

# Our Curriculum Intent



**Our Curriculum Statement of Intent:** Fallings Park's curriculum is designed to enable all pupils to work towards our mission statement: *Learn Today For Tomorrow's Success*. As we want our children to thrive and contribute to both the school and local communities, our curriculum provides a memorable, knowledge-rich learning experiences in every stage of school life, within and outside the classroom. The primary focus of our curriculum is to provide a purpose and relevance to learning, whilst making connections between all subject areas. The children will be exposed to a rich vocabulary through the whole curriculum. Our school intends to empower students to embrace every learning opportunity, achieve their personal best and build their social, emotional, mental and physical well-being through a wide variety of experiences. This will provide our children with the foundations to become curious and creative thinkers; respectful and reflective individuals and be self-motivated learners.

Our curriculum design reflects our school values, context and pedagogy, and therefore it is personalised to the needs of our children with the **three key threads** at its core.

Language	<i>We are aware that our children enter Fallings Park in Early Years with a limited vocabulary. Language development and acquisition will allow the children to make connections and <b>understand more</b>.</i>
Wider Opportunities	<i>A significant number of our children have limited experience of the wider world. Wider experiences will provide our children with hands on learning that will enable our children to <b>remember more</b>.</i>
Well-being	<i>We recognise that our children come from diverse backgrounds, and we need to meet the needs of our local community. Well-being focus will provide the children with the confidence and self-esteem to be able to <b>do more</b>.</i>



## Subject Statements of Intent

**English:** At Fallings Park we strongly believe that reading is fun and purposeful and that children learn best when their wellbeing is prioritised. We strive to provide all our pupils with high quality opportunities to both 'learn to read' and 'read to learn.' We give our pupils access to a wide range of texts including those that represent our diverse community, class novels, magazines, library books, and supplement their reading using online texts. We recognise the importance of 'Parents as partners,' and encourage our families to 'read to' and 'read with' their children at home regularly and record this in their reading journal. We teach Phonics using the Essential Letters and Sounds Synthetic Phonics Programme (ELS) and reading books are aligned with this programme to give pupils opportunities to practise and apply sounds at the point of teaching. Dedicated time is given to teaching Phonics on a daily basis in the Early Years and Key Stage 1 and continues into Year 2 where necessary. We strive to provide our pupils with opportunities to create high quality pieces of Writing. This occurs following a structured sequence of reading, skills practise, drafting and editing. Stimuli are chosen carefully from a range of sources including off site visits, classic children's texts, film, notable authors, plus other cross curricular links to inspire and engage our pupils. Vocabulary is a key focus in our teaching of writing, and we consistently expose our pupils to a language rich curriculum right from the very beginning of their school journey.

**Maths:** At Fallings Park Primary we want to nurture a love and enjoyment of mathematics in all of our children so that they are keen to explore different concepts and so discover the wonder of mathematics and how it links to their every-day world. Our curriculum follows the NCETM Teaching for Mastery approach and the Number Sense Programme, which we have aligned to the National Curriculum. Based on effective research, the mastery approach plans for small steps which allows children to make connections in their thinking in order to build a deeper understanding. Our maths curriculum sequence is cumulative and allows for consolidation of learning to ensure children make connection and remember more. We offer an ambitious curriculum that provides them with the skills and knowledge to become confident mathematicians. Language development is key in all our maths lessons, and by using precise mathematical and stem sentences, this offers the children a scaffold to broaden and articulate their mathematical thinking.

**Science:** Our intention when planning and delivering the science curriculum is to foster and develop our pupils' curiosity in the subject, whilst equipping pupils with knowledge, skills and understanding they need to become competent scientists. Throughout the programmes of study, the children acquire and develop the key knowledge that has been identified within each unit that links to the three areas of science: biology, chemistry and physics. Teachers will activate prior knowledge in science and make links to other curriculum areas to provide opportunities for children to make connections and remember more. They will develop deeper knowledge of key skills and master their learning through stimulating and challenging wider experiences. We aim to increase children's aspirations in science and make connections to their own lives by providing children with examples of a range of diverse scientists and careers in science. We will ensure that the Working Scientifically skills are built-on and developed so that they can apply their knowledge of science when using equipment, building arguments and explaining concepts confidently using scientific vocabulary. We encourage children to ask questions and to be curious about the world around them.

**Geography:** Geography is concerned with developing knowledge and understanding of peoples and places, patterns and processes i.e. is the study of real places at different scales and of how people living there are influenced by, and affect the environment of those places. Geography helps people to develop an understanding of the world around them, how it was formed, how it is changing and of their place in it. Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and all other continents. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Pupils at Fallings Park are less likely to experience wider opportunities in Geography, in particular the experiences involving visits to areas of geographical importance.

**History:** A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. Pupils at Fallings Park are less likely to experience wider opportunities in History, in particular the experiences involving visits to museums.

**Religious Education:** Our intention when planning and delivering the Religious Education curriculum at Fallings Park Primary School is to ensure that all pupils know about and understand a range of religions and worldviews in the local, national, and wider global community. Moreover, we aim to develop pupils' spiritual, moral, social, and cultural development by promoting respect and open-mindedness towards others with different faiths and beliefs. It is our intention that, through enquiry, pupils at Fallings Park Primary School will be provided with opportunities to develop their ideas, values, and identities, and learn to articulate clearly and coherently these ideas while tolerating the right of others to differ. We are committed to inspiring our children to be confident and harmonious in their beliefs.

**RSHE:** Our pupil's wellbeing, along with their mental and physical health, is at the heart of our curriculum at Fallings Park. We teach our pupils the skills they need to become affective citizens. We focus on their ability to build positive relationships, keep safe, including online, as well as helping them to develop a positive body image. Our pupils develop empathy, respect and tolerance for others and are supported to set themselves aspirational goals. Our curriculum is rigorous yet flexible, to respond to the ongoing needs of our pupils. We offer 'In the News' sessions regularly, where pupils engage with issues from the wider world. We feel it is crucial to provide these learning opportunities for our pupils, to set them up for a successful life beyond our school. We explicitly teach the vocabulary relating to the RSHE curriculum in a sensitive manner. We are committed to ensuring our pupils gain the confidence and skills they need to access a range of wider opportunities, to be the best that they can be.

**Design and Technology:** A high-quality Design Technology education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to design, make and evaluate pieces of work as well as acquiring the technical knowledge they need. At Fallings Park Primary School we encourage children to use their creativity to design, make and evaluate products in a range of real life contexts. As pupils progress, they should be able to develop their skills in the different areas of Design Technology to gain a more thorough understanding of the designing, making and evaluating process. They should also know how specific individuals and historical events have been influenced by Design Technology. We aim to do this by exposing children to a range of architects, inventors, designers and engineers from both past and present and encourage children to reflect on purpose, effectiveness and achievements in order to inspire and motivate them to become innovators in the subject. We aim to, wherever possible, link work to other disciplines such as science and mathematics and plan for opportunities to work on STEM projects as part of their research.

**Art and Design:** A high-quality art education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. We value Art as an important part of the children's entitlement to a broad and balanced curriculum. Art provides the children with the opportunities to develop and extend skills and an opportunity to express their individual interests.

**Music:** Music is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression, and it can play an important part in the personal development of people. Music reflects the culture and society we live in. Pupils at Fallings Park are less likely to experience wider opportunities in music, in particular the experiences of listening to wider forms of music and performance of music. At Fallings Park, we provide opportunities for all children to appreciate a wide variety of musical forms and create, play, perform music. Skills and knowledge are, using milestones, grouped into: Listening to Music, Composing Music & Performing Music.

**Computing:** Our intention at Fallings Park School to provide effective computing, coupled with well trained, competent and enthusiastic staff, allows our children to develop the necessary computing skills needed for lifelong learning in the 21<sup>st</sup> Century. The three strands of Computing will be delivered to ensure a balanced curriculum: Computer science - the study of the foundational principles and practices of computation and computational thinking, and their application in the design and development of computer systems; IT - the creative and productive use and application of computer systems, hardware and software; Digital Literacy - the ability of learners to use, express themselves and develop their ideas through information and communication technology with regard to safeguarding and online etiquette.

**PE & Games:** Physical education, when experienced in a safe and supportive environment, is a vital and unique contributor to a pupil's education. Physical education gives pupils the exclusive opportunity to learn how to maintain a healthy lifestyle supporting their physical, cognitive, social and emotional development and well-being. It provides opportunities for pupils to be creative, competitive and to face up to different challenges as individuals and in teams, working together to solve problems. We believe that every pupil should have the right to a high-quality physical education, which includes the holistic development of the 'whole child'. Breaking down the offer into three key areas: PESSPA (Physical Education, School Sport, Physical Activity) allows school to have a clear vision for moving forward and progressing within the subject. This is reflected in the spending of the PE and Sport Premium, which is documented clearly and concisely every year.

**MFL:** At Fallings Park Primary School, it is our intent to provide all of our children with a high-quality education in Modern Foreign Languages (MFL). We believe by starting to teach MFL in Key Stage 2, it will provide pupils with a solid foundation in an additional language (French). We believe this will lead to a higher proficiency by the end of secondary education. We intend to develop a curriculum which inspires a love of learning languages in a fun and immersive way. To implement our aim, we teach mixed ability groups in a progressive way with a mix of oral and written skills. Opportunities for pupils to develop their skills are taught using the Primary Languages Network package, alongside Salut. The impact of this is to provide an education which will encourage individuals to have greater cultural awareness at an early age whilst feeling confident to further their learning as they progress into later Key Stages.