

British Values – Foundation Curriculum Links

Democracy	Individual Liberty	Mutual Respect
<p><u>EARLY YEARS</u></p> <ul style="list-style-type: none"> -Turn taking -Waiting -list for bikes -school council -votes for books / songs -pupils voice -Choosing activities -making discussions on things they want to make -Voting e.g. was Goldilocks/ right or wrong vote and discuss. <p><u>Literacy</u></p> <ul style="list-style-type: none"> -Debate -Learning behaviours in DR -Class votes on class books / book doors -Conscience Alleys -Choose what to write on class votes <p><u>Maths</u></p> <ul style="list-style-type: none"> -Pupil voice on the teaching and learning the receive -Pupils contribute and co-operate within lessons...Share and justify opinions on maths questions (ex :true or false) -Year 2 – voting/creating bar chart -Choices within arithmetic lessons- pick a method that best suits their learning and understanding. <p><u>Science</u></p> <ul style="list-style-type: none"> -Group investigations- making decisions as a group. -Justifying options when predicting -Presenting findings/conclusions -Pupil voice 	<ul style="list-style-type: none"> -Freedom of speech/ circle time -Safe supported environment -Learning ‘no’ is ok to say. -Visuals use of X -Children as expert in their own religions etc. -Making decisions to what they are going to do or make. <p>-Pupil voices</p> <p>-Entitled to own opinions- evaluating DR can be negative</p> <p>-Invent freedom of what to write.</p> <p>-Imitate -> innovate -> invest – helping children to become independent.</p> <p>-Choice to use manipulatives</p> <p>-Children able to work independently} mastery approach- can you convince me, explain, disagree/agree.</p> <p>Maths display/maths corridor</p> <p>-Have a choice of using the arithmetic/operation/method that best suits their learning.</p> <p>-Create own questions based on a given number.</p> <p>-Child-led investigations - children feel safe to share ideas/predictions/conclusions even if incorrect</p> <p>-Science displays- celebrating individual achievements</p> <p>-Resources for children to explore / chose from independently.</p> <p style="padding-left: 40px;">‘FAIL’ mindset first attempt in learning</p>	<ul style="list-style-type: none"> -Turn taking -Listening to each other / teachers/ MDAS -Talk Partners -Attention bucket -Talk boost -Waiting in line -Growing plants / recycling/ the wider environment -Sharing Toys / resources -Respect for environment -Manners -Respecting pupils with additional needs. <p>-DR learning behaviours</p> <p>-listen to each other’s</p> <p>-Children work under the visualiser</p> <p>-Shred and guided writes</p> <p>-Celebration assembly—writer of the week/ Reader of the week.</p> <p>-BAME texts</p> <p>-All work displayed.</p> <p>-Display of children’s activities</p> <p>-Listening/questions, identifying mistakes and addressing misconceptions</p> <p>-Boys and girls-> treated equally</p> <p>-Children respect which set the are in and other children as well.</p> <p>-Group work</p> <p>-Class discussions (Predictions) -> listen to others and respect ideas even if they disagree.</p>

History

- Ancient Greeks
- Governments in the past / monarchs
- Voting- suffragettes
- Dictatorship
- Debates
- Displays
- Pupil vice
- EYFS- Pirates -Stories
- Debates - pirates/ woman voting

Geography

Global issues learnt and discussed across year groups.

- *Year 2- extreme weather and impact
- *Year 3- Volcanoes and earthquakes and the impact on people and the environment.
- Desertification.
- *Year 4- Flooding
- *Year 5- Pupils learn about free trade and the situation around free trade arising

French

- Yr 6- consult where appr on their choice of plays / stories / animals and francophone Country/ies to be studied.
- To promote engagement- pupil voice
- X or Y Haiti or Martinique

- Invasion /conflict
- Equality- women / civil rights
- BHM
- Slavery -gladiators / household slaves
- Freedom to research / source work
- Victorians Poor/ rich children schooling
- EYFS- independent choice
 - Freedom to choosing time 'child initiate play

- Expressing personal views and beliefs, e.g. World Earth Day
- Global issues discussed- children free to give their opinion on these, e.g. plastic pollution, sustainability, climate change
- Year 5 study free trade and the situation around this arising. Pupils can have their say around this.

- Dictionary skills to then allow choice of vocabulary.
- Encourage to look back
- Behaviour policy
- Core skills/ language taught e.g. in yr4 – yr6, so children can create own stories, poems (choice of character / setting etc)

- Conflict – Anglo-Saxons / Romans/ Tribes
- Debates
- Partner work
- Poppy day/ Remembrance Day
- Significant events- Queen passing / Coronation
- Workshops -> Showing respect towards visitors to our school.
- Year 1 artefact box from library ->respect everything in it.

- Fieldwork- children go out into the community and meet with people in a variety of different situations
- Respect for those living in different locations and in different ways to themselves. e.g.- Year 4- South America, children learn about wealthy communities and contrast this with a poor community, the favelas

- Remembrance
- Lots of imagery
- BIG DRIVE
- Represents a range of Ethnicities
- Look at a range of cultures e.g. Art...Congolese Y5
- Art /dance/poetry/books and stories
- Behaviour policy
- African/French/ Senegalese poetry/Asian French
- Discuss candle mass/ cake of kings
- Displays-range of children
- Acknowledge that many children speak different languages and make / at the start of the year speak about children's own languages spoken.

PE

- Sports counsellor
- Pupil voice
- Personal targets
- Inner / Intra com
- Evaluation- runs through our spiral

Art

- Pupil voice curriculum design
- Choose focus art piece as group or media/medium

Music

- Performances- how their song/compositions should be performed.
- Choir
- Lesson 1 – listening and evaluating
- Singing assembly- song choices
- Choir- song choices
- Pupil voice

DT

- Sharing ideas to create design criteria
- debating which of these are more important
- collective decisions on group design

- Pupil voice
- Play leader
- Bibs (becoming an expert in that area of learning)
- Personal targets
- Show me what you know

Final piece for each unit, children to create in style of artist

- choices of media for art piece
- Self-evaluation
- Celebrating unique artists
- Year 6- Banksy-social messages

- Opinions on genre preferences, songs
- Choir- children are encourage to come up with own song choices to perform
- Singing assembly
- *LSO workshop project (2023)- based on the young girls that worked in match factories in London died in terrible conditions, first ever since strike. Children/teenagers as young as 9.

- Innovating when designing
- Evaluating (speaking their mind creating an atmosphere of robust / resilience, when creating their product
- Celebrating the differences in their designs and outcomes.

- Olympic values
- Bikeability
- Play Leaders
- STEP
- Visitors
- Year 5 dance circus unit – class systems
- Sports for all
- SEND/ Penathlon
- Evaluation of other people's performances

-Different artists choices, style of art, global and local artist.

- Peer evaluation, discussions
- Year 6- Van Gogh
- Year 5- Plastic Art- recycling (rule of Law)
- Year 4- Giacometti choices of disproportion sculpture, final piece.

-Different genres of music -Jazz, Kwela – respect of culture, different sounds and language that is used in music.

- Choir church performances- coming into community and respecting other religious beliefs.

- Collective decisions on group designs
- Showing respect when looking and evaluating other children's work.
- Respecting people's difference from their t-shirt design.

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Rule of law	Tolerance of different faiths and believes	Additional info
<p><u>EARLY YEARS</u></p> <ul style="list-style-type: none"> -Song -Outside rules -No running -Tidy up time -Resources being labelled and placed correctly after -Caring for toys and books -How to carry scissors -Safety in the woodwork area. <p><u>Literacy</u></p> <ul style="list-style-type: none"> -Right and wrong character motives are discussed - >Characterisation, baddies and goodies. -Debate- persuasive writing. Letters to PM. -Rules of writing... success criteria. -SP rule and grammar. <p><u>Maths</u></p> <ul style="list-style-type: none"> -Beginning of year set expectations (academically and behaviours) within each maths set -Walking to and from maths sets and home class -All environments are a safe place for learning -Children understand school rules when not with their class teachers (maths set) -TTRockstars- following instructions and guidelines (online safety) -Rules of maths-following school calculation policy <p><u>Science</u></p> <ul style="list-style-type: none"> -Following instructions -Health and Safety instructions / rules -Behaviour expectations in practical work / whole lesson/ on trips. 	<p>-Trying different food from different cultures</p> <ul style="list-style-type: none"> -Chinese New Year -Diwali -Hanukah -Christmas -Easter -EID -Ramadan -Having / sharing different opinions. Circle time. -News -Types of families all about me. <p>-BAME texts- celebration of authors of different faiths/beliefs. Karl Nova /Benjamin.</p> <ul style="list-style-type: none"> -Zephaniah, Biographies of inspirational people. Malala -Wind Rush. -Emmeline Parkhurst, people who stood up for their beliefs. <p>-Learning a range of different arithmetic methods and explanations</p> <p>-When writing questions and showing images we try to include all areas (people who ask questions, pictures of areas of different temperatures, different currencies)</p> <p>-Discussions around scientific theories / findings</p> <ul style="list-style-type: none"> -> can we trust these results ->YR5-space -Group work encourages tolerance towards others. -Discussing various scientists from different backgrounds. -> female scientists. 	<ul style="list-style-type: none"> -Community – Royal family flower beds -Singing in the community -Fire station -Visiting the theatre <p style="text-align: center; color: #00AEEF;">Celebrate special events</p>

Art

-Code of behaviour; working with apparatus, materials, sharp objects, paint.

Year 5- Calligraphy - Chinese art needs to follow in detail to replicate.

Year 4- Pointillism - Create optical mixing choosing correct colours on colour wheel.

Music

-Music policy (behaviour policy on how instruments should be used and treated) currently in progress.

-Classroom rules – showing respect to individuals' opinions on music.

-Rules of music theory

*Rhythm

*Music stave

*Note values

*Clefs

*Key signatures

*Time signatures

DT

-Hygiene when cooking-e.g. washing hands

-Safety when using equipment

-setting at safety rules

- children understanding the

consequences if these rules aren't followed.

-Evaluation of artist composition

-Frida Kahlo (Mexican), understand her beliefs and view to understand her art.

Year 6 Banksy-political messages.

Year 2 & 5 Chinese art, learning background of History.

-Children's opinions and reflections on songs – religious beliefs

-Choir performances in church

-Music of different ethnic origins

-Food choices for different religions- e.g. YR6 unit picking a user with a different faith.

-Understanding different views / fears – e.g. being scared of the dark (night light)

-Food choices (food tolerances etc)

-Evaluating

-Different artists choices, style of art, global and local artist.

-Peer evaluation, discussions

-Year 6- Van Gogh

-Year 5- Plastic Art- recycling (rule of Law)

-Year 4- Giacometti choices of disproportion sculpture, final piece.

-Building tolerance through raising awareness of musical vocab origins and genres from different ethnic origins.