

Flakefleet Primary School



Policy

Curriculum Aims

Successful learners who:

- enjoy learning and are motivated to achieve the best they can now and in the future.
- have enquiring minds and think for themselves to process information, reason, question and evaluate
- have the essential learning skills of literacy, numeracy and information and communication technology

Confident individuals who:

- become increasingly independent, are able to take the initiative and organise themselves
- have a sense of self-worth and personal identity
- relate well to others and form good relationships
- are willing to try new things and make the most of opportunities

Responsible citizens who:

- are able to work cooperatively with others
- are well prepared to contribute to society
- sustain and improve the environment, locally and globally

Core Subjects

Literacy

Focus: Children use and apply their literacy skills confidently and competently in their learning and in everyday contexts. They convey ideas and opinions clearly, and respond creatively and critically to a wide range of information and ideas.

Children learn how to:

1. **listen attentively, talk clearly and confidently** about their thoughts, opinions and ideas, listening carefully to others so that they can refine their thinking and express themselves effectively
2. **read accurately and fluently to comprehend and critically respond** to texts of all kinds, on paper and on screen, in order to access ideas and information
3. **write, present and broadcast** a range of ideas, in a wide variety of forms and with awareness of different audiences and purposes; communicate these ideas with accuracy on paper, on screen and through multimodal texts
4. **analyse, evaluate and criticise** a range of uses of language in order to draw out meaning, purpose and effect.

Mathematics

Focus: Children use and apply mathematics confidently and competently in their learning and in everyday contexts. They recognise where mathematics can be used to solve problems and are able to interpret a wide range of mathematical data.

Children learn how to:

1. **represent and model situations using mathematics**, using a range of tools and applying logic and reasoning in order to predict, plan and try out options
2. **use numbers and measurements** for accurate calculation and an understanding of scale, in order to make reasonable estimations
3. **interpret and interrogate mathematical data** in graphs, spreadsheets and diagrams, in order to draw inferences, recognise patterns and trends, and assess likelihood and risk
4. **use mathematics to justify and support decisions and proposals**, communicating accurately using mathematical language and conventions, symbols and diagrams.

ICT capability

Focus: Children use and apply their ICT knowledge, skills and understanding confidently and competently in their learning and in everyday contexts.

They become independent and discerning users of technology, recognising opportunities and risks and using strategies to stay safe.

Children learn how to:

1. **find and select information** from digital and online sources, making judgements about accuracy and reliability
2. **create, manipulate and process** information using technology to capture and organise data, in order to investigate patterns and trends; explore options using models and simulations; and combine still and moving images, sounds and text to create multimedia products
3. **collaborate, communicate and share** information using connectivity to work with, and present to, people and audiences within and beyond the school
4. **refine and improve their work**, making full use of the nature and pliability of digital information to explore options and improve outcomes.

Learning and thinking skills

Focus: Children have the skills to learn effectively. They can plan, research and critically evaluate, using reasoned arguments to support conclusions. They think creatively, making original connections and generating ideas. They consider alternative solutions to problems, together with the essential literacy, numeracy and ICT skills

Children learn how to:

investigate – asking relevant questions, identifying problems, analysing and judging the value of ideas, questioning assumptions. They can plan systematically using time and resources effectively, anticipating, taking and managing risks

1. **create and develop** – using their imagination to explore possibilities and generate ideas. They try out innovative alternatives, looking for patterns, recognising differences and making generalisations, predicting outcomes and making reasoned decisions.
2. **communicate** – interacting with different audiences in a variety of ways using a range of media
3. **evaluate** – developing criteria for judging work and suggesting refinements and improvements.

Personal and emotional skills

Focus: Children take responsibility for their own learning and show initiative, perseverance and a commitment to self-improvement. They recognise that achievement builds self-confidence and resilience, enabling them to deal positively with praise and constructive criticism.

Children learn how to:

1. **identify their strengths and areas for development**, reflecting on the significance of their learning.
2. **manage their feelings** using appropriate strategies, becoming increasingly aware of their own and others' feelings.
3. **reflect** on past achievements and experiences to manage future learning and behaviour.
4. **set goals** for their personal development and learning, and work towards them.
5. **work independently** knowing when to seek help, dealing with pressures and deadlines.
6. **develop control** over their physical skills and movements in a range of contexts with dexterity and confidence

Social Skills

Focus: Children develop the skills to work well with other people. They are responsible and adaptable and anticipate others' views and feelings. They appreciate the value of rules for working together, and play an active part in group and classroom activities.

Children learn how to:

1. **Listen and respond appropriately** to a wide range of people showing empathy and understanding, and having the confidence to raise their concerns.
2. **Adapt their behaviour** to suit different situations.
3. **Work collaboratively** towards common goals.
4. **Take turns and share** as appropriate, stating their own views and needs.

5. **Negotiate** respecting others' rights and responsibilities, using strategies to resolve disputes and conflicts.
6. **Give constructive support and feedback** to benefit others as well as themselves.

The Early Years Foundation Stage Curriculum

The curriculum for the Early Years Foundation Stage in our school reflects the areas of learning identified in the Early Learning Goals. The Early Learning goals that cover the knowledge, skills and understanding which the children should acquire by the end of the Reception year, the educational programmes covering the matters, skills and processes taught and finally the assessment arrangements to ascertain their achievements.

The six areas of learning include:

Personal, Social and emotional development

Communication, Language and Literacy

Problem Solving, Reasoning and Numeracy

Knowledge and Understanding of the World

Physical development

Creative development

The experiences that our children meet often enable them to develop a number of competencies, skills and concepts across several areas of learning. None of the areas of learning can be delivered in isolation from the others, they are equally important and depend upon each other to support a rounded approach to the development of each child.

The Early Learning Goals are in line with the objectives in the National Primary Strategy. By the end of the Reception year in our school, children have a daily mathematics lesson and a literacy session. Teachers initially address the requirements in a flexible way but, as part of the smooth transition to Key Stage 1, they put the more structured literacy and mathematics sessions into operation by the end of the Early Years Foundation Stage.

The Early Learning Goals provide the basis for planning throughout the Early Years Foundation Stage. Our medium term planning is completed half-termly and identifies the intended learning, with outcomes, for children working towards the Early Learning Goals, and for those more able children working towards Levels 1 and 2 of the National Curriculum. The weekly short-term planning consists of focussed tasks and assessments for the six areas of learning in addition to continuous provision arrangements and activities to enhance the children's learning.