

POTLEY HILL CURRICULUM

The Early Years Foundation Stage

We offer all children a curriculum which is broad, balanced and differentiated. We believe that children achieve their best in an atmosphere of encouragement, where they feel valued and their individual strengths are recognised and developed. We enable pupils to become self-reliant and self-motivated, showing respect and consideration for others and equip them with skills and attitudes which they will need for life-long learning.

In the reception year the children follow The Early Years curriculum. During this time, your child will be learning skills, acquiring new knowledge and demonstrating their understanding through **7 areas of learning and development**.

Children should mostly develop the 3 prime areas first. These are:

- Communication and language;
- Physical development; and
- Personal, social and emotional development.

These prime areas are those most essential for your child's healthy development and future learning.

As children grow, the prime areas will help them to develop skills in 4 specific areas. These are:

- Literacy;
- Mathematics;
- Understanding the world; and
- Expressive arts and design.



Learning in the Foundation Stage reflects the EYFS Statutory framework and Development matters guidance. The curriculum is based around four principles:

- Every child is a unique individual who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through positive relationships.
- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers.
- Children develop and learn in different ways. Practitioners teach children by ensuring challenging, playful opportunities across the prime and specific areas of learning and development.

Underpinning the EYFS curriculum are the characteristics of effective learning. Children are given opportunities to play and explore, engage in active learning, and create and think critically.

The curriculum in Key Stages 1 & 2

Our curriculum is offered in a warm and caring environment where the child can develop as an individual, intellectually, personally, socially, morally and physically. We aim to provide experiences which will create a springboard from which the child can go on to the next stage of education with confidence.

We aim to ensure that all children can, at the appropriate level:

- Enjoy learning for its own sake and develop perseverance and a belief in their own abilities.
- Develop a caring attitude towards others and respect differences in individuals.
- Learn to work independently and as a member of a group.
- Gain enjoyment from reading for pleasure and information.
- Communicate effectively with others in writing and speech.
- Listen attentively to a variety of stimuli and carry out instructions.
- Develop study skills and learn how to learn.
- Develop mathematical skills that they can use as tools in meaningful situations and to solve problems.
- Ask questions about the real world and find answers through first hand experience, thus developing scientific curiosity.
- Develop the basic concepts of historical and geographical awareness.
- Develop a caring attitude towards and environment through the use of school grounds.
- Gain enjoyment, understanding, skills and opportunities for self expression through art, music, movement and drama.
- Use information technology to communicate, handle data and explore situations.
- Develop skills in Design and Technology by exploring familiar situations and responding to needs and opportunities through making objects or designing systems.
- Enjoy physical activities and develop a wide range of skills in games, gymnastics and dance.

Promoting British Values at Potley Hill

The Department for Education has recently reinforced the need **“to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.”**

The Government set out its definition of British values in the 2011 Prevent Strategy, and these values have been reiterated this year (2014).

At Potley Hill, these values are reinforced regularly and in the following ways:

Democracy

Potley Hill uses the guidelines from UNICEF Rights Respecting schools programme. Each year the children decide upon their class charter and the rights associated with these. All the children contribute to the drawing up of the charter.

Children have many opportunities for their voices to be heard. We have a school council which meets regularly to discuss issues raised in class council meetings. One council

member from each Y2 class and two council members for each class in Years 3-6 are voted in.

The Rule of Law

The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken.

Individual Liberty

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely, through provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our RRR and SEAL/ PSHE lessons.

Mutual Respect

Mutual respect is at the heart of our ethos – our vision is: *Children at Potley Hill are proud of their achievements, respectful of others and equipped for new challenges and learning.*

Children learn that their behaviours have an effect on their own rights and those of others. All members of the school community treat each other with respect.

Tolerance of those of Different Faiths and Beliefs

Potley Hill is situated in an area which is not greatly culturally diverse; therefore we place an emphasis on the children's understanding and appreciation of diversity. Assemblies are planned to address this issue either directly or through the inclusion of stories and celebrations from a variety of faiths and cultures. Our RE (Religious Education), PHSE (Personal, Social, Health Education) and RRR (Rights Respect and Responsibilities) teaching reinforce this. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school.

At Potley Hill, we will actively challenge pupils, staff or parents expressing opinions contrary to fundamental British Values, including 'extremist' views. Our Equality Policy is integral to all we do in our school.

Assessment at Potley Hill

Teachers assess children all the time as the basis for day to day planning of work. This is done informally through observation, discussion with the child and consideration of the quality of work.

On entry into school assessments are made using the Foundation Stage Development Matters. Children are assessed again against the early learning goals of the foundation stage curriculum on a termly basis and are expected to complete the national foundation stage profile before transfer into year 1.

At any time when there is concern regarding progress a child may be assessed individually for the purposes of planning appropriate work or allocating special needs assistance. This may be done by the class teacher or the school's Special Needs Co-ordinator, the school psychologist, school doctor or nurse, or the speech therapist. Parents are involved at every stage of this process.

All 7 year olds are assessed in their final term of Year 2.

Records of your child's progress

Teachers keep comprehensive records of progress in the core subjects of English and Mathematics – progress is updated regularly throughout the term against key targets. A termly assessment is carried out to determine whether children are 'on track' to reaching end of year expectations for each subject. For Science and the Foundation subjects, assessments are completed at the end of each unit of work as to whether children are 'working towards', 'meeting' or 'exceeding' given targets.

Records kept are confidential to the school and the child's parents or guardians. They are important in enabling teachers to communicate in a helpful and constructive way about how well a child is progressing in learning.

You may arrange to see your child's record through the Headteacher, although it may be more helpful to discuss progress with the child's teacher, when fuller explanations can be given than it is possible to record on official records.

Opportunities to discuss your child's work

If you have any queries or are at all concerned about your child please contact the school office and make an appointment to see the class teacher or Headteacher. Staff are usually available after school if your enquiry is of a general nature. Parent Consultations are held twice per year when appointments can be made to discuss your child's work. You will receive a written report on your child's progress in the Spring term.

Reading at Potley Hill

A daily systematic synthetic Phonics lesson is taught for 25 minutes each day in Foundation Stage and Key Stage 1 classes. It also extends into Key Stage 2 where children have not gained a sound phonological understanding. The school phonics programme follows the 'Letters and Sounds' document which compliments the reading scheme.

Reading is given very high priority within school. All Key Stage 1 and 2 classes have daily, dedicated 25 minute reading sessions where all children complete purposeful reading activities. Guided reading takes place with groups during this time. Children have the opportunity to have stories read to them and share class novels. In the infant department,

parents support our morning reading sessions four days per week, thus ensuring every child reads to an adult every day in school.

All children are encouraged to take books to share at home. Foundation Stage is rich in quality books in all areas of learning. Through Key Stage 1, the children are guided through a range of levelled books according to the National Reading Bands. This also includes a large proportion of books from the 'Oxford Reading Tree Scheme'. A range of comprehension activities develops children's understanding. We use the 'Rapid Reading' programme in Key Stage 2 as a catch-up intervention. A reward system is used to encourage reading at home – children are expected to read at least 4 times per week at home.

Parental involvement is highly valued and parents are encouraged to be involved in their child's reading development through the sharing and enjoyment of books.

Writing at Potley Hill

Children are given regular opportunities to write for a purpose, using the wider topic to give a context. Specific text types are taught, using quality text as a model to develop children's understanding of the genre; the structural and language features of the text are analysed and basic skills teaching of punctuation and grammar ensure that children are well prepared for their own composition. Extension of children's vocabulary is a key priority and every opportunity is taken to advance this important area. Detailed marking of extended writing with improvement prompts, support children in taking their learning forward.

As well as the main text type, children apply their understanding of previously taught genres during their topic work, thus ensuring text types are regularly revised.

Children are taught to use a cursive script of writing which encourages a flowing, easy-to-read style from Year R onwards. Spelling is taught using key words, phonic rules and patterns and the 'look, say, cover, write, check' method.

Speaking and listening at Potley Hill

Underpinning the curriculum are interactive speaking and listening techniques. Children learn to communicate effectively with each other in a range of contexts. In doing so they ensure that they are actively involved in each lesson. A progression framework is used to ensure that children learn the basic skills of communication, which are then built upon to more complex conventions such as giving presentations about their learning.

Maths at Potley Hill

Our aims in teaching Maths at Potley Hill are as follows:

- To present Maths as a creative and fascinating process in which children are encouraged to use their imagination, initiative and flexibility of mind.
- To encourage children to develop their own mathematical strategies and to become confident.

- To ensure that all children are extended in each area of maths so that they reach their own potential.
- To ensure that all children experience appropriate practical and investigative problem solving activities, presented in oral and written form.

In Year R, mathematics takes place on a daily basis, in a variety of forms, including whole class oral and mental sessions, practical activities and group investigative problem-solving activities covering early number, shape, space and measure.

In Years 1 and 2, Maths lessons take place on a daily basis with more emphasis on oral and mental maths and recording.

From Year 3 upwards, children are taught in mixed ability classes though are grouped within these classes to meet the needs of all children. Year 5 and 6 are currently taught in single year group, parallel groups. We provide a systematic approach that builds, extends and challenges the skills, knowledge and understanding that children have.

'Basic skills' are taught at the beginning of all maths lessons and also in specific mental arithmetic sessions.

Science at Potley Hill

Our aims for science in our school are as follows:

- To develop the children's interest and understanding of the world around them.
- To offer children the opportunity to explore and learn about their own environment, particularly through the use of the school grounds.
- To encourage children to develop a questioning attitude whilst exploring the world around them.
- To develop the skills of planning and carrying out investigations in order to answer questions.

Class lessons led by the teacher may introduce an area of study or new concepts.

Investigations may be carried out in mixed ability or same ability groups. Other opportunities may arise for children to work in pairs or individually.

Science is part of our topic work and all topics have either a Geography, History or Science focus. The overview for teaching Science units is as follows:

Year 1	Plants	Animals including humans	Light & Dark	Materials	
Year 2	Plants	All living things & their habitats	Animals including humans	Materials	Sound
Year 3	Animals including humans	Plants	Light	Forces & magnets	Rocks
Year 4	Animals including humans	All living things	States of matter	Electricity	Sound

Year 5	Animals including humans	All living things	Properties & changes of materials	Earth in Space & magnetism	Forces
Year 6	Animals including humans	All living things	Evolution & Inheritance	Light	Electricity

History at Potley Hill

Through the teaching of history we aim to give children an interest in the past, a vocabulary related to the passing of time, an understanding of how things have changed, the legacy that these events have left behind and the ability to use different sources of information.

History is part of our topic work and all topics have either a Geography, History or Science focus.

Through history the children are able to plan, research, analyse and evaluate events from the past. Paramount to this process is the use of sources of information which allow children to explore issues, events and problems from different perspectives. This leads to the children making conclusions supported by reasoned arguments and evidence and allows children to communicate their learning in relevant ways, including showing empathy with people from the past.

Work may be done as a whole class, in groups or individually and may take the form of writing, art, dance, drama and models.

Geography at Potley Hill

Through the teaching of geography we aim to give children an interest in and an enthusiasm for their own surroundings and the world beyond, an understanding of the differences between places, a sense of responsibility towards their environment and a range of skills to carry out geographical enquiry.

Geography is taught as part of the class topic work. All topics either have a Geography, History or Science focus. Work starts with what children know and moves further afield with practical experiences and fieldwork being most important.

Children use a range of resources including maps, computers, pictures and books. In KSI, they learn about the geography of the school and its grounds, the weather, the local area and the use of land.

In KS2, Geography enables children to make sense of the world in which they live, through the study of places, the human and physical processes which shape these. Geography also enables the children to recognise their own impact, positive and/or negative, on the environment and community in which they live. Through geography, children are also able to show a commitment to justice and recognise their roles as global citizens through challenging stereotypes and promoting positive attitudes towards the diverse communities and peoples of the world.

Religious Education at Potley Hill

Through the religious education curriculum we hope to enable children to develop an awareness of themselves and a positive attitude to their emotions, help children develop an awareness of how to get along with others, and give them an interest in the world and its diversity of people and cultures.

The religious education curriculum is taken from 'The Living Difference', Hampshire County Councils 'Agreed Syllabus'. Although Christian based, it also ensures that our pupils gain respect, awareness and understanding of other world religions. There are varied arrangements for daily worship, including class and whole-school assemblies. Christian festivals, such as Easter and Christmas, are covered.

R.E. often forms a part of the class topic work. Children explore and reflect on their own experiences and feelings. They discuss people, objects, places and events around them. They listen to stories, look at artefacts and buildings and listen to music.

Each school day has a non-denominational assembly or class worship. Parents who wish to withdraw their child from assembly or any direct religious education, e.g. bible stories, may do so by informing the head teacher in writing.

French at Potley Hill

French is taught throughout Key Stage 2 by a specialist teacher. The twelve units of work are:

- Bonjour
- Les numéros
- Joyeux anniversaire
- la météo
- A l'école
- J'aime et je n'aime pas
- As-tu un animal?
- A table!
- Ma famille
- Mon corps
- Le transport
- Ou habites-tu?

The children are taught how to ask and answer questions, use correct pronunciation, memorise words through repetition and song, interpret meaning, understand basic grammar and the phonetic building blocks of French, make use of bi-lingual dictionaries and explore things from another's perspective, giving insight into the people, lives and traditions of other cultures.

Assemblies at Potley Hill

Collective Worship

Every school day has a whole school or class assembly which is non-denominational in character.

Parents who wish to withdraw their children from assembly and any direct religious education (e.g. Bible stories) may do so by informing the Headteacher in writing. Children withdrawn from these activities will be supervised whilst carrying out appropriate tasks from other areas of the curriculum. Friday assemblies are an opportunity for children to celebrate their achievements with the rest of the school.

Music at Potley Hill

We aim to help children develop an enjoyment of a variety of music from different cultures, eras and styles, through listening and practical music making experiences.

As a whole class, in small groups, or individually they learn to compose, perform, listen and appraise. In KSI, the Kodaly method of teaching music is used and music often supports the topic work for the term. A wide variety of tuned and untuned percussion instruments are available.

Children are able to learn an instrument and the school currently offers ocarina, woodwind, guitar, keyboard, percussion and violin. 'Rocksteady' Music School enable children to be part of a rock band, performing each term to parents and the rest of the school.

Each Spring, all musicians are invited to play in our 'Potley Proms'.

Visiting musicians perform regularly for all the children and the school has an active choir. Singing assemblies also take place each week.

Design Technology at Potley Hill

Design and technology is about designing and making products of quality. Children are encouraged to look at the world around them and ask questions about how things have been made.

The children work in small groups, pairs or individually. They may explore, draw, talk about, design and evaluate existing products. They learn practical skills including how to join materials together.

The children are required to use sheet materials, textiles, food, construction kits and items that can be assembled to make products. They are given opportunities to use their knowledge to develop a product that meets a need. In KSI, these include pop-up cards, moving vehicles and puppets. In KS2, children's skills are further developed to a range of more complex 'builds'.

They are taught how to use tools and materials safely and are always under supervision.

Design and technology is often developed as part of the topic work taking place in the classroom and has links with many other subjects such as Science, Literacy and Numeracy.

The school has a dedicated food technology area with multiple hobs and ovens. Children in YR cook every other week, children in Y1/2 half a term of full afternoons each year and children in KS2 likewise. Children build up from simple recipes to full 3-course meals by the end of KS2.

Art at Potley Hill

The following experiences are offered to children in art – painting, printmaking, collage, drawing, sculpture and construction.

Work in art is usually linked to the class topic for the term. The skills needed to work in all these areas are developed as the children progress through the school. They record what has been experienced, observed and imagined, they experiment with tools and techniques, they explore pattern, texture, colour, line, tone, space and form. They also review and reflect on their own and others' work.

Children are introduced to the work of artists, crafts people and designers from a variety of cultures from the past and present. Local artists are invited into school. Looking at the work of different artists may act as an inspiration to children for their own work.

Personal, Social & Health Education at Potley Hill

We aim to enable children to be effective learners, value themselves and others, understand their rights and responsibilities towards the rights of others, develop self respect, self confidence and self discipline. Also to develop a regard for equality and respect for different ways of life, respect non-violent ways of resolving conflict and develop some understanding of the world of work.

Their individual experiences are used as starting points. This could include discussion about bullying, feelings, other cultures and celebrations. The school uses 'behaviour bees' as a basis for helping children to learn how to manage their behaviour and understand the need for rules (e.g. Be Kind, Be Honest). Children take part in events such as Walk to School Week and other national awareness raising events. They are encouraged to care for the environment. Through topic work they think about keeping healthy and have opportunities to be involved in visits into the community.

An average of half an hour a week is spent covering this work directly although there are many opportunities throughout the school day to tackle these issues. Children may work as a whole class, in teams, pairs or as individuals depending on the activity. Circle time activities are used regularly to develop these values and British Citizenship is also promoted.

Sex and Relationship Education at Potley Hill

Sex Education arises in a natural way from the study of life cycles and from questions children might ask. It is provided with due regard to moral considerations and the value of family life. The National Curriculum provides the following framework for the teaching of sex education:- Science-Life and Living Processes.

5-7 year olds should learn that '*living things reproduce their own kind*'.

8-11 year olds should '*understand the process of reproduction in mammals*'.

Our SRE curriculum also links with our PSHE curriculum and is as follows:

Year group	What is covered?
1/2	Relationships with friends
	Names of body parts
	Considering the value of friends
	Recognising how their own behaviour affects others
	Personal hygiene
3/4	Personal cleanliness
	Friendships/Different types of relationships and families
5	Periods
	Physical changes to body (puberty)
	Names of sexual organs
	Biological facts about sex and reproduction in a loving relationship
6	Personal hygiene
	Emotional aspects - hormones
	Relationships with parents and friends, and attraction to others
	Understanding of the opposite sex

Further information is available in our SRE Policy which is available on the website.

P.E. at Potley Hill

One and a half hours a week are allocated to developing skills in games, gymnastics and dance in KS1, extending to 2 hours in KS2. We aim to teach the basic skills required for traditional team games. Simple games involving these skills are then introduced to the children in KS1 and develop into more competitive sports in KS2. Children are able to use the large hall, playground and fields for sport. The annual Sports Day takes the form of a team competition involving children in a variety of sporting activities whilst also developing individual competition in a variety of races. Children in Year 5 undertake a 10 week swimming programme. All classes also have access to 'Activate', software which uses the interactive whiteboards to deliver quick physical breaks in classtime.

Information Technology (Computing) at Potley Hill

Information Technology is taught both as a distinct subject, in its own right (computing), and as a tool to be used as appropriate throughout the curriculum to support and enrich the children's learning.

All children have weekly lessons taught in the IT (Information Technology) suite where they learn computer skills. These lessons also include Internet safety training. In addition to these lessons they also have opportunities to practise their IT skills on the class computers and either laptops or netbooks. Each class also has an ipad and access to Nintentos for practising key skills such as table facts.

Children use search engines to research information about their topics. They learn how to input digital images into their work and to use tools within various art packages and publishing programs independently. The children are also taught how to save, retrieve and edit their work. In KS1, they also learn how to control a programmable robot by carrying out a sequence of instructions. In line with the new curriculum, children are taught coding through writing and testing simple programs and use logical reasoning to predict the behaviour of simple programs.

As the children move into KS2, they carry out a range of programing, including the use of 'Scratch' as well as other unplugged programing units.

Special Educational Needs and Disability at Potley Hill

There are four areas of special needs, Cognition and Learning, Social, Emotional and Mental Health Difficulties, Speech, Language and Communication Needs (including Autistic Spectrum Disorder) and Physical and Sensory. Children who need extra support are able to receive support both within the classroom, following individually planned programmes and in individual or group sessions with our Learning Support Assistants. A team of professionals, including Educational Psychologists and Behaviour Support Services are available to offer advice to teachers and/or parents where children experience substantial learning or behavioural problems.

Referrals are usually made by the SENCO or Headteacher after consultation with parents. Parents are involved at all stages when special help is necessary. Please refer to the SEND information report on the school website which gives detailed information about provision in our school and our SEN Policy.

Equal Opportunities at Potley Hill

As a school we recognise that all our children are individuals with different needs and interests. There is, however, an entitlement to equality of opportunity for all our pupils irrespective of gender, race or disability, and this is reflected in the curriculum and all the experiences which are offered to the children in our school.

Homework at Potley Hill

Regular opportunities to spend time with your child working together are invaluable. He/she will benefit enormously from being close to you, in an atmosphere which is relaxed, where you can give praise and show that you are interested in his/her work.

In KS1, homework focuses on learning number bonds, table facts for $\times 2$ $\times 5$ and $\times 10$, spelling and daily reading.

In KS2, in addition to tables, spellings and reading, children are expected to complete additional maths or English homework regularly – the amount depends on their age.

From Y1 upwards, all children are given a project to complete over a half term and there are 3 projects each year. Children can choose from a range of activities which include visits, crafts, reports etc., all linked to their topic.

Enrichment at Potley Hill

Potley Hill Primary recognises that all children have their own unique characters and talents. Opportunities for individual development through a range of activities within and outside of school are provided. A wide range of sports opportunities are made available; musical skills are taught; regular 'performances' to parents; and many after school activities will add to the school experience. Educational visits both local and further afield are also a regular part of the school curriculum; our Y4s visit Calshot Activity Centre for 3 days and our Years 5&6 spend a week in France.