



West Hill Primary School

Curriculum Intent and Implementation Statements

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English

Intent

We aim for our pupils to:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Implementation

It is recommended that the English Policy is read in conjunction with this statement to provide further detail.

Our English Curriculum develops children's spoken language, reading, vocabulary, writing (including transcription), spelling, punctuation and grammar. English is taught discretely, with links across the curriculum where appropriate to enhance pupil skills, knowledge and understanding. We teach children to share their ideas fluently and to ask questions confidently.

The school follows a clear and progressive reading Curriculum Plan. Children are read to for pleasure. Reader helpers are given age-appropriate key questions to stimulate talk about a book. Children read a targeted book based on their reading progress so far, and a book linked to age-appropriate interests and topics.

We use Phonics Play to give an overall progression for the teaching of phonics, supplemented by appropriate other resources such as Jolly Phonics and Espresso.

Children are informed of the audience and purpose when planning their writing. A high-quality stimulus is used for writing. Children immerse themselves in the subject matter and required features of the required writing outcome. We deliver high-quality spelling teaching following 'No Nonsense Spelling.'

Children are expected to edit and improve their work. Collaborative improvement is used so children evaluate the effectiveness of their own work and that of others. Children are given dedicated editing and improvement time. Children receive direct teaching of key vocabulary required to succeed.

Handwriting is modelled and taught using a progressive school approach.

Maths

Intent

Mathematics is important in everyday life and, with this in mind, the purpose of Mathematics at WHPS is to develop:

- an ability to solve problems
- to reason
- to think logically
- to work systematically and accurately.

All children are challenged and encouraged to excel in Maths. New mathematical concepts are introduced using a 'Concrete, Pictorial and Abstract' approach; enabling all children to experience both hands-on learning when discovering new mathematical topics, and allows them to have clear models and images to aid their understanding.

Arithmetic and basic math skills are practised regularly to ensure key mathematical concepts are embedded and children can recall this information to see the links between topics in Maths.

Implementation

WHPS uses Collins Busy Ants scheme to plan and sequence learning which supports the fundamentals of the mastery approach within lessons.

The Medium-term plan for each year group in Busy Ant Maths offers a meticulously constructed sequence through the Programme of Study in the National Curriculum for Mathematics (2014). For each year group (Years 1 to 6), distribution of the 36 teaching weeks in an academic year is organised into 12 three-week units. These units have been carefully structured in such a way to ensure continuity and progression, and that the amount of time dedicated to the different topics in the mathematics curriculum is balanced.

Through regular pre and post unit assessments, teachers are able to identify appropriate interventions and scaffolding to explain conceptual and procedural knowledge to pupils who require further support.

Effective and precise questioning is used to encourage children to verbalise and reflect on responses to the lesson intent.

Teaching appropriate mathematical vocabulary is part of our daily practice to ensure proficiency and is one of the most important and impactful aspects of developing our pupils into able mathematicians.

Science

Intent

At West Hill Primary, we intend to stimulate and excite pupils' curiosity about phenomena and events in the world around them.

Science satisfies their curiosity with knowledge and can engage learners at many levels because it links direct practical experience with ideas.

Scientific method is about developing and evaluating explanations through experimental evidence and modelling. This is a spur to:

- problem-solving
- independent thinking
- metacognition
- critical and creative thought.

Through science, pupils understand how major scientific ideas contribute to technological change – impacting on industry, business and medicine and improving the quality of life. Pupils recognise the cultural significance of science and trace its worldwide development.

They learn to question and discuss science-based issues that may affect their own lives, the direction of society and the future of the world.

Implementation

Teachers create a positive attitude to science learning within their classrooms and reinforce an expectation that all children are capable of achieving high standards in science. Our whole school approach to the teaching and learning of science involves the following:

- Science will be taught in planned and arranged topic blocks by the class teacher, to have a project-based approach. This is a strategy to enable the achievement of a greater depth of knowledge.
- Through our planning, we involve problem-solving opportunities that allow children to find out for themselves. Children are encouraged to ask their own questions and be given opportunities to use their scientific skills and research to discover the answers. This curiosity is celebrated within the classroom. Planning involves teachers creating engaging lessons, often involving high-quality resources to aid understanding of conceptual knowledge. Teachers use precise questioning in class to test conceptual knowledge and skills, and assess children regularly to identify those with gaps in learning, so that all children keep up.
- We build upon the learning and skill development of the previous years. As the children's knowledge and understanding increases, and they become more proficient in selecting, using scientific equipment, collating and interpreting results, they become increasingly confident in their growing ability to come to conclusions based on real evidence.
- Working Scientifically skills are embedded into lessons to ensure these skills are being developed throughout the children's school career and new vocabulary and challenging concepts are introduced through direct teaching. This is developed through the years, in-keeping with the topics.

- Teachers demonstrate how to use scientific equipment, and the various Working Scientifically skills in order to embed scientific understanding. Teachers find opportunities to develop children's understanding of their surroundings by accessing outdoor learning and workshops with experts from the wider community.
- Children are offered a wide range of extra-curricular activities, visits, trips and visitors to complement and broaden the curriculum. These are purposeful and link with the knowledge being taught in class.
- Regular enrichment events, such as Science Week, project days or class trips, allow all pupils to come off-timetable, to provide broader provision and the acquisition and application of knowledge and skills.

Computing

Intent

Our computing curriculum aims to offer children a wide range of learning through its three core areas, developing lifelong skills as well as confidence and enthusiasm for the subject:

- Computer Science
- Digital Literacy
- Information Technology

Alongside this learning, children will be taught to use technology in a safe and responsible manner through a progressive scheme of learning. As participants in a digital world - which is ever changing - children will be taught to develop skills allowing them to contribute in a positive way.

Implementation

Children will access a wide range of software and platforms including, but not limited to:

- Espresso Coding
- Espresso Primary
- Purple Mash
- Google Classroom
- Scratch, Collins Connect
- MyMaths

in order to create and publish content, develop skills and access the wider curriculum.

Children will be encouraged to make links to other subjects, e.g. through the creation of algorithms in maths. Children will have a timetabled slot in the Computing Suite and have access to Chromebooks and iPads in the classroom in order to have the time and resources to meet the criteria above.

Children will be shown a wide range of age appropriate material - both online and offline - to broaden their knowledge of internet safety from EYFS to Year 6. Children will be taught the correct terminology.

PE

Intent

Our Physical Education curriculum will improve the confidence and competence of children in a range of physical activities through providing high quality lessons, both with the class teacher and external specialist coaching. We aim for all pupils to have opportunities to be creative and competitive both internally and externally, as well as being encouraged to live a healthy and active lifestyle now and in future life. Pupils should:

- Develop an enjoyment of sport and physical exercise in different forms.
- Have opportunities to be physically active throughout the school day.
- Plan and evaluate their work, looking for areas of improvement.
- Make conscious choices that promote health and physical development.

Implementation

A typical West Hill PE lesson will achieve the intent through lessons that are appropriately challenging, offer opportunities for progression and have a clear, communicated purpose. Teachers and external specialist coaches, following the PE Hub scheme of work where appropriate, deliver lessons that demonstrate and explain new techniques and encourage fair play and sportsmanship.

There is an expectation that children have opportunities to assess their own and their peers' performance in order to aid progression. Assessment informs both future planning and differentiation, as well as to monitor the progress of pupils against the learning outcomes. Whilst continuous, informal assessment is imperative to the development of skills, there should be specific assessment opportunities planned into lesson sequences, most notably at the start and end of a unit.

We make conscious and carefully planned investment with our Sports Premium money in order to allow specialist coaches to offer new opportunities for children, as well as invaluable CPD for staff. We also invest in the Ottery St Mary Sports Partnership that provides networking opportunities with other schools, as well as a wide range of external activities and competitions that are available to all skill levels.

History

Intent

History intends to prepare each pupil for their next phase of education whilst at the same time giving all pupils a broad and balanced view of the history of Britain and other societies. Pupils will develop a well-rounded knowledge of the past and its events, with intention to improve every pupil's cultural capital, understanding of the world around them and their own heritage. History at West Hill Primary aims to be ambitious in the coverage of historical skills and motivating through engaging activities, trips and visitors that give all pupils an opportunity to question the past.

Implementation

The curriculum is led and overseen by the History lead. A regular programme of monitoring, evaluation and review and the celebration of good practice will contribute to the ongoing commitment to evolve and improve further. The teaching, learning and sequencing of the History curriculum follows:

- In KS1, the historical skills will focus on the world around them and their living memory of History before moving to events that go beyond living history. This will ensure a firm foundation for KS2 History.
- In KS2, the History curriculum is set out in order to reference the previous year's curriculum and to refer to this prior learning year-on-year and within the year.
- The progression of skills is set out in order to build and develop the following:
 - Chronological understanding
 - Knowledge and understanding of events, people and changes in the past
 - Connection and historical links
 - Interpretations of History
 - Historical enquiry
- Children are taught the sequence of skills and knowledge that are the components to a composite outcome.
- Lessons will develop long-term memory by allowing for repetition of learning within the year and year-on-year.
- Tier 2 and 3 vocabulary is taught within the unit and reinforced throughout the year.

Geography

Intent

At West Hill Primary School we believe our Geography curriculum inspires children to ask questions about the natural and human world around them and to seek to discover the answers through different methods of enquiry. Children will develop knowledge of places and environments throughout the world and a deeper understanding of their place within it. We intend to foster in our children a curiosity about their world that will stay with them for the rest of their lives.

Implementation

To ensure high standards of teaching and learning in Geography, we implement a curriculum that is progressive throughout the whole school. In EYFS, Geography is taught as part of the Knowledge and Understanding the World area of the Early Years Framework. Geographical themes such as weather and the seasons are also explored in our Forest School lessons during the Spring and Summer terms. In KS1 and KS2 Geography is taught in termly or half-termly blocks. These planned blocks either alternate or are linked to History.

The Geography curriculum at West Hill Primary School is based upon the 2014 Primary National Curriculum in England, which provides a broad framework and outlines the knowledge and skills and taught in each Key Stage. We have also recently adopted a Geographical Skills Progression Document and are in the process of embedding it in our curriculum.

Teachers are encouraged to consider opportunities available to use the school grounds and the local area for fieldwork to enable children to base learning on first hand experiences to enhance teaching and learning in Geography. Recently children have explored the local area including orienteering at a nearby stately home and by conducting river studies at The River Otter.

Modern Foreign Language

Intent

All pupils at West Hill Primary School have the right to learn an additional language, the study of which liberates children from insularity and provides an opening to other cultures. Language lessons give children opportunities to express their ideas and thoughts in another language and to understand and respond to its speakers, both verbally and in writing. They also provide opportunities to read age-appropriate literature and learn songs in the target language. Ultimately, language lessons at West Hill aim to provide a firm foundation for further language-learning, equipping children with the skills that they need in order to become life-long language learners, both for the pleasure that can be derived from doing so, and for the practical purpose of equipping pupils to study and work in other countries.

We recognise its importance as a life-long skill. Every pupil in Key Stage 2 has an entitlement to language learning.

Implementation

In Key Stage 2, all pupils have an opportunity to learn French. A weekly lesson of 60 minutes for Year 6 and once every fortnight for Years 3, 4 and 5.

French is taught by a specialist language teacher, formerly a Secondary MFL teacher who has undergone extensive training in MFL pedagogy. Year 3 is taught by the class teacher who is advised and mentored by the specialist teacher. In addition, there are two KS1 French Clubs offered by the specialist language teacher.

Pupils in KS2 experience a wide variety of activities which enable them to acquire new knowledge and develop their understanding and skills in the Primary Language.

The current Scheme of Work has been developed by the specialist teacher, ensuring coverage of reading, writing, speaking and listening and building in opportunities for children to revisit knowledge at varying degrees of complexity at a variety of points throughout the four years of study to ensure progression.

RE

Intent

At West Hill, our aim is to deepen pupils' knowledge about different world religions. Through the teaching of RE, children are encouraged to explore what people believe and what difference this makes to how they live, making links to their own experiences.

Children will develop a sound understanding of religions and world views, encouraging them to form their own beliefs and values, acquiring the skills they need to deal with issues raised by religion and belief. We also include and promote British values, ensuring that children are aware of their rights and responsibilities as UK citizens.

Implementation

Our school uses the Devon Agreed Syllabus for R.E as a basis for our curriculum. The syllabus is designed to support schools in developing and delivering excellence in R.E. This is achieved through studying one religion at a time (systematic units), and then including thematic units which build on the learning by comparing the religions, beliefs and practices discussed.

Children will be taught using a variety of materials and resources and where possible, genuine artefacts and visits will be incorporated into lessons to enhance their learning experience.

PSHE

Intent

We have recently updated our PSHE curriculum to incorporate the new requirements for RSE. Through our combined PSHE and RSE curriculum, we endeavor to develop positive relationships between all members of the school by teaching our children the skills necessary to develop and maintain healthy relationships, as well as equipping our children to become learners for life in an ever-changing world.

Our curriculum will focus on three main learning themes:

- Relationships
- Living in the wider world
- Health and Wellbeing.

Children will revisit each theme as they progress through the school, building on the knowledge and skills learnt each year. Through these three learning themes, we aim to:

- Encourage pupils to develop and maintain positive, healthy relationships in a variety of settings (both in person and online)
- Help pupils develop feelings of self-respect, confidence and empathy
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Equip pupils to identify, assess and manage risk
- Prepare pupils for puberty
- Promote both physical and mental health and wellbeing

Implementation

PSHE will be taught from years 1-6 (at least 6 lessons per term) as well as being central to the Early Years curriculum. These lessons will be based on the long and medium term overviews of the PSHE Association's 'Thematic Model' and adapted by teachers to suit the needs of the learners in their class.

Teachers will make links between other subject areas where appropriate, for example linking e-safety to the Computing curriculum. Links will also be made to the school Learning Behaviours:

- Resilience
- Problem solving
- Independence
- Motivation
- Cooperation

The Arts

Intent

The 'Arts' play a key role as part of our 'Creative Curriculum'. They enable children to experience a breadth and range of cultural opportunities through Art & Design and Music. The 'Arts' have the potential to unlock creativity, talents, depths and excellence as well as promote a joy in learning. They are important in the role of supporting the well being of our children as well as the potential to value and recognise the uniqueness of each individual, nurture and support all abilities and equip children with the resilience and perseverance to be creative and independent thinkers as well as lifelong learners.

Implementation

As an Arts Mark Gold school, we promote a positive attitude to the Arts (Art & Design and Music) learning for all of our children both within their classrooms, communal areas and local community through display and performance. Expectations are that all children are capable of achieving high standards in all aspects of the subject. Our whole school approach to the teaching and learning of the Arts takes the following format:

- The Arts are taught by all class teachers within their year group.
- The Arts follow long term and medium term plans that have been created by all members of staff and ensure the coverage of the Primary National Curriculum.
 - Topics are taught in blocks and where ever possible cross curriculum links are made.
- Through our planning children are taught how to develop techniques, skills, use a range of materials with creativity, experimentation and increasing awareness of different kinds of art, craft and design. They experience a range of music styles, singing for different purposes; play a range of instruments individually or as a group/class as well as developing musical composition and structures.
- Planning involves teachers creating engaging lessons, often involving high-quality visual/auditory resources to aid understanding and broaden children's experiences.
- Planning builds upon the learning and skill development of the previous years. Planning also aims to make cross curriculum links to give the children a deeper understanding of the topic and how it relates to the world and their lives.
- Teachers demonstrate how to use art and design equipment, and how to play a range of instruments. They find opportunities to develop children's understanding further by accessing organisations that work with experts from the wider community who can come into school to work with the children.
- Children are offered a wide range of extra-curricular activities, visits, trips and visitors to complement and broaden the curriculum. These are purposeful and link with the knowledge being taught in class.
- Enrichment events, such as The Arts Open Afternoon, project days/weeks or class/key stage trips, allow all pupils to come off-timetable, to provide broader provision and the acquisition and application of knowledge and skills.

Design and Technology

Intent

At West Hill Primary School, it is our intent that all pupils will have access to a broad and balanced diet of D&T provision across their school career and that they are able to show increased independence in the planning, designing, making and evaluating of their work.

We aim to:

- To provide opportunities for all children to design and make quality products
- To provide children with the opportunity to explore food and cooking techniques along with healthy eating and environmental issues within food production
- To develop design and making skills, knowledge and understanding to the best of each child's ability; using and selecting a range of tool, materials and components
- To become creative problem solvers as individuals and members of a team
- To be able to use computing in conjunction with the Designing and Making process
- To develop an ability to criticise constructively and evaluate their own products and those of others
- To help all children develop an understanding of the ways people in the past and present have used design to meet their needs. To reflect on and evaluate such techniques, its uses and effects
- To prepare the children for living in a multi-cultural society by teaching consideration for other cultures; which will be both important and beneficial

Implementation

we offer a broad, balanced and engaging D&T curriculum, which builds on the knowledge, understanding and skills of all children, whatever their starting points.

We develop children's enthusiasm to think and work creatively to solve problems in Design and Technology through:

Managing teaching and learning

- Providing a variety of authentic and contextual projects where children are inspired to use their creativity and imagination to design and make products and solve real and relevant problems.
- To design and make products that solve real and relevant problems considering their own and others' needs, wants and values
- Through planning genuine and memorable D&T experiences, pupils learn how to problem-solve, innovate and consider the impact of their designs
- Designing a curriculum that is carefully designed for our children to acquire a depth of knowledge, understanding and design skills; making links with other areas of the curriculum, such as maths, science, computing and art

Learning environments, including enjoyment and engagement

- Ensuring the learning environment reflects innovation and technology that inspires opportunities for problem-solving and questioning
- Supporting pupils' understanding of how D&T makes an essential contribution to the creativity, culture, wealth and well-being of the world.
- Provides opportunity to reflect upon and evaluate past and present technology and its usefulness

Targeted learning and support

- Ensuring D&T learning matches the individual needs and starting points of all pupils to ensure the opportunity for maximum progress to be made
- Careful and ongoing assessment, providing effective feedback and guidance that facilitates next steps in learning
- Ensuring timely, purposeful and impactful interventions for pupils who are not making expected progress in D&T

Suggesting other learning opportunities with information about what has been taught, allowing parents to build on their child's school

Early Years Foundation Stage

Intent

It is our aim to provide an inspiring, creative and rich Early Years environment; where all children feel safe, valued, confident and happy.

Our curriculum is designed to excite and engage all pupils; supporting them to progress from their individual starting points.

Above all, we recognise that the Foundation Years truly are the bedrock of all future learning. To that end, we strive to ensure all our children love learning and aren't afraid to challenge themselves to achieve more.

We aim to:

- ensure our children make **sustained progress** and are **well prepared** for the next stage of their education
- use the 'Characteristics of Effective Learning' to underpin our provision and support our children to **develop the skills** needed to be **life-long learners**
- provide a learning environment and provision that **promotes independence** and allows children to **show initiative**; encouraging them to be **curious** about the world around them
- promote the **acquisition of language**; as we recognise this is **key to academic success, high self-esteem** and **good mental health**. With this in mind, language is at the centre of all aspects of our daily learning
- build **strong and positive relationships** with parents, carers and the wider community as we recognise that this brings benefits to all
- ensure all children **develop respect** for one another and understand their **own self-worth**

Implementation

We offer a broad, balanced and engaging curriculum, which builds on the knowledge, understanding and skills of all children, whatever their starting points.

Through a balance of child-initiated and guided learning, our curriculum provides children with memorable experiences and rich opportunities from which they can learn and develop a range of transferable skills.

We have high expectations for all children. Pupils work towards the Early Learning Goals of the Early Years Foundation Stage Curriculum.

We develop successful and happy early years learners through:

Managing teaching and learning

- Offering a 'broad and balanced' education that meets the needs of all pupils. It facilitates all pupils to gain the skills, knowledge and understanding needed, as they start out on their educational journey
- Delivering a 'carefully sequenced' curriculum which builds on previous skills, knowledge and understanding and offers elements of challenge to ensure pupils make sustained progress
- Providing meaningful, play-based learning; with a balance of child-initiated and adult-led activities
- Using high quality questioning and interactions to check understanding and address misconceptions.

- Planning and delivering a rigorous, daily phonics programme and developing children's fluency in reading through our school's carefully structured approach to the daily teaching of reading.

Learning environments, including enjoyment and engagement

- Developing an inviting and inspiring classroom environment, which stimulates learners and engages them in quality thinking and reasoning
- Developing children's cultural capital, helping children experience the awe and wonder of the world in which they live
- Building strong, nurturing and mutually respectful relationships between children and adults, where children feel valued and confident to participate
- Staff acting as role models to the children they teach in order for children to develop their own speaking and listening skills
- Using the 'Characteristics of Effective Learning', in conjunction with our school 'Learning Behaviours', to equip children with the skills necessary to become successful and life-long learners
- Developing an effective and engaging environment that is rich in language whilst taking into consideration the need for the children to be able to access all areas of learning, both inside and outside at any one time

Targeted learning and support

- Ensuring that 'The Unique Child' is at the forefront of quality adult interactions and adopting a nurturing approach for those pupils who might need some reassurance to enable them to succeed
- Ensuring learning matches the need of individual needs and starting points to ensure the opportunity for maximum progress to be made
- Carefully assessing, through observations and providing effective feedback to all to help facilitate next steps in learning
- Ensuring timely, purposeful and impactful interventions for pupils who are not making expected progress
- Suggesting home learning opportunities with information about what has been taught, allowing parents to build on their child's school experiences, at home