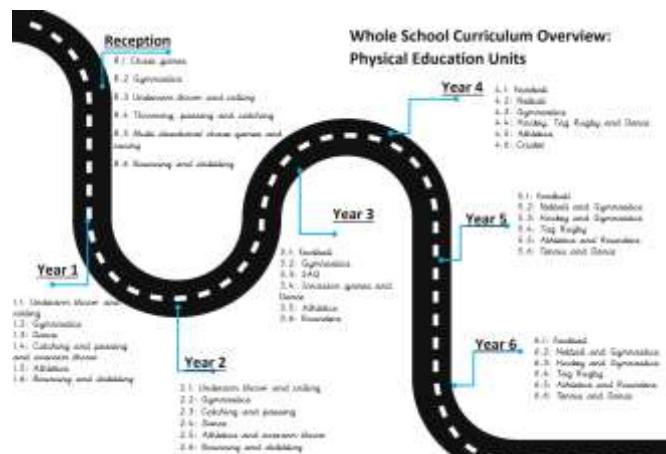


Physical Education

At Finlay, we teach the National Curriculum. The National Curriculum states that, "a high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect." At Finlay, we aim for our children to complete 2 hours of physical activity a week, additional to playtime and lunchtime. Pupils are taught the skills needed to play competitive invasion games, as well as given opportunities to develop their skills in gymnastics and dance. Our pupils are provided with many sporting after school clubs, and are provided with many competitive sporting opportunities, including league football, gymnastics competitions, panathlons, quick stick hockey tournaments and more. As well as taught P.E lessons, many of which are taught by our P.E specialists during PPA sessions, the children engage in swimming lessons during their time in Key Stage 2. Each class swims for half of the year, allowing them to develop their confidence in key strokes (backstroke and front crawl) as well as an understanding of how to keep themselves safe in water. The children's progress is assessed by qualified swimming teachers, and the children are awarded a certificate at the end of their time swimming every year.

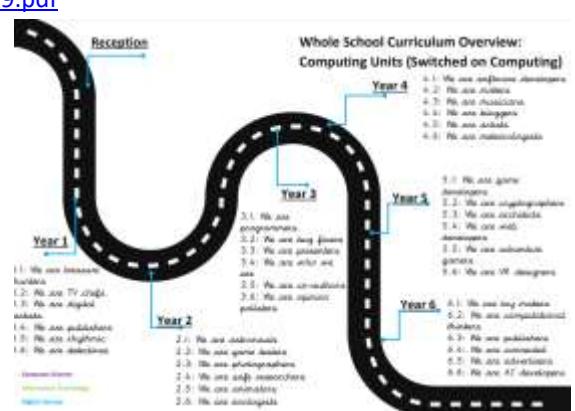
Our PE subject lead has a bank of lesson plans that are used to support teaching and learning in PE.

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Subject Leader responsible: Ed Delaney



Computing

At Finlay, we teach the National Curriculum. At Finlay, we understand that it is important for our pupils to continuously develop their skills within Computing, as they are living in a digitally advancing world, and many of the jobs they will go on to apply for in later life will require secure skills in Computing, with an increasing focus on computer science and coding. The National Curriculum mentions that, "a high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world.



Finlay Community School

Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.”

In Computing, we follow the Rising Stars Switched on Computing scheme to support the delivery of the National Curriculum.

For more information: <https://e9d25118-9f68-490b-8fba->

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Subject Leader responsible: Mark Ricketts

Music

At Finlay, we teach the National Curriculum. As mentioned in the National Curriculum Framework, high-quality Music teaching should “engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.” We feel our music curriculum links with our ‘SMILE’ values, as music is known to help improve our mental health and wellbeing and allows children to aspire to being a musician, composer or performer. Our music curriculum focuses on a range of musical genres from traditional folk songs to modern day rap music as well as covering the interrelated dimensions of music.							
Year 1	Reggae	Rhythm In The Way We Walk And Rap/R&B	In The Groove	Rhythms And Routines	New Dimensions	Reggae, Rap/R&B, Fusion	
Musical content	<ul style="list-style-type: none"> Old School Rap – Listen and sing along to Rap songs for children to learn about the differences between pulse, rhythm and pitch and to explore the beat and enjoy it in an original genre. An oral and aural activity involving listening to and identifying the different elements of music and continue to extend the musical dimensions of music through games and singing. Golden 8: Expressive colour songs of music and continue to extend the musical dimensions of music through games and singing. Listen to and identify different styles of Old School Rap songs. 	<ul style="list-style-type: none"> All the learning is focused around two songs: Rhythm In The Way We Walk and Rap/R&B. The learning is focused around two songs: Rap/R&B and Reggae. Use this time to introduce the different styles of music. Use this time to introduce the different styles of music. Use this time to introduce the different styles of music. Use this time to introduce the different styles of music. Use this time to introduce the different styles of music. Use this time to introduce the different styles of music. 	<ul style="list-style-type: none"> Use this time to introduce the different styles of music. This musical process is integrated approach to music making, the dimensions of music (pulse, rhythm, pitch, style), singing and playing instruments are all linked. 	<ul style="list-style-type: none"> Use this song to introduce Rap/R&B and Reggae. Learn and sing Rap/R&B and Reggae. Use this song to introduce Rap/R&B and Reggae. Learn and sing Rap/R&B and Reggae. Use this song to introduce Rap/R&B and Reggae. Learn and sing Rap/R&B and Reggae. Use this song to introduce Rap/R&B and Reggae. Learn and sing Rap/R&B and Reggae. 	<ul style="list-style-type: none"> Listen and sing Rap/R&B and Reggae. Learn and sing Rap/R&B and Reggae. Use this song to introduce Rap/R&B and Reggae. Learn and sing Rap/R&B and Reggae. Use this song to introduce Rap/R&B and Reggae. Learn and sing Rap/R&B and Reggae. Use this song to introduce Rap/R&B and Reggae. Learn and sing Rap/R&B and Reggae. 	<ul style="list-style-type: none"> Children will learn the skills of the dance, Rap, Reggae, Rap/R&B, Dance. Children will extend the understanding of the interrelated dimensions of music, pulse, rhythm, pitch, style, singing and playing instruments. Begin to link and relate the song 'Our Dimensions'. 	
Year 2	Handle, Tap and Head	Hi-Hat Hi-Hat	I Wanna Play In A Band	Excuses	Franziska's Song	Reggae, Rap/R&B, Fusion	
Musical content	<ul style="list-style-type: none"> All the learning is focused around one song: Handle, Tap and Head. 	<ul style="list-style-type: none"> All the learning is focused around one song: Hi-Hat Hi-Hat. 	<ul style="list-style-type: none"> I Wanna Play In A Band is a Rock song written by Biggie Smalls. 	<ul style="list-style-type: none"> All the learning is focused around one song: I Wanna Play In A Band. 	<ul style="list-style-type: none"> Golden 8: Expressive songs. 	<ul style="list-style-type: none"> Listen and sing Handle, Tap and Head. Learn and sing Handle, Tap and Head. Use this song to introduce the different styles of music. Learn and sing Handle, Tap and Head. Use this song to introduce the different styles of music. Learn and sing Handle, Tap and Head. Use this song to introduce the different styles of music. Learn and sing Handle, Tap and Head. 	

We use Charanga to support the teaching and learning of Music. Staff have received training on this from a Charanga

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Subject Leader responsible: Kerry Davies

Modern Foreign Languages – Spanish

At Finlay, we teach the National Curriculum. As mentioned in the National Curriculum Framework, high-quality languages teaching should “foster pupil’s curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and writing” Our Spanish curriculum encourages a love of languages and promotes enthusiasm and curiosity when learning a language and how the culture is similar and different to their own. We intend to prepare our children for communicating with Spanish people or people in Spanish speaking countries. We chose Spanish as our Modern Foreign Language of choice due to it being one of the most widely spoken languages; it is a common destination that our children travel to on our holiday, and most of our feeder secondary schools teach Spanish in year 7, so it prepares our children for the next stage of their education. Our Spanish Curriculum is currently delivered by a native Spanish speaking teacher, who works with the class teacher in each class, thus providing good CPD.

Whole School Curriculum Overview:

Thematic Overview

- 1. Body parts
- 2. What do you look like?
- 3. My family
- 4. Where do you live?
- 5. Transport
- 6. Where are you from?

Year 4

Year 3

- 1. Greetings
- 2. Numbers 0 - 39
- 3. What is the date?
- 4. The weather
- 5. Colours
- 6. My pet

Year 5

- 1. Numbers 40 - 100
- 2. My school
- 3. The alphabet
- 4. In the classroom
- 5. Sports
- 6. Food

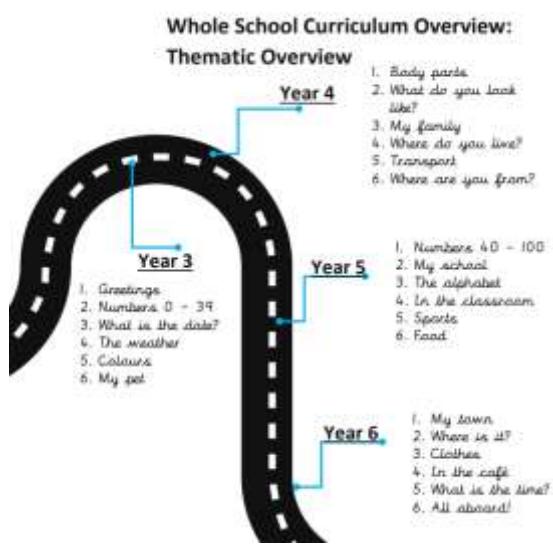
Year 6

- 1. My town
- 2. Where is it?
- 3. Clothes
- 4. In the cafe
- 5. What is the time?
- 6. All aboard!

For more information: <https://e9d25118-9f68-490b-8fba->

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Subject Leader responsible: Danielle Sharpe



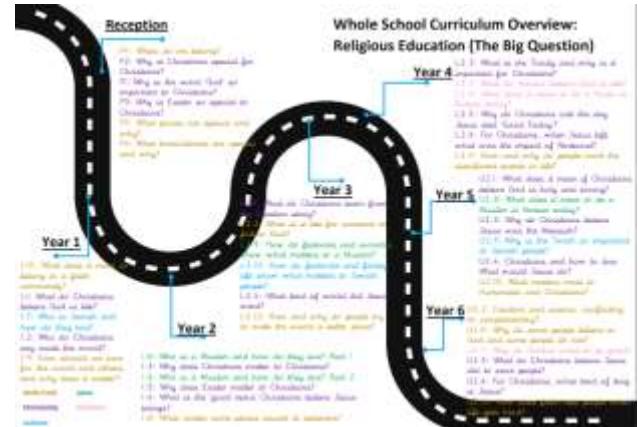


Religious Education

At Finlay, we teach the National Curriculum. As stated in the Non-Statutory Guidance 2010 for teaching RE in English schools, the curriculum for a maintained school must be a balanced and broadly based one which ‘promotes the spiritual, moral, cultural, mental and physical development of pupils and society, and prepares pupils for the opportunities, responsibilities and experiences of later life.’ In addition to this, we follow the Gloucestershire Agreed Syllabus for RE (2017-2022). The principal aim of Religious Education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living. We feel this ties in closely with our ‘SMILE’ values, as our pupils gain a better understanding of the local and wider community, they learn more about the world in which they live and how they can participate positively in our society, expressing their insights while respecting the ideas, beliefs and values of others.

For more information: https://e9d25118-9f68-490b-8fba-c57b505c7277.filesusr.com/ugd/d51553_5e4f78650a804ae1a164d28c8d915ed9.pdf

Subject Leader responsible: Karen Peters



RSE and PSHE – Jigsaw

At Finlay, we teach the National Curriculum. As part of our personal, social and health education, we follow Jigsaw which is a comprehensive scheme suitable for ages 3 to 11. Jigsaw is a “mindful approach to PSHE [that] brings together Personal, Social, and Health Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. A lesson a week with the teaching resources included, helps teachers to focus on tailoring the lessons to their children’s needs and to enjoy building the relationship with their class, getting to know them better as unique human beings. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. We understand the importance of teaching a coherent PSHE curriculum, and the positive impact it can have on our children’s mental health and wellbeing. Each class has an explicit taught PSHE session weekly, where they can discuss age appropriate issues in a safe environment. Many of these sessions are completed verbally, through discussion as a class and within groups. The class teacher then evidences these sessions either through a ‘summary sheet’, ‘photo collage’ or ‘speech bubbles’.

Relationships and Resources	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Empathy	Feeling special and safe	Hopes and goals for the year	Setting personal goals	Being part of a class team	Planning the forthcoming year	Identifying goals for the year
Understanding feelings	Being part of a class	Rights and responsibilities	Self-identity and worth	Being a school citizen	Being a citizen	Global citizenship
Being in control	Rights and responsibilities	Responsible and consequences	Resilience in challenges	Rights, responsibilities and democracy (school council)	Risks and consequences	Children’s universal rights
Being gentle	Rights and responsibilities	Safe and fair learning environment	Roles, rights and responsibilities	How behaviour affects others	Democracy Having a voice, participating	Feeling welcome and valued
Rights and responsibilities	Rewards and feeling proud	Valuing contributions	Rewards and consequences	How a voice	Democracy Having a voice, participating	Choices, consequences and rewards
	(Gaining the Learning Charter)	Challenges	Recognising feelings	What motivates behaviour	Group dynamics	Group dynamics

The Jigsaw scheme of work allows us to deliver the statutory DfE RSE Curriculum in depth. A lot of the teaching and learning that happens in these lessons fulfil the personal development objectives of the curriculum as well as SMSC and British Values.

For more information: https://e9d25118-9f68-490b-8fba-c57b505c7277.filesusr.com/ugd/d51553_24f8df9b9d44418fb765319360d9ee2d.pdf

Subject Leader Responsible: Ed Delaney

2.5: Learning Journeys

All of the children’s learning is evidenced in their individual learning journeys or theme books. These books are used to collate all of the work that children complete in their theme lessons, as well as evidence of trips, experiences, visitors or workshops. The children present their work in different ways. Each piece of work has a success criteria attached to it, which outlines the knowledge, skills and understanding taught in that lesson. Teachers can then double tick each statement to show whether the objective has been achieved. These are colour coded and can be referenced against the statements on our planning matrix. This helps subject leaders and the curriculum lead to monitor coverage. All work in learning journeys is marked, according to school policy, ensuring the objective is identified and spelling, punctuation and grammar errors are identified and time is planned for the children to respond to this marking. Additionally, we aim to show pupil and parent voice in our theme books: children and parents write their

views on a post it note and place it on chosen pieces of work. These comments can reflect what they have enjoyed, what they are proud of, progress they have made or skills they have developed.

3. Impact

3.1: How do we measure impact?

The impact of our curriculum can be measured and monitored in a variety of different ways. Our planning matrix (see section 2.4) allows all class teachers to colour code statements using three different colours (one for Autumn, one for Spring and one for Summer) to show when these have been taught. This allows subject leaders and the curriculum lead to cross-reference statements to evidence in books. At the end of each term (autumn, spring and summer), class teachers will assess pupils' learning, ticking whether they are working towards age-related expectations, working at age-related expectations or exceeding age related expectations. Each class will then be able to report a percentage in each of these three areas. These can then be broken down by the subject leaders/ curriculum lead to look at attainment for different pupil groups.

In addition to summative assessment, we regularly monitor teaching and learning to see the impact that the learning experiences and opportunities are having for our children. To monitor the impact, the Curriculum Lead or Subject Lead could complete:

Lesson observations

Work sampling

Characteristics of Effective PSHE Teaching

What would I see in a unit of PSHE and Relationships Education?

What would I see in a Lesson?

Talking to staff/pupils (pupil conferencing)

<i>Children and adults to be arranged in an inclusive way so nobody is left out.</i>	<i>5 minute recap at the beginning of each lesson to encourage retention of key knowledge and vocabulary.</i>	<i>Rearm children of the Jig saw Charter at the start of each lesson.</i>
<i>Career us.</i> <i>Children and adults to all take part in this activity to start the lesson in a fun and inclusive way.</i>	<i>Circle me.</i> <i>Adult to squat the 'Circle me' song and use the Jig saw charter and prepare the children for learning by relaxing their body and quietening their thoughts and emotions.</i>	<i>Open my mind.</i> <i>Help to introduce children to the essence of the lesson that is about to follow.</i>
<i>Tell me or share me.</i> <i>The teaching part of the lesson where the teacher should develop the child new skills.</i>	<i>Let me learn.</i> <i>Children are provided with learning activities to integrate their learning.</i>	<i>Help me reflect.</i> <i>Help the children reflect, process and evaluate what they have learnt and help them celebrate their progress.</i>

Monitoring plans

Analysing data

Teacher evaluation/pupils

Display – visual evidence, photographs, ICT etc

Resources – audit use and accessibility

Questionnaires

External views from School Improvement Partner (SIP) or Teaching and Learning reviews.

When carrying out learning walks and lesson observations, the curriculum lead or subject leader should refer back to the characteristics of effective teaching and learning checklist that each subject leader has created and published as part of their intent guide

3.2. Role of the Curriculum Lead:

The Curriculum Lead at Finlay works closely with the subject leaders to ensure there is cohesion and progression within the school curriculum. The Curriculum Leader's principle roles include:

- Working alongside Subject Leaders to:
 - Create a long-term progression map of knowledge, skills and understanding from EYFS to Year 6.
 - Monitor teaching and learning within foundation subjects.
 - Ensure whole school theme weeks and themed days are planned and coherently delivered across the school.
- Write and review the school's curriculum policy regularly.
- Keep up to date with advances within the curriculum, providing relevant support and training on this to all staff in school.
- Plan the school themes each term, and share these with staff, supporting teachers in planning well-structured themes that allow the appropriate knowledge, skills and understanding to be taught in a creative, cross-curricular manner.
- Ensure that data is completed accurately at the end of each term, and then analyse this with subject leaders in more detail, looking at classes but also specific pupil groups such as: pupil premium, academically more able, SEN and



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attainment differences between girls and boys. The Curriculum Lead will then support Subject Leaders in planning appropriate next steps for these pupil groups and intervention where necessary.

- Work alongside all stakeholders, including governors to ensure curriculum cohesion.
- Write reports to governors to keep them informed with changes and advances within the curriculum, as well as what whole school priorities are and the actions for addressing these. The Curriculum Lead will also inform governors of the impact that these actions are having and also the impact of our curriculum on teaching and learning.
- Attend Standards and Curriculum Governor Meetings.
- Writing, monitoring and evaluating the School Development Plan for Curriculum.

3.3. Role of the Subject Leader:

The DfE define the role of the subject leader as: 'leaders provide professional leadership and management for a subject to secure high quality teaching, effective use of resources and improved standard of learning and achievement for all pupils'.

At Finlay, every foundation subject is led by a subject leader, who is responsible for monitoring the teaching and learning in this area. Each subject leader works alongside the Curriculum Lead to:

- Plan and organise the curriculum for their subject throughout the school (outlining the statements on our Finlay planning matrix), establishing how good standards, continuity and progression can be achieved and sustained;
- Plan whole school theme weeks where appropriate alongside the Curriculum Lead;
- Monitor and evaluate the implementation of policy and planning;
- Audit their subjects yearly;
- Write an action plan for their subject;
- Carry out regular planning scrutinies, book looks, pupil conferencing and learning walks;
- Regularly and systematically provide guidance to colleagues on content, methodology and resources;
- Oversee the assessment and recording of pupils' progress (through our planning and assessment matrix);

Successful leadership involves:

- Observing lessons;
- Working alongside colleagues;
- Assisting with planning, teaching, and assessment and reporting of the subject.
- Organising and leading staff meetings and in-service days where appropriate;
- Attending relevant in-service training;
- Prompting others about relevant training;
- Auditing existing resources and advising on the acquisition of new materials.

Approved: (the below signatures are proof of policy approval)

Signed: Sasha Palmer

Author Date: 26.09.21

Signed:

Head teacher Date: -----

Signed:

Governors Date: -----