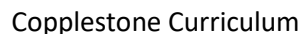




Cobblestone Primary Curriculum Intent






IMPACT	ATTAINMENT AND PROGRESS	<p>The impact of our curriculum is that by the end of each learning journey, the vast majority of pupils have sustained mastery of the content, that is, they show a good recall and fluency. This means that they are able to use what they have learnt across other learning areas. Some pupils will have a greater depth of understanding. We track carefully to ensure pupils are on track to reach the expectations. We also believe that pupil voice is a very useful tool for assessment. By asking pupils questions such as what they enjoyed and what they learnt, we are able to view the impact of their learning experiences.</p> <p>Close links and transition work with our local secondary school enables the pupils to look ahead with confidence to learning in key stage 3 and beyond. We aim to broaden our children's horizons – opening their eyes to the different careers they might pursue. We want our pupils to have a clear understanding of the link between achieving well at school and getting into an interesting job and career.</p>
	KNOWLEDGE AND SKILLS	
	READINESS FOR THE NEXT STAGE OF EDUCATION	



English

Our learning values

Confidence		Caring		Curiosity		Challenge		Creativity		Community			
Cobblestone pupils can present their ideas to others. They are aspirational in their learning		Cobblestone pupils take a pride in their learning. They listen to and value their peers		Cobblestone pupils ask questions. They are reflective learners		Cobblestone pupils are self-motivated. They take risks. They persevere		Cobblestone pupils make connections in their learning. They can show their learning in different ways		Cobblestone pupils are collaborative. They share ideas and value the ideas of others			
		Speaking & Listening To speak confidently and fluently to communicate ideas and emotions effectively		Phonics To gain the phonics knowledge to build the foundations for early reading		Reading To read easily, fluently and with good understanding To develop the habit of reading widely and often, for both pleasure and information		Writing To write clearly, accurately, and coherently		Grammar & Spelling To write with grammatical accuracy and be able to apply spelling patterns correctly using a neat handwriting style		Building Vocabulary To acquire a wide and rich vocabulary	

At Coppelstone Primary, we believe that speaking and listening underpins the development of reading and writing and aim to provide our pupils with a language-rich environment. All children are encouraged to articulate their ideas **confidently** and to **challenge** opinions and views in a respectful manner.

Throughout the school, the Little Wandle Letters and Sounds programme is used to teach phonics. Teachers plan interactive lessons, using songs, actions, whiteboards, and flashcards to ensure that lessons are engaging and pacey. As a school, we are dedicated to ensuring that no child is left behind. Class teachers draw upon observations and continuous assessment to ensure children are stretched and **challenged**, and to identify children who may need additional support. A range of interventions are provided to support children to practise the specific skills that have been identified by the class teacher, in order to keep pace with or catch-up their peers.

Children are introduced to reading right at the start of their journey at Coppelstone. It is our intent for children to become enthusiastic and motivated readers, developing a habit of reading for pleasure. Children are introduced to a range of genres to spark **curiosity** about the world around them and provoke thought and discussion. A range of teaching strategies are used to ensure that children learn to read fluently, with a good understanding of what they have read.

Our writing plans follow the 'Book Writes' planning sequences, which ensures that all children are exposed to high-quality core texts. Children are supported in how to apply the grammatical content through identifying features of the modelled text, before progressing to plan, write and re-draft a written piece which is fit for purpose and audience. By the end of Year Six, we intend our children to have developed a love of writing and to be able to express their thoughts and ideas clearly and **creatively** through the written word. Early writing is taught through initially mark making, then when the children are ready, they are taught the correct letter formations. We set high expectations for all our children to **care** and take pride in their work and have a fluent, cursive handwriting style.

Providing our pupils with a 'language rich' environment lies at the heart of our teaching. Children are exposed to **ambitious** vocabulary in English and across the wider curriculum. The use of knowledge organisers, working walls, and vocabulary displays creates an atmosphere of **curiosity** about words and their meanings, with efforts to use new vocabulary being **celebrated**.

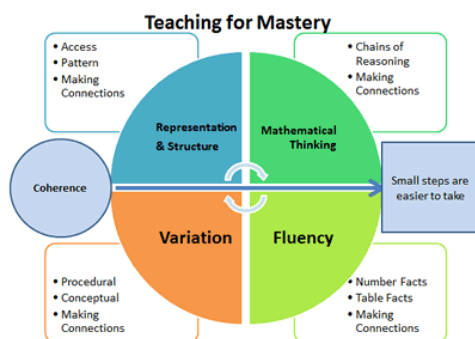


Maths

Our learning values

Confidence	Caring	Curiosity	Challenge	Creativity	Community
Copplestone pupils can present their ideas to others. They are aspirational in their learning.	Copplestone pupils take a pride in their learning. They listen to and value their peers.	Copplestone pupils ask questions. They are reflective learners.	Copplestone pupils are self-motivated. They take risks. They persevere.	Copplestone pupils make connections in their learning. They can show their learning in different ways.	Copplestone pupils are collaborative. They share ideas and value the ideas of others.

The Five Big Ideas



Coherence
Connecting new ideas to concepts that have already been understood, and ensuring that, once understood and mastered, new ideas are used again in next steps of learning, all steps being small steps

Representation and Structure
Representations used in lessons expose the mathematical structure being taught, the aim being that students can do the maths without recourse to the representation

Mathematical Thinking
If taught ideas are to be understood deeply, they must not merely be passively received but must be worked on by the student: thought about, reasoned with and discussed with others

Fluency
Quick and efficient recall of facts and procedures and the flexibility to move between different contexts and representations of mathematics

Variation
Varying the way a concept is initially presented to students, by giving examples that display a concept as well as those that don't display it. Also, carefully varying practice questions so that mechanical repetition is avoided, and thinking is encouraged.

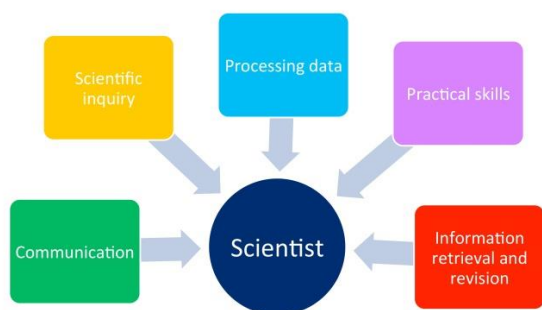
At Copplestone Primary school, we believe all children should be confident mathematicians. By delivering lesson in which all children can access learning through using small steps, manipulative and varied representation, no children are left behind. Children develop the skills of **confidently** reasoning about their learning, using clear explanations supported by the use of stem sentences, specifically taught vocabulary and a range of problems set within real contexts to bring meaning to them. **Connecting** and building on previous learning in concepts, representations and language support children in their journey of mathematical mastery through the school. Following the National Curriculum and using range of resources from the NCETM and White Rose teachers are on a continuous journey to deepen their understanding of the teaching of mathematics. Together with the children, we develop a culture of **risk taking** where the journey of understanding and the thinking behind the answer is valued more than the correct answer. Inspiring children to explain their thinking, notice common misconceptions and recognise non-examples of problems **challenges** our children to think more widely and develops their **curiosity** in the world of mathematics. Parents support learning at home through accessing Maths Shed which allows teachers to set weekly learning linked to the key fluency skills learnt in school. Children have regular opportunity to practice and build key knowledge in number facts and times table knowledge. Building this key knowledge is celebrated at school and at home helping children value the importance of learning key facts..



Science

Our learning values

Confidence	Caring	Curiosity	Challenge	Creativity	Community
Copplestone pupils can present their ideas to others. They are aspirational in their learning.	Copplestone pupils take a pride in their learning. They listen to and value their peers.	Copplestone pupils ask questions. They are reflective learners.	Copplestone pupils are self-motivated. They take risks. They persevere.	Copplestone pupils make connections in their learning. They can show their learning in different ways.	Copplestone pupils are collaborative. They share ideas and value the ideas of others.
Working scientifically: fair tests Fair test enquiries give opportunity for children to explore cause and effect relationships in science	Working scientifically: identifying and classifying Children make observations and measurements to help them look for similarities and differences	Working scientifically: research Research enquiries, children get to use a range of secondary sources to help them find the answers to 'big questions'	Working scientifically: pattern seeking Pattern-seeking enquiries in science involve children making measurements or observations to explore situations	Working scientifically: comparative testing In comparative tests the children compare different cases and situations	Working scientifically: observing over time Observing over time help children to be curious about the world around them




At Copplestone Primary school, we believe all children should develop a sense of **curiosity** about the world around them. Through our science curriculum we give them opportunity to explore **their community** and the wider world and guide them to observe, question and discuss what they observe. As the children move through the school they continue to build on their knowledge to become confident of the scientific processes which help us learn about the world around us. Building understanding of working scientifically, pulling together key knowledge and encouraging a culture of questioning, testing and concluding allows us to **inspire children to be scientists**. Developing skills in collecting data, accurate measuring which help children grow confident in creating and implementing fair tests. Our curriculum allows a careful build-up of skills revisiting them regularly and giving them opportunity to learn ways **to present** and conclude enquiries. Children learn about the important scientific changes, uses and implications of science in the world around them and how scientists have changed our world and the impact they have had on our lives.



Geography

Our learning values

Confidence	Caring	Curiosity	Challenge	Creativity	Community
Copplestone pupils can present their ideas to others. They are aspirational in their learning.	Copplestone pupils take a pride in their learning. They listen to and value their peers.	Copplestone pupils ask questions. They are reflective learners.	Copplestone pupils are self-motivated. They take risks. They persevere.	Copplestone pupils make connections in their learning. They can show their learning in different ways.	Copplestone pupils are collaborative. They share ideas and value the ideas of others.
	Develop Knowledge of the World Children will develop understanding of the world recognising continents, countries, seas and oceans.	Develop understanding physical and human geographical features of the world Children will develop understanding of how the physical world has influenced human geography over time.	Opportunity for Field work Children will collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.	Understanding Evidence Children will interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs	Sharing Understanding Children will communicate geographical information in a variety of ways


At Copplestone Primary school, we believe all children should develop as sense of **curiosity** about the world around them. Through our geography curriculum we give them opportunity to explore **their local environment** and the places further afield. Through real experiences we guide them to observe, questions and discuss what they observe. As the children move through the school they continue to build on their knowledge to become **confident** in the skills of researching and interrupting a range of data and information. Knowledge about the world's continents, countries and oceans is built over time give children a strong foundation in which to develop their understanding of the physical processes which form our world. Through human studies comparing local and areas all around the world children gain understanding of how the physical geography has influenced the human geography of our world. As they learn about different places and their people they gain understanding of geographical and cultural influences what have helped shape our world.

[illegible]



Art

Our learning values

Confidence	Caring	Curiosity	Challenge	Creativity	Community
Copplestone pupils can present their ideas to others. They are aspirational in their learning.	Copplestone pupils take a pride in their learning. They listen to and value their peers.	Copplestone pupils ask questions. They are reflective learners.	Copplestone pupils are self-motivated. They take risks. They persevere.	Copplestone pupils make connections in their learning. They can show their learning in different ways.	Copplestone pupils are collaborative. They share ideas and value the ideas of others.
	Opportunity to express themselves creatively The children will produce creative work, exploring their ideas and recording their experiences.		Development of skills over time The children will become proficient in drawing, painting, sculpture and other art, craft and design techniques. Learn about line, tone, texture, colour, pattern, shape, 3D form		Build knowledge and understanding of Artists and apply to their own learning The children will know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. evaluate and analyse creative works using the language of art, craft and design

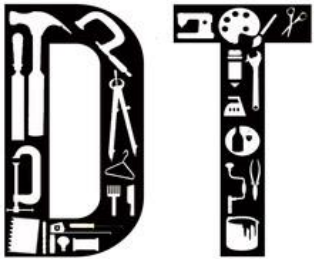
At Copplestone Primary school, we believe all children should have opportunity to expressive themselves **creatively**. Through our art curriculum we build their skills in all forms of art from painting to clay work. Over time children **confidently** build the knowledge of different techniques, they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



Design and Technology

Our learning values

Confidence	Caring	Curiosity	Challenge	Creativity	Community
Copplestone pupils can present their ideas to others. They are aspirational in their learning.	Copplestone pupils take a pride in their learning. They listen to and value their peers.	Copplestone pupils ask questions. They are reflective learners.	Copplestone pupils are self-motivated. They take risks. They persevere.	Copplestone pupils make connections in their learning. They can show their learning in different ways.	Copplestone pupils are collaborative. They share ideas and value the ideas of others.

 <p>DESIGN AND TECHNOLOGY</p>	Opportunity to Build Expertise The children will develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.	Understand and use the Design Process The children will build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users	Test, Reflect and Improve Children will critique, evaluate and test their ideas and products and the work of others.	Confidence in Food Preparation The children will become confident in preparing food. They will understand and apply the principles of nutrition and learn how to cook with confidence and enjoyment.

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


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



Computing

Our learning values

Confidence	Caring	Curiosity	Challenge	Creativity	Community
Copplestone pupils can present their ideas to others. They are aspirational in their learning.	Copplestone pupils take a pride in their learning. They listen to and value their peers.	Copplestone pupils ask questions. They are reflective learners.	Copplestone pupils are self-motivated. They take risks. They persevere.	Copplestone pupils make connections in their learning. They can show their learning in different ways.	Copplestone pupils are collaborative. They share ideas and value the ideas of others.

 <p>SECURE DATA EXCHANGE protect your digital data</p>	<p>Build knowledge of how technology works and recognise coding as a building blocks of computing</p> <p>Children can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation</p> <p>Children can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems</p> <p>Children can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems</p>	<p>Use technology in different forms to research, collate and communicate information</p> <p>Children are responsible, competent, confident and creative users of information and communication technology.</p>	<p>Use technology safety</p> <p>The children will use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. They will recognise acceptable/unacceptable behaviour online.</p>

At Copplestone Primary school, we believe all children should be **confident** in using technology to record, retrieve and report their learning. As they grow within the school they will be able to use technology to **creativity** represent their learning different ways, reflect on the suitably different programs and be able to select programs **confidently** to enhance their learning. Children will recognise that technology is a tool which enhances their daily life but recognise the importance of using it safely. Over time children will gain **confidence** in how to use technology safely and what to do if they encounter different situations. They will learn about the ‘pitfalls’ of social media and develop an understanding of acceptable online behaviour. Children will learn about how technology is used in the **world around them** recognising it’s importance in our everyday life.

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



Music

Our learning values

Confidence	Caring	Curiosity	Challenge	Creativity	Community
Copplestone pupils can present their ideas to others. They are aspirational in their learning.	Copplestone pupils take a pride in their learning. They listen to and value their peers.	Copplestone pupils ask questions. They are reflective learners.	Copplestone pupils are self-motivated. They take risks. They persevere.	Copplestone pupils make connections in their learning. They can show their learning in different ways.	Copplestone pupils are collaborative. They share ideas and value the ideas of others.



A Range of Experience of Music

Children will perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians

Using Instruments

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

Building Knowledge of Music structure


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

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



PSHE

Our learning values

Confidence	Caring		Curiosity	Challenge		Creativity		Community
Copplestone pupils can present their ideas to others. They are aspirational in their learning.	Copplestone pupils take a pride in their learning. They listen to and value their peers.		Copplestone pupils ask questions. They are reflective learners.	Copplestone pupils are self-motivated. They take risks. They persevere.		Copplestone pupils make connections in their learning. They can show their learning in different ways.		Copplestone pupils are collaborative. They share ideas and value the ideas of others.
	Sex and relationship education	Drug, alcohol and tobacco education	Keeping safe and managing risk	Mental health and emotional wellbeing	Physical health and wellbeing	Careers financial capability Economic wellbeing	Identity, society and equality	

At Copplestone Primary school, we believe it is vital to equip children with the tools to help them navigate through the challenges in life. By carefully following the excellent program of PSHE developed by Islington Primary Education team children are able to openly discuss, share and understand the issues which affect them and will continue to as they mature.


We also follow the Early Help 4 Mental Health program by promoting the 10 – a –day choices towards balancing our mental health. We react to events individually, locally and nationally supporting children with changes and events which could have an effect on their and their family’s life. Using a range of materials from stories to films we help give children the language they need to express themselves and recognise their own feelings and how these can relate to different behaviours. This gives the children the tools to help understand themselves and others.



PE

Our learning values

Confidence	Caring	Curiosity	Challenge	Creativity	Community
Copplestone pupils can present their ideas to others. They are aspirational in their learning.	Copplestone pupils take a pride in their learning. They listen to and value their peers.	Copplestone pupils ask questions. They are reflective learners.	Copplestone pupils are self-motivated. They take risks. They persevere.	Copplestone pupils make connections in their learning. They can show their learning in different ways.	Copplestone pupils are collaborative. They share ideas and value the ideas of others.

	Building a Range of Skills Children will develop competence to excel in a broad range of physical activities They will have opportunity to engage in competitive sports and activities	Regular prolonged Engagement Children will are physically active for sustained periods of time regularly.	Staying Healthy and Fit Children will learn the elements needed to lead healthy, active lives.

At Copplestone Primary school, we believe all children should lead a healthy, active live. Through their time at school children have the opportunity to build skills and knowledge in a range of physical competences. Working alongside qualified coaches teachers provide lessons which help the children progress in basic skills and ability to work together as a team in games. Children compete within our **school community** and our **wider community** with links to the learning community for all year groups. Through residence trips children get the chance to experience other sports within water, climbing and cycling. Our fantastic grounds allow us to provide a regular forest experience which help develop their **team work** as well as the opportunity for physical development in an informal environment.


Children are taught the importance of a healthy lifestyle. They learn and experience the way we can keep our body and mind healthy by considering the foods we eat, keeping hydrated as well as keeping active. They begin to understand how these elements can help us keep our mind healthy,. They recognise the importance of regular physical activity and being outside and how it improves of feelings of happiness.



RE

Our learning values

Confidence	Caring	Curiosity	Challenge	Creativity	Community
Copplestone pupils can present their ideas to others. They are aspirational in their learning.	Copplestone pupils take a pride in their learning. They listen to and value their peers.	Copplestone pupils ask questions. They are reflective learners.	Copplestone pupils are self-motivated. They take risks. They persevere.	Copplestone pupils make connections in their learning. They can show their learning in different ways.	Copplestone pupils are collaborative. They share ideas and value the ideas of others.

	<p>Make sense of a range of religious and non-religious beliefs</p> <p>The children will identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary Explain how and why these beliefs are understood in different ways, by individuals and within communities Recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation</p>	<p>Understand the impact and significance of religious and non-religious beliefs</p> <p>The children will examine and explain how and why people express their beliefs in diverse ways Recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world Appreciate and appraise the significance of different ways of life and ways of expressing meaning</p>	<p>Make connections between religious and non-religious beliefs, concepts, practices and ideas studied,</p> <p>The children will evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses Challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response Discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding</p>

At Copplestone Primary school we believe the principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living. Through this understand children will develop empathy, tolerance and consideration for all people and religions. We follow the Devon agreed syllabus for RE.



French

Our learning values

Confidence	Caring	Curiosity	Challenge	Creativity	Community
Cobblestone pupils can present their ideas to others. They are aspirational in their learning.	Cobblestone pupils take a pride in their learning. They listen to and value their peers.	Cobblestone pupils ask questions. They are reflective learners.	Cobblestone pupils are self-motivated. They take risks. They persevere.	Cobblestone pupils make connections in their learning. They can show their learning in different ways.	Cobblestone pupils are collaborative. They share ideas and value the ideas of others.

MODERN FOREIGN LANGUAGE



Recognising different languages

The children will understand and respond to spoken and written language from a variety of authentic sources.

Speaking and Listening

Children can speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation

Written Language

Children can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt discover and develop an appreciation of a range of writing in the language studied

At Cobblestone Primary school, we believe all children should have the opportunity to learn a different language. Following a program of study starting in Year 3 children have weekly lessons which build their knowledge from naming simple nouns to being able to write in simple sentences in French. The children have opportunity to hear, sing and learn phrases and learn to build conversations growing in **confidence** as they progress through the school