



POLICY TITLE	Foundation Curriculum Policy
RESPONSIBLE COMMITTEE	Curriculum Committee
RATIONALE	Inspire and Empower Others To Achieve Develop a foundation curriculum that provides the right balance between using History and Geography as the main drivers but ensures that creative and expressive arts get a fair representation across the curriculum.
PURPOSES	<ul style="list-style-type: none"> To ensure learning opportunities are maximized through appropriate challenge. To ensure the foundation curriculum is covered systematically and prior learning is built upon to ensure that learning is progressive and continuous.
GUIDELINES	<p><u>The topic overview (appendix 1)</u> Our Academy long term plan has been developed to ensure that our children will have full coverage of the National Curriculum. We will bring History and Geography to life by taking starting points from the children’s context. The overview provides the right balance between using History and Geography as the main drivers but ensuring that creative and expressive arts get a fair representation across the curriculum.</p> <p><u>Planning</u></p> <ul style="list-style-type: none"> The topic overview should be used as a scaffold to develop and extend learning across foundation subjects The (Half termly) mid-term plans should be followed and extended upon during weekly phase meetings (appendix 2) Each half termly plan will be covered within the specified period of time by each year group Teachers are expected to plan across year groups during PPA time and weekly phase meetings Teachers should use fluency fox to teach a lesson which provides the opportunity to for all children to reach ARE The level of support a child receives whilst attempting the Fluency Fox task should be specified e.g. (G) for guided or (VF) for verbal support, in line with our other core subjects (appendix 3) The teachers will always provide a challenge activity for the children to extend the thinking of those who are capable. This should be in the form of a Problem Penguin task. (appendix 3) Each curriculum subject taught in the topic book should have a colour coded Learning Objective, plus task 1 Fluency Fox at the top of the page There will be clear evidence of the children working on the extension Problem Penguin task 2 <p><u>Assessment</u></p> <ul style="list-style-type: none"> Every half term teachers will be expected to report the number of children meeting ARE for each curriculum subject. This will be the children that have ongoing evidence of meeting the Fluency Fox learning objectives In line with this every half term teachers will be expected to report the number of children exceeding for each curriculum subject. This will be the children consistently and successfully completing the Problem Penguin tasks independently. The deep experience leader will then report ARE and GD pupil numbers half termly for the HOA and measure progress. Art Assessment – This will be every half term in separate Art books, which will be taken up to the next teacher to monitor and demonstrate pupil progress <p><u>Seal/ RE/ Stepping Stones/Enterprise</u></p> <ul style="list-style-type: none"> Every class will have a large topic book and all SEAL, RE, enterprise and stepping stones sessions must be displayed In line with this all ‘Special’ Curriculum Weeks e.g. Chinese New Year, E Safety, World Book Day should be displayed within the class topic book Children are expected to be able to talk academy visitors through the class book and explain the learning that has taken place

	<p>Science</p> <ul style="list-style-type: none"> • When the opportunity arises to plan to fit Science within the half termly topic this should be provided for the children • Otherwise Science should be taught Science coverage discretely regularly and should be in the A4 children's topic books • Teachers should use SNAP science as a BASIS for lesson planning however in line with other curriculum subjects, Fluency Fox should be used to teach ARE objectives and Problem Penguin should provide a task to extend and challenge • The Science Leader will track the progress of the children meeting ARE and GD half termly <p>Marking and Feedback</p> <ul style="list-style-type: none"> • Basic Skills should be picked up in topic books, pupils should be expected to edit and improve basic skills • LO should be highlighted green if achieved or dotted if not yet understood <p>Glossary</p> <p>The Academy curriculum colours are systematically in place to highlight coverage and progress across each year group. This ensures leaders at all levels can track achievement and in line with the Academy monitoring cycle.</p> <p>Each curriculum subject is colour coded within each child's topic book: (Appendix 4)</p> <ul style="list-style-type: none"> • Geography (orange) • History (green) • Art/DT and expressive Arts (light blue) • PE (brown) • Science (purple) • English Writing (yellow) • English Reading (red) • Mathematics (dark blue) • Reflection (light green) • SEAL/RE/BV/SMSC (pink)
<p>FURTHER DETAILS CONTAINED IN DOCUMENTS</p>	<p>Teaching and Learning Policy Assessment Policy</p>

DATE APPROVED: SEPT 2017	NEXT REVIEW DATE (every two years)

Reference Number:	T 17
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Appendix 1 Topic Overview

	Autumn 1 4 weeks	Autumn 1 4 weeks	Autumn 2 3 weeks	Autumn 2 3 weeks (Xmas)	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Why can't a meerkat live in the North Pole?	What has changed since my Grandparents were young?	Where do and did the wheels on the bus go?	Why is the Wii more fun than grandma and Grandad's old toys?	Would the Beatles have won x-factor?	Who was famous when mum and dad were little?	What are the differences Between Leigh and the rainforest?	
Year 2	What would Dora the explorer find exciting about our town?	What was it like when the Queen came to the throne in 1953?	Where would you prefer to live- England or Africa?	Why did the Titanic sink?	What were the people who lived in our town like a hundred years ago?	How have Rosa Parks and Nelson Mandela helped make the world a better place?/	Why do we love to be beside the seaside?	Why were Christopher Columbus and Neil Armstrong very brave people?
Year 3	What makes the earth angry?		Who first lived in Britain?		Has Greece always been in the news?	How did the Victorian period help to shape the Hull we know today?	Why do so many people go to the Mediterranean on their holidays?	Do you think that Sir Titus Salt was a hero or a villain?
Year 4	Where would you choose to build a city?	What would you have done after school 100 years ago?	Why is the river Hull so important to Hull?	Why is Hull such a cool place to live?	Why were the Romans so powerful and what did we learn from them?	Who were the early law makers?	Why were the Norman Castles certainly not bouncy?	
Year 5	Why is Brazil in the news again?	Why should gunpowder, treason and plot never be forgotten?	What's so special about the USA?		Why were the Anglo-Saxons really smashing?	Why should a rainforest be important to us all?	How could Hitler have convinced nation like Germany to follow him?	How can we rediscover the wonders of ancient Egypt?
Year 6	I'm a Year 6 pupil, get me out of here!	Will you ever see the water you drink again?	Were the Vikings always victorious and vicious?	What was the Islamic civilisation around AD900 known as the 'Golden Age'?	SATs Preparation			Who were the Mayans and what have we learnt from them?

Appendix 2 Half Termly Plan

Geography: Why does Sunny live in the Kalahari desert?

Art: What do we mean by hot and cold colours?

Geography: Why do people usually like going to hot places for their holidays?

Science: Why do we wear different clothes in summer and winter?

English:

- Use the book 'Meerkat Mail' to link to postcards sent home from holiday destinations.
- Exciting Vocabulary: equator; poles; centigrade; meerkats; Kalahari; freezing point; etc

Reading:

The Snowy Day

Ezra Jack Keats

Ooopk

Bruce Hiscock

Year 1: Why can't a Meerkat live in the North Pole?

Science: Which animals live in cold places like the North and South Pole?

PE: How can we recreate a Meerkat dance?

Numeracy:

- Possible graphs of children's holiday destinations.
- Consider temperature and how it is measured, create charts from data gathered.

Science: How do Polar Bears keep warm?

Art:

- LC4 Mixing paint to create hot and cold paintings.

Reflection: Would you rather be a Meerkat or a Penguin?

Expressive Art: NAPA

Movement work focusing on the way Meerkats move. Parents pick up their children 15 minutes early on the Friday so that class can perform to them.

Year 1: Geography Knowledge, Skills and Understanding

Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
<ul style="list-style-type: none"> Can they answer some questions using different resources, such as books, the internet and atlases? Can they think of a few relevant questions to ask about <a locality>? Can they answer questions about the weather? Can they keep a weather chart? 	<ul style="list-style-type: none"> Can they explain the main features of a hot and cold place? Can they describe <a locality> using words and pictures? Can they explain how the weather changes with each season? 	<ul style="list-style-type: none"> Can they begin to explain why they would wear different clothes at different times of the year? Can they say something about the people who live in hot and cold places? Can they explain what they might wear if they lived in a very hot or a very cold place? 	<ul style="list-style-type: none"> Can they point out where the Equator, North Pole and South Pole are on a globe or atlas?

Year 1 (Challenging)

- Can they answer questions using a weather chart?
- Can they make plausible predictions about what the weather may be like later in the day or tomorrow?

Year 1 Art & Design Knowledge, Skills and Understanding

Drawing	Painting	Collage	Use of IT
<ul style="list-style-type: none"> Can they draw lines of different shapes and thickness? 	<ul style="list-style-type: none"> Can they name the colours they use, including shades? Can they create moods in their paintings? Can they use thick and thin brushes? Can they name the primary and secondary colours? 	<ul style="list-style-type: none"> Can they cut and tear paper and card for their collages? Can they gather and sort the materials they will need? 	<ul style="list-style-type: none"> Can they use a simple painting program to create a picture? Can they use tools like fill and brushes in a painting package? Can they go back and change their picture?

Year 1 Dance Knowledge, Skills and Understanding

- Can they explore and perform basic body actions?
- Do they use different parts of the body singly and in combination?
- Do they show some sense of dynamic, expressive and rhythmic qualities in their own dance?
- Do they choose appropriate movements for different dance ideas?
- Can they remember and repeat short dance phrases and simple dances?
- Do they move with control?
- Do they vary the way they use space?
- Do they describe how their lungs and heart work when dancing?
- Do they describe basic body actions and simple expressive and dynamic qualities of movement?

Template 3

Task 2: Select a point on the coast where your item will land. (e.g. "1. Start at 01 01.")



Write at least 5 steps which you need to take to reach the item. Use the compass and distances. (e.g. "2. Head north-east two kilometres until you reach...") Remember, each square is 1km.

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