



Finlay Community School


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Curriculum Policy

Teaching & Learning in Foundation Subjects

Governor Committee Responsible:		Staff Lead(s):	Sasha Palmer
Status <i>(Statutory / Advisory)</i>	Non Statutory	Review Cycle	Annually
Last Review	September 2024	Next Review Date	September 2025
Chair of Governors	Daniel Gillingham Daniel Gillingham (chair@chcfederation.gloucs.sch.uk)		

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.

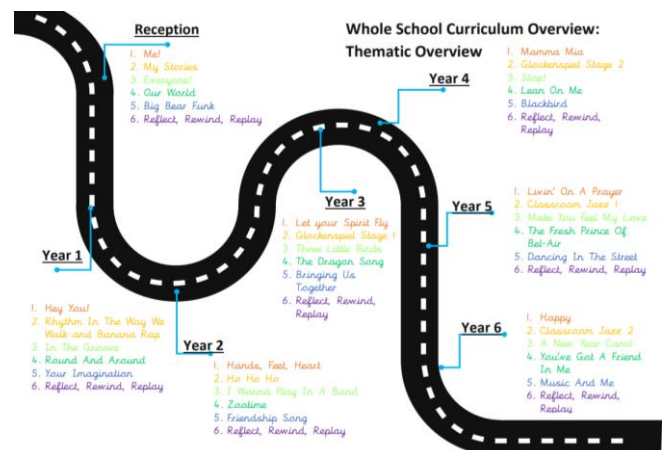
2. Implementation:

2.1: A termly theme with discrete subject coverage

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>

<p>Reception A1: It's good to be me A2: Let's Celebrate S1 and 2: I wonder... Su1: Once upon a time Su2: Moving on Up!</p>	<p>Year 1: Autumn: The History of Toys Spring: Local Area – Where oh Where is Finlay Bear? Summer: The Great Space Race</p>	<p>Year 2: Autumn: The Great Fire of London and The Tudors Spring: All around the world – continents and oceans Summer: Florence Nightingale and Mary Seacole – people who help us</p>
<p>Year 4: Autumn: Roman Britain and Glevum Spring: Water and Rivers/Canals Summer: Ancient and Modern Greece</p>	<p>Year 5: Autumn: Saxons and Vikings Spring: The Rainforest – South America Summer: Aztecs, Incas and Mayans</p>	<p>Year 3: Autumn: Rock and Roll – The Iron Age, Bronze Age and Stone Age Spring: Volcanoes, Earthquakes and Natural Disasters Summer: Ancient Egyptians</p> <p>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</p>

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 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 Glevum – The Romans				Year group: Year 4M				
Areas of Focus for Foundation Subjects for Autumn 1 and 2	History: The Romans Autumn 1: History of the Romans Autumn 2: Legacy	Science: Autumn 1: Animals including humans – digestive system and teeth Autumn 2: Electricity and circuits cross curricular link to DT – designing and making circuits	RE: 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?	Computing: Autumn 1: 4.1: We are software developers Autumn 2: 4.2: We are makers	Music: Autumn 1: Mamma Mia Autumn 2: Gluckenspiel Stage 2	Enrichment: Art/DT: Autumn 1: Roman Pottery from clay and weaving Autumn 2: Roman Banquet Chariot Building	PE: Autumn 1: Football Autumn 2: Netball	Jigsaw: 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 boats, 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 Cultural Capital <ul style="list-style-type: none"> Participated in an RSE curriculum Learnt and performed a song – Mamma Mia in Music School council Learnt how to cook/prepare a healthy snack/meal/dish – link to DT and Roman Banquet Visited a religious place of worship Learnt how to play a musical instrument Visited a museum Understand how history has shaped my future – Glevum

	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	TBAT Understand who The Celts were Recap the Celts	TBAT Explain how Rome is thought to have begun The Myth of Rome	TBAT Use Sources to Predict Information about The Roman Empire and rule Roman Empire – map work	TBAT Explain how Caesar invaded Britain Romans invade Britain – Caesar	TBAT Understand how the Roman Army operated Roman army	TBAT Explain the purpose of Hadrian's Wall Claudius/Hadrian's Wall – The Celts	TBAT Explain why Boudicca is famous Boudicca	
Activity	'Wow 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- retell 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 – Centurian 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 and feelings ♦ Literacy- speech 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 Art- Enrichment Textiles Weaving	Jigsaw (am) Art- Enrichment Pottery Art- Enrichment Textiles Weaving	Jigsaw (am) Art- Enrichment Pottery Art- Enrichment Textiles Weaving	Jigsaw (am) Art- Enrichment Pottery Art- Enrichment Textiles Weaving	Jigsaw (am) Art- Enrichment Pottery Art- Enrichment Textiles Weaving	Jigsaw (am) Art- Enrichment Pottery Art- Enrichment Textiles Weaving	Jigsaw (am) DT DAY- Raman Catapult Whole day to make a Raman catapult. Using saws, glue guns, g-clamps and careful measuring
Objective	TBAT: Make a pat inspired by Raman pottery techniques TBAT: Creating a weave	TBAT: Make a pat inspired by Raman pottery techniques TBAT: Creating a weave	TBAT: Make a pat inspired by Raman pottery techniques TBAT: Creating a weave	TBAT: Make a pat inspired by Raman pottery techniques TBAT: Creating a weave	TBAT: Make a pat inspired by Raman pottery techniques TBAT: Creating a weave	TBAT: Make a pat inspired by Raman pottery techniques TBAT: Creating a weave	TBAT: Design, and construct a Raman catapult
Activity	Making small coil pat (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 pat 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 pat (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 pat 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/days

Every year, we have whole school theme weeks as required. Annually, we celebrate World Book Day as a World Book Week, where we work on a shared end goal – e.g., a poetry recital. In addition to this, we have theme days such as ‘Safer Internet Day’ and ‘Mental Health Awareness Day’.

2.3: Progression of Knowledge and Skills

At Finlay, we have developed our own planning matrices within each foundation subject, 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.

2.4: Foundation subjects

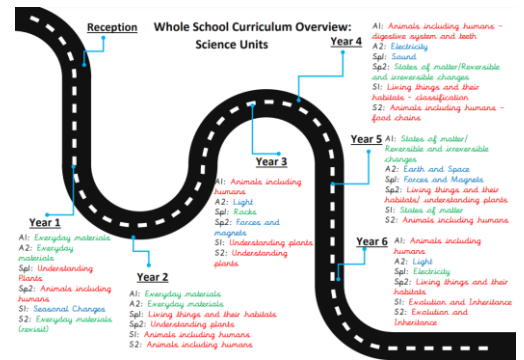
In each of our foundation subjects, subject leaders have worked to ensure there is progression and coverage of all of the relevant knowledge, skills and understanding. We have Subject Leaders responsible for every foundation subject. Each subject in school has an intent guide written for it, which maps 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 you ‘SMILE’ values as pupils learn more about the reasons for the world bring 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://www.finlayschool.co.uk/files/ugd/75b59b_cc5201dfae914b299f74da729234165d.pdf

Subject Leader responsible: Vicky McRoberts

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.

	Birth to Three	3 to 4 year olds	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Using Layers				Use repeating or overlapping shapes.		Use layers of clay or wire to make solids.		Build up layers of colour.	
Patterns				Name parts from the environment (eg. wallpaper).		Replicate patterns observed in natural or built environments.		Create an accurate pattern, showing fine detail.	
Materials Used				Use objects in cross section (e.g. fruit, vegetables or objects).		Make printing blocks (e.g. from cardboard using glued in a block).		Use a range of mixed elements to reflect the purpose of the work.	
Techniques				Press, roll, rub and stamp to make prints.		Make precise repeating patterns.			

For more information: https://www.finlayschool.co.uk/files/ugd/75b59b_8cdb5b21d6614a96bdde2134a691850a.pdf

Subject Leader responsible: Clare Moncrieff

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.

Year	Geographical Content	Key Topics	Skills/Activities
Year 3	Rock and Roll! Stone Age and Iron Age	Deadly Disasters	Navigating the Nile/ Ancient Egyptians
Year 4	Rotten Romans Glorious Glaxium	Journey to the River Spai Come Sail with Me!	Ancient Greeks Olympics
Year 5	Chocolate! Ancient Maya	Deforestation The Rainforest – North and South America	Invasors and Settlers - Saxons, Vikings and Mayans

For more information: https://www.finlayschool.co.uk/files/ugd/d51553_c1a521d800ed4a07ac20a4e65b1377b.pdf

Subject Leader responsible: Imogen Stainton

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.

Rock and Roll! Stone Age to Iron Age

Key Dates	Earliest footprints in Britain 800,000 BC	The term Stone Age refers to a very long period of time that we can track up into three eras. Palaeolithic to 10,000 BC; Mesolithic to 4000 BC; Neolithic to 2300 BC.	Chronology	The arrangement of dates in events in the order in which they occurred.
	10,000 BC: Palaeolithic period begins. End of the last Ice Age. Mesolithic period begins.	In the early Stone Age, which we call the Palaeolithic, people were hunters and gatherers and they found food by scavenging from plants to plants in different seasons.	BC	Before Christ. A way of dating years before the birth of Jesus. The bigger the number BC, the longer ago in history it was.
	4,000 BC: Neolithic period begins. Adoption of agriculture.	The middle Stone Age, which we call the Mesolithic, began at a time when sea levels rose and Britain became an island. Before this time Britain was joined to the mainland of Europe. During the Mesolithic period, tools were developed to become smaller and finer. The invention of arrow heads that people were better able to hunt for fish in willow reeds.	Archaeologist	A person who studies the buildings, graves, tools and other objects that belonged to people who lived in the past, in order to learn about their culture and society.
	3,000 BC: Stonehenge erected.	In the late Stone Age, which we call the Neolithic, the way people lived changed a lot because they began to settle into farming villages instead of moving from place to place. People started to look after animals and grow their own crops.	Historical evidence	Anything left over from the past in a state of evidence.
		Handaxes were used in the Palaeolithic period. They would have been held in the hand rather than attached to a handle. Their sharp edges were used for chopping or cutting.	Hunter-gatherers	People who found food from their local environment and then moved from site to site depending on the season. They moved whenever they needed to get food from.
			Prehistoric	Referring to or existing in the time before written history began.
			Prehistoric	The prehistoric period when stone tools were made by humans.
			Mesolithic	New word Middle Stone Age - an ancient cultural stage that existed between the Palaeolithic (Old Stone Age) and the Neolithic (New Stone Age).
			Neolithic	The youngest part of the Stone Age. The Neolithic period is the time when farming was invented and other people started using for example, such as corn, wheat and pigs.
			Around	Very old, referring to times in the distant past.

For more information: https://www.finlayschool.co.uk/files/ugd/75b59b_3972b0c655d44fd780493f969362d7e2.pdf

Subject Leader responsible: Francesca Preedy and Alex Hill

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.

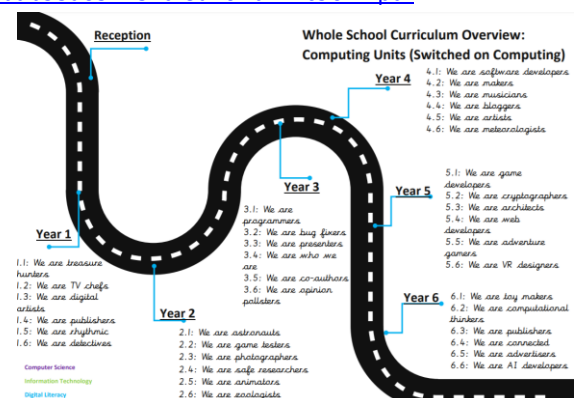
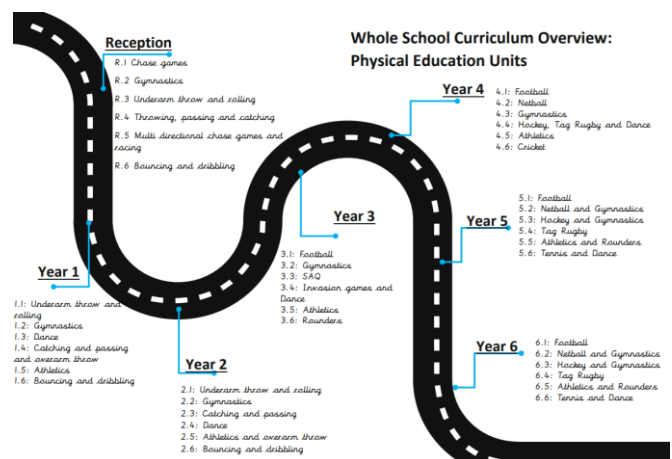
Our PE subject lead has a bank of lesson plans that are used to support teaching and learning in PE.

For more information: https://www.finlayschool.co.uk/files/ugd/75b59b_8fbbdbb95a054254af3a461b421c9674.pdf

Subject Leader responsible: Ed Delaney and Tom Pressland

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. 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://www.finlayschool.co.uk/files/ugd/75b59b_5700d241a6e34e859433ad75700b410d.pdf

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.

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

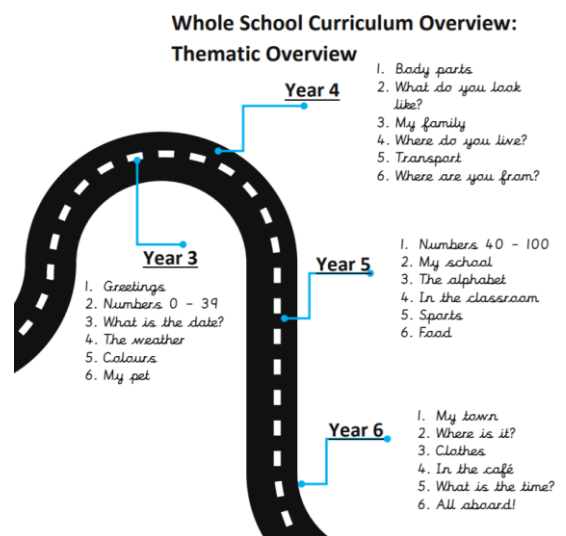
Year 1	Hey you!	Rhythm In The Way We Walk and Banana Rap	In The Groove	Round And Round	Your Imagination	Reflect, Reward, Replay
Musical content	<ul style="list-style-type: none"> Old-School Hip Hop style for children to learn about the differences between pulse, rhythm and pitch and to learn how to rap and sing it in the assigned form. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other Old-School Hip Hop tunes. 	<ul style="list-style-type: none"> All the learning is focused around two songs: Rhythm In The Way We Walk (Reggae style) and Banana Rap (Hip Hop style). Listen & Appraise other styles of music and continue to embed the interrelated dimensions of music through games and singing. 	<ul style="list-style-type: none"> Uses a song that was specially written for classroom use to teach children about different styles of music. This is a very easy song to learn and has been arranged in six different styles: Blues, Baroque, Latin, Bhanga, Folk and Funk. Each week you will listen and learn a different style of In The Groove. Listen to a well-known song in that weeks style. 	<ul style="list-style-type: none"> Uses the song Round And Round, a Bossa Nova Latin style. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc) singing and playing instruments are all linked. 	<ul style="list-style-type: none"> Listen and Appraise the song Your Imagination. Learn and build on the interrelated dimensions. Perform and share the song Your Imagination. 	<ul style="list-style-type: none"> Listen and Appraise Classical music. Continue to embed the foundations of the interrelated dimensions of music using voices and instruments. Singing Play instruments within the song. Improvisation using voices and instruments. Composition Share and perform the learning that has taken place.
Year 2	Hands, Feet and Heart	Ho Ho Ho	I Wanna Play In A Band	Zootime	Friendship Song	Reflect, Reward, Replay
Musical content	<ul style="list-style-type: none"> All the learning is focused around one song: Hands, Feet, Heart. The material presents an integrated 	<ul style="list-style-type: none"> All the learning is focused around one song: Ho Ho Ho - a Christmas song. You will Listen & Appraise 	<ul style="list-style-type: none"> I Wanna Play In A Band is a Rock song written especially for children. In this song you learn about singing 	<ul style="list-style-type: none"> All the learning is focused around one Reggae song: Zootime. The material presents an integrated approach to 	<ul style="list-style-type: none"> Listen and appraise songs around the theme of friendship Build on the interrelated 	<ul style="list-style-type: none"> Listen and Appraise Classical music Continue to embed the foundations of the interrelated

For more information: https://www.finlayschool.co.uk/files/ugd/75b59b_45b45a178a1e472e903e2432d5a27728.pdf

Subject Leader responsible: Ella Jones

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.

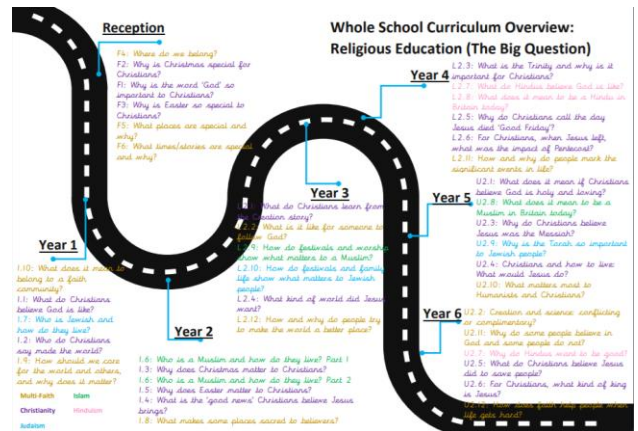


For more information: https://www.finlayschool.co.uk/files/ugd/d51553_ef6a818b31764594aaec1aff10ec8ee6.pdf

Subject Leader responsible: Elena Doyle

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://www.finlayschool.co.uk/files/ugd/75b59b_463901b216cb44aab754244943b3551a.pdf

Subject Leader responsible: Dani Sharpe

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’.

	Pre-school and Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Self-identity	Feeling special and safe	Hopes and fears for the year	Setting personal goals	Being part of a class team	Planning the forthcoming year	Identifying goals for the year	Global citizenship
Understanding feelings	Being part of a class	Rights and responsibilities	Self-identity and worth	Being a school citizen	Being a citizen	Global citizenship	Children's universal rights
Being in a classroom	Rights and responsibilities	Rewards and consequences	Positivity in challenges	Rights, responsibilities and democracy (school council)	Rights and responsibilities	Children's universal rights	Feeling welcome and valued
Being gentle	Rewards and feeling proud	Safe and fair learning environment	Rules, rights and responsibilities	Rewards and consequences	How behaviour affects groups	Choices, consequences and rewards	Group dynamics
Rights and responsibilities	Consequences	Valuing contributions	Rewards and consequences	Group decision-making	Democracy, having a voice, participating	Group dynamics	Democracy, having a voice
Owning the Learning Charter	Choices	Recognising feelings	Responsible choices	Seeing things from others' perspectives	What motivates behaviour	Anti-social behaviour	Role-modelling

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://www.finlayschool.co.uk/files/ugd/75b59b_49c7ca69d37645a0a6f47a0a92c88881.pdf

Subject Leader Responsible: Sara McLeod

My Happy Mind

To enhance our mental health and wellbeing provision, each class participates in a weekly My Happy Mind session. My Happy Mind is a science-backed programme for schools is grounded in the latest science and research about what it takes to create positive wellbeing. It’s taught to every single child and there’s a curriculum for every year group from Early Years to Year 6. The programme consists of 5 modules taught across the year:

- Meet your Brain
- Celebrate
- Appreciate
- Relate

- Engage

Subject Leader responsible: Sasha Palmer and Michelle Bryce

2.5: Children's Books

All of the children's learning is evidenced in the following:

- History/Geography book
- RE book
- Science book
- Spanish book
- Art/DT book
- Music book (whole class book)
- Jigsaw book (whole class book)
- PE (whole class book)
- Computing (on Seesaw/Shared drive)
- Cultural Capital Folder

These books are used to collate all of the work that children complete in their 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 foundation subject books 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.

2.6: Teaching and Learning within Foundation Subjects

2.6.1: Rosenshine's Principles of Instruction

Our approach to teaching and learning closely correlates to Rosenshine's Principles of Instruction. This list is not to be used as a tick list for lessons, but instead used to inform quality teaching and learning.

Barak Rosenshine (1930-2017) was a professor in the Department of Educational Psychology at the University of Educational Psychology. Along with Robert Stevens, he explored teacher instruction, and identified the approaches and strategies that were features of the most successful teachers' practice.

Rosenshine's 2010 'Principles of Instruction' are grounded in a varied range of evidence from three sources:

1. Cognitive Science Research: Focussing on how the human brain acquires and uses new information. This provides insights into how to overcome the limitations of working memory when trying to learn new things
2. Direct Observation of 'Master Teachers': Those whose students made the most academic progress as measured by attainment tests. These focussed on aspects such as how they presented new information and made explicit links to prior learning, how they provided opportunities for rehearsal and practice, and the types of support used to scaffold the development of understanding and retention of knowledge.
3. Research on Cognitive Supports and Scaffolds: such as the use of models and instructional procedures that helped students to complete complex tasks.

From Rosenshine's research in the three areas mentioned, he identified seventeen 'instructional procedures. These are the actions which 'master teachers' regularly employed within their lessons to enable learning to occur.

1. Begin a lesson with a short review of previous learning
2. Present new information in small steps with student practice after each step
3. Limit the amount of material students receive at one time
4. Give clear and detailed instructions and explanations
5. Ask a large number of questions and check for understanding.
6. Provide a high level of active practice for all students

7. Guide students as they begin to practice
8. Think aloud and model steps
9. Provide models of worked-out problems
10. Ask students to explain what they've learned.
11. Check the responses of all students
12. Provide systematic feedback and corrections
13. Use more time to provide explanations
14. Provide many examples
15. Re teach material when necessary
16. Prepare students for independent practice
17. Monitor students when they begin independent practice

Following Rosenshine's research paper, and the identification of the 17 principles of effective instruction, Rosenshine published a further paper: Principles of Instruction: Research-based strategies that teachers should know.

Rosenshine then refined his 17 principles into the 10 principles of effective instruction that is now referenced in the work of Tom Sherrington.

1. Begin the lesson with a review of previous learning
2. Present new material in small steps
3. Ask a large number of questions (and to all students)
4. Provide models and worked examples
5. Practice using the new material
6. Check for understanding frequently and correct errors
7. Obtain a high success rate
8. Provide scaffolds for difficult tasks
9. Independent practice
10. Monthly and weekly reviews

2.6.2: Effective Questioning within Lessons

Questions are a teacher's most powerful tool, they can highlight misconceptions, keep a lesson flowing and challenge students to think deeper into a subject. The greatest value of questioning though is that they force students to practice retrieval: this strengthens and deepens memory.

Regular asking of direct questions (rather than "does anyone have any questions?") allows teachers to check a classes/student's understanding and catching misconceptions, therefore informing the teacher whether any parts of the topic need reteaching.

The questioning strategies that we within class (in line with the Rosenshine Principles) are:

1. Cold Calling:

This strategy compliments the work of Ruth Miskin and is commonly used within Read Write Inc sessions

Use the terminology with the children, 'I am going to cold call this question'.

- ✓ Ask question and let children know you are going to cold call it – all are then expecting to be chosen.
- ✓ Give thinking time – anything from 5-30 seconds. Don't keep intervening during this time and it stops the thought processes. Children may be digging deep into their long term memory to retrieve the relevant information.
- ✓ Select somebody to respond
- ✓ Respond to answers
- ✓ Select another student and respond again

2. No Opt Out:

This strategy is referenced in Teaching WALKTHRU Book 2. This can be used alongside cold calling.

Some children's automatic response when asked a question is 'I don't know'.

Children say 'I don't know' for a range of reasons:

- Genuinely don't know

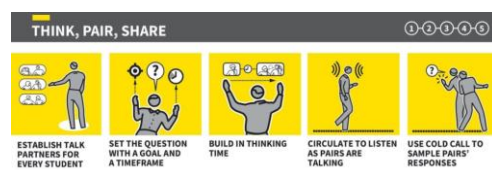


- Automatic response
 - Don't want to be wrong
 - Find working memory/long term memory more challenging.
- When a child doesn't know, you may tell them the answer, or select another pupil to answer the question. It is important to then go back to the child who said they didn't know and ask again – e.g. Thanks Jessica. Now Charlie, what is...?
- This ensures they had to be listening to the answer and have to orally repeat the answer which may help them to understand and remember. It also highlights that you believe ALL children are able to answer the question and that you believe in them all.
- Normalising uncertainty and error is important in your classroom so children feel it is okay to make mistakes/ not know – link to growth mindset, and how not knowing is part of the learning process.

3. Think, Pair, Share:

Refer to the strategy by name when using this with the children

Establish Talk Partners within your class that all children are familiar with. This means when you say 'we are going to think, pair, share', children don't fuss with finding a partner, wanting to choose their own etc. It is good to establish these at the beginning of a year so ensure this is done in September too. Ask a question and explain you are going to cold call after the discussion. This means all children know they need to participate in partner talk.



- ✓ Give children time to think on their own first of all – again anything from 5-30 seconds.
- ✓ Then ask children to share in partners
- ✓ Then allow children to share in a wider group e.g. as a table, or take feedback as a class.
- ✓ During talk partner time, you can circulate and so can your TA. Listening to exchanges means that you can check for understanding and pick up on misconceptions.
- ✓ When sharing ideas you can ask what partners thought, what individuals thought, or use 'Jessica, can you explain to me what Charlie said to you?' This involves children having to summarise their partners' viewpoints which will encourage active listening.

4. Show Me Boards

This is probably one of the most commonly used strategies in your classroom.

It is important to have whiteboards accessible for all children to get with ease – on tables is ideal when children work at tables.

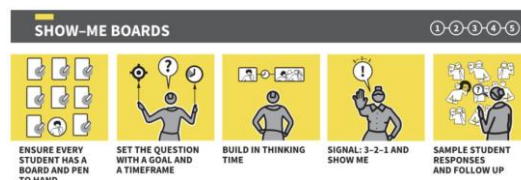
Individual whiteboards are best as then ALL pupils are involved. Again, it is important to give children thinking time – 5 to 30 seconds.

Signal to be used consistently like the STOP signal

- 1 – Stop writing
- 2 – Put pen down
- 3 – Hold up boards

This means all children hold up boards at the same time and children do not have opportunity to copy from others/ feel pressured into writing quickly as all other boards are up.

Sample responses, by using process or probing questions to understand more about what the child has written – e.g. Charlie, can you explain why you think the answer is... Lucy do you agree or disagree? Why? Peter, that's an interesting answer, how have you got to that?



5. Check for Understanding

- ✓ Ask questions and cold call for responses
- ✓ Listen to student responses during Think, Pair, Share
- ✓ Summarise – can you summarise what we have just read? Can you summarise what Paul just explained? Lucy how could you sum up the key points from the discussion? Helen can you tell me the key steps to success?
- ✓ Agree or disagree? Do you agree with Alice? If so, why? If not, what do you think?



- ✓ Defend your position – that’s an interesting point but we are not yet convinced. Can you defend what you are saying?

6. Probing Questions

Ask a student a question using:

- Cold calling
- Think pair share
- Check for understanding

Then ask a probing question. These can include:

- What’s the connection between A and B?
- Is it always true or just in this case?
- Is there another example?
- What are the main reasons?
- What would be the most important factor?

Probe further with questions such as:

- Okay, so if that’s true, what about...?
- Is there another way you can explain it?
- Can you convince me using another example?
- What else could you add to prove your point?
- How is this similar or different to...?

Ask another student to continue:

Once you have completed 3, 4 or 5 exchanges with the first child, repeat steps 1-3 selecting another student

Rhythm of questioning between Teacher and students A, B, C may be:

T-A-T-A-T-A

T-B-T-B-T-B-T-B

T-C-T-C-T-C

Check all understand. Use check for understanding strategies here.



7. Process Questions

Rosenshine suggests that more effective teachers typically ask process questions in their repertoire of questioning techniques, whereas less effective teachers might not ask any.

The EEF report into Metacognition also compliments this work, explaining that teachers should encourage metacognitive talk during their lessons.

This means that discussions focus on questions such as:

- How do we know?
- How do we work it out?

Modelling and rehearsing dialogue around these questions support students to think in this way independently and access the task with increasing confidence and independence.

During the teaching part of the lesson, model your thinking. As you do this, make it explicit where you:

- Draw on recall of knowledge or previous examples – e.g. I remember when we multiplied by 10 last week and needed to...
- Make choices or use trial and error
- Use a strategy that should always be used as part of a routine
- Plan key ideas before writing about each one
- Check your own answers for accuracy

You also need to emphasize why

Ask students to explain their methods and reasoning:

- Thanks, James, that’s correct, what method did you use?
- That’s interesting Sherrington, why did you put them in that order?
- That’s not quite right Nazim, what were you assuming about factor B?

Ask students to explain their ideas and choices:

- Great idea, Taran, what made you think of that?
- Interesting suggestion, Alice, why do you think that would work?

- Wow great example Lisa, where did that idea come from?
Ask how similar alternative questions or problems might be approached:
- Naureen, can you suggest a different way of approaching this question?
- Is there another way we could explain Macbeth's response, Andy?
- Is there another way to start the sentence to make it more interesting to read, Lucy?
- Can you think of a word that would have a greater impact, Peter?

2.6.3: Modelling and Guided Practice

Within both core and foundation subjects, staff use high quality modelling to provide explicit and guided instruction. This supports pupils understanding and helps them to develop independence.

Staff use worked examples to show pupils the steps to success and enable them to see 'what a good one looks like'.

Staff use an 'I do, we do, you do' approach to structure this:

I do: This is primary teacher led. The teacher is modelling metacognition, articulating their thinking and explaining how to solve the problem or complete the task. The pupils listen actively. Teaching Assistants are required to listen to the teacher modelling to ensure they explain in the same way when supporting pupils, and also monitor, model and encourage active listening within the classroom.

We do: This is a collaborative approach to the lesson and can involve the teacher modelling another example, but this time asking the pupils to articulate the steps, asking questions to check understanding, or working in partners to solve a question using strategies such as Partner A, Partner B/ Solver Recorder etc.

You do: This is the part of the process whereby pupils have a go independently and teachers can check for understanding and use a range of assessment for learning strategies.

2.6.4: Retrieval

All foundation subjects should begin with a retrieval activity designed to help children remember more over time. This should be recorded on success criteria and the children will be provided with high quality feedback to address misconceptions. All pupils should be engaged with answering these tasks.

Recap it: Question based on previous lesson/within the unit of work, to support children in making connections.

Retrieve it: Question based on longer term learning – e.g., last unit, last term, last year etc, to help children to remember more over time.

2.6.5: Oracy

Within our curriculum, oracy is a golden thread. Children should have opportunity to engage in classroom rich talk using high quality vocabulary. The children should be provided with opportunities to develop key aspects of the oracy framework, which are:

- Linguistic
- Cognitive
- Physical
- Social and Emotional

Children should also have opportunity to use and develop talk tactics within lessons:

- Build upon
- Instigate
- Challenge
- Summarise
- Probe
- Clarify

The use of STEM sentences within lessons also helps to support pupil's oracy skills, as does a vocabulary bullseye.

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. The objectives from the planning matrices within intent guides have been added onto our whole school tracking system – Insight. Staff assess pupils as a 0 (taught but not yet understood), 1 (some evidence but not secure), 2 (objective secured) or 3 (working at greater depth). At the end of each term (autumn, spring and summer), class teachers will assess pupils’ learning, assessing whether they are working towards age-related expectations or working at age-related expectation. 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

Talking to staff/pupils (pupil conferencing)

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 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.

Characteristics of Effective PSHE Teaching What would I see in a unit of PSHE and Relationships Education? What would I see in a Lesson?

<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>Remind children of the Jigsaw Charter at the start of each lesson</i>
<i>Connect us Children and adults to all take part in this activity to start the lesson in a fun and inclusive way</i>	<i>Calm me Adult to read the 'Calm me' script and use the Jigsaw chime and prepare the children for learning by relaxing their body and quietening their thoughts and emotions</i>	<i>Open my mind Help to introduce children to the essence of the lesson that is about to follow</i>
<i>Tell me or show me The teaching part of the lesson where the teacher should teach the child new skills</i>	<i>Let me learn Children are provided with learning activities to integrate their learning</i>	<i>Help me reflect Help the children reflect, process and evaluate what they have learnt and help them celebrate their progress</i>

- 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: 01.09.24

Signed:

Head teacher Date: -----

Signed:

Governors Date: -----