



Meadowside Primary School

Foundation Subject Curriculum Policy

Reviewed: July 2023

Next Review: July 2024

Our curriculum is designed to give every child a life-long love of learning, gain knowledge and acquire skills and to ultimately help them succeed in life beyond Meadowside.

This policy should be read alongside 'The Curriculum at Meadowside' document

Intent

Curriculum Design

Our curriculum is designed to give every child a life-long love of learning, gain knowledge and acquire skills and to ultimately help them succeed in life beyond Meadowside.

Implementation

Subjects taught discreetly

The subjects below are taught discreetly as they are not easily weaved into a thematic approach.

Computing

We use Purple Mash as our primary teaching tool, as well as Scratch and the Microsoft Applications. Our curriculum carefully follows a progression of knowledge and skills based on National Curriculum objectives. Sometimes, links are made to the topic which is being studied.

Modern Foreign Languages (MFL)

French is taught in Key Stage 2 at Meadowside. It follows a Twinkl scheme that carefully maps out a progression of knowledge and skills.

Physical Education

The curriculum planning in PE is carried out in three phases (long-term, medium-term and short-term). The long-term plan maps out the PE activities covered in each term during the key stage. The PE subject leader devises this plan to ensure continuity and progression of skills throughout the school.

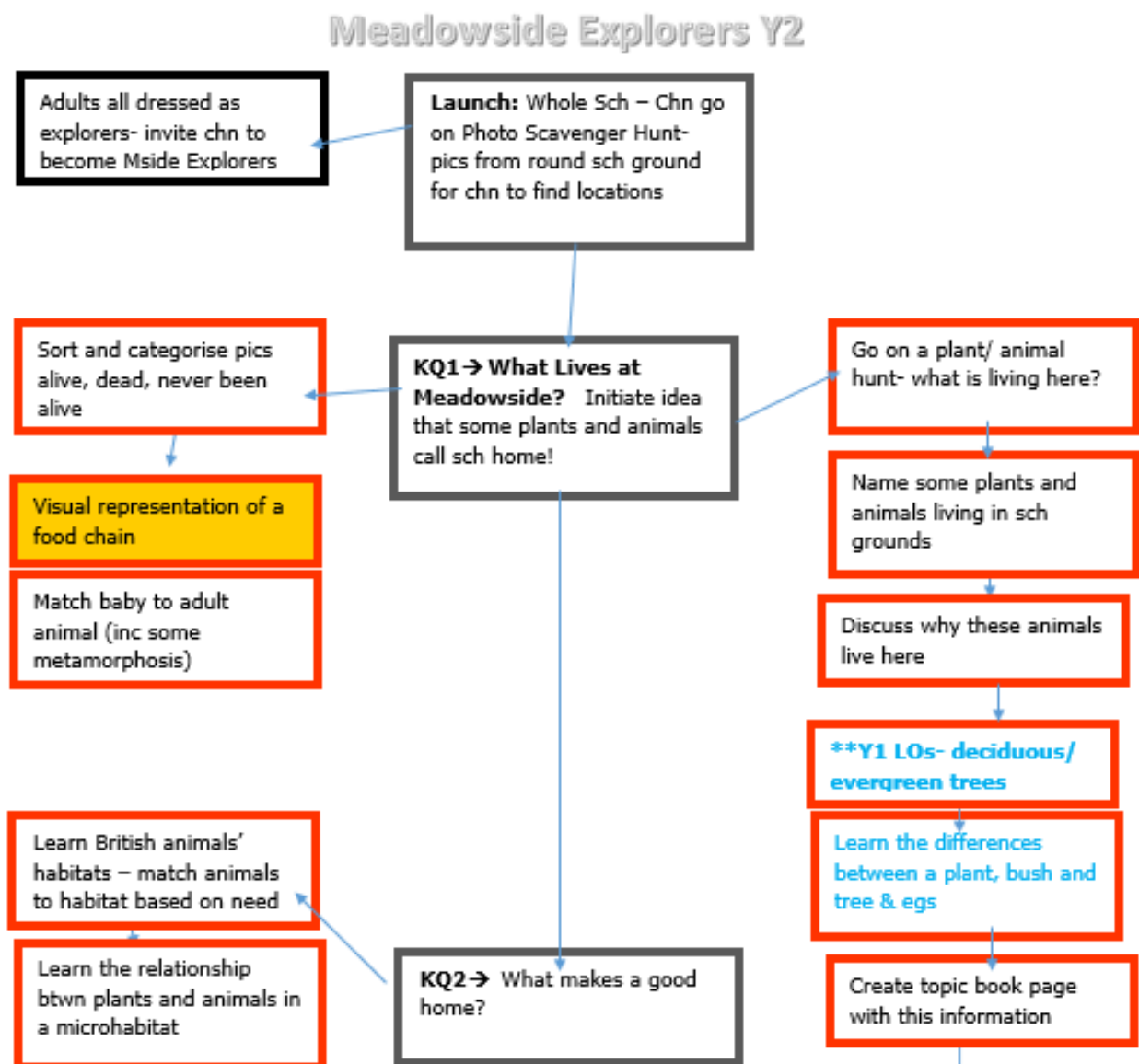
Religious Education

R.E. is a component of the Basic Curriculum and must be taught alongside the National Curriculum. The subject is taught in accordance with the locally agreed syllabus (updated 2017) which sets the programmes of study and standards expected for pupils' work in Gloucestershire. For more information, please see the R.E policy.

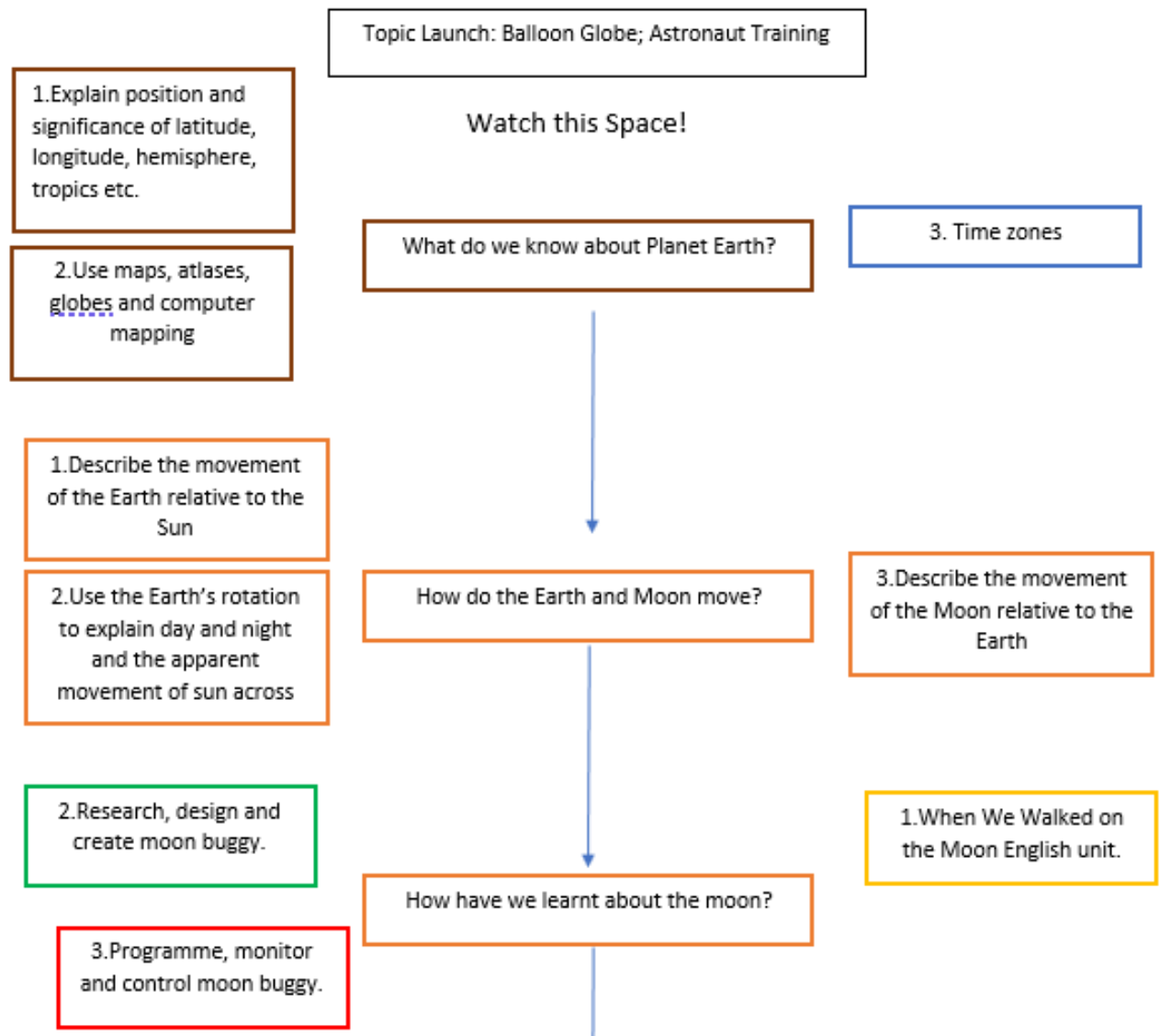
Subjects taught as themes (Topic)

We have designed our curriculum using the 'Big Ideas' model. This takes a big concept that is learnt through driving questions that helps children understand our world. We plan carefully using pre-requisites and end points so we are clear in what the children need to know to achieve in the next phase. A display of the key questions in each classroom shares the progress with the children and a termly newsletter to parents by the teacher/s keeps families informed about what their child is learning about in school.

Teachers use overviews to help map out key questions. Below is the beginning of an overview for Meadowside Explorers in Year 2:



Here is an example of the beginning of the Year 5 Topic 'Watch this Space!':



For each topic, teachers plan to create opportunities for:

- Connections to and building on previous learning
- Language for thinking
- Making links to the world around us
- Creating natural links between subjects
- Exploring the world beyond the classroom
- Discovering new passions
- An equal curriculum for all

The curriculum in the classroom

The curriculum in the classroom is planned to be engaging, fun and meaningful. How is this achieved?

- Each topic begins with a 'launch' and ends with a 'shine'. Teachers gather information about what children should know and use this to develop the pathway to the end point of the topic.
- Teachers and subject leaders use each other's knowledge and expertise to support in planning and delivery.
- Child-led topic books. Teachers share and model their skills to show the children what it could look like. Children then have the freedom and ownership over the presentation of their work as authors and consider their audience and purpose.
- Strong links between English and topic work. Books are borrowed from the library; where possible, class texts are linked to topics; English lessons follow themes and objectives of the current topic.
- Links across subjects are made wherever possible. We intertwine subject knowledge and skills in our learning.
- Progression across year groups is planned for in order to help children to make connections and drive key learning in each subject.
- *Golden Threads* are key learning objectives tie closely to our school values and ethos. They are what make our curriculum unique.
- Trips and visitors enrich our topics and extend the knowledge and skills of pupils.
- Meadowside Explorers (term 1 topic) is designed to link across the whole school. The value in this is to build on prior learning and develop the school family ethos at Meadowside.
- Opportunities to become involved in socially and culturally enhancing events to benefit the children are taken e.g. *Gloucester Schools Shakespeare Festival, Cheltenham Literature and Science Festivals, Quedgeley Library, Young Voices, The Gloucester Sports Partnership.*
- Displays show off and celebrate our best work but also show the children the steps they are achieving to reaching the objectives of the current topic.
- Children are encouraged to further their learning and follow their passions. If any work is completed at home, it is always celebrated and shared with the class.
- Our Head of Inclusion offers extensive support for children with SEND, with 1:1 Teaching Assistants used to ensure children are acquiring the knowledge and cultural capital to succeed in life beyond Meadowside

Impact

The effect of our curriculum

- Lessons always begin with classes working on what the children already know about their subject.
- Teachers assess the children against National Curriculum objectives and this is added to our school assessment system, Insight. Subject leaders analyse these once a term and at the end of the year, they are passed on to the next year group.
- Governors monitor and evaluate progress of subject leader action plans and academic performance in foundation subjects.
- The curriculum team gather a variety of different types of evidence to celebrate what is going well but to also think about what needs altering.
- Through the book looks and pupil voice we are also able to ascertain if children at Meadowside have met the intentions of our curriculum and if the *Golden Threads* are shining through:

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