



Foundation Subjects Curriculum Policy

Intent

Aims

At Marlcliffe Primary School our intent is to provide an engaging and relevant curriculum which develops the children's skills and helps them learn about the wider world, thoroughly preparing them for secondary education. We wish to engage children in an enriched, relevant, diverse and inspiring curriculum, which meets statutory requirements whilst being personalised to the needs of the Marlcliffe community. Clear progression enables children to achieve to a high standard. Our foundation curriculum is built around the objectives set out in the National Curriculum which covers the following subjects: Science, Computing, History, Geography, Art and Design, Design Technology, Music, Physical Education, Languages and Citizenship. Personal, Social, Health and Economic Education (PSHE), Social and Emotional Aspects of Learning (SEAL) and Religious Education (RE) are also part of our curriculum. We take our responsibility to prepare children for life in modern Britain very seriously and ensure that the fundamental British Values are introduced, discussed and lived out through the ethos and work of our school.

Implementation

Each phase (Y1 and Y2, Y3 and Y4, Y5 and Y6) undertakes a two-year cycle of half - termly topics. They are designed to promote the children's interest and allow them to develop their skills within different subject areas through a shared context. We believe that this develops children's independence and resourcefulness so that they can apply utilise their strengths in one subject area to overcome challenges and achieve in another. Topics support the school's values, encouraging them to become actively involved in the world around them. There is regular enrichment of the curriculum, through visits, visitors, practical activities, experiences and extended learning opportunities.

Alongside our commitment to providing an enjoyable and interesting curriculum, we also have a rigorous approach to progress. The objectives set out in the National Curriculum have been appropriately assigned to different year groups making sure that as a child moves through Marlcliffe Primary they are continually developing new skills, whilst also having the opportunity to consolidate things they have already learned.

Rigorous curriculum reviews are undertaken by all teaching staff to ensure that the National Curriculum is fully implemented and planning and resources match their objectives. Moreover, at Marlcliffe Primary we are fully committed to responding to children's interests and world events and therefore topics may change temporarily.

We utilise a variety of ICT to inspire and support the children as well as providing them with different ways of sharing their learning. Foundation Stage use *Tapestry* to share learning with parents and carers and they can comment and post home learning themselves; Key Stage 1 and 2 utilise a variety of software and websites to support home-school learning such *BBC ReviseWise* and *Times Tables Rockstars*.

The school places speaking and listening, Maths, reading and writing as the key focuses of the curriculum as we feel these provide children with the skills needed to access a wide range of learning. To ensure that children leave Marlcliffe School with these key skills fully embedded, we run a wide range of interventions. Many of these take place at the same time as timetabled foundation subjects. We are aware that as a result, some children are missing some of the foundation subjects teaching and learning. We are working hard to address this issue: we will try to ensure that basic skills are still taught to an adequate level in every subject area for these children, and also make certain that they receive enrichment, for example clarinet lessons and physical education.

Cross-Curricular Learning

To further motivate children in their learning, the curriculum has been organised so that objectives from different subjects are grouped together so links can be made between them, which allows teachers to teach these objectives through one context. Topics are given a child-friendly themes and engaging titles, with the children given the opportunity to have a say in their future learning. We are, however, keen for more cross-curricular links. Key skills in reading, writing, Maths and Computing are promoted during the topic sessions and topic often flows into various lessons throughout the day. For example, during a topic about 'Made in Sheffield', the children may be asked to write their own recount of a day in the life of a working child in Victorian Sheffield as part of their Literacy lesson.

Planning

Most subjects are planned on the Marlcliffe medium term planning proformas, by a phase working together to ensure progression and coverage of skills. The content is taken from the National Curriculum, whilst skills progression is based on Chris Quigley's 'Essentials Milestones'. Some subjects (Computing, P.E., R.E. and French) follow published or locality schemes. Where possible, they are linked to the topic theme and, when appropriate, Literacy and Maths sessions also use contexts that match the topic theme. Please see the 'Foundation Subjects Curriculum Design' section below for further details. The timetable usually operates so that most weeks there is a balance across the subjects, however some weeks the focus may be a specific subject (blocked).

A further layer of foundation curriculum organisation is provided by the grouping of subjects into common areas. Teaching staff are divided into curriculum teams: Literacy, Maths, Expressive Arts, Humanities, Modern World and SMSC. Each team produces an improvement Plans for the year, reflecting its specific aims and actions, for example how the subjects are to be monitored and how to move the curriculum areas forward. Each curriculum also has a 'spotlight' half term for the academic year and teams are expected to arrange a special event and/or focus on the priorities that have been highlighted in their improvement plan during this time.

Questioning and Differentiation

Questioning is a fundamental part of our curriculum and we believe that through questioning, children are able to hone their subject skills, rather than merely learning to regurgitate facts. In foundation subjects, children are regularly posed questions that they should be able to answer by the end of the lesson or topic. Whilst the questions will be the same for each child, within sessions learning will be differentiated to support all abilities. This is often shared with children through steps to success and is clearly indicated on the medium term plans. Throughout all planning, challenges are included to ensure the children are stretched and encouraged to take their learning further. Alongside this, higher order thinking questions (Chris Quigley's MAD) are being introduced.

Additional Enrichment

At Marlcliffe, we are proud of our school locality and make links wherever possible with the local community, to support the children's learning and to personalise their experiences. We have links with the local Morrisons supermarket, who provide partnership opportunities and visits/talks. Sheffield Music Hub work closely with our school and provide concerts, clarinet teaching for all Year Four children and experiences with composers in residence. The local allotment society offers weekly in-house support and regular visits to their beehives. Marlcliffe has many sporting links across Sheffield and teams of children regularly take part in competitions. Wherever possible, topics in school are planned to incorporate the rich history and geography of Sheffield, for example the 1864 Sheffield flood and the role of the steel works in the World Wars. The local tram link and busy community of Hillsborough, including the large library and park, are utilised wherever possible.

In addition, we aspire to provide children with memorable experiences: educational visits, expert visitors to school, residential visits such as Kingswood Activity Centre in Y4 and a week-long trip to France in Y6, community events, and lots of practical learning. We have regular fund-raising events such as non-uniform days, Christmas and summer fayres. Any money raised is used to further enrich learning. Children are also given the opportunity to participate in exciting and engaging curriculum days such as: Arts Week, Science Day, World Book Day and topic-themed days through the academic year.

Within school we also attempt to provide children with experiences that may not be available at home, for example the school has a climbing wall, a 'secret garden' and an RHS-sponsored polytunnel so that every child can grow fruit and vegetables.

Extra-Curricular Activities

We are committed to developing the whole child. We extend the curriculum by offering extra-curricular activities including: Art Club, Science Club, Choir, Climbing, Dance Club and other sports clubs.

Impact

Assessment

Assessment is focused on the key skills that the children develop in different subjects rather than the knowledge that they learn. For example, during a lesson on 'Amazing Americas', the children may produce an information PowerPoint and will demonstrate computing skills, geographical skills and English skills to differing depth. In foundation subjects, assessment is performed summatively towards the end of the academic year. The system, using Excel, measures individual and cohort achievement as well as to support reporting to parents. It can also be scrutinised to provide information about specific groups e.g. gender or pupil premium children. This can then be used to track progress and intervene when necessary.

Learning Environment

As a school we use communal areas to share and celebrate learning and what has been going on in and out of school. The leadership team oversee the numbered displays and their aim is to ensure boards are changed appropriately and that the learning of all children in school is celebrated. Within classrooms, displays will be used to celebrate and support learning. These are regularly updated to ensure that they are relevant to the current unit of work. Role play areas in Foundation stage and Y1 provide enhancement to the current topic.

Celebration

We ensure the children are able to share their understanding and successes in a variety of ways; children at our school are given a variety of opportunities to showcase their achievements. Golden assembly, home learning walls, show and tell, displays, blogs and the foyer screen all contribute to the children knowing that their learning is valued and celebrated. Parents and carers are invited to special events, theme days and performances and are actively encouraged to come and help in school on a regular basis. At Marlcliffe we are confident that every child is given the chance to shine.

Monitoring and Review

The governing body is responsible for monitoring the way the school curriculum is implemented. We have governors linked to the main curriculum areas; these governors liaise with curriculum teams and monitor the way the school teaches these subjects through governor visits to school. The headteacher is responsible for the day to day organisation of the curriculum. The headteacher monitors the curriculum through planning, classroom observation, liaising with the foundation curriculum co-ordinator and the school leadership team. Curriculum teams and phase leaders monitor the way subjects are taught throughout the school. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. The curriculum lead, curriculum teams and phase leaders have responsibility for monitoring standards and ensuring that teachers have the skills and resources they need.

The curriculum lead and governing body will review this policy statement annually and update, modify or amend it as it considers necessary to ensure the policy meets the needs of Marlcliffe Primary School.

Reviewed 21.3.19

Foundation Subjects Curriculum Design

Subject	How the subject is delivered in different phases of school:		
	Key Stage One	Middle Phase (Year Three and Year Four)	Upper Phase (Year Five and Year Six) <i>From the Spring Term until the end of the SATs, Y6 classes do twice-weekly Maths/Literacy booster classes for half an hour each. After SATs, Y6 classes block any foundation subjects that have been missed (in particular Music, French, RE and PSHE).</i>
Science	<p>Approximately three units delivered per year (six per two-year cycle), connected to the topic wherever possible. Scientific enquiry skills are taught discretely in a separate lesson and also combined within the Science topic teaching. Scientific enquiry skills are usually delivered weekly (approximately half an hour per week). The units of Science are usually delivered weekly during approximately three half terms (approximately one hour per week). Units cover all the requirements of the National Curriculum over the two-year cycle.</p>	<p>Approximately six units delivered per year (twelve per two-year cycle), connected to the topic wherever possible. Scientific enquiry skills are combined within the Science topic teaching. The units of Science are usually delivered weekly (approximately one hour per week). Units cover all the requirements of the National Curriculum over the two-year cycle.</p>	<p>Approximately six units delivered per year (twelve per two-year cycle), connected to the topic wherever possible. Scientific enquiry skills are combined within the Science topic teaching. Investigations can span over two weeks. The units of Science are usually delivered weekly (approximately one hour per week). Units cover all the requirements of the National Curriculum over the two-year cycle.</p>
Geography	<p>Approximately three units delivered per year (six per two-year cycle), usually interchangeable with History. This is connected to the topic. The units are usually delivered weekly during approximately three half terms (approximately one hour per week). Units cover all the requirements of the National</p>	<p>Approximately three units delivered per year (six per two-year cycle), usually interchangeable with History. This is connected to the topic. The units are usually delivered weekly during approximately three half terms (approximately one hour per week). Units cover all the requirements of the National</p>	<p>Approximately three units delivered per year (six per two-year cycle), usually interchangeable with History. This is connected to the topic. The units are usually delivered weekly during approximately three half terms (approximately one hour per week). Units cover all the requirements of the National</p>

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	Curriculum over the two-year cycle.	Curriculum over the two-year cycle.	Curriculum over the two-year cycle.
History	<p>Approximately three units delivered per year (six per two-year cycle), usually interchangeable with Geography. These are connected to the topic.</p> <p>The units are usually delivered weekly during approximately three half terms (approximately one hour per week).</p> <p>Units cover all the requirements of the National Curriculum over the two-year cycle.</p>	<p>Approximately three units delivered per year (six per two-year cycle), usually interchangeable with Geography. connected to the topic.</p> <p>The units are usually delivered weekly during approximately three half terms (approximately one hour per week).</p> <p>Units cover all the requirements of the National Curriculum over the two-year cycle.</p>	<p>Approximately three units delivered per year (six per two-year cycle), usually interchangeable with Geography. These are connected to the topic.</p> <p>The units are usually delivered weekly during approximately three half terms (approximately one hour per week).</p> <p>Units cover all the requirements of the National Curriculum over the two-year cycle.</p>
Art and Design	<p>Three units delivered per year (six per two-year cycle), usually interchangeable with Design Technology. These are connected to the topic.</p> <p>Each year, the following must be covered in depth: drawing skills, painting, 3D (sculpture).</p> <p>In addition, the study of a famous artist must be included in at least one of the units.</p> <p>The units are usually delivered weekly during three half terms (approximately one hour per week) or blocked (approximately five hours or one day).</p> <p>Units cover all the requirements of the National Curriculum over the two-year cycle.</p>	<p>Three units delivered per year (six per two-year cycle), usually interchangeable with Design Technology. These are connected to the topic.</p> <p>Each year, the following must be covered in depth: drawing skills, painting, 3D (sculpture).</p> <p>In addition, the study of a famous artist must be included in at least one of the units.</p> <p>The units are usually delivered weekly during three half terms (approximately one hour per week) or blocked (approximately five hours or one day).</p> <p>Units cover all the requirements of the National Curriculum over the two-year cycle.</p>	<p>Three units delivered per year (six per two-year cycle), usually interchangeable with Design Technology. These are connected to the topic.</p> <p>Each year, the following must be covered in depth: drawing skills, painting, 3D (sculpture).</p> <p>In addition, the study of a famous artist must be included in at least one of the units.</p> <p>The units are usually delivered weekly during three half terms (approximately one hour per week) or blocked (approximately five hours or one day).</p> <p>Units cover all the requirements of the National Curriculum over the two-year cycle.</p>

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Design Technology	<p>Three units delivered per year (six per two-year cycle). These are connected to the topic.</p> <p>Each year, the following must be covered in depth: textiles, construction, mechanisms. In addition, cooking and nutrition must be included. This can be a short, blocked unit, which may have cross-curricular links to the half-termly topic. The units are usually delivered weekly during three half terms (approximately one hour per week) or blocked (approximately five hours or one day).</p> <p>Units cover all the requirements of the National Curriculum over the two-year cycle.</p>	<p>Three units delivered per year (six per two-year cycle). These are connected to the topic.</p> <p>Each year, the following must be covered in depth: textiles, construction, mechanisms. In addition, cooking and nutrition must be included. This can be a short, blocked unit, which may have cross-curricular links to the half-termly topic. The units are usually delivered weekly during three half terms (approximately one hour per week) or blocked (approximately five hours or one day).</p> <p>Units cover all the requirements of the National Curriculum over the two-year cycle.</p>	<p>Three units delivered per year (six per two-year cycle). These are connected to the topic.</p> <p>Each year, the following must be covered in depth: textiles, construction, mechanisms. In addition, cooking and nutrition must be included. This can be a short, blocked unit, which may have cross-curricular links to the half-termly topic. The units are usually delivered weekly during three half terms (approximately one hour per week) or blocked (approximately five hours or one day).</p> <p>Units cover all the requirements of the National Curriculum over the two-year cycle.</p>
Physical Education	<p>Twelve units delivered per year (twenty-four per two-year cycle).</p> <p>Two units are usually delivered per half term: one based on agility, balance and co-ordination taught through skills and games, and one dance or gymnastics. Dance is connected to the topic wherever possible. There are two one-hour P.E. lessons per week.</p> <p>The units of work are taken from the Val Sabin Games, Gymnastics and Athletics scheme along with the I-Moves Dance scheme.</p> <p>Units cover all the requirements of the National Curriculum over the two-year cycle.</p>	<p>Twelve units delivered per year (twenty-four per two-year cycle).</p> <p>Two units are usually delivered per half term: one based on agility, balance and co-ordination taught through skills and games, and one dance, gymnastics, or outdoor and adventurous activities. Dance is connected to the topic wherever possible. There are two one-hour P.E. lessons per week.</p> <p>The units of work are taken from the Val Sabin Games, Gymnastics and Athletics scheme along with the I-Moves Dance scheme. All Year Four children attend a weekly swimming lesson at the Hillsborough Sports Centre once a week for 18 weeks.</p> <p>Units cover all the requirements of the National</p>	<p>Twelve units delivered per year (twenty-four per two-year cycle).</p> <p>Two units are usually delivered per half term: one based on agility, balance and co-ordination taught through skills and games, and one dance, gymnastics, or outdoor and adventurous activities. Dance is connected to the topic wherever possible. There are two one-hour P.E. lessons per week.</p> <p>The units of work are taken from the Val Sabin Games, Gymnastics and Athletics scheme along with the I-Moves Dance scheme.</p> <p>Units cover all the requirements of the National Curriculum over the two-year cycle.</p>

Subject	How the subject is delivered in different phases of school:		
	Key Stage One	Middle Phase (Year Three and Year Four)	Upper Phase (Year Five and Year Six) <i>From the Spring Term until the end of the SATs, Y6 classes do twice-weekly Maths/Literacy booster classes for half an hour each. After SATs, Y6 classes block any foundation subjects that have been missed (in particular Music, French, RE and PSHE).</i>
		Curriculum over the two-year cycle.	
Computing	<p>Five units of work delivered per year (ten per two-year cycle; year groups are taught age-specific content). These are connected to the topic wherever possible.</p> <p>The units are usually delivered every two weeks (approximately one hour), interchangeable with another subject.</p> <p>The units of work are taken from the Sheffield Computing scheme.</p> <p>Units cover all the requirements of the National Curriculum over the two-year cycle.</p>	<p>Six units of work delivered per year (twelve per two-year cycle; year groups are taught age-specific content). These are connected to the topic wherever possible.</p> <p>The units are usually delivered weekly during approximately six half terms (approximately one hour per week).</p> <p>The units of work are taken from the Sheffield Computing scheme.</p> <p>Units cover all the requirements of the National Curriculum over the two-year cycle.</p>	<p>Six units of work delivered per year (twelve per two-year cycle; year groups are taught age-specific content). These are connected to the topic wherever possible.</p> <p>The units are usually delivered weekly during approximately six half terms (approximately one hour per week).</p> <p>The units of work are taken from the Sheffield Computing scheme.</p> <p>Units cover all the requirements of the National Curriculum over the two-year cycle.</p>
Religious Education	<p>Approximately six units delivered per year (twelve per two-year cycle). These can be taught discretely from the topic.</p> <p>The units are usually delivered every two weeks (approximately half an hour), interchangeable with another subject.</p> <p>The units of work are taken from the Sheffield Religious Education scheme.</p> <p>British Values, Citizenship and religious and cultural differences are delivered through a weekly Tuesday assembly, based on a calendar which is aligned to annual events.</p>	<p>Approximately six units delivered per year (twelve per two-year cycle). These can be taught discretely from the topic.</p> <p>The units are usually delivered every other week for approximately forty-five minutes.</p> <p>The units of work are taken from the Sheffield Religious Education scheme.</p>	<p>Approximately three units delivered per year (six per two-year cycle). These can be taught discretely from the topic.</p> <p>The units are usually delivered every two weeks (approximately half an hour), interchangeable with another subject/PSHE.</p> <p>The units of work are taken from the Sheffield Religious Education scheme.</p>
Music	<p>Six units delivered per year (twelve per two-year cycle), connected to the topic wherever possible.</p> <p>The units are usually delivered every two weeks (approximately half an hour),</p>	<p>For children in Year Three, six units are delivered per year (twelve per two-year cycle), connected to the topic wherever possible.</p>	<p>Three units delivered per year (twelve per two-year cycle), connected to the topic wherever possible.</p> <p>The units are usually delivered every two weeks (approximately half an hour),</p>

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	<p>interchangeable with another subject. There is a weekly fifteen minute singing assembly. In addition, music for Christmas and/or summer performances are blocked and replace the prescribed unit for that half term.</p> <p>The units are taken from the Charanga scheme and other sources.</p> <p>Units cover all the requirements of the National Curriculum over the two-year cycle. In addition, there is a weekly twenty minute singing assembly.</p>	<p>The units are usually delivered weekly for approximately half an hour. All Year Four children learn the clarinet for forty-five minutes a week for the whole year.</p> <p>The units are taken from the Charanga scheme and other sources.</p> <p>Units cover all the requirements of the National Curriculum over the two-year cycle. In addition, there is a weekly twenty minute singing assembly.</p>	<p>interchangeable with another subject/French. In addition, special projects (e.g. working with outside specialists) are blocked. Music for the Year Six summer performance can also be blocked and replace the prescribed unit for that half term.</p> <p>The units are taken from the Charanga scheme and other sources.</p> <p>Units cover all the requirements of the National Curriculum over the two-year cycle. In addition, there is a weekly twenty minute singing assembly.</p>
PSHE and SEAL	<p>SEAL is primarily delivered through a weekly Monday assembly, based on six units delivered per year (repeated once within the two-year cycle). There is follow-up circle time within class if necessary.</p> <p>British Values, Citizenship and religious and cultural differences are delivered through a weekly Tuesday assembly, based on a calendar which is aligned to annual events.</p> <p>PSHE is delivered through a weekly Wednesday assembly, based on the three units in the PSHE Association KS1 Programme of Study. Some PSHE units of work are also blocked e.g. online safety, abuse safety, drugs awareness, and can be taught discretely from the topic.</p> <p>Year Two undertake one unit of Sex and Relationships Education (SRE). This is based on the Channel Four 'Living and Growing' scheme</p>	<p>PSHE and SEAL are primarily delivered through twice-weekly KS2 and phase assemblies, based on the three units in the PSHE Association KS2 Programme of Study and six SEAL units respectively. These are delivered throughout the year (repeated once within the two-year cycle). Topics such as learning behaviours, emotional intelligence, British Values, Citizenship, religious and cultural differences, road safety, fair trade, special dates/events etc. are taught.</p> <p>There is follow-up circle time within class if necessary.</p> <p>There is one discrete unit of Sex and Relationships Education (SRE) which is taught in the summer term.</p>	<p>Three units of work delivered per year (repeated once the two-year cycle).</p> <p>There is also a weekly SEAL assembly and follow-up circle time.</p> <p>The units are usually delivered every two weeks (approximately half an hour), interchangeable with another subject, or blocked e.g. financial education, drug and alcohol awareness, democracy, Y7 transition and tolerance.</p> <p>Year Five undertake one unit of Sex and Relationships Education (SRE). This is based on the Channel Four 'Living and Growing' scheme but is adapted for the school's needs. Year Five are delivered a week's block of cycling proficiency (Bikeability), delivered by external providers. Year Six are delivered a day's block of safety awareness (Crucial Crew), delivered by external providers.</p>

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	but is adapted for the school's needs.		
Modern Foreign Languages	N/A	<p>Approximately six units delivered per year (twelve per two-year cycle). These are taught discretely from the topic.</p> <p>The units are usually delivered every other week for approximately forty-five minutes.</p> <p>The units are taken from the Niveau Bleu schemes.</p> <p>Units cover all the requirements of the National Curriculum over the two-year cycle.</p>	<p>Approximately three units delivered per year (six per two-year cycle). These are taught discretely from the topic.</p> <p>The units are usually delivered weekly during three half terms (approximately half an hour per week), interchangeable with Music or block-taught.</p> <p>In addition, Year Six are offered the opportunity to attend a week-long residential trip to France.</p> <p>The units are taken from the Twinkl French schemes.</p> <p>Units cover all the requirements of the National Curriculum over the two-year cycle.</p>