



Filleigh Primary School – Curriculum Intent

		Resilience	Respect	Community	Creativity	Independence	Trust
INTENT	Filleigh School Values	Filleigh children are nurtured to be confident and understand that taking risks is a good way to learn. Making mistakes and persevering are key parts of this.	Filleigh children show respect to people but also their environment and community. Children are respected by adults and are supported to develop their self-respect.	Filleigh children know what it means to be part of their class, school, local and global community – children know their rights. They know how to be responsible in their community.	Filleigh children are prompted to be imaginative in their learning and play. They are expected to be divergent learners using and apply their knowledge in unique and interesting ways.	Filleigh children are trusted to ask questions to improve their learning. As they grow, they take an increasingly independent approach to self-management of learning and feelings.	Filleigh children are trusted to be excellent learners. Trust helps keep children safe as they are equipped to seek trusted adults when needed and in turn are trusted to use school resources.
	<p>We know the experiences that children are exposed to as they grow, shape them as people. Positioned between two Moors in the heart of Devon and as the heart of our community, our school offers a wealth of rich and purposeful experiences which help the children develop. From the progressive, carefully considered curriculum, where the children learn the key skills within a context which is meaningful to them, to the time spent learning within our community and the places around us, the children enjoy the richness of experiences that living in Devon can offer them.</p> <p>Our learning values are woven carefully into our curriculum and everyday practise. By consistently considering these values teachers are able to help children develop the interpersonal skills, resilience, creativity, independence and the ability to become critical thinkers. These values help them build a strong foundation for life and give them skills to navigate the challenges in their next stage of education. We recognise every child as a unique individual. We celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. We constantly provide enhancement opportunities to engage learning and believe that childhood should be a happy, investigative and enquiring time in our lives where there are no limits to curiosity and there is a thirst for new experiences and knowledge.</p> <p>Community involvement is an essential part of our curriculum as we celebrate local traditions, learning new skills to enable the children to take an active role in events throughout the year. Children leave our school with a sense of belonging to a strong community where they have the confidence and skills to make decisions, self- evaluate, make connections and become lifelong learners.</p>						



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IMPLEMENTATION	CURRICULUM DELIVERY	EY Communication and language		EY Physical Development		EY Personal, Social and Emotional Development		EY Literacy		EY Mathematics		EY Understanding the World		EY Expressive Arts and Design	
		ENGLISH	SCIENCE	HISTORY	GEOGRAPHY	D&T	ART	COMPUTING	MATHS	MUSIC	PE	FRENCH	PSHE/RSE	RE	
		The Learning Environment		Assemblies and Learning Together sessions		Arts and creativity		Educational Visits and Residentials		Learning outdoors		Events		Partnership working with parents and carers	
		Extra-Curricular Activities		Charity Days and Fundraising		Partnership working with other schools in our Federation		Inclusion and diversity		Well-being		House Teams and pupil led groups		Responding to community events	
<p>Our curriculum design is based on key areas of research;</p> <p>Development of learning behaviours- Understanding of metacognition, our curriculum recognised the importance of skills for learning. Being resilient and determined help children develop the strength to overcome challenges. Explicitly teaching them how their brain works and how learning takes place helps them recognise when they have learnt something and gives them</p> <p>Development of memory – Learning is most effective with spaced repetition and frequent and regular retrieval of learned content, to increase both storage and retrieval strength.</p> <p>Development of vocabulary/oracy skills – The curriculum allows for a language rich learning experience and environment.</p> <p>Development of transferrable skills – Our curriculum demonstrates a clear and progressive transfer of skills, along with a balanced knowledge base to ensure that pupils are aware of the explicit links between subjects and are able to use skills that they have learnt across other curriculum areas.</p>															
ASSESSMENT		Quality Marking and Feedback		Assessment for learning		Elicitation Tasks		End of Unit Assessments		NFER Tests in Years 3,4 & 5					
		Next step marking		Self-Assessment		Peer Assessment		Pupil Conferencing		Tracking Progress Over time					
		Reception Baseline		Y1 Phonics screening		Y2&Y6 SATs		Y4 Multiplication Check		Moderation					




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IMPACT	ATTAINMENT AND PROGRESS	The impact of our curriculum is that by the end of each learning journey, the vast majority of pupils have sustained mastery of the content, that is, they show a good recall and fluency. This means that they are able to use what they have learnt across other learning areas. Some pupils will have a greater depth of understanding.
	KNOWLEDGE AND SKILLS	We track carefully to ensure pupils are on track to reach the expectations. We also believe that pupil voice is a very useful tool for assessment. By asking pupils questions such as what they enjoyed and what they learnt, we are able to view the impact of their learning experiences.
	READINESS FOR THE NEXT STAGE OF EDUCATION	Close links and transition work with our local secondary school enables the pupils to look ahead with confidence to learning in key stage 3 and beyond. We aim to broaden our children's horizons – opening their eyes to the different careers they might pursue. We want our pupils to have a clear understanding of the link between achieving well at school and getting into an interesting job and career.



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English						
Resilience	Respect	Community	Creativity	Independence	Trust	
	Speaking & Listening To speak confidently and fluently to communicate ideas and emotions effectively	Phonics To gain the phonics knowledge to build the foundations for early reading using Little Wandle letters and sounds.	Reading To read easily, fluently and with good understanding To develop the habit of reading widely and often, for both pleasure and information	Writing To write clearly, accurately, and coherently. To develop a fluent, joined handwriting style.	Grammar & Spelling To write with grammatical accuracy and be able to apply spelling patterns correctly using a neat handwriting style	Building Vocabulary To acquire and use a wide and rich vocabulary

At Filleigh Primary School, we value a love for literacy. We want every child to leave Filleigh with the skills of an excellent writer. At Filleigh we are determined that:

- Children have the ability to write with fluency and each has an author's voice.
- Children are writing for a purpose and their writing is engaging; they think about the impact they want their writing to have on the reader and know how they will achieve this
- Children develop writing from high quality text models
- Children develop proficiency in writing in a range of genres and have a sophisticated bank of vocabulary and an excellent knowledge of writing techniques to extend details or description;
- Opportunities for writing purposefully are developed through other areas of the curriculum
- Children develop writing stamina.
- Children are provided with the skills to embark on independent writing journeys both in and out of school
- Children are motivated to re-read, edit and improve their writing so every piece of writing they produce is to the best of their ability and better than the last.
- Children display excellent transcription skills that ensure their writing is well presented, punctuated and spelt correctly.

Throughout their time at Filleigh, children develop their skills by exploring a wide-range of genres, with a focus on exploring a range of models of excellence and using these to guide the drafting and editing process. It is important to note that, we not only develop a real enjoyment of writing in English lessons, but in all subjects across the curriculum.



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Maths

Resilience

Respect

Community

Creativity

Independence

Trust

Visualisation

We use the CPA approach (concrete, pictorial, abstract) to help pupils understand mathematics and to make connections between different representations.

Jack is dividing 84 by 4 using place value counters. First, he divides the tens. Then, he divides the ones.

Use Jack's method to calculate:
 $69 \div 3$ $88 \div 4$ $96 \div 3$

If $\bullet = -1$ and $\circ = 1$, what is the total of each below?

Label them on the number line.

Description

We place great emphasis on mathematical language and questioning so pupils can discuss the mathematics they are doing, and so support them to take ideas further.

If I know the length and width of a rectangle, how can I calculate the perimeter? Can you tell me 2 different ways? Which way do you find the most efficient?

If I know the perimeter of a shape and the length of one of the sides, how can I calculate the length of the missing side?

Can a rectangle where the length and width are integers, ever have an odd perimeter? Why?

Which of these shapes are split into quarters and which are not?

How many more ways can you find to split a 4 by 4 dotty square into quarters?

Experimentation

As well as being fluent mathematicians, we want pupils to love and learn more about mathematics.

How might this sequence continue?

Describe the ways in which your sequences are similar and how they are different.

Dora says,
The taller you are, the longer your shoes are.

Measure the height of people in your class and measure the length of their shoes.
Is Dora correct?

At Filleigh Primary school, we value an ambitious, connected curriculum accessible to all pupils in the school, right through from Reception to the end of Year 6.

We believe all children should be confident mathematicians. By delivering lesson in which all children can access learning through using small steps, sequenced to build on prior learning to support children in their journey of mathematical mastery through the school. Children develop the skills of confidently reasoning about their learning, using clear explanations supported by the use of stem sentences, specifically taught vocabulary and a range of problems set within real contexts to bring meaning to them.


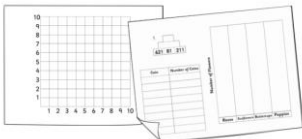
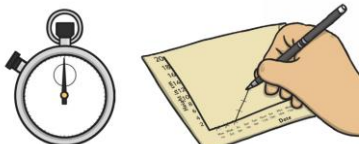



Following the National Curriculum and using White Rose Maths, teachers are on a continuous journey to deepen pupils' understanding of mathematics. We develop a culture of deeper thinking, where the journey of understanding behind the answer is valued more than the correct answer. Inspiring children to explain their thinking, notice common misconceptions and recognise non-examples of problems challenges our children to think more widely and develops their curiosity in the world of mathematics. Lessons are thoughtfully planned to allow the children an opportunity to practice, challenge and think deeper in their maths.



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Science

Resilience	Respect	Community	Creativity	Independence	Trust
<p>Working scientifically: Fair tests</p> <p>Fair test enquiries give opportunity for children to explore cause and effect relationships in science</p> 		<p>Working scientifically: Pattern seeking</p> <p>Pattern-seeking enquiries in science involve children making measurements or observations to explore situations</p> 		<p>Working scientifically: Observing over time</p> <p>Observing over time help children to be curious about the world around them</p> 	
<p>Working scientifically: Identifying and classifying</p> <p>Children make observations and measurements to help them look for similarities and differences</p> 		<p>Working scientifically: Research</p> <p>Research enquiries, children get to use a range of secondary sources to help them find the answers to 'big questions'</p> 		<p>Working scientifically: Comparative testing</p> <p>In comparative tests the children compare different cases and situations</p> 	

At Filleigh Primary school, we value an inspiring curriculum where scientific knowledge and conceptual understanding are carefully mapped to ensure that pupils follow a sequence of learning that provides ample opportunity to make progress in science by knowing and remembering more science content.

It is our aim that pupils:

1. Develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics.
2. Develop understanding of the nature, processes and methods of science through different types of science enquiries that help pupils to answer scientific questions about the world around them.
3. To equip pupils with the scientific knowledge required to understand the uses and implications of science, today and for the future.



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Geography

Resilience

Respect

Community

Creativity

Independence

Trust

Our core themes:	Location knowledge	Place knowledge			Human and Physical Geography		Skills and mapwork
Our disciplinary concepts:	Place	Scale	Space	Interdependence	Physical and human processes	Environment & Sustainability	Culture and diversity

At Filleigh Primary school, we value an inspiring geography curriculum where concepts, geographical knowledge and geographical skills have been mapped to ensure that pupils follow a sequence of learning which provides ample opportunity to make progress in geography by knowing and remembering more geography content.

It is our aim that pupils:

- Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.
- Are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

History



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Resilience	Respect	Community	Creativity	Independence	Trust	
Our core themes:	Society and community	Exploring and invasion	Power	Conflicts and disasters		
Our disciplinary concepts:	Chronology	Interpret evidence	Cause and consequence	Change and continuity	Similarity and difference	Historical significance

At Filleigh Primary school, we value an inspiring history curriculum where themes, concepts, substantive knowledge and historical skills have been mapped to ensure that pupils follow a sequence of learning which provides ample opportunity to make progress in history by knowing and remembering more history content.

It is our aim that pupils:

1. Know and understand the history of the British Isles as a coherent, chronological narrative from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
2. Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
3. Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
4. Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.
5. Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
6. Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.



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Art

Resilience

Respect

Community

Creativity

Independence

Trust

Our core themes:

Chromatic

Monochromatic

Sculpture

Our domains of knowledge:

Practical knowledge

Theoretical knowledge

Disciplinary knowledge

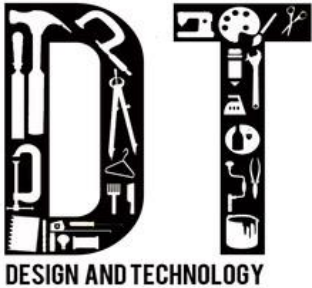
At Filleigh Primary school, we value an inspiring art curriculum where pupils follow a learning sequence that has ample opportunity to progress in art by developing their practical knowledge, theoretical knowledge and disciplinary knowledge across three main domains and themes. It is our aim that pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.



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Design and Technology					
Resilience	Respect	Community	Creativity	Independence	Trust
	<p>Opportunity to Build Expertise The children will develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.</p>	<p>Understand and use the Design Process The children will build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users</p>	<p>Test, Reflect and Improve Children will critique, evaluate and test their ideas and products and the work of others.</p>	<p>Confidence in Food Preparation The children will become confident in preparing food. They will understand and apply the principles of nutrition and learn how to cook with confidence and enjoyment.</p>	
<p>At Filleigh Primary school, we value an inspiring Design and Technology curriculum where pupils follow a learning sequence that has ample opportunity to progress in DT by developing their practical knowledge, theoretical knowledge and disciplinary knowledge. It is our aim that pupils:</p> <ul style="list-style-type: none"> • Develop as sense of curiosity how things work by giving opportunity for children to explore the inner works of everyday items. • Learn to question and connect to the world around them • Learn skills and knowledge which they can apply to their own products. • Confidently acquire the manual skills of cutting, assembling with a range of tools and outcomes, draw accurate diagrams and plan out prototypes. • Develop the marketing element of product design. 					



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Computing

Resilience

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Community

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Trust



Computer Systems and Networks

The Computer Systems and Networks strand is taught once a year, building progressively from one year group to the next, with subject specific knowledge introduced at age-appropriate points.

Data and Information

The Data and Information strand is again taught once a year, progressing in both skills and software. Key Stage 1 uses simplified age-appropriate software platforms, progressing to more industry focused software in upper Key Stage 2.

Programming

The Programming stand is taught twice a year, with the same concept revisited and covered in more depth. The following year incorporates the previous skills, whilst progressing onto a new concept.

Creating Media

The Creating Media strand hosts a wide range of different media types, and therefore different skills. To support progression, this can be best categorised into four different key areas: text, graphics, photo/video and audio.

At Filleigh Primary school, we value an effective learning experience which combines the five domains of an effective computing curriculum; knowledge of learners, subject matter content, teaching experience, pedagogical knowledge and curricular knowledge. Four themes are revisited through the spiral curriculum in each phase; computer systems and networks, data and information, programming and creating media.


It is our aim that pupils:

- Learn in a sequence that builds on prior knowledge
- Are scaffolded appropriately to succeed and thrive, using visual prompts to ensure all pupils achieve the same learning goals
- Are given the opportunity to foster a deeper understanding of a concept, through exploratory tasks that encouraging pupils to apply their learning in different contexts and make connections with other learning experiences
- Learn about code being the building blocks of all technology, starting with simple programmable toys, using tablets and then coding with more sophisticated programs to become proficient at coding.
- Build knowledge of ordering instructions and solving problem through changing instructions.



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Music					
Resilience	Respect	Community	Creativity	Independence	Trust
	<p>Musicianship</p> <p>Pupils will learn about formal notation (including duration, pulse, rhythm and pitch) and how to improvise together.</p>	<p>Listening and Responding</p> <p>Pupils gain an understanding of music's design and cultural place while learning about and feeling the impact music has on us. Pupils will discuss the historical and cultural context of the music, which helps to embed learning through listening to one another and sharing ideas.</p>		<p>Learning to Sing</p> <p>Pupils use lyrics, notated music and backing track to learn new songs.</p>	
	<p>Playing Instruments</p> <p>Pupils have the opportunity to make musical connections and apply their musical learning, by practising and rehearsing instrument-playing skills as well as their music-reading skills.</p>	<p>Composing and Improvising</p> <p>Pupils have the opportunity to experiment with different combinations of rhythm and pitch to create simple melodies.</p>		<p>Performing</p> <p>Pupils showcase what they have learnt and share a contextual introduction that connects to learning which has taken place.</p>	

At Filleigh Primary school, we value an effective learning experience which provides pupils with the opportunity to engage with music of all styles and from all cultures, in order to develop their own musical journey.

It is our aim that pupils:

- will develop their skills in inquiry and critical thinking.
- will begin to feel and learn about social connectivity.
- will learn about and deepen their musical understanding and connect this with their place in their community.
- will become globally aware and understand what it means to become a citizen of the world.
- will gain an understanding of historical and cultural contexts related to music.
- will form their own musical opinions and learn to make their own musical decisions.




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PSHE							
Resilience	Respect	Community	Creativity	Independence	Trust		
	<p>Sex and relationship education</p>	<p>Drug, alcohol and tobacco education</p>	<p>Keeping safe and managing risk</p>	<p>Mental health and emotional wellbeing</p>	<p>Physical health and wellbeing</p>	<p>Careers, financial capability and economic wellbeing</p>	<p>Identity, society and equality</p>
<p>At Filleigh Primary school, we value a curriculum which equips pupils with the tools to help them navigate through the challenges in life. By carefully following the excellent program of You, Me and PSHE, children are able to openly discuss, share and understand the issues which affect them and will continue to as they mature.</p> <p>We react to events individually, locally and nationally supporting children with changes and events which could have an effect on their and their family's life. Using a range of materials from stories to films we help give children the language they need to express themselves and recognise their own feelings and how these can relate to different behaviours. This gives the children the tools to help understand themselves and others.</p> <p>Sex and Relationships Education is taught as part of the PHSE curriculum and pupils are able to explore this learning about their own feelings and bodies, as well as understand the importance of healthy and appropriate relationships.</p>							



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PE					
Resilience	Respect	Community	Creativity	Independence	Trust
		<p>Building a Range of Skills</p> <p>Children will develop competence to excel in a broad range of physical activities</p> <p>They will have opportunity to engage in competitive sports and activities</p>		<p>Regular Prolonged Engagement</p> <p>Children will be physically active for sustained periods of time regularly.</p>	
<p>Staying Healthy and Fit</p> <p>Children will learn the elements needed to lead healthy, active lives.</p>					
<p>At Filleigh Primary school, we value a PE curriculum that provides pupils with opportunities to build skills and knowledge in a range of physical competences. Working alongside qualified coaches teachers provide lessons which help the children progress in basic skills and ability to work together as a team in games. Children compete within our school community and our wider community with links to the learning community for all year groups. Through residential trips children get the chance to experience other sports within water, climbing and cycling. Our fantastic grounds allow us to provide a regular forest experience which help develop their team work as well as the opportunity for physical development in an informal environment.</p> <p>Children are taught the importance of a healthy lifestyle. They learn and experience the way we can keep our body and mind healthy by considering the foods we eat, keeping hydrated as well as keeping active. They begin to understand how these elements can help us keep our mind healthy. They recognise the importance of regular physical activity and being outside and how it improves our feelings of happiness and mental well-being.</p>					



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Religious Education

Resilience

Respect

Community

Creativity

Independence

Trust



Spiritual, moral, social and cultural development (SMSC)
 SMSC prepares pupils for the opportunities, responsibilities and experiences of later life. Learning about and from religions and beliefs, through the distinct knowledge, understanding and skills contained in RE is essential to achieving these aims.

Respect for All & Global Learning
 RE makes an important contribution to a school's responsibility to promote respect for all, responsible citizenship and global learning. It provides a key context to develop young people's understanding and appreciation of diversity, to promote shared values and to challenge racism, discrimination & extremism.

Promoting British Values
 RE provides opportunities to promote and discuss the 'British Values' of democracy, the rule of law, individual liberty & mutual respect.

At Filleigh Primary school, we value a PE curriculum that recognises the variety of religious and non-religious backgrounds from which our pupils come. We welcome the diversity and we intend to be sensitive to the home background of each child. We are glad to have the active support of religious and non-religious members of our local community to support our teaching of RE, including the team at St Paul's Church, Filleigh and the Open the Book team. We recognize the inter-relationship between pupils' spiritual, moral, social and cultural development, and the leading role which the RE curriculum plays in some of these areas.


It is our aim to provide a curriculum which:

- Includes provision for religious education for all pupils on the school roll
- Reflects the fact that religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religious traditions represented in Great Britain
- Is in accordance with the locally agreed syllabus.



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French					
Resilience	Respect	Community	Creativity	Independence	Trust
<p>MODERN FOREIGN LANGUAGE</p> 		<p>Recognising different languages</p> <p>The children will understand and respond to spoken and written language from a variety of authentic sources.</p>		<p>Speaking and Listening</p> <p>Children can speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation.</p>	
				<p>Written Language</p> <p>Children can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt discover and develop an appreciation of a range of writing in the language studied.</p>	
<p>At Filleigh Primary school, we value learning a different language. Following a program of study starting in Year 3 children have weekly lessons which build their knowledge from naming simple nouns to being able to write in simple sentences in French. The children have opportunity to hear, sing and learn phrases and learn to build conversations growing in confidence as they progress through the school. They learn through the four strands in the curriculum: speaking, listening, reading and writing. We follow the progression in grammar and content through the Grammarsaurus scheme of learning. We also share with the children some of the culture and way of life in France and French speaking places.</p>					