



Foundation Subjects Policy



(Arts, DT, History & Geography, PE, PHSE, Science, Spanish)

In teaching these subjects we will aim to include them into cross-curricular units whenever possible in order to provide opportunities for deeper learning. Where this is not possible then the subject will be taught in discrete chunks. As such, timetables for classes will be very flexible, and will regularly change to take account of the current unit being covered. These units of work are all cross-curricular and have explicit links to literacy skills, and in some instances, to maths skills. This is to help to enable the children to be able to transfer their learning between curriculum areas and to apply their literacy skills in a wider range of contexts.

Manor Principles of Learning

- To provide real opportunities for the children to apply their skills through purposeful activities.
- There needs to be an exciting learning environment where children are enthused by what they are doing and able to take charge of the direction of the units of work.
- To provide a wide variety of opportunities for developing independence where children are able to make their own choices and there are plenty of opportunities for self-directed tasks as well as working together collaboratively.
- The units should be enquiry based, process-led and open-ended wherever possible allowing children more flexibility, and responding to the children's interests.
- There should be strong links between subjects that are real and purposeful and that bring in links beyond the school.
- To cover the subject knowledge and basic skills set out in the National Curriculum.
- Activities should be interactive using good quality resources, including ICT.

Teaching & Learning

The teachers use a variety of teaching and learning styles in these sessions. Our principal aim is to develop children's knowledge, skills and understanding in a range of subjects and their ability to apply this knowledge and understanding in a wide range of situations. Sessions comprise of a mix of direct teaching, children researching, carrying out investigative activities, working in groups as well as in pairs or individually. During these lessons we encourage children to ask as well as answer questions. Careful planning of key questions promotes higher order thinking skills. Children have the opportunity to use a wide range of resources to support their work. They use ICT in sessions where it will enhance their learning.

We also use specific strategies such as Philosophy for Children (P4C) to develop children's thinking skills, and their ability to reason.

These sessions are generally longer, offering a more sustained period of time to work on a given task.

Arts

By the arts we refer to Art, Design, Music, Dance, Drama and Creative Writing.

The process of creating a work of art from inception, through planning, exploration and execution is an integral part of the children's learning. It provides opportunities for students to develop new thinking patterns and provides a foundation of valuable skills for life. It also allows the pupils new contexts in which to explore some universal themes.

Having the opportunity to experience finished products, in any discipline, enables pupils to develop skills in self-expression and articulate personal responses, which in turn, leads to greater self-knowledge and understanding.

There are close relationships between art forms in many cultures, reflected in the cultural traditions and experiences of many of our pupils (e.g. dance, drama, music and story telling)

Aims

- To maintain the integrity of individual art forms and provide opportunities for pupils to develop specific skills, knowledge, understanding and appreciation within specific art forms.
- To provide pupils with experience of art forms from a range of cultures in order to develop specific skills, knowledge, understanding and appreciation.
- To develop pupils self-esteem, perseverance, co-operation and confidence through the arts.
- To place the arts in context of lifelong learning.
- To explore and implement strategies which will enable pupils to develop a wide range of intelligences
- To support teachers and pupils learning about the creative process, as well as specific techniques associated with particular art forms to develop greater understanding of the ways in which the arts contribute to society, to their own community and to the lives of young people within that community

Design & Technology

Design and technology prepares pupils to participate in tomorrow's rapidly changing technologies. They learn to think and intervene creatively to improve quality of life. The subject calls for pupils to become autonomous and creative problem solvers, as individuals and members of a team. They must look for needs, wants and opportunities and respond to them by developing a range of ideas and making products and systems. They combine practical skills with an understanding of aesthetics, social and environmental issues, function and industrial practices. As they do so, they reflect on and evaluate present and past design and technology, all pupils can become discriminating and informed users of products, and become innovators.

Aims

- Develop their capability to create high quality products through combining their designing and making skills with knowledge and understanding
- Nurture creativity and innovation through designing and making
- Explore values about and attitudes to the made world and how we live and work within it;
- Develop an understanding of technological processes, products, and their manufacture, and their contribution to our society.

History & Geography

Newham's population is recognised as being one of the most ethnically and linguistically diverse of any local authority in Britain, with a significant majority the population coming from a wide range of ethnic minority communities. The history and geography that we teach needs to reflect their context.

Aims

- To arouse children's interest in and curiosity about the past
- To develop an understanding of historical time
- To foster a sense of human identity through learning about past human life and achievement looking at the development of the local area
- To arouse children's interest in and curiosity in geography
- To develop an understanding of geography localities
- To develop a good understanding and knowledge of the UK.

Physical Education

The school believes that physical education, experienced in a safe and supportive environment, is a unique and vital contributor to a pupil's physical development and well being. A broad and balanced physical education curriculum is intended to provide for pupils' increasing self confidence in their ability to manage themselves and their bodies within a variety of movement situations. Pupils are encouraged to appreciate the importance of a healthy and fit body, and begin to

understand those factors that affect health and fitness. Physical education also has considerable potential to contribute to much wider areas of learning. It is considered important that physical education is integrated into the whole school's planning for the development of pupils' communication, numeracy, PSHE and ICT skills.

Aims

- To promote a positive and enjoyable attitude to physical activity and healthy life styles
- To ensure safe practice amongst all children
- To develop an ability to plan a range of movement sequences, organise equipment and apparatus, and begin to design and apply simple rules
- To develop communication skills, encouraging the use of correct terminology to promote effective cooperation
- To develop in all children a sense of self worth and an appreciation of the differing abilities of others

PHSE / SEAL

Social and emotional skills are the skills of making positive relationships with other people, of understanding and managing ourselves and our own emotions, thoughts, and behaviours. If people have these skills they can then understand and respond to the emotions and behaviour of others, in ways that are in the best long-term interest of themselves and others.

Aims

We aim for children to:

- be effective, self-motivated and successful learners who are able to work cooperatively;
- make and sustain friendships;
- deal with and resolve conflict effectively and fairly;
- solve problems with others or by themselves;
- manage strong feelings such as frustration, anger and anxiety;
- be able to promote calm and optimistic states that promote the achievement of goals;
- recognise and stand up for their own rights and the rights of others;
- understand and value differences and commonalities between people, respecting the right of others to have beliefs and values different from their own.

Science

Science is about children developing a sense of enquiry and extending their knowledge and understanding of the world around them. It is concerned with children using investigations to add to their knowledge of how the world is constructed, and also the development of the knowledge and understanding that explains our world.

Aims

- To develop a holistic view of the nature of science and its place in our society. This will include consideration of the treatment of living things and the environment.
- To develop scientific skills which lead to pupils learning to work as scientists, planning and undertaking scientific investigations.
- To develop an awareness of health and safety issues relating to the activities that the pupils undertake.
- To develop an understanding of the key concepts and use them in familiar situations.
- To recognise the cross curricular nature of science and to enhance the curriculum through links with other curriculum areas, where these links are appropriate.

Modern Foreign Language (Spanish)

In the modern world it is becoming increasingly important for children to have a good working knowledge of another language. We recognise that languages are best learned at an early age, and, as such, teach basic Spanish throughout Foundation Stage and Key Stage 1 as well as the statutory Key Stage 2. We chose to teach Spanish because it is a language that is very widely spoken throughout the world.

Aims

- To increase children's linguistic competence through regular timetabled Spanish sessions.
- To exploit cultural links and experiences when opportunities arise.
- To promote positive attitudes towards language learning through a range of learning activities that are enjoyable and fun.
- To lay the foundations for future study.
- To make young children aware that language has structure, and that the structure differs from one language to another.
- To develop listening skills and phonological awareness

Assessment

Assessment for Learning (AfL) is at the heart of children making good progress. All units begin with the teacher ascertaining what the children already know as well as what they would like to find out. Opportunities are built into all sessions for children to carry out self-assessment and peer-assessment. Teachers use their own and the children's assessments to plan the next steps for the unit work.