

Shute Curriculum

Shute Primary Curriculum Intent

Shute Primary and Pre-School					
Our Golden Rules	We are gentle		We are kind and helpful		We listen
	We are honest		We work hard		We look after property
Our learning values	Perseverance	Respect	Empathy	Progress	Sharing
	Shute pupils can present their ideas to others. They are aspirational in their learning. Shute pupils are self-motivated. They take risks.	Shute pupils take a pride in their learning. They listen to and value their peers.	They care about their work and others in the school. Shute pupils ask questions. They are reflective learners.	Shute pupils make connections in their learning. They can show their learning in different ways. They can build on and link their learning.	Shute pupils are collaborative. They share ideas and value the ideas of others. They can talk about their work to others.
CURRICULUM INTENTIONS	<p>We know the experiences that children are exposed to as they grow, shape them as people. Positioned 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.</p> <p>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>				

Shute Primary

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	

IMPLEMENTATION

Our curriculum design is based on key areas of research;

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

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.

Development of vocabulary/oracy skills – The curriculum allows for a language rich learning experience and environment.

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.

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	

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. 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.


KNOWLEDGE AND SKILLS

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.

READINESS FOR THE NEXT STAGE OF EDUCATION

English

Our learning values

Perseverance	Respect	Empathy	Progress	Sharing		
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	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.
<p>At Shute Primary, we believe that speaking and listening underpins the development of reading and writing and aim to provide our pupils with a language-rich environment. All children are encouraged to articulate their ideas confidently and to challenge opinions and views in a respectful manner. Throughout the school, the Little Wandle programme is used to teach phonics. As a school, we are dedicated to ensuring that no child is left behind using a comprehensive system of assessment and catch up sessions. Class teachers draw upon observations and continuous assessment to ensure children are stretched and challenged, and to identify children who may need additional support.</p> <p>Children are introduced to reading right at the start of their journey at Shute. It is our intent for children to become enthusiastic and motivated readers, developing a habit of reading for pleasure. Children are introduced to a range of genres to spark curiosity about the world around them and provoke thought and discussion. A range of teaching strategies are used to ensure that children learn to read fluently, with a good understanding of what they have read.</p> <p>Our writing plans follow the Book Writes planning sequences, which ensures that all children are exposed to high-quality core texts. Children are supported in how to apply the grammatical content through identifying features of the modelled text, before progressing to plan, write and re-draft a written piece which is fit for purpose and audience. By the end of Year Six, we intend our children to have developed a love of writing and to be able to express their thoughts and ideas clearly and creatively through the written word. Early writing is taught through initially mark making, then when the children are ready, they are taught the correct letter formations. We set high expectations for all our children to care and take pride in their work and have a fluent, cursive handwriting style.</p> <p>Providing our pupils with a 'language rich' environment lies at the heart of our teaching. Children are exposed to ambitious vocabulary in English and across the wider curriculum. The use of working walls, and vocabulary displays creates an atmosphere of curiosity about words and their meanings, with efforts to use new vocabulary being celebrated.</p>						

Maths

Our learning values

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<p style="text-align: center;">The Five Big Ideas</p> <p style="text-align: center;">Teaching for Mastery</p>	<p>Coherence Connecting new ideas to concepts that have already been understood, and ensuring that, once understood and mastered, new ideas are used again in next steps of learning, all steps being small steps</p>	<p>Representation and Structure Representations used in lessons expose the mathematical structure being taught, the aim being that students can do the maths without recourse to the representation</p>	<p>Mathematical Thinking If taught ideas are to be understood deeply, they must not merely be passively received but must be worked on by the student: thought about, reasoned with and discussed with others</p>	<p>Fluency Quick and efficient recall of facts and procedures and the flexibility to move between different contexts and representations of mathematics</p>	<p>Variation Varying the way a concept is initially presented to students, by giving examples that display a concept as well as those that don't display it. Also, carefully varying practice questions so that mechanical repetition is avoided, and thinking is encouraged.</p>
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At Shute Primary school, we believe all children should be confident mathematicians. By delivering lesson in which all children can access learning through using small steps, manipulative and varied representation, no children are left behind. 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. Connecting and building on previous learning in concepts, representations and language support children in their journey of mathematical mastery through the school. Following the National Curriculum and using range of resources from the NCETM and White Rose teachers are on a continuous journey to deepen their understanding of the teaching of mathematics. Together with the children, we develop a culture of risk taking where the journey of understanding and the thinking 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.

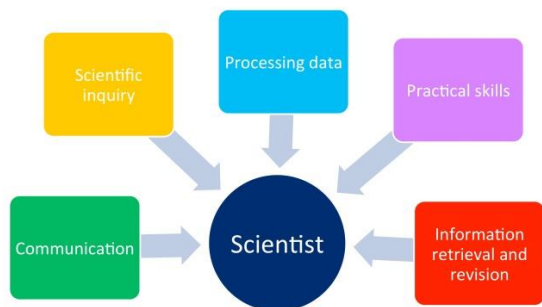
Parents support learning at home through accessing Maths Shed which allows teachers to set weekly learning linked to the key fluency skills learnt in school. Children have regular opportunity to practice and build key knowledge in number facts and times table knowledge. Building this key knowledge is celebrated at school and at home helping children value the importance of learning key facts.

Science Intent Statement

Our learning values

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<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: 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: pattern seeking</p> <p>Pattern-seeking enquiries in science involve children making measurements or observations to explore situations</p>	<p>Working scientifically: comparative testing</p> <p>In comparative tests the children compare different cases and situations</p>	<p>Working scientifically: observing over time</p> <p>Observing over time help children to be curious about the world around them</p>
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At Shute Primary school, we believe all children should develop as sense of curiosity about the world around them. Through our science curriculum we give them opportunity to explore their community and the wider world and guide them to observe, questions and discuss what they observe. As the children move through the school, they continue to build on their knowledge to become confident of the scientific processes which help us learn about the world around us. Building understanding of working scientifically, pulling together key knowledge and encouraging a culture of questioning, testing and concluding allows us to inspire children to be scientists. Developing skills in collecting data, accurate measuring which help children grow confident in creating and implementing fair tests. Our curriculum allows a careful build-up of skills revisiting them regularly and giving them opportunity to learn ways to present and conclude enquiries. Children learn about the important scientific changes, uses and implications of science in the world around them and how scientists have changed our world and the impact they have had on our lives.

Geography

Our learning values

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Disciplinary Knowledge



Disciplinary Concepts



Curriculum Aims

- To 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
- To 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.
- To be 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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Themes

Society and Community

Exploration and Invasion

Power

Conflict and Disaster

Disciplinary Concepts

Chronology

Evidence and Interpretation

Cause and Consequence

Change and Continuity

Similarity and Difference

Historical Significance


Curriculum Aims

1. Know and understand the history of these islands 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.

Art

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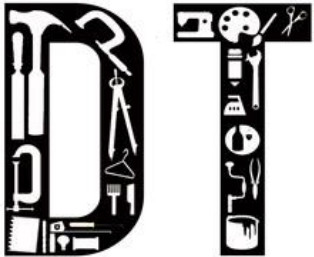
	<p>Opportunity to express themselves creatively</p> <p>The children will produce creative work, exploring their ideas and recording their experiences.</p>	<p>Development of skills over time</p> <p>The children will become proficient in drawing, painting, sculpture and other art, craft and design techniques. Learn about line, tone, texture, colour, pattern, shape, 3D form.</p>	<p>Build knowledge and understanding of Artists and apply to their own learning</p> <p>The children will know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. evaluate and analyse creative works using the language of art, craft and design.</p>
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At Shute Primary school, we believe all children should have opportunity to expressive themselves creatively. Through our art curriculum we build their skills in all forms of art from painting to clay work. Our curriculum is based around three themes: monochromatic (drawing, sketching), chromatic (painting, printing, mixed media), and sculpture (clay, modelling)

Over time children confidently build the knowledge of different techniques, they learn to improve and reflect through careful observations and discussions of their own work and the work of others. The children have opportunity to be inspired and learn from a range of artists in both traditional and modern art mediums and from local and international artists. They use sketch books to collect, reflect and develop their own ideas helping them create their own outcomes inspired by others. They gain a sense of understanding that art can often be a tool to express themselves beyond words and recognise how this can support their own mental health.

Design and Technology

Our learning values

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 <p>DESIGN AND TECHNOLOGY</p>	<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>


At Shute Primary school, we believe all children should develop a sense of curiosity how things work. By giving opportunity for children to explore the inner works of everyday items they will learn to question and connect to the world around them. From exploring simple axles to developing complex cogs children learn the skills and knowledge which they can apply to their own products. Children will confidently build the manual skills of cutting and assembling with a range of tools and outcomes. As they journey through the school children will build their understanding of the design process. By looking at products and learning about the mechanisms that make them work children will use sketch books to collect their knowledge which can be applied in subsequent projects. Learning to draw accurate diagrams and plan out prototypes as well as opportunity to develop the marketing element of a product help children to understand the process of designing and making.

Children at Shute have opportunity to prepare and cook a variety of foods. They have opportunity to taste and compare different foods and use this information to select, prepare their own food. They learn the importance of a healthy balanced diet and consider where foods come from and how that impacts on our local and global environment.

Computing

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	<p>Build knowledge of how technology works and recognise coding as a building blocks of computing</p> <p>Children can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation</p> <p>Children can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems</p> <p>Children can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.</p>	<p>Use technology in different forms to research, collate and communicate information</p> <p>Children are responsible, competent, confident and creative users of information and communication technology.</p>	<p>Use technology safety</p> <p>The children will use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. They will recognise acceptable/unacceptable behaviour online.</p>
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At Shute Primary school, we believe all children should be confident in using technology to record, retrieve and report their learning. As they grow within the school, they will be able to use technology to creativity represent their learning different ways, reflect on the suitably different programs and be able to select programs confidently to enhance their learning. Children will recognise that technology is a tool which enhances their daily life but recognise the importance of using it safely. Over time children will gain confidence in how to use technology safely and what to do if they encounter different situations. They will learn about the ‘pitfalls’ of social media and develop an understanding of acceptable online behaviour. Children will learn about how technology is used in the world around them recognising its importance in our everyday life.

As the children progress through the school, they will learn about code being the building blocks of all technology. Through their journey through the school, they will build knowledge of ordering instructions and solving problem through changing instructions. Starting with simple programmable toys, using tablets and then coding with more sophisticated programs children will become proficient at coding.

Music

Our learning values

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A Range of Experience of Music
Children will 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.

Using Instruments
Children will learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.

Building Knowledge of Music structure
Children will understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

At Shute Primary school, we believe all children should have opportunity to hear, compose and perform music and enjoy listening to a wide range of music. Starting with singing we value how music can bring together our school community as well as our wider community. We encourage performances both within our school but also into the wider community with an opportunity for the children to perform in local churches, shops and at The Great Hall in Exeter for a wide range of audiences. Through our connection to our Devon music community, we are able to have a range of instruments for children to experience throughout their time at Shute. From djembe drums to simple flutes children learn the core knowledge of music and begin to learn simple musical notation. Children have the opportunity to hear a wide range of music from around the world and learn how music plays a part in different cultures. They also have the opportunity to enrol in extra curriculum music lesson. By valuing this area of the curriculum, we create a culture where children can explore their musical creativity which we hope will inspire them in their future life

PSHE

Our learning values

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	Sex and relationship education	Drug, alcohol and tobacco education	Keeping safe and managing risk	Mental health and emotional wellbeing	Physical health and wellbeing	Careers financial capability Economic wellbeing	Identity, society and equality
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At Shute Primary school, we believe it is vital to equip children 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.


We also follow the Early Help 4 Mental Health program by promoting the 10 – a –day choices towards balancing our mental health. 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.

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.

PE

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	<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>
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At Shute Primary school, we believe all children should lead a healthy, active live. Through their time at school children have the opportunity 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 residence 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.

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 of feelings of happiness and mental well-being.

French

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<p>MODERN FOREIGN LANGUAGE</p> 	<p>Recognising different languages The children will understand and respond to spoken and written language from a variety of authentic sources.</p>	<p>Speaking and Listening 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 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>
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At Shute Primary school, we believe all children should have the opportunity to learn 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.