

WHOLE SCHOOL CURRICULUM

Flookburgh Church of England Primary School

Whole School Curriculum Overview

The National Curriculum and the Revised Early Years Foundation Framework are statutory documents which underpin what all children must be taught and forms the basis of our school's curriculum offer. However, we have the autonomy to decide how the content of the National Curriculum and Revised Early Years Framework is delivered and the approach we take to do this.

Our curriculum has been designed to reflect the needs of our children within the context of the community in which they live and, as such, the curriculum we deliver at Flookburgh CE Primary School is both unique and bespoke.

In designing our curriculum, from Early Years Foundation Stage to the end of Key Stage 2, we analyse what our children already know and understand and capture, celebrate and capitalise on life-experiences outside of school to support many aspects of our curriculum offer. Our design also targets areas where our children need to acquire greater knowledge, understanding and experience. We achieve this by establishing very early what the children need and build in the necessary 'cultural capital' to ensure they are ready to embark on the next stage of their learning journey as successful, independent young people who are able to make a valuable contribution to society as a whole.

In this context, our curriculum is both broad and ambitious, following a clear framework which sets out the aims through which our curriculum will be achieved:

'INTENT, IMPLEMENTATION AND IMPACT'

Curriculum Intent Statement

Our curriculum is designed to ensure all children have the necessary skills, knowledge and opportunities to be successful in all aspects of life now, and in the future. Our underpinning driver is our school vision, *'together, we believe anything is possible'* (Matthew 19:26) and our commitment as a church school for, *'every child to flourish and to live life in all its fullness'* (John 10:10)

We are committed to ensuring the early development of language and communication through prioritising reading as a key skill for all children. We have a particular focus on high-quality teaching and learning of 'early reading' within the Early Years Foundation Stage and Key Stage 1, extending seamlessly across Key Stage 2. Reading has a high profile across the school and is supported and promoted by our children's families ensuring a love of reading for all.

Our curriculum is coherently planned, sequenced and reflective to ensure all learners, particularly those who are most disadvantaged; with a Special Educational Need/Disability or high needs, are equipped with what they need to succeed in life. Our curriculum embraces the knowledge and experiences our children have and uses this to enhance what is taught, learnt and understood; it also enables us to provide the 'cultural capital' that our children need to take full advantage of a full, broad, balanced and ambitious curriculum.

Our curriculum is progressive, building on key skills and knowledge overtime enabling children to:

'know more, remember more and do more'

Curriculum Implementation Statement

We ensure our curriculum intent is implemented successfully because our children's learning journey begins in the Early Years Foundation Stage and subject leaders know and understand the EYFS statutory framework, including the supporting non-statutory guidance we have chosen to use, *'Birth to 5 Matters'*. Subject Leaders use this knowledge and understanding to plan for progression from EYFS to the end of Key Stage 2.

Language and communication is our 'golden thread' which is woven into every aspect of our curriculum and underpins all other areas of learning. Phonics is taught from the beginning of Reception by teaching staff who are highly trained, knowledgeable and effective; the content and sequence of the phonics program we use, *'Read, Write, Inc'* supports pupils' progress well. Children are highly engaged with reading across the school; early reading is supported by texts which closely match pupils' phonics knowledge instilling confidence and security.

Teaching staff and Subject Leaders work closely together to produce and implement well-sequenced and coherent plans which are realistically ambitious, motivating and enthuse our pupils. Learning is purposeful, building layers of knowledge, skills and understanding which aid pupils' retention, recall and application.

Our community, wider area and children's everyday experiences and knowledge influences our approach to curriculum planning and the opportunities we provide such as; trips, outdoor, adventurous and enrichment activities; community events, assemblies and fundraising initiatives. The intention of such opportunities is to provide the 'cultural capital' our children need to experience the full curriculum and ensure our children's life chances are not disadvantaged.

Curriculum Impact Statement

The impact of our school curriculum is evident from the positive attitudes and behaviours our children display at every stage of their learning journey.

As a result of how our curriculum has been designed and taught, our children are confident in sharing and demonstrating their knowledge and skills in a variety of ways:

- Our children have strong language and communication skills and read with fluency, understanding, purpose and for pleasure
- Results from national tests clearly show children's progress over time
- Internal assessment data shows that children are taught well, learn to apply a wide-breadth of skills, acquire knowledge and understanding across all subject areas and have a strong foundation to build on as they progress from one year group to the next
- Our children are well-rounded individuals who are able to make a positive contribution to their community and society as a whole because they have experienced the 'cultural capital' they need to succeed in life
- Our children are confident individuals who have an increased sense of pride in what they know, remember and can do.

Their self-belief goes beyond their academic achievements; our children are keen to try new things, have the resilience to keep going when they experience hardship and are willing to challenge stereotypes and work to achieve their aspirations.

Maths

Early Years Foundation Stage

'Marvelous Mathematicians'

We aim to mold inquisitive and enthusiastic learners with a good understanding of number and patterns.

[Birth to 5 Matters](#)

Key Stage One & Key Stage Two

Intent	<p>Through the Mathematics curriculum provision at Flookburgh CE Primary School, our children will:</p> <ul style="list-style-type: none">• become fluent in the fundamentals of mathematics through varied and frequent practice with complexity increasing over time• develop conceptual understanding and ability to recall and apply knowledge rapidly and accurately• reason mathematically; following a line of enquiry, conjecture relationships and generalisations, developing an argument, justification or proof using mathematical language• solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions
Implementation	<p>Concepts, topics and processes taught throughout the year and across Key Stage 1 and 2 are progressive, building upon prior learning, knowledge and understanding, allowing children to embed and master the skills required before moving onto the next stage in their mathematical enquiry and reasoning as follows:</p> <ul style="list-style-type: none">• For each concept taught, prior learning is established through continuing to recap and recover the layers of learning for children across a variety of contexts• Skills that children will learn in each year, are clearly identified and intertwined with the White Rose maths scheme of learning• Teachers plan to embed learning through practical lessons of mathematics, including through 'real life' situations and scenarios from 'master the curriculum'.• Children are expected to develop an in-built acquisition of mathematics through recall of multiplication tables and through continued use of mathematical vocabulary.
Impact	<ul style="list-style-type: none">• Children continually build upon existing knowledge through the repetition of previous concepts during lessons which shows children that maths is a combination of numerous skills• As children develop skills on the development of adding layers to their previous learning, they remember the learning more clearly, with the ability to use this understanding independently• High-quality teaching ensures that gap analysis is effective in the classroom, as appropriate starting points and objectives are planned to ensure children have a deep understanding• Concepts been set and planned for specific times in the child's learning, meaning that consistency is achieved throughout the school and a smooth transition occurs from EYFS upwards and throughout school.• Effective progression documentation and assessment means that teachers feel confident to report the 'gaps' in some children's learning, and the children working at and above the key stage standards, to both SL and parents• Maths has a high profile across school, which children are exposed to from the EYFS. Teachers understand its importance in both the curriculum and within wider life

English Reading

Early Years Foundation Stage

‘Between the pages of a book is a lovely place to be.’

We aim to promote a love for reading a range of books and texts. Showing understanding of what is being read to them and how to read some simple sentences independently.

[Birth to 5 Matters](#)

Key Stage One & Key Stage Two

Intent

- Through the Reading curriculum provision at Flookburgh CE Primary School, our children will:
- All children will be fluent readers who are able to read accurately and with understanding.
 - Children gain a lifelong enjoyment of reading and books who choose to read for pleasure.
 - Children have a good understanding of systematic phonics to be able to decode unfamiliar words with increasing accuracy and speed.
 - Children read with confidence using expression and clarity.
 - Read and respond to a wide variety of text types.
 - Ensure that through the books within school represent the children within our school and bring them a further understanding of the wider world and challenge stereotypes.
 - Develop a good understanding of grammar and language through books which also builds up a rich bank of vocabulary.
 - Develop an emotional intelligence and empathy.
 - Read confidently, with confidence, in any subject across the curriculum.

Implementation

- Reading taught throughout the school adapts and changes from EYFS through to Key Stages 1 and 2 to reflect both the individual ability of each child but also harness a passion for reading through rich and varied texts as follow:
- Topics through the curriculum from EYFS through to Key Stages 1 and 2 are based around or underpinned by a variety of rich texts.
 - All classes have books for children to access independently which are tailored to both their interests and abilities.
 - High quality phonics teaching is taught from the beginning of reception through the use of 'Read Write Inc.' To ensure the content and sequence of the phonics programme builds continuously upon each child's ability, gaps are quickly addressed, and all children make good progress.
 - Reading at home supports pupils reading in school through texts which directly link to their phonics knowledge instilling confidence and security in their own ability.
 - Children are heard reading on a daily or weekly basis to ensure that pupils reading needs are being met alongside comprehension activities, using the Reciprocal Reading approach once children can decode fluently, to ensure that they are also building up their understanding.
 - Each classroom has a dedicated area for children to enjoy reading.
 - As a school, we subscribe to the Cumbria County Council School Library Book Service, ensuring that children have access to high quality books to enhance their learning and encourage them to seek out information through texts.
 - English writing lessons are predominantly centred around a book which children get to spend time exploring and further understanding the authors thought, processes and language choices.
 - The school library gives children a dedicated space whereby they are able to immerse themselves in a warm and comforting environment.
 - Children celebrate reading through local, national and international initiatives such as World Book Day, Read a Book a Day, Poetry Week...

Impact

- All pupils will be able to read with accuracy, speed, confidence, fluency and understanding in preparation for life beyond school.
- All pupils will make good progress from the start of their journey at school.
- Pupils read independently for pleasure both in school and at home.
- Pupils can identify with books they read.
- Pupils will develop a life-long enjoyment of reading and books.

English

Early Years Foundation Stage

We aim to promote a love for writing, allowing continuous opportunities for mark making and fine motor development. By building confidence and a love for mark making the children should begin to write recognisable letters and spell some words and simple sentences correctly.

[Birth to 5 Matters](#)

Key Stage One & Key Stage Two

Intent

Through the English curriculum provision at Flookburgh CE Primary School, our children will:

- Be provided with the ability to communicate their knowledge, ideas and emotions through their writing.
- Develop children's vocabulary, a solid grammatical foundation and ability to spell words effectively using spelling patterns and rules taught,
- Develop the skills to write clearly, accurately and coherently, adapting language and style to suit a range of genres, audiences and purposes.
- Develop a good, joined handwriting style in preparation for their move to secondary school.
- Create an environment in which children can edit, review and improve their work effectively during and after the writing process.

Implementation

Throughout the year children will encounter a wide range of text types to give them lots of opportunities to practice new skills that have been taught whilst also being given opportunities to revisit and review prior knowledge within their writing.

- The use of 'The Write Stuff' approach is used throughout the school in Key Stages 1 and 2 to give a clear and consistent approach to writing, build up a wide vocabulary bank and give pupils lots of opportunities to witness modelled writing to support their own writing.
- Early writing is taught using reading and phonics to support sentence structure, grammar and spelling through 'Read Write Inc.'
- Spellings are taught in accordance with Appendix 1 of the English National Curriculum. In Reception, Year 1 and for those children who require, spelling is taught using 'Read Write Inc' phonics where children are grouped accordingly. From Year 2 onwards 'The Spelling Book' is used which has an investigative approach to spelling whilst also unpicking the phonetics of words to support spelling rules.
- Grammar and Punctuation are taught both discretely and within English lessons to develop understanding and then embed learning within context.
- Handwriting is taught both discretely and as an integral part of any lesson which is reinforced daily.

Impact

- Children become confident and successful writers who enjoy writing across a range of genres for different purposes.
- Children of all abilities are successful in English through high-quality teaching, effective scaffolding.
- Children have a wide vocabulary bank which they can refer to and use across all writing.

Science

Early Years Foundation Stage

We are all scientists here!

By building our self-confidence, we will become more inquisitive and ask questions of what is happening around us. We will use the classroom space to explore the areas, asking and answering our own questions.

[Birth to 5 Matters](#)

Key Stage One & Key Stage Two

Intent	<p>Through the Science curriculum provision at Flookburgh CE Primary School, our children will:</p> <ul style="list-style-type: none">• 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• Be equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.
Implementation	<p>Topics taught throughout the year and across Key Stages 1 and 2 are progressive, building upon prior learning, knowledge and understanding in order for children to embed and master the skills required before they move on to the next stage in their learning as follows:</p> <ul style="list-style-type: none">• For each topic area taught, prior learning is established (including relevant knowledge and understanding at the end of EYFS in preparation for moving into KSI);• Future learning is recognised – what will the children go onto learn and in which year group(s) will this be taught?• The key scientific vocabulary children need to know and use confidently;• Opportunities for working scientifically are an integral part of the planning process
Impact	<ul style="list-style-type: none">• Children build knowledge of key concepts and the relationship between them overtime ensuring that they do not see science as merely a list of isolated facts• Children will remember, long-term, the content that has been taught throughout their school learning journey. This is because the teaching and planning sequence in our school is unique to our children's needs and reviewed on an annual basis• High-quality teaching focuses on building on children's prior learning, identifies appropriate starting points, knowledge of what will be taught next and ensures full-coverage of the curriculum content• Working Scientifically is explicitly planned and practical work has a clear purpose, forms part of the wider teaching sequence and takes place only when pupils have enough prior knowledge to learn from the activity• Teachers are confident in making a judgement to report to parents about whether a child has achieved the expected standards for their age.• Science has a high-profile within our school with curriculum planning beginning in EYFS; our youngest children are introduced to a wide-ranging vocabulary to describe the natural world in readiness for their transition to KSI and beyond

Art and Design

Early Years Foundation Stage

We are all artists here!

We will use our love for mark making to explore different types of lines, using a range of materials. Children may make more sense of what they have drawn, using their language skills to describe what they have drawn or painted.

[Birth to 5 Matters](#)

Key Stage One & Key Stage Two

Intent

- Through the Art and Design curriculum at Flookburgh CE Primary School, our children will:
- Develop art, craft and design skills through exploration, experimentation, invention and creation of a wide range of techniques.
 - Develop the skills required to enable them to express and communicate with rich vocabulary what they see, think and feel through the various elements of colour, texture, form and pattern.
 - Children develop the fine motor skills to be able to use throughout the broader curriculum.
 - Be equipped with the art and design knowledge required to explore the impact it has had on contemporary life and on different historical periods and cultures.

Implementation

- The implementation of our Art and Design curriculum shall be centered around ensuring that both skills and knowledge are built upon and there is measurable progression over time which translates into artists as follows:
- Starting in EYFS and through continuous provision in Key Stage 1 children are given ample opportunity to explore and experiment with a wide range of tools, designs and techniques- such as ...
 - Future learning is recognised and made apparent to the children in order to inform planning on specific topics which are targeted and identified in accordance with the children's ideas and interest.
 - Through exposure to a multitude of tools and experiences throughout EYFS and into Key Stage 1, children acquire good fine motor skills to assist them in other areas of the curriculum....
 - Sketch books are used in Key Stage 2 for observational art and skills taught to be built upon and reviewed over time.
 - Vocabulary identified, displayed and taught explicitly to children to use confidently to discuss both their own work and the works and legacy of other artists, crafts and designs.
 - Trips to art galleries, local and national initiatives focusing on art and design as well as local contacts to enrich children's learning of art and design.

Impact

- Children build knowledge of key skills based upon prior skills taught ensuring that they are forming links they will be able to remember long-term as a result of the teaching and planning sequence specific to our children's needs, reviewed annually.
- All children have good fine motor skills to be able to control and grasp a wide variety of tools enabling them to have more variety and options in their work.
- High-quality teaching identifies appropriate starting points, knowledge of what will be taught next and ensure full-coverage of the curriculum content.
- Teachers are confident in the content of the subject and the clear progression of skills and knowledge to plan effectively for children's art and design journey throughout Key Stages 1 and 2.
- Art and design are entwined within our school with curriculum planning beginning in EYFS:

Computing

Early Years Foundation Stage

With daily use of technology within the classroom, we will begin to understand how simple things work. We will independently use some classroom resources and show an understanding and curiosity of how to retrieve information.

[Birth to 5 Matters](#)

Key Stage One & Key Stage Two

Intent	<p>Through the Information Technology and Computing provision at Flookburgh CE primary school, our children will:</p> <ul style="list-style-type: none">• Use computational thinking and working and a creativity which enables pupils to become participants in the ever-changing 'digital world'.• Have an understanding of where technology can be used as a tool for learning and research and as a way to locate and record data and collect information.• Understand the advantages and disadvantages associated with online experiences and to develop as respectful, responsible and confident users of technology, aware of measures that can be taken to keep themselves and others safe online.• Develop independence, creative problem solving, teamwork and confidence through a wide variety of projects, often linking to other subjects to create purposeful links and added depth to learning.
Implementation	<p>The implementation of our Computing curriculum shall be centered around ensuring that learning is fun, engaging and relevant whilst also building on children's skills and knowledge as follows:</p> <ul style="list-style-type: none">• Children are explicitly taught about internet safety through C-OPS at varying levels from EYFS through to Key Stages 1 and 2 whilst also addressing the developing needs of children in a more technologically advanced age.• Decompose, recognise patterns, abstract information and create algorithms through computing.• Use computing for a multitude of reasons across all subjects within our curriculum to show both interdependence and enhance learning.• Computing lessons are taught through the National Centre for Computing Education (NCCE).
Impact	<ul style="list-style-type: none">• Children are confident and knowledgeable about how to stay safe online through continuous exposure to situations and scenarios in varying contexts.• Children are engaged in a fun computing curriculum which recognises differing abilities of individuals skills and knowledge.• High-quality teaching alongside clear progression through the skills and knowledge, ensure that all children obtain a sound understanding of both basic computing needs as well as good curriculum coverage.• Children understanding how to further their own learning using computing and technologies- seeking out information independently.• Develop research methods, use of presentation, creative tools and critical thinking to enable children to build up their long-term knowledge of computing skills through the links created between other subjects and their relevance to computing as well as pursue wider

Design and Technology

Early Years Foundation Stage

We are all inventors here!

Giving children the opportunity to explore their senses and express themselves using different materials. We use our fine motor skills to manipulate a range of materials and will bring a sense of independence into our learning.

[Birth to 5 Matters](#)

Key Stage One & Key Stage Two

Intent

Through the Design and Technology curriculum at Flookburgh CE Primary School, our children will:

- Develop independence, creative problem solving, teamwork and confidence through a wide variety of projects, often linking to other subjects to create purposeful links and added depth to learning.
- Respond to needs and opportunities by developing a range of ideas, products and systems.
- Provide meaningful and memorable learning opportunities which develop learning and build on children's prior knowledge and skills to ensure the acquisition of new knowledge and skills which are relevant to them throughout personalised curriculum.
- Be equipped to design, create, reflect and evaluate both past and present technology as well as their own designs.

Implementation

The implementation of our Design and Technology curriculum is relevant to our children and understand the importance of reflection in order to improve and build on ideas and produce as follows:

- Whole school approach to design, create, reflect and evaluate when carrying out any design and technology project.
- All design and technology projects are purposeful to the children by linking to a wider context.
- Design and technology is covered each term in which children can experience different aspects of the curriculum to ensure there is good curriculum coverage.

Impact

- High quality teaching ensures that children build on their design and technology knowledge and skills as designers each year to enable them to refine their skills to be used beyond their journey in Key Stages 1 and 2.
- Children are equipped with the confidence to take risks, be innovative, resourceful and enterprising.
- Projects and designs are displayed to celebrate children's work as well as enhance the school environment to promote a sense of pride.
- Subject and school leaders continually monitor the impact of our curriculum to ensure that it is meeting the needs of our children within school through monitoring and pupil voice.

Geography

Early Years Foundation Stage

We are all explorers here!

We love to build inquisitive and curious minds, allowing opportunities for children to discover the world around them; looking into different people and communities, the natural world and the concept of past and present.

[Birth to 5 Matters](#)

Key Stage One & Key Stage Two

Intent

Through the Geography curriculum at Flookburgh CE Primary School, our children will:

- Develop geographical knowledge and understanding of geographical skills and understanding of locational knowledge, place knowledge, environmental, physical and human geography and geographical skills and fieldwork.
- Build on geographical knowledge previously taught so that children are given opportunities to revisit and draw on it in for future learning.
- A clearly mapped journey starting from EYFS through to Key Stages 1 and 2 identifying key learning points and opportunities

Implementation

Topics taught throughout the year and across Key Stages 1 and 2 build upon prior learning, knowledge and skills as well as being given opportunities to explore and learnt through real-life experiences.

- Prior learning for each area of geography is identified and established in order to inform where the starting point is (including relevant knowledge and understanding at the end of EYFS in preparation for moving into KSI)
- Topics are taught with our locality in mind to exploit opportunities where possible and create experiences that meet both the curriculum needs and children's needs.
- Future learning is known and recognised from our whole school long term plan to inform when and what pupils will be taught.
- The key Geographical Grammar that children need to know and use confidently is planned into each topic and is visually available.
- Opportunities to build on geographical skills in the real world through local and national initiatives are part of our curriculum- world earth day, litter picking, local green initiatives, gardening club.

Impact

- Children build a good depth of knowledge on geographical concepts ensuring that they are able to make links to these both between geographical concepts and when being taught the next step within the curriculum.
- The content taught can be recalled throughout the learning journey as it is stored within their long-term memory.
- High-quality teaching focuses on building on children's prior learning, identifies appropriate starting points, knowledge of what will be taught next and ensures full-coverage of the curriculum content
- Teachers have a good level of subject knowledge to be able to effectively plan and teach all geographical concepts.
- Children leave EYFS with a sound understanding of geographical grammar to ensure they can understand and grasp the relevant content when progressing through the school

History

Early Years Foundation Stage

Inquisitive learners

By listening to daily stories, we will begin to ask appropriate questions, showing a greater understanding of stories.

[Birth to 5 Matters](#)

Children develop, particularly through 'understanding the world' are of learning good knowledge and vocabulary enabling them to access history content at KSI

Key Stage One & Key Stage Two

Intent	<p>Through the History curriculum at Flookburgh CE Primary School, our children will:</p> <ul style="list-style-type: none">• Develop historical knowledge and understanding of skills through meaningful examples and repeated encounters through the curriculum.• Develop children's knowledge about the past and how the past is evidenced to inform us and how historians construct historical claims, argument and accounts.• Develop and establish an awareness of chronology to understand where the content falls within a historical timeline.
Implementation	<p>Topics taught throughout the year and across Key Stages 1 and 2 build upon prior learning, knowledge and skills to establish a solid understanding of history and its chronology in time.</p> <ul style="list-style-type: none">• History is planned based on previous knowledge taught.• Children have a good understanding of timelines, historical chronology and where in history topics and events occur.• Where relevant and possible, children are given real life experiences to further their understanding on historical events.• <i>*split historical knowledge for each topic into 'core' (relevant in all history) and fingertip (relevant to that topic specifically)</i>
Impact	<ul style="list-style-type: none">• Children build a good depth of knowledge on historical events and time periods to be able to create links and compare which can be recalled upon from their long-term memory.• High-quality teaching focuses on building on children's prior learning, identifies appropriate starting points, knowledge of what will be taught next and ensures full-coverage of the curriculum content• Teachers have a good level of subject knowledge to be able to effectively plan and teach all historical content, skills and knowledge required.• Children leave EYFS with a sound understanding of historical grammar to ensure they can understand and grasp the relevant content when progressing through the school.

Languages

Early Years Foundation Stage

Children will have access to a range of books, where they will access different people and cultures. We will encourage understanding and accepting different people. We will hear and learn different phrases from the books and resources around us.

[Birth to 5 Matters](#)

Key Stage One & Key Stage Two

Intent	<p>Through the Language curriculum at Flookburgh CE Primary School, our children will:</p> <ul style="list-style-type: none">• Develop positive attitudes towards languages through encouragement and a clearly set-out progression plan for children to build up confidence with languages.• Develop children's oracy and literacy skills, knowledge and understanding.• Develop children's understanding of their own cultures and opening up those of others.• Children have time to progress and harness the skills required in order to become proficient in our primary focused language.• Create a smooth transition from Primary to Secondary regarding languages.
Implementation	<ul style="list-style-type: none">• Children are taught French throughout Key Stage 2.• Language planning focuses on basic language skills and acquisition; where appropriate some 'topic' language may be introduced to children.• To promote a 'love of languages' lessons focus on pupils being able to communicate through games, role-play, action songs and interactive videos with written work woven in once children show a sound understand and are confident using the language taught orally.• Our language lessons are taught using Rachel Hawkes- Language Learning which builds up phonics and grammar as well as including some topical vocabulary.• Children are exposed to other languages at varying times throughout their education journey in line with other cultural celebrations, subjects or topics, i.e., Chinese New Year, R.E...• French is delivered by a French Speaking member of staff to ensure accuracy in pronunciation
Impact	<ul style="list-style-type: none">• High-quality teaching ensures that children can communicate with each other in French.• All languages follow different grammatical and phonetic structures which differ from one language to the next whilst also modelling how some language skills are transferrable from one language to another.• Language skills are developed through speaking, listening, reading and (when appropriate) writing.• Enrichment opportunities are harnessed through children developing an understanding of French culture.• Smooth and successful transition into KS3 through communications with Secondary schools to inform them of children's prior learning of languages.

Music

Early Years Foundation Stage

We are all musicians here!

Each day we will practise tuning into our environment to encourage active listening skills. Showing an understanding of different types of sounds and enthusiasm to join in and explore a range of instruments and sounds.

[Birth to 5 Matters](#)

Key Stage One & Key Stage Two

Intent	<p>Through the Music curriculum provision at Flookburgh CE Primary School, our children will:</p> <ul style="list-style-type: none">• Have a universal provision of music education based on the Model Music Curriculum 2021• At KSI/2 our children will receive a minimum of 1-hour of music teaching per week• Sequences of learning shall contribute towards the development of musicianship through: Singing; Listening; Composing; Performing/Instrumental Performing• Our Year 3 – 6 children will have a whole class instrumental programme supported by Cumbria Music Education Hub (Y3/4 Clarinet; Y5/6 Brass)• All children across KSI will access both rhythmic and melodic instruments as part of whole-class instrumental classroom teaching
Implementation	<p>The implementation of our Music curriculum shall be centered around ensuring there is measurable progression over time enabling children to develop musical knowledge and understanding that translates into musicianship as follows:</p> <ul style="list-style-type: none">• Children develop technical competence which enables them to translate their intentions into sound ie through playing instruments, singing and by using appropriate music technologies (Cumbria Music Hub; Singing Practice/Teaching, etc)• Children construct their knowledge of how musical components come together ie through composition and musical notation• Children develop their expressive response to music through performance ie singing, instrument playing and listening to a range of musical genre and compositions including taking part in/ watching 'live' performances• Regular CPD opportunities are undertaken by all teaching staff to refresh, knowledge and understanding and promote collaboration between colleagues
Impact	<ul style="list-style-type: none">• Teachers have the skills and knowledge to deliver high quality music provision across the school• Children's interest in performance is demonstrated in their increased confidence in school productions, including external musical performances, collaborations and competitions• Musical competence is demonstrated through an increase in the number of children learning to play a musical instrument, including participation in Music and musical events outside of school eg Flookburgh Brass Band; Musical Theatre; Music Hub events, etc• Children's mental health and well-being is positively impacted as demonstrated through positive engagement with learning across all subject areas

Physical Education

Early Years Foundation Stage

By using continuous provision children will have to safely manage moving around different spaces.

Our children will be given plenty of opportunities to refine both their fine and gross motor skills.

We will encourage risk taking and evaluating your own space and always give it a go!

[Birth to 5 Matters](#)

Key Stage One & Key Stage Two

<p>Intent</p>	<p>Through the Physical Education provision at Flookburgh CE Primary School, our children will:</p> <ul style="list-style-type: none"> • Feel inspired and competent, to succeed and excel in a broad range of physical activities (including those of a competitive nature). • become physically confident for sustained periods of time, in a way which supports health and fitness. • have opportunities to compete in sport and other activities that builds character and help to embed values such as fairness and respect. • develops a need for a healthy lifestyle, a balanced diet, growth mind-set and the resilience to persevere with activities that may be once have felt too difficult. <p>At Flookburgh, we are passionate about the need to teach children how to cooperate and collaborate with others, as part of a team, understanding fairness and equity of play to embed life-long values.</p>
<p>Implementation</p>	<p>PE at Flookburgh is skill based, whereby children continually build upon and master the techniques and postures needed to succeed.</p> <ul style="list-style-type: none"> • Themes of learning are split into specific skill areas (Dance- Rhythm, Gymnastics- Flexibility, Striking, Feilding, Throwing and Catching, Outdoor and Adventure and Athletics- Stamina. These areas include specific skills needed for this action and follow the Cambridgeshire scheme of work for physical education. • All children are equally included within PE and sporting activity, which included cluster events of both a competitive and non-competitive nature. • Children complete the 'mile a day' • Specific sports coaches are chosen to inspire children's passion for sport including wheelchair basketball, skiing, karate and open water sailing • There is a celebration of sport throughout school which makes children aware of big calendar events such as The Olympics, Wimbledon, The World Cup, The Ashes etc
<p>Impact</p>	<p>Our children develop a love for sport through the opportunities we offer throughout our Physical Education and sporting curriculum.</p> <ul style="list-style-type: none"> • Children appreciate the professional performances within sport and enjoy following competitive sport closely for pleasure. • We motive children to participate in a variety of sports through the skills we develop right through school. Children can use our 'positive mindset' to allow them to have confidence and resilience when trying new activities, skills and sporting events. • Children take independent responsibility for their own health and fitness and appreciate the close links this has to well-being. • Children grow during their time at school are given the opportunities to utilise the skills they have developed to live happy and healthy lives through the knowledge they have gathered in Physical Education sessions.

PSHE

Early Years Foundation Stage

We are all in this together!

We will work daily on the importance of understanding your emotions and feelings as well as recognising it within someone else. By building our self-confidence we will find it easier to make friends and play cooperatively.

[Birth to 5 Matters](#)

Key Stage One & Key Stage Two

Intent	<p>Through the Personal, Social, Health and Economics provision at Flookburgh CE Primary school, our children will:</p> <ul style="list-style-type: none">• develop the knowledge and skills needed to lead confident, healthy and independent lives, in order to become informed active citizens.• develop healthy, respectful relationships (including when online) and an essential understanding of how to be healthy.• develop the qualities and attributes that children need to manage opportunities, challenges and responsibilities as they grow up, enabling them to thrive as individuals, family members and members of society.• Be taught how to stay safe and healthy, and by building self-esteem, resilience and empathy through positive mental attitudes and growth mindset. <p>Our effective PSHE curriculum enables staff to raise aspirations for all pupils.</p>
Implementation	<p>PSHE at Flookburgh is taught age appropriately and based upon conversations and observations which have arisen in the classroom. Children across both Key Stage 1 and 2 follow both Heart Smart, but also build upon objectives of learning through teaching delivered when it is appropriate or needed.</p> <ul style="list-style-type: none">• Each of the 3 'topic' areas are divided into the three terms, so it is clear where children can build upon prior learning.• Conversations that arise unintendedly in the classroom, mean that teachers can record and build upon relevant knowledge through recordings and planning.• Teachers can implement ideas through a variety of means including Philosophy for Children discussions and sessions and during 'Questful RE'• Learning is relevant and realistic; children are engaged in practical sessions such as role-playing phoning for emergency help or who to turn to in times of crisis.
Impact	<p>Our children will become willing, resilient and adaptable. Our children will develop through a growth mindset that allows them to thrive through their inbuilt urge to succeed. The school's message of "together, we believe anything is possible" reinforces for children the 'I can' attitude they will have developed throughout their schooling.</p> <ul style="list-style-type: none">• Children have a clear understanding of what it means to be active and influential members of our wider community and will have collected a toolkit of skills to help them approach a range of situations they may find themselves in within modern life.• Children have a good understanding of their own and other's emotions and be able to verbalise this with continually increasing vocabulary. They will be aware of how this links to managing their own mental health and well-being and how to stay safe.• Children also recognise and apply the Christian Values we have taught, and the British Values of Democracy, Tolerance, Mutual Respect, Rule of Law and Liberty.

Religious Education

Early Years Foundation Stage

Through understanding the world around us we will begin to notice similarities and differences between ourselves and others. We will provide opportunities for discussion and stories to promote conversations around different people, cultures and communities.

[Birth to 5 Matters](#)

Intent	<ul style="list-style-type: none"> To know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text. To gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied To facilitate pupils to engage with challenging questions of meaning and purpose raised by human existence and studies To recognise the concept of religion and its continuing influence on Britain's cultural heritage and the lives of individuals and societies in different times, cultures and places. To explore their own religious, spiritual and philosophical ways of living, believing and thinking <p><i>National Society RE Statement of Entitlement 2019</i></p>
Implementation	<p>As a Foundation school we have adopted the Cumbria Local Authority agreed syllabus; we implement our intent through:</p> <ul style="list-style-type: none"> Ensuring there is clear progression for all children from EYFS to the end of KS2 Quality First Teaching ensures clear learning outcomes for all based on the expectations of the RE syllabus; 'Questful RE' through the Blackburn Diocese and Understanding Christianity Units of Work Ensuring RE is taught for at least 5% of curriculum time and inclusion and differentiation for children with SEND and EAL are an integral part of RE planning and teaching Enhancing RE teaching and pupil experience through inviting a range of visitors from varied faiths and beliefs into school to support the teaching of RE including visits to a variety of places of worship such as Mosques, Kingdom Halls, Buddhist Temples and churches Our use of 'Big Questions' provides opportunities for our children to reflect on their personal responses to issues; encouraging critical thinking skills so that children can make connections with their own lives and the lives of others - this also is carefully linked with Philosophy for Children sessions Regular CPD opportunities are undertaken by all teaching staff to refresh, knowledge and understanding and promote collaboration between colleagues
Impact	<ul style="list-style-type: none"> Our children are able to give insightful, informed and thoughtful responses to their understanding of Christianity around the world Respect and understanding of the diversity of peoples' views and beliefs including those of people with no-faith, increases children's abilities to be open to different faith systems and cultures and the impact this has on society as a whole Children debate and question, with integrity, views and opinions and are able to express their ideas and insights about the nature, significance and impact of religions and worldviews The teaching team are confident in within the subject and have a clear, share, whole-school, overview of where we are and what our next steps need to be to improve further as we implement the Questful RE scheme of learning

RESOURCES AND REFERENCE GLOSSARY

- Education Endowment Foundation (EEF) <https://educationendowmentfoundation.org.uk/>
- Music Model Curriculum https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974366/Model_Music_Curriculum_Full.pdf
- Early Years Birth to 5 <https://www.birthto5matters.org.uk/>
- Blackburn Diocese RE planning <https://questful-re.org.uk/>
- National Curriculum https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/425601/PRIMARY_national_curriculum.pdf
- Charanga <https://charanga.com/site/>
- White Rose <https://whiterosemaths.com/>
- Cumbria County Council Guidance for Subject Leaders and links with EYFS
- Ofsted Research Reviews <https://www.gov.uk/government/collections/curriculum-research-reviews>
- The Write Stuff/ The Spelling Book <https://www.thetrainingspace.co.uk/>
- Literacy Shed <https://www.literacyshed.com/>
- CLEAPSS <https://www.cleapss.org.uk/>
- Tig Tag <https://www.tigtagworld.co.uk/>
- Explorify <https://explorify.uk/>
- Read, write Inc <https://www.ruthmiskin.com/en/programmes/phonics/>
- Oxford Reading Owl. Oxford Reading Tree <https://www.oxfordowl.co.uk/>
- AFPE <https://www.afpe.org.uk/physical-education/>
- Heart Smart <https://www.heartsmartv.com/browse>
- Recovery Curriculum https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1003469/Teaching_a_broad_and_balanced_curriculum_for_education_recovery.pdf