



### **Foundation Stage Curriculum.**

Children in Reception follow the Foundation Stage curriculum based on Early Learning Goals. There are six areas of learning which provide a foundation for later achievement. Well planned and organised teaching and learning activities provide young children with the opportunity to explore, experiment, plan and make decisions for themselves, enabling them to learn, develop and make good progress. Learning takes place both inside the classrooms and in the outdoor learning area.

**Personal, Social and Emotional Development.** Children learn how to work, play and solve problems together to become independent and confident learners, and to learn to share, take turns and think about others.

**Communication, language and literacy.** Children learn how to develop their speaking and listening skills. They listen and respond to stories and learn to read their own name and familiar words. They learn the name and sounds of the letters of the alphabet and sight words. In their writing they use pictures, symbols, letters and familiar words.

**Mathematics.** Children are taught through practical activities to develop their understanding of number, measurement, pattern, shape and space.

### **Knowledge and understanding of the world.**

Children find out about living things and the world around them. They talk about their families, friends and where they live, and they find out about other people's lives, beliefs and attitudes. They learn to use computers.

**Physical development.** Children learn to move confidently using different apparatus both inside and outside. They are able to handle tools, objects and a variety of materials with control.

**Creative development.** Children communicate their feelings and imagination through dance, music, imaginative play and art. Children in the Nursery and Reception work towards achieving these goals. As they make progress in the reception class they have further opportunities to extend their learning with activities planned for their ability.

### **The National Curriculum.**

The National Curriculum is part of the whole curriculum we offer children in years 1-6. Our aim is to provide stimulating and enjoyable programme within these guidelines and within our own principles to provide children with opportunities for all round development. The school has developed a curriculum map which indicates what children should cover in each half term. All the work for the children is planned on a two year cycle from years 1 - 6, Literacy, Maths (including Mental Arithmetic), Science, PE and RE are generally taught separately. Other subjects such as History, Drama, etc., may be planned as part of a theme and will often be used to support the main literacy learning.



The children are taught as a whole class or in small groups. Groupings can be by ability or mixed ability, depending on the work planned by the teacher.

Children spend a minimum of an hour a day on literacy and maths. These basic skills are extended through other curriculum subjects.

**Mathematics** The Maths curriculum is planned to cover using and applying maths (problem solving), number, algebra, shape and space handling data. Through careful planning children are given time to learn maths facts and language, maths ideas and skills. We use a variety of published material, computers and other practical equipment to teach maths.

**Literacy and language.** Guided reading takes place across the school every morning Monday to Friday. We welcome parent volunteers to stay on after dropping their child off to help read to children at this time.

During the daily literacy hour children work as a whole class, in small groups or pairs. Reading will include a large range of activities:

- shared reading -reading instructions
- reading context skills -phonic work
- drama -reading plays, etc.....

In writing children learn to write for a variety of purposes (e.g. stories, letters (letters to a stranger, letter to a loved one), poems, information,). Children develop their skills by a drafting and redrafting process, learning about correct spelling, use of punctuation at a group and individual level. All children are taught to form letters correctly and write in a fluid, legible, joined script.

Children are encouraged to take a book home every day. Children change their books regularly, so book bags should be brought to school every day.

### **Learning Another Language**

All children in KS2 learn basic French.

**Science** Through providing children with a range of experiences we endeavour to develop a questioning attitude to the awe and wonder of the world around us, and an open minded approach to experimentation that will enable children to challenge or confirm their present understanding. These experiences will range from free exploratory play with appropriate teacher interventions to highly structured experiments of a more academic style. Children will learn about materials, how they are used and their properties; evolution in the natural world, various processes of life and look into concepts such as “fair” and “unfair” testing.

**Design and Technology** Through the Technology curriculum children will learn about identifying needs, finding solutions, designing and, where appropriate, making solutions to meet need. They will learn the process involved in seeing something through the various design stages, how to select appropriate materials and actually make articles within limits (e.g. a budget).



**Geography** Children will learn about their own environment and other areas through a variety of teaching methods and skill development: looking at and making maps, studying buildings, making weather recordings, following directions, identifying areas, land uses, soil types, why people live in the places they do, forms of transport, etc. Through Geography they will come to have an understanding of the world around them and their part in it.

**History** In History the emphasis is on learning the use of historical skills as well as learning about the people and cultures of the past. They will also be expected to gain understanding of the past, e.g. suggesting reasons why people acted in the way they did, finding differences and similarities between past and present, describing change over a period of time, causes and consequences and using historical objects to gain information.

**Information and Communication Technology.** Children are prepared for a rapidly changing world through their use of computers and other communication tools. They begin by exploring different ways of using I.C.T. They investigate different information sources and ways in which information can be presented. They develop research skills. They learn to change their work and present it in a way that suits an audience. The school has computers in both our corridors as well as two trolleys of laptops.

**PE / Games.** PE / Games are an integral part of the child's development, particularly in individual skills.

All children are expected to take part in part in physical activities and are expected to have appropriate kit to change into. Children should wear a T-shirt, shorts or track suit in winter. Year 3 are timetabled for swimming. They will need: Swimming shorts / costume and towel on appropriate days.

For outdoor PE / Games, clothing appropriate to the weather and this should include trainers. For indoor PE / Games, this will be done in bare feet, especially where large gymnastic equipment is to be used.

**Drama** This is an important medium for children to explore emotions, understanding of basic concepts, role types and extend their more formal learning. It is an essential part of a child's language development and is an ongoing process throughout the school. Through Drama some children will gain in confidence.

**Art and Design.** Emphasis on careful observation is usually part of a planned work and is illustrated in the art work we undertake. Each class has an art area where specific materials are carefully stored and labelled for use - different types of brushes, pencils, pastels, mixing palettes, primary colour paints, etc.

Children will learn about form, line, texture and colour. They will learn to experiment with colour, shape, texture; to use different tools, respond to a variety of styles; develop their awareness of design, materials and construction and develop powers of observation and description as well as skills in presenting work for display. Creative thought and action are central to art - children will have the opportunity to experiment and explore things for



themselves as well as being taught skills, techniques, etc. in a structured format. Visits to art galleries are a planned part of the curriculum.

**Music** Our aim is to encourage the children, through listening and participation, to have an interest in, and enjoyment of, a wide variety of music. This participation will come through singing, playing a variety of instruments, composing, using rhythm games. We subscribe to Hampshire Music Service 'Listen2me' which allows classes the opportunity to learn an instrument such as African drums, ukulele and violin. We also have a school choir which frequently performs at outside events.

**Religious Education.** We aim to give the children an understanding of, and appreciation of the wonders of the natural world, of their own feelings and those of others, and a knowledge of Christian religion and other faiths by appropriate stories from the Bible and other well known religious texts. We aim to give them the ability to pose moral dilemmas and respect the right of people to hold beliefs different from their own.

**Personal, Social, Health and Economics** PSHE curriculum helps children develop confidence and responsibility, a healthy lifestyle, good relationships and respect the differences between people and reflect upon spiritual and moral matters. It is developed across the curriculum and school day and helps children develop as members of our school, and as a part of our local community, developing an understanding of such issues as right, wrong, responsibilities, equality and difference and to think at and talk about issues effecting their everyday lives.

**Educational visits** All classes have educational visits during the year which are linked to a class topic and are an important part of the children's learning. Parental permission is always sought.

A voluntary contribution is requested for those involving transport or admission fees. Visits may have to be cancelled if there is not enough parental support.

**Home - School learning** Home learning is set for all classes. It supports the work being taught in the classroom, particularly in literacy and maths. When homework is set teachers will also inform parents of what will be the learning in English and maths the following week. Parents are encouraged to help their children with their home learning and children receive regular feedback from their teacher. Longer 'project' based homework can also be set each term.

**Assessment** The school uses a number of different methods to ensure that pupils are making suitable progress as they move through the school. Most of this provides us with the information teachers need to plan appropriate learning activities and much is shared with children too as they feel more secure when they understand the next step and what they need to be able to do to meet their own targets. Other optional tests help us check that we are supporting pupils at least as well as other schools.



**Awbridge**  
Primary School