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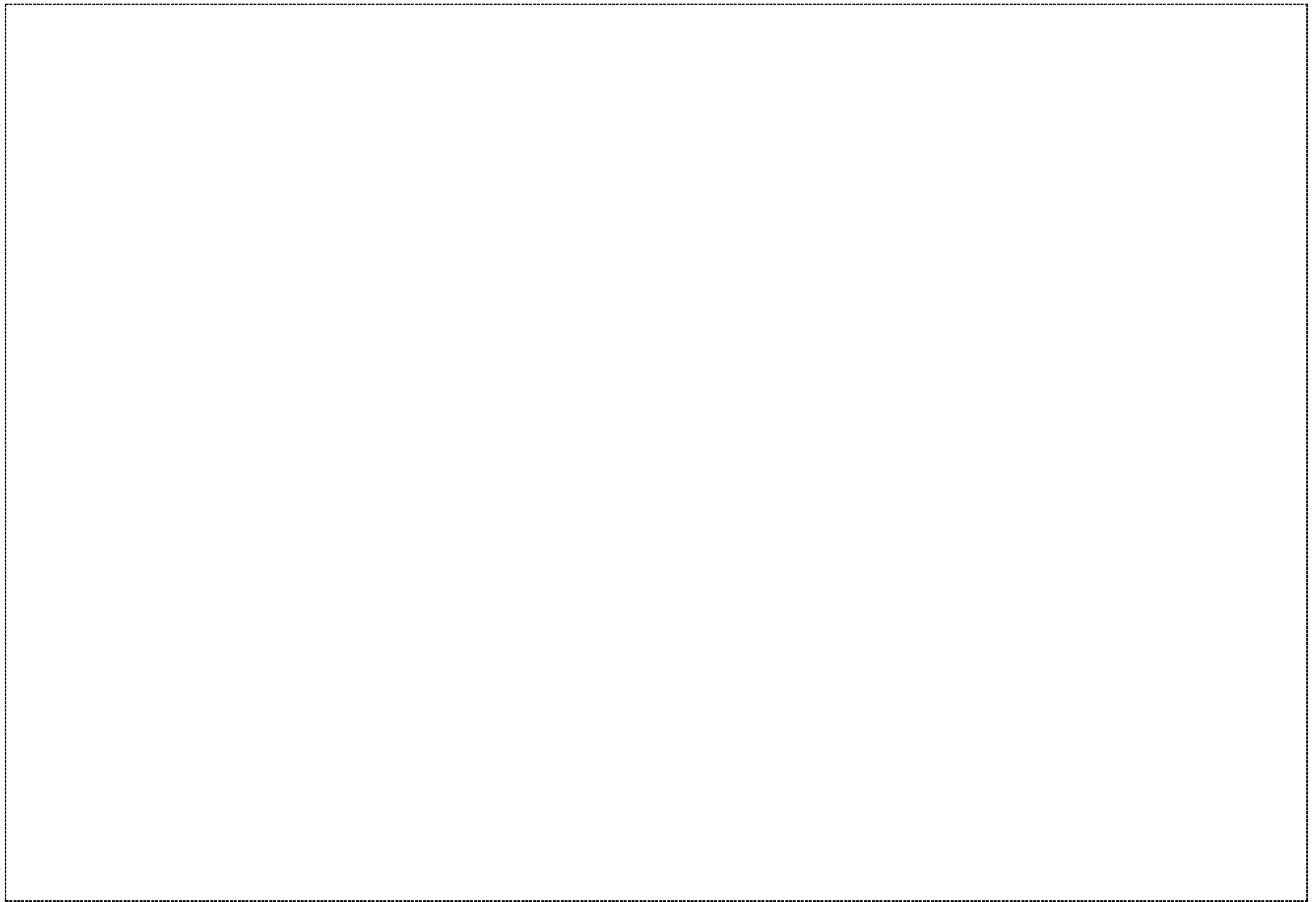
Subject: Art and design

Aims: to ensure that all pupils: produce creative work, exploring their ideas and recording their experiences, know about great artists, **craft** makers and **designers**, and understand the historical and cultural development of their **art** forms.

Intent statement:

At Filleigh we believe that all children should have the confidence and encouragement to express themselves creatively. Through our art and design curriculum we explore a range of media, skills and opportunities to be inspired and experiment. This includes studying artists and their work, exhibiting and celebrating the children's own work and progress in their skills. We encourage and provide opportunities for the children to confidently build their knowledge of different techniques and critical thinking.

Each child has their own use sketch books to collect, reflect and develop their ideas supporting their final outcome/pieces. We believe this helps develop an understanding that art can often be a tool to express themselves beyond words and recognise how this can support their own mental health.





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Subject: Design and technology is an inspiring, rigorous and practical subject. ... They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens.

Intent statement:

At Filleigh we believe in developing children who are creative thinkers that can solve problems by designing, creating, reviewing and improving. We aspire to have children who are curious about how things work. Design and technology should help equip children for the modern world that is ever changing – they need to be flexible and adaptable. Design and technology helps equip children for adulthood and give them a global view through areas such as cook where children can try global foods and further their understanding of how to stay healthy. Children have the opportunity to develop their mathematical and scientific understanding through application in this subject. Children need to be resilient when their products do not perform as expected, work as a community to support creative thinking, respect the resources they are using and show a growing independence of thought as they seek to find solutions to problems they are given.



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Subject: Early Years

Intent statement:

A practical, playful approach to learning, based on the needs and interests of our children, is delivered mainly through topic-based planning on a 2 yearly rolling programme. We teach children individually, in small groups and as a class.

Through a combination of teacher input and continuous provision opportunities, learning is planned to encourage children to develop their learning independently through *exploration and challenge*. The **“Characteristics of Effective Learning”** are at the heart of the Early Years Curriculum and explore the different ways in which children learn. They highlight the importance of playing and learning, active learning and thinking critically. All the learning experiences we plan for the children allow them to utilise and develop these skills.

The EYFS framework includes **7 areas of learning and development** that are equally important and inter-connected. However, 3 areas known as the **prime areas** are seen as particularly important for igniting *curiosity and enthusiasm* for learning, and for building children’s capacity to learn.

We provide: -a curriculum that is ambitious for all pupils

-a curriculum that is coherently planned and sequenced

-a curriculum that is successfully adapted, designed and developed for pupils with special educational needs and/or disabilities

-a curriculum that is broad and balanced for all pupils



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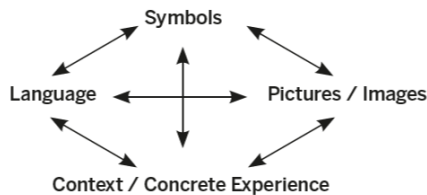
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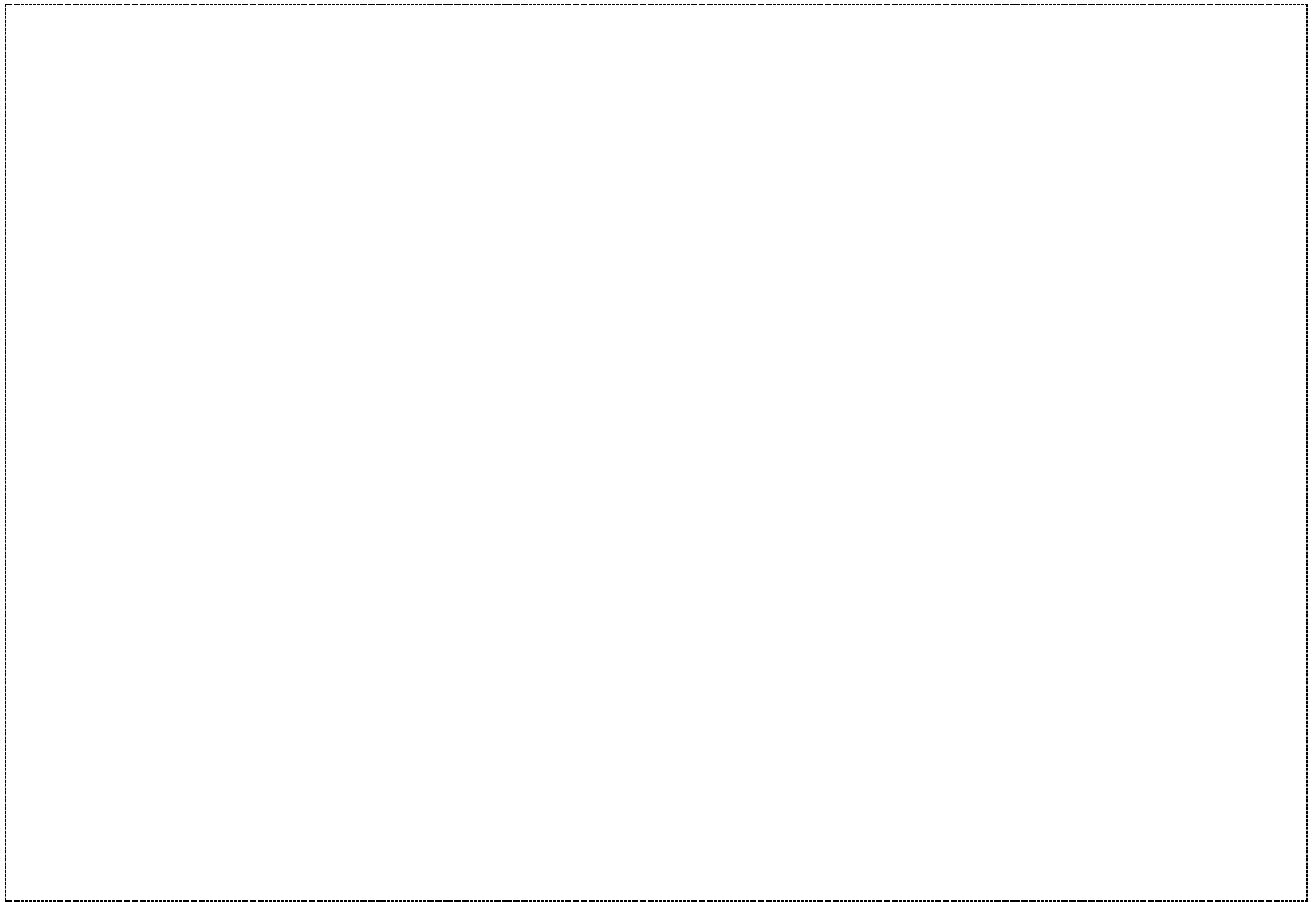
Subject: Mathematics **Aims:** become fluent in the fundamentals of mathematics, reason mathematically by following a line of enquiry and solve problems by applying their mathematics.

Intent statement: At Filleigh we believe all children should be prompted to be life longer learners in maths. We use the connective model using symbols, language, images and context to support understanding. Children are resilient mathematics learners as we develop their growth mindset to support them to foster their independence by challenging themselves to use and apply what they know in increasingly sophisticated ways. At Filleigh we understand that the mathematics curriculum is broad and that children may excel in specific areas whilst needing more support in others, children are resilient and expected to ask questions to further their own curiosity. Value is placed on contextualised learning in the community, the real world cannot be completely replicated inside the classroom, children are encouraged to not leave the maths behind at the end of the lesson but to see maths around them and to be mathematically curious. For example: children might estimate the length of a journey, the cost of a shopping bill, how long an activity might take, children could array hunt by counting and multiplying objects in supermarkets. Children are encouraged use maths at home in a concrete way also such as following recipes. Children are encouraged to talk mathematics though with whoever is at home. Children are trusted to support their peers by working collaboratively. Children are often given high ceiling low threshold tasks to allow them to be creative mathematicians. Children are expected to use resources respectfully to model their understanding and to be able to think carefully about the match of resource to the mathematical problem to really expose the structure of the mathematics they are working on. We believe in 'working on', not 'working through' mathematical tasks. Our children know that in maths it is useful and efficient to work out what we don't know by using what we do, therefore key facts such as times tables and number bonds are given specific curriculum time. Ultimately mathematics is for everyone and is the universal language of the world. Everyone can achieve mathematically given time, resources, teaching. Everyone needs maths and in an ever-changing world a resilient and flexible approach to maths is important to success.



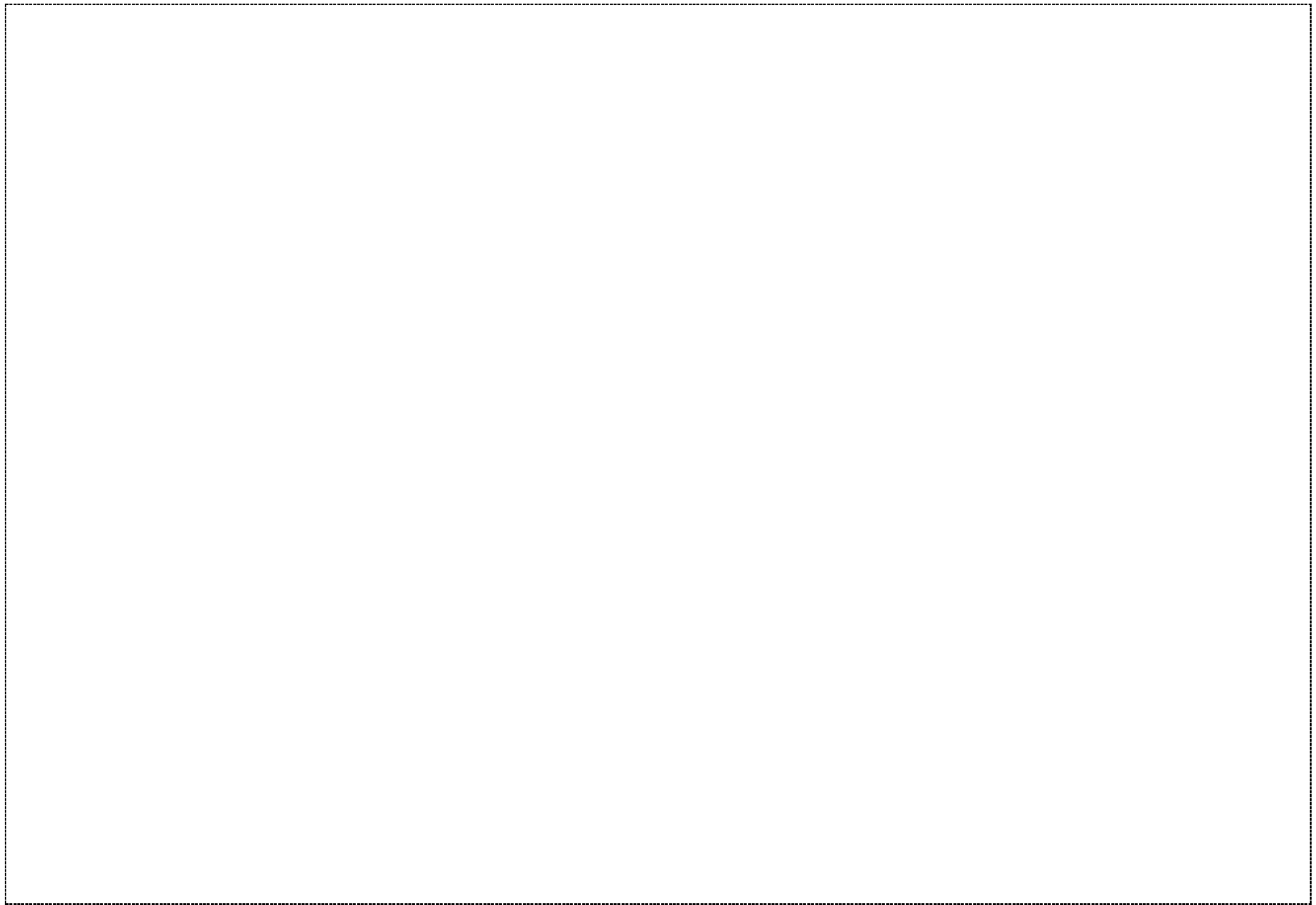


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<p>Subject: PSHE/RSE</p> <p>Aims:</p> <p>pupils develop the knowledge, skills and attributes they need to keep themselves healthy, safe and prepared for life and work.</p>					
<p>Intent statement:</p> <p>At Filleigh Primary School, we believe that children who are emotionally healthy are more likely to succeed/achieve their potential. We support the children to develop and equip them with skills in personal, social, economic and health and to support their wellbeing. We encourage the children to communicate openly and to feel confident to share and have discussions with their peers and trusted adults using the appropriate language to express themselves and their feelings. This also helps develop skills and aptitudes such as teamwork, communication and resilience which we believe are vital in developing life skills/choices/life challenges and opportunities.</p> <p>Along with the Early Help 4 Mental Health program we are following the 'You, Me, PSHE' program developed by Islington Primary Education team. This includes using a range of resources and learning opportunities to give our children the tools to understand themselves and others. At Filleigh we understand the importance of working with our Parents and Carers as partners to provide our children with a well-balanced and broad curriculum to support their mental health and wellbeing.</p> <p>Staff are expected to model positive emotional literacy strategies to children. We offer experiences for social and emotion well being beyond the classroom through the delivery of clubs both during lunchtimes and afterschool, forest school on site with a level 3 trained forest school leader, all children have the opportunity to go on trips and all children are encouraged to represent the school at an event (such as sport).</p>					



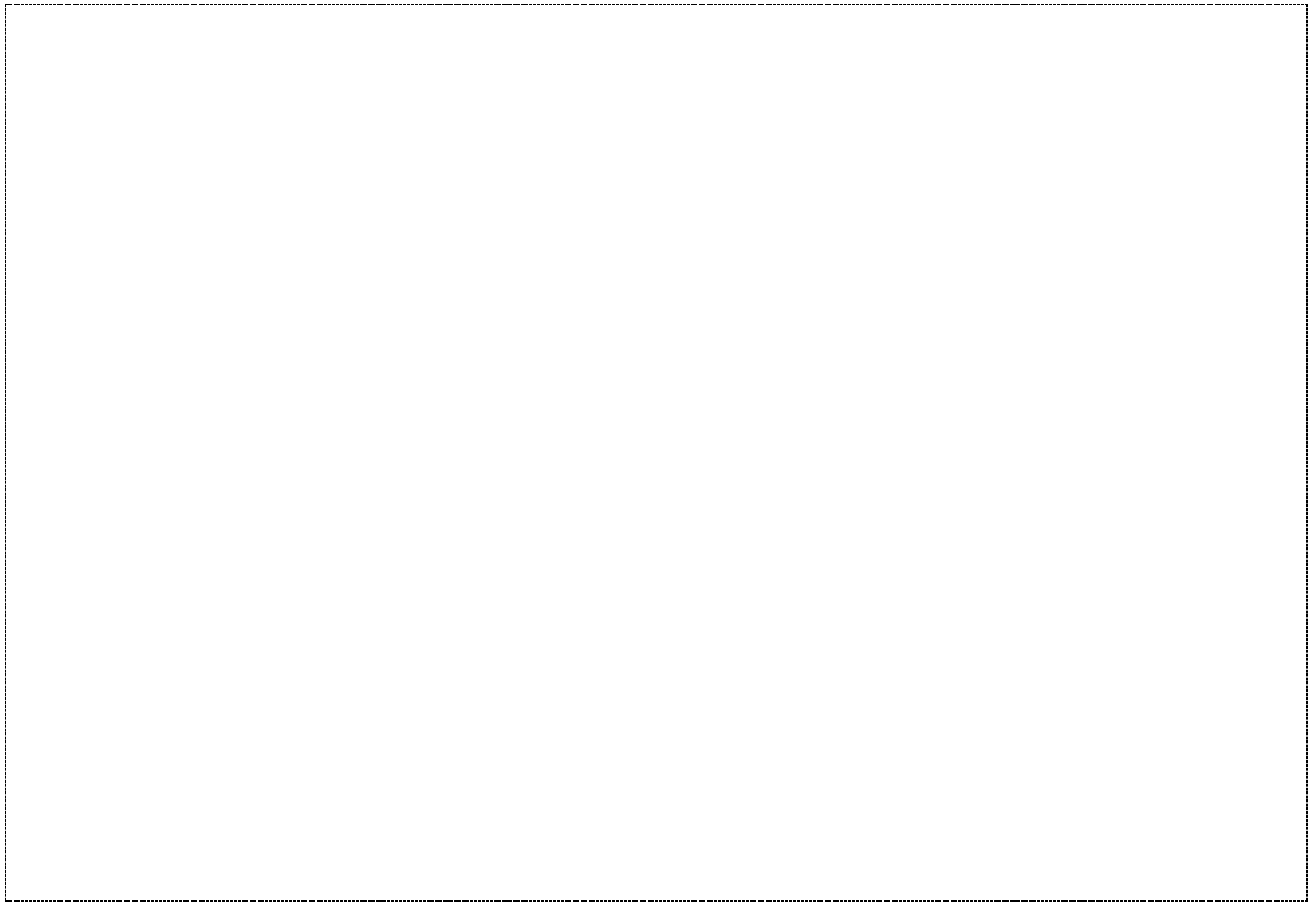


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<p>Subject: Computing Aims: Children can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation. Children can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems. Children can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems. Children are responsible, competent, confident and creative users of information and communication technology.</p>					
<p>Intent statement: Filleigh Primary School believe that children need to be resilient and creative learners in computing due to the rapid pace of change to technology. Children need to be prepared to be able to use technology in the future that does not exist yet. Children are trusted to use school equipment appropriately and independently. Children are supported to find trusted adults to seek support where needed to help them achieve and stay safe when on line. Children are taught how social media can increase their participation in a global community whilst also being taught the potential issues both legally and morally to social media. Children will consider the positive creative impact technology can have on their lives but also how to be respectful and effective self-managers of their time interacting with technology. Children will be taught coding across the school, beginning in small steps following and giving instructions, investigating programable toys and then coding online with increasing sophistication to build their own programs.</p>					





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<p>Subject: French (Languages)</p> <p>Aims: All pupils understand and respond to spoken and written language from a variety of authentic sources. They 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. All students can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt. Children discover and develop an appreciation of a range of writing in the language studied.</p>					
<p>Intent statement:</p> <p>Key Stage 2 pupils at Filleigh are taught French. Lessons allow pupils to learn about the culture and language of France through topics linking to common everyday experiences such as ordering a meal, attending school and celebrating Christmas. They are expected to comment respectfully on the traditions and customs of French-speaking countries. Pupils also learn to locate these countries accurately and to think about the landscapes, climate and resources of the world-wide French-speaking community. Children are encouraged to be brave and take risks when attempting to pronounce new French vocabulary. They are taught to listen attentively to new words and phrases and to join in with simple conversations held in French. Our French curriculum has been developed to allow pupils to develop the breadth of the French vocabulary over time. As they progress through year groups, they are challenged to extend the length of time they can listen attentively and contribute to longer conversations. The precision of their pronunciation is also expected to improve. Pupils are given the chance to learn and respond creatively to new French vocabulary through song, art and drama. They are encouraged to use their reading and writing skills in French to produce their own unique pieces such as cards, poems and letters.</p>					



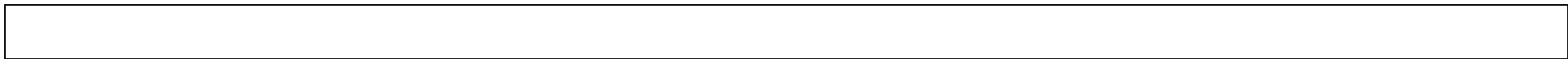


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<p>Subject: Geography</p> <p>Aims: develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context 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</p> <p>Pupils 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</p>					
<p>Intent statement:</p> <p>In Geography, Filleigh pupils develop their understanding of the local area through activities such as observing aerial photographs and carrying out field work. They learn about how land-use has changed over time and consider the impact of human needs and activity upon the physical environment. As they progress through our curriculum, children compare and contrast locations and are encouraged to independently pursue their own lines of enquiry. Children at Filleigh are encouraged to think about how to treat their environment respectfully and learn about the effect of less sympathetic human geography upon the natural world. They are asked to interrogate data from their own field work and from resources such as atlases to clarify ideas and form their own opinions about changes in landscapes over time. Pupils are given time to celebrate positive human Geography; they learn about food production</p>					

and harvests, design ingenuity and how cultures and customs have developed over time in response to changes in the natural world. They are given opportunities to observe and explore our local environment and visit locations further away such as the Eden Project in Cornwall and Westward Ho! Beach to compare and contrast habitats and landscapes.

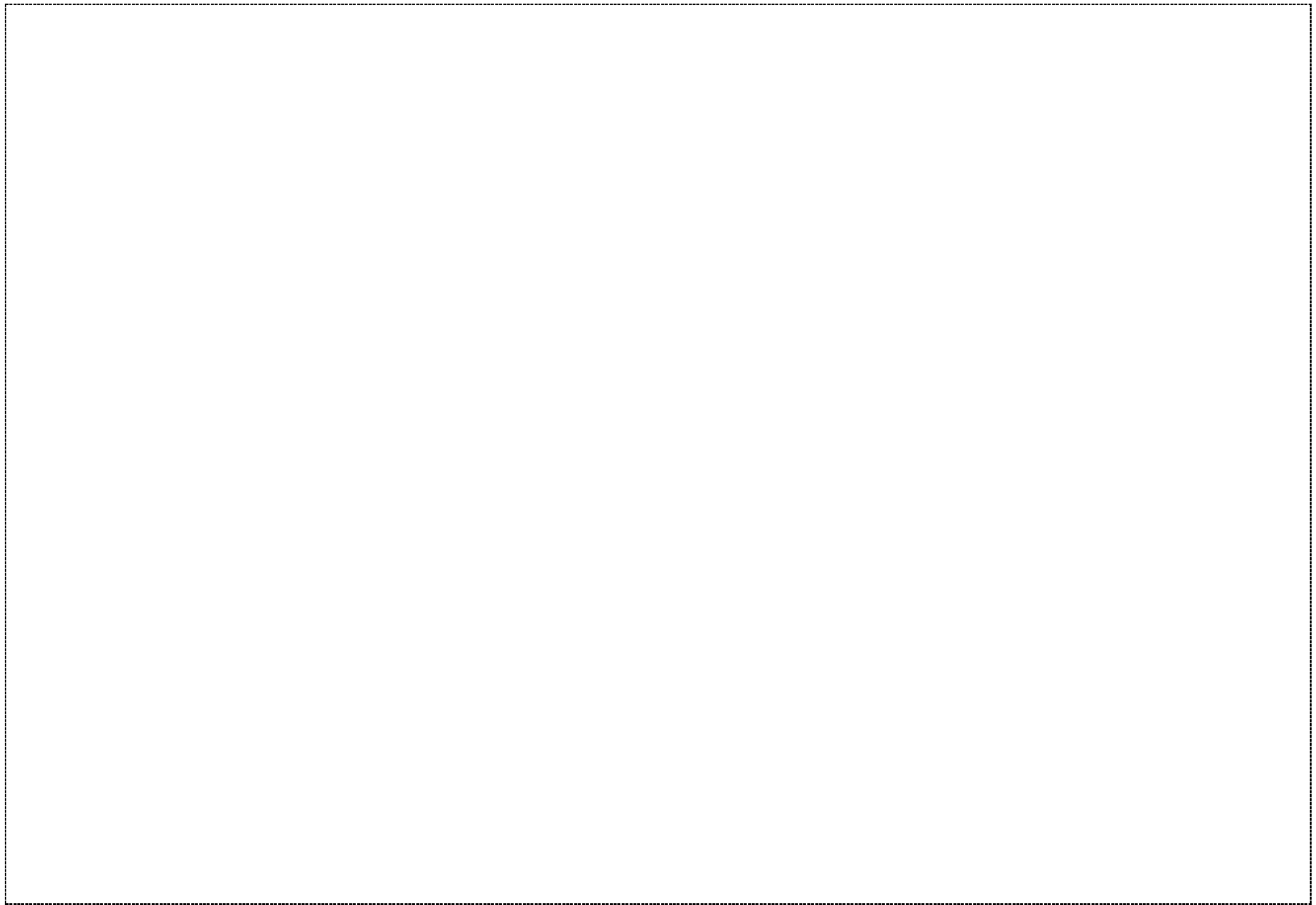


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<p>Subject: History All pupils know and understand the history of the British Isles as a coherent, chronological narrative, including how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. They know and understand significant aspects of the history of the wider world. Pupils understand the methods of historical enquiry. Children 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.</p>					
<p>Intent statement: Through our curriculum progression, pupils at Filleigh develop their understanding of events over time. They begin with learning about the chronology of events near to their lifetime and gradually extend their knowledge over time and location. They are encouraged to independently question and challenge a variety of historical sources and to consider how significant events and individuals have influenced their own community. Pupils are given the opportunity to independently extend lines of historical enquiry and to make meaningful links with their learning in other subject areas.</p> <p>In History, Filleigh pupils are taught about how different communities have come together at different times. They learn about how these communities have interacted with their environment and other communities alive at the time. Moreover, students are encouraged to reflect upon how these communities and significant individuals have influenced lives today. Field trips and visiting experts aim to make learning more immersive for pupils and to foster their use of accurate terminology. They are given opportunities to learn in practical creative ways such as making dental salves at Glastonbury Abbey, playing Tudor games at St Nicholas' Priory in Exeter and using Viking-style forges at Escot Wildwood. Pupils are also encouraged to participate respectfully in community events linked to History; such as Remembrance services at the village war memorial and an archaeological dig in South Molton.</p>					



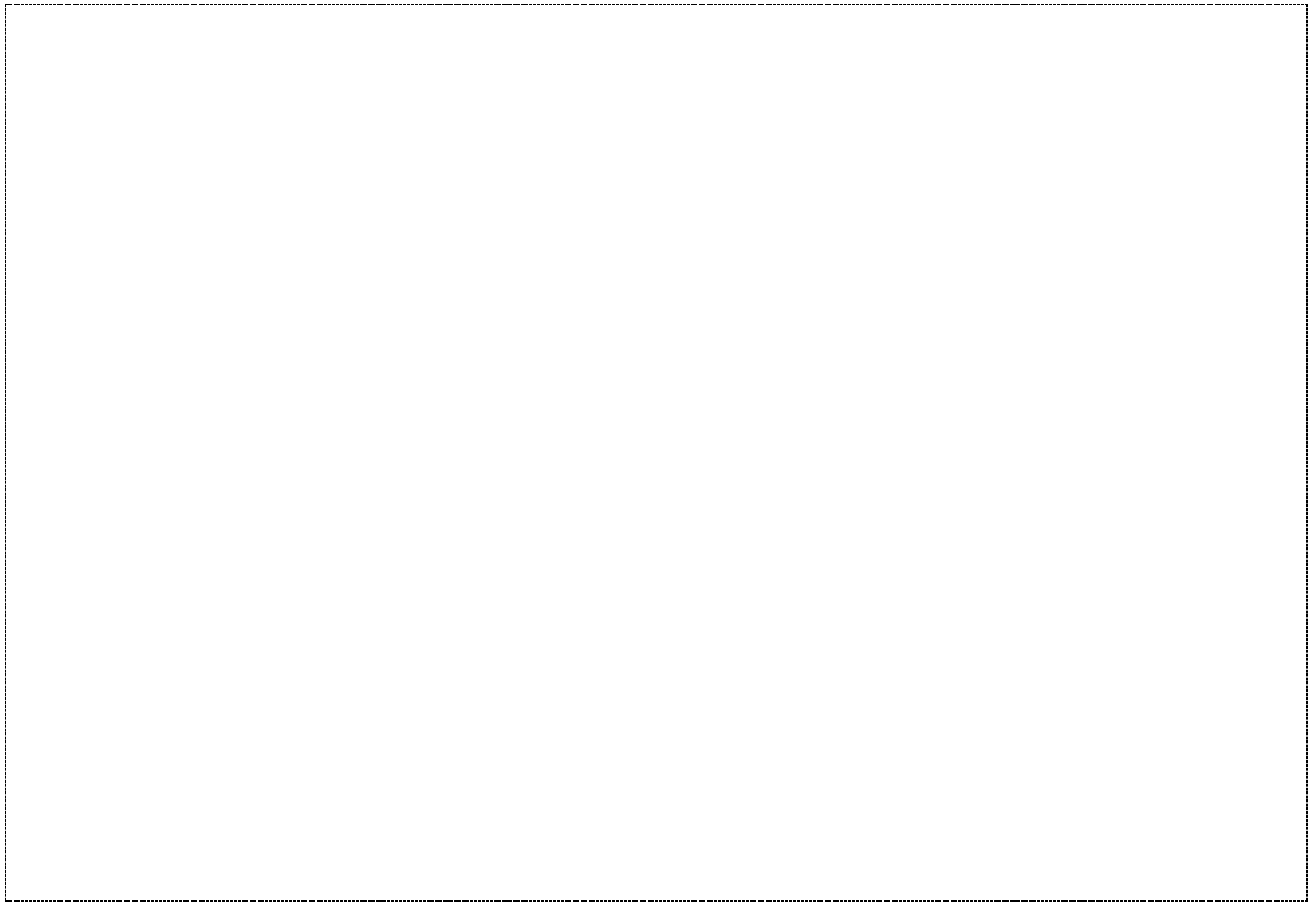


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<p>Subject: Music</p> <p>Aims: Pupils perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians. Students learn to sing and to use their voices, to create and compose music, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.</p>					
<p>Intent statement:</p> <p>In Music at Filleigh, pupils are frequently given opportunities to listen to and develop their knowledge of a range of musical styles, instruments and composers. They are encouraged to respond to pieces by different composers creatively through Art, Dance and discussion. Children are encouraged to make links to their learning in other subjects such as Design Technology and History when reflecting upon how sounds are created and how different composers have influenced musical styles over time. Children are given opportunities to enjoy musical performances by members of the local community and travel further afield to listen to and perform in concerts. They are supported to identify sounds from pieces of music produced across the World and to learn about how the resources and cultures of different World communities influences the styles of music produced.</p> <p>At Filleigh, children are supported to develop their resilience through performing when playing instruments and singing. They are given opportunities to perform solo and ensemble; learning to trust their group to support their performance and to develop their sense of responsibility to do their very best for their group. We promote lessons as safe spaces where pupils constructively and positively evaluate their own performance and that of others; showing respect to others and celebrating their own achievements. They are encouraged to identify their own targets for improvement but also to take risks with their ideas. At Filleigh, we offer all pupils the chance to develop their expertise in a specific instrument through access to peripatetic lessons and links to wider community groups such as South Molton SMART music school.</p>					





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<p>Subject: Physical Education</p>					
<p>Aims: All pupils: develop competence in a range of physical activities; are physically active; engage in competitive sports and activities; lead healthy, active lives.</p>					
<p>Intent statement:</p> <p>Teaching of PE at Filleigh allows pupils of all abilities and ages to develop their co-ordination, stamina, flexibility and balance. We use intervention programs such as Fun-Fit target small groups and individuals who may have additional needs or breaks in their physical development. Sessions across the PE curriculum promote working co-operatively in teams. Children are taught to be respectful of the rules of fair play and to manage any feelings of frustration in a constructive manner. Adults in school and visitors try to be positive role-models whom pupils trust to ask questions about their physical health and well-being. We also link learning in PE to work in PSHE by teaching pupils about significant individuals who have overcome physical challenges or who have used sport and activity to help them to process emotional distress.</p> <p>In Games, children are taught attacking and defending techniques. They are encouraged to develop their resilience to failure and to view these occasions as opportunities to learn and reflect. Children are encouraged to persevere to build their physical stamina and emotional resilience to winning and losing. They are regularly encouraged to evaluate their own performance and that of others. Lessons are constructed to foster a respectful environment where pupils are trusted to give evaluations respectfully and know they have adults around them they can trust to support them to meet physical and emotional challenges.</p> <p>Filleigh pupils are given opportunities to develop their skills in a wide range of physical activity through school clubs (such as Running Club), use of specialist PE coaches and links to community clubs such as Filleigh Cricket Club and inter-school Football tournaments. Pupils are also able to participate in regular sporting events hosted by South Molton Community College where they can access the facilities of the school. Children have the chance to develop their creativity when composing Dance and Gymnastics routines and are given opportunities to perform their work to members of the local community.</p>					

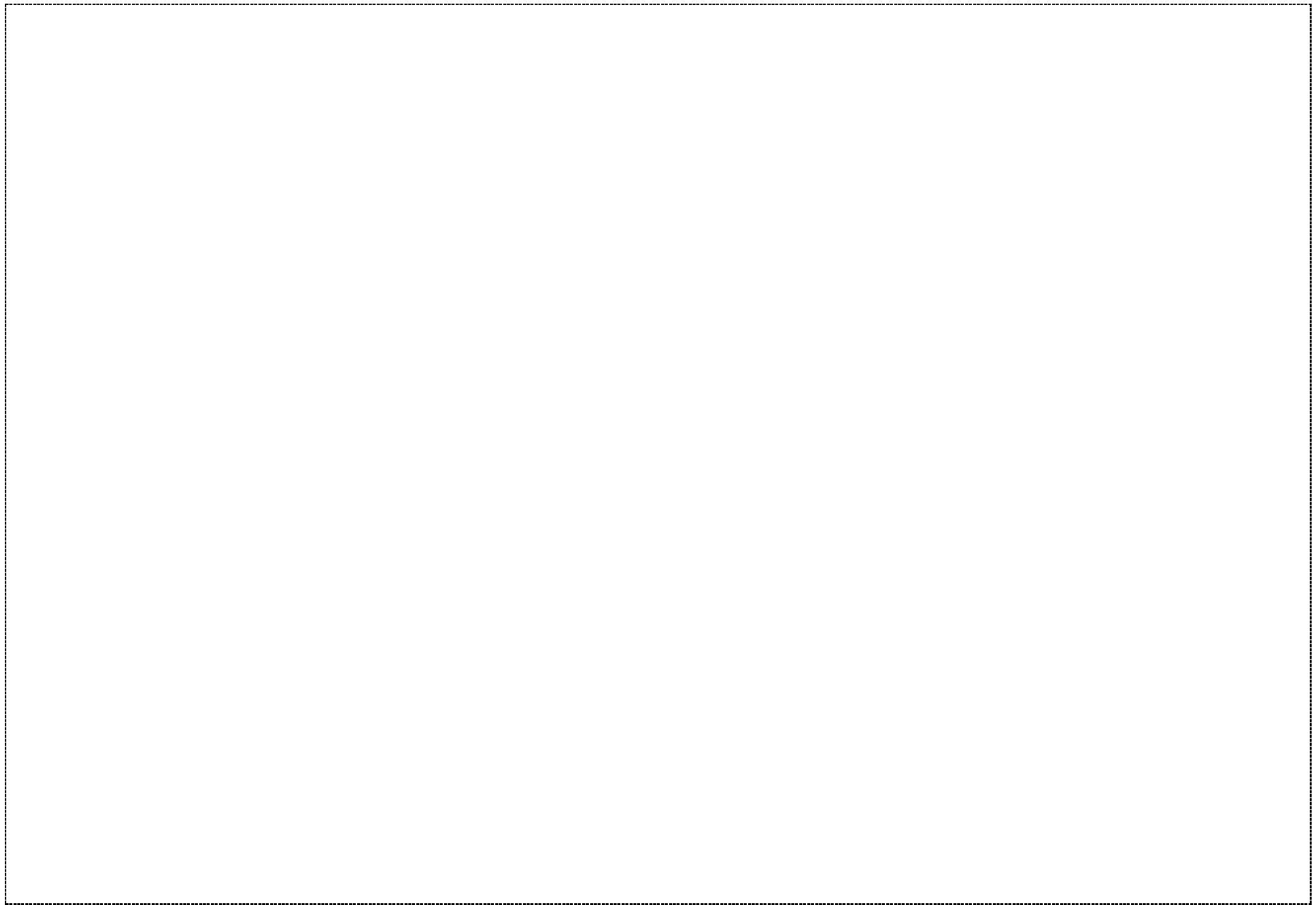




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<p>Resilience: Filleigh children are nurtured to be confident and understand that taking risks is a good way to learn. Making mistakes and persevering are key parts of this.</p>	<p>Community: Filleigh children know what it means to be part of their class, school, local and global community – children know their rights. They know how to be responsible in their community.</p>	<p>Respect: 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.</p>	<p>Trust: 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>	<p>Independence: 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.</p>	<p>Creativity: 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.</p>
<p>Subject: Science</p> <p>Aims of Science National Curriculum: 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. All pupils are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.</p>					
<p>Intent statement: ‘Imagination is more important than knowledge’ – Albert Einstein. At Filleigh all our children are encouraged to be imaginative scientists, where ever possible they are taught practically and with hands on experience. Children are promoted to be curious and to ask ‘big questions’ about the world around them. Through their teaching children will consider a range of scientist through history and from around the world as part of their understanding of a global community, children are especially focused on care of and for the environment both locally and globally. Children are trusted to make predictions about what might happen before and experiment as well as make plans and predications for their next steps. Children keep detailed results through measuring and recording in different ways such as in tables and graphs. Using what they notice children are helped to come up with increasingly independent conclusions about what they have observed including recognising an anomalous result. Children are taught to be creative in their experiments whilst at the same time developing the need for fair tests, changing one variable at a time. Our curriculum is designed to incrementally build up both skills and knowledge that allow children to confidently go forward in the world of science in secondary school and beyond.</p>					

