



# **Foxbridge Primary School**

## **Curriculum Statement 2022**

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As a new, growing school, we have a unique opportunity to design and grow our curriculum based on the needs of our children.

Foxbridge Primary school provides a curriculum that puts children at the core of everything we do. Our curriculum design ensures that children have the requisite knowledge and skills to become enthusiastic, lifelong learners who make positive contributions to the world in which we live.

At Foxbridge, our curriculum is connected in a meaningful way, evidencing clear progression so that children are ready for each new stage of their learning journey. Our curriculum is broad, balanced, vocabulary rich and inclusive, ensuring excellent outcomes for all of our children. It provides a wealth of carefully planned enrichment opportunities to develop children's cultural capital and embrace diversity. The key principles behind the development of our curriculum are:

- For each child to achieve their full potential
- To develop healthy minds and bodies
- To be culturally knowledgeable about our country and our world
- To provide continuity, progression and challenge
- To make good use of the local environment and understand its context
- To ensure children become confident communicators
- To instil a love of reading

Through high quality teaching and assessment, teachers build a holistic understanding of all pupil's needs. We have high expectations for all of our learners and our inclusive ethos ensures excellence for all. We are committed to working in partnership with parents, carers and external agencies as we know that partnership working achieves the best outcomes for our children.

As we develop and grow, our curriculum will be constantly reviewed to ensure that it is well matched and meeting the needs of our growing school community.

### **Enrichment opportunities**

We offer a range of enrichment activities throughout the curriculum to ensure that children are engaged and to support their academic and wellbeing needs. The interests of our children will guide the opportunities on offer but include trips, cooking, art and sport. We provide opportunities for children to learn new skills as well strengthening skills in specific areas of their interests.

## Planning and delivery

The skills for each subject are carefully and progressively mapped out for each year group. Knowledge is consolidated and built upon systematically to ensure that learning is fully embedded. English and maths is taught daily and PE is taught for a minimum of two hours per week.

## Core Subjects of the National Curriculum

### English

Our English curriculum is designed to develop children's love of reading, writing and discussion and is implemented through the use of rich texts and engaging pupils with a cross-curricular approach. We use the National Curriculum as a basis for developing the children's reading, writing, speaking and listening skills with five hours of English lessons taught each week. In addition to this, children have reading lessons and frequent opportunities to develop their literacy skills throughout the curriculum. Each year children study a carefully selected range of texts with the aim that they will have a thorough knowledge of a wealth of high quality texts by the end of their primary career.

Phonics is taught daily in The Early Year's Foundation Stage and Key Stage One following a structured synthetic phonics approach. We encourage all children to read regularly at home to foster a love of reading.

### Mathematics

The mathematics curriculum is divided into seven strands:

- Number and place value
- Addition and subtraction
- Multiplication and division
- Fractions
- Measurements
- Geometry
- Statistics (Year 2 onwards)

Foxbridge's policy for mathematics is based on the National Curriculum Programme of Study for Mathematics. It aims to ensure that all pupils:

- become **fluent** in the fundamentals of mathematics,
- **reason mathematically** by following a line of enquiry,
- can **solve problems** by applying their mathematics to a variety of routine and non-routine problems.

Class teachers provide five hours of maths lessons each week. Additional maths is taught when there are links to other subjects for example science and design and technology, so that pupils can deepen their understanding and apply their mathematical skills to a range of situations such as using ratio and taking measurements. Children are encouraged to take risks and develop resilience when approaching mathematical challenges, working both together and independently.

## **Science**

A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity. To address this, staff look for ways to increase the children's cultural capital, understanding their role as global citizens of the future. Pupils at Foxbridge are taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils are encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They are encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

The national curriculum for science aims to ensure that all pupils:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future

The principal focus of science teaching in Key Stage 1 is to enable pupils to experience and observe experiments, looking more closely at the natural and humanly constructed world around them.

In Key Stage 2 the science curriculum is divided into four parts:

- life processes and living things
- materials and their properties
- physical processes
- experimental and investigative science

## **Computing**

We provide opportunities for our children to gain knowledge and develop skills that will equip them for an ever changing digital world; we consider these vital skills for the future. Knowledge and understanding of ICT is of increasing importance for children's future both at home and for employment. Our Computing curriculum focuses on a progression of skills in digital literacy, computer science, information technology and online safety to ensure that children become competent in safely using, as well as understanding, technology. These key themes are revisited frequently to ensure that learning is embedded and skills are developed. We use computing throughout the curriculum to enhance learning opportunities and further refine key skills; ICT is also used to remove barriers to learning and make learning inclusive.

## **Foundation Subjects of the National Curriculum**

### **History**

History lessons are aimed at inspiring our children's curiosity to know more about the past. In Key Stage 1, children learn about the lives and lifestyles of significant individuals and events within and beyond living memory. In Key Stage 2, pupils continue to develop a

chronologically secure knowledge and understanding of British, local and world history. Children are encouraged to ask questions, use methods of historical enquiry and how to use a wide range of historical sources. They consider the actions of others and how they felt, relating it to their own experiences where possible. They learn about famous people from all cultures in the past have left a legacy that effects their lives today and consider the character traits they have shown.

## **Geography**

Geography is concerned with the study of places, the human and physical processes that shape them and the people who live in them.

In Key Stage 1, pupils investigate their locality, an area within the United Kingdom and a small area in a contrasting non-European country. In Key Stage 2, pupils extend their knowledge to include Europe, North and South America. Pupils use geographical skills including first hand observation, field work, maps, atlases and globes. Children will locate countries, counties, cities, regions and topographical features and land use patterns. We aim to foster children's sense of wonder at the beauty of the world around them, developing love, compassion and understanding of our world and our responsibilities.

## **Art**

At Foxbridge we aim to give children the opportunity to use a wide range of materials and art mediums to create their own pieces of artwork. Children are taught the skills and techniques, including digital media to produce individual and group pieces of work. The children are also given the opportunity to discuss and make comments on their own work, the work of their peers and other artists or crafts people. They have the opportunity to learn about a wide range of artists and crafts people and draw inspiration from them for their own work.

## **Design Technology**

The aim of design technology is to encourage children to look at the world around them and investigate the use of structures and mechanisms such as bridges, gears or levers etc and to develop their own skills in becoming designers and inventors. Children will use their experiences in drawing, sketching, observing, constructing and problem solving to create models and final products which will develop their understanding of structures and construction. The children are taught how to use tools and materials safely and economically.

## **Music**

We teach music following the National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. We aim to make music an inspiring and enjoyable learning experience which develops the children's musical interest and skills. Children will have opportunities to hone practical skills in using their voices as well as instruments and technology to create and perform music. We want to inspire an interest and curiosity in a range of musical styles and traditions, and to use music as a way to learn about other cultures.

## **Physical Education**

Keeping active and taking part in sport is important for children's personal development as well as being important for their mental and physical health. Our aim is that all children experience a wide variety of sports and physical skills which will enhance life-long fitness.

We provide children with a Physical Education curriculum that offers ample opportunity to succeed through the enjoyment of sport. Through the progression of key skills, which can be applied to multiple sports, children are challenged competitively, encouraged to work as a team and taught resilience- all key, lifelong skills. Children take part in two hours of Physical Education lessons each week. In addition, they have regular opportunities for further physical activity such as team games and use of play equipment at break and lunch time.

## **Languages**

Children in key stage 2 are taught French; they develop their skills through varied, structured lessons that involve games, songs, rhymes and stories. Learning a new language helps to develop an awareness of other cultures and deepens understanding of the wider world. Children will be able to understand and respond to the spoken language as well as communicate in writing for different purposes.

## **Religious Education**

Religious Education is a curriculum entitlement for all children and Foxbridge follows the 'Leicestershire Agreed Syllabus for Religious Education'. We provide opportunities for children to develop their knowledge and understanding of all six major faiths: Christianity, Hinduism, Islam, Sikhism, Judaism and Buddhism as well as World Views. Religious Education does not seek to urge religious beliefs on children or to compromise the integrity of their own beliefs by promoting one religion over another. Children begin to understand and respect different religions, beliefs, values and traditions. We recognise the similarities between religions and each other and promote equality and respect for the opinions of others. Children have the opportunity to visit different religious buildings in the local area to further establish their understating of the world around them.

## **Personal, Health, Social and Citizenship Education**

Our PSHE curriculum promotes the spiritual, moral, cultural, mental and physical development of pupils, preparing them for opportunities, responsibilities and experiences in later life. With an ever changing society, we are able to provide our children with a strong understanding of the diverse world around them and support them in playing a positive role in contributing to the school and the wider community. The school teaches the British values and develops character skills such as respect, cooperation, teamwork, resilience and bravery through all curriculum areas.

Our Relationships and Sex Education enables our children to learn how to be safe, and to understand and develop healthy relationships, both now and in their future lives.

## **Inclusion**

Foxbridge Primary School is an inclusive school and we are committed to achieving the best outcomes for all of our children. We have high expectations for all learners including those with special educational needs or a disability (SEND), children with English as an additional language and looked after, or previously looked after, children.

Children will be supported through quality first teaching where a range of effective teaching strategies will be implemented to ensure that all children make good progress. Advice will be sought from the school SENDCo or external agencies as appropriate.

Children identified as more able in certain areas of the curriculum will be given opportunities to extend and develop their interests.