



# Copplestone Curriculum



# Coplestone Primary Curriculum Intent

## Coplestone Primary and Pre-School

### OUR GOLDEN RULES

We are gentle

We are kind and helpful

We listen

We are honest

We work hard

We look after property

### OUR LEARNING VALUES

Confidence

Caring

Curiosity

Challenge

Creativity

Community

Coplestone pupils can present their ideas to others. They are aspirational in their learning.

Coplestone pupils take a pride in their learning. They listen to and value their peers.

Coplestone pupils ask questions. They are reflective learners.

Coplestone pupils are self-motivated. They take risks. They persevere.

Coplestone pupils make connections in their learning. They can show their learning in different ways.

Coplestone pupils are collaborative. They share ideas and value the ideas of others.

CURRICULUM INTENTIONS

We know the experiences that children are exposed to as they grow, shape them as people. Positioned between two Moors in the heart of Devon and as the heart of our community, our school offers a wealth of rich and purposeful experiences which help the children develop. From the progressive, carefully considered curriculum, where the children learn the key skills within a context which is meaningful to them, to the time spent learning within our community and the places around us, the children enjoy the richness of experiences that living in Devon can offer them.

Our learning values are woven carefully into our curriculum and everyday practise. By consistently considering these values teachers are able to help children develop the interpersonal skills, resilience, creativity, independence and the ability to become critical thinkers. These values help them build a strong foundation for life and give them skills to navigate the challenges in their next stage of education.

We recognise every child as a unique individual. We celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. We constantly provide enhancement opportunities to engage learning and believe that childhood should be a happy, investigative and enquiring time in our lives where there are no limits to curiosity and there is a thirst for new experiences and knowledge.

Community involvement is an essential part of our curriculum as we celebrate local traditions, learning new skills to enable the children to take an active role in events throughout the year. Children leave our school with a sense of belonging to a strong community where they have the confidence and skills to make decisions, self-evaluate, make connections and become lifelong learners.



<b>IMPLEMENTATION</b>	<b>CURRICULUM DELIVERY</b>	EY Communication & Language		EY Physical Development		EY Personal, Social & Emotional Development			EY Literacy		EY Mathematics		EY Understanding the World		EY Expressive Arts & Design	
		ENGLISH	SCIENCE	HISTORY	GEOGRAPHY	D & T	ART	COMPUTING	MATHS	MUSIC	PE	FRENCH	PSHE/RSE	RE		
		The Learning Environment		Assemblies & Learning Together Sessions		Arts & Creativity			Educational Visits & Residentials		Learning Outdoors		Events		Partnership Work with Parents & Carers	
		Extra-Curricular Activities		Charity Days & Fundraising		Partnership Work with other Schools in our Federation			Inclusion & Diversity		Well-being		House Teams & Pupil Led Groups		Responding to Community Events	

**Our Curriculum design is based on key areas of research;**

**Development of learning behaviours** - Understanding of metacognition; Our curriculum recognised the importance of skills for learning. Being resilient and determined help children develop the strength to overcome challenges. Explicitly teaching them how their brain works and how learning takes place helps them recognise when they have learnt something and gives them

**Development of memory** - Learning is most effective with spaced repetition and frequent and regular retrieval of learned content, to increase both storage and retrieval strength.

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

**Development of transferrable skills** - Our curriculum demonstrates a clear and progressive transfer of skills, along with a balanced knowledge base to ensure that pupils are aware of the explicit links between subjects and are able to use skills that they have learnt across other curriculum areas.

<b>IMPLEMENTATION</b>	<b>ASSESSMENT</b>	Quality Marking & Feedback		Assessment for Learning		Elicitation Tasks		End of Unit Assessments		NFER Tests in Years 3,4 & 5	
		Next Step Marking		Self-Assessment		Peer Assessment		Pupil Conferencing		Tracking Progress Over Time	
		Reception Baseline		Y1 Phonics Screening		Y2 & Y6 SATs		Y4 Multiplication Check		Moderation	


<b>IMPACT</b>	<b>ATTAINMENT &amp; PROGRESS</b>	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. 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.
	<b>KNOWLEDGE &amp; SKILLS</b>	
	<b>READINESS FOR THE NEXT STAGE OF EDUCATION</b>	



## English

### Our learning values

Confidence	Caring	Curiosity	Challenge	Creativity	Community
Coplestone pupils can present their ideas to others. They are aspirational in their learning. They aspire to be fluent readers and writers.	Coplestone pupils take a pride in their learning. They listen to and value their peers. They care about the presentation of their work and handwriting.	Coplestone pupils ask questions. They are reflective learners. They learn about different techniques and SP&G in their writing. They learn the code for reading using Little Wandle phonics.	Coplestone pupils are self-motivated. They take risks. They persevere. They keep going even when learning is tricky. They are engaged in catch up if it is required.	Coplestone pupils make connections in their learning. They can show their learning in different ways. They can write and create their own stories, poems and recounts.	Coplestone pupils are collaborative. They share ideas and value the ideas of others. They listen to each other and share ideas.

	<b>Speaking &amp; Listening</b> To speak confidently and fluently to communicate ideas and emotions effectively.	<b>Phonics</b> To gain the phonics knowledge to build the foundations for early reading using Little Wandle letters and sounds.	<b>Reading</b> To read easily, fluently and with good understanding. To develop the habit of reading widely and often, for pleasure and information.	<b>Writing</b> To write clearly, accurately, and coherently. To develop a fluent, joined handwriting style.	<b>Grammar &amp; Spelling</b> To write with grammatical accuracy and be able to apply spelling patterns correctly using a neat handwriting style.	<b>Building Vocabulary</b> To acquire and use a wide and rich vocabulary.
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At Coplestone Primary, we believe that speaking and listening underpins the development of reading and writing and aim to provide our pupils with a language-rich environment. All children are encouraged to articulate their ideas **confidently** and to **challenge** opinions and views in a respectful manner. Throughout the school, the Little Wandle programme is used to teach phonics. As a school, we are dedicated to ensuring that no child is left behind using a comprehensive system of assessment and catch up sessions. Class teachers draw upon observations and continuous assessment to ensure children are stretched and **challenged**, and to identify children who may need additional support.

Children are introduced to reading right at the start of their journey at Coplestone. 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
Coplestone pupils can present their ideas to others. They are aspirational in their learning. They can explain their mathematical thinking to others.	Coplestone pupils take a pride in their learning. They listen to and value their peers. They care about understanding their maths on a deeper level.	Coplestone pupils ask questions. They are reflective learners. They learn about new concepts in maths. They make conjectures.	Coplestone pupils are self-motivated. They take risks. They persevere. They explain their mathematical thinking.	Coplestone pupils make connections in their learning. They can show their learning in different ways. They prove and explain their maths using examples.	Coplestone pupils are collaborative. They share ideas and value the ideas of others. They work together to master the maths curriculum.

<p><b>The Five Big Ideas</b></p>	<p><b>Coherence</b></p> <p>Connecting new ideas to concepts that have already been understood, and ensuring that, once understood and mastered, new ideas are used again in next steps of learning, all steps being small steps.</p>	<p><b>Representation and Structure</b></p> <p>Representations used in lessons expose the mathematical structure being taught, the aim being that students can do the maths without recourse to the representation.</p>	<p><b>Mathematical Thinking</b></p> <p>If taught ideas are to be understood deeply, they must not merely be passively received but must be worked on by the student: thought about, reasoned with and discussed with others.</p>	<p><b>Fluency</b></p> <p>Quick and efficient recall of facts and procedures and the flexibility to move between different contexts and representations of mathematics.</p>	<p><b>Variation</b></p> <p>Varying the way a concept is initially presented to students, by giving examples that display a concept as well as those that don't display it. Also, carefully varying practice questions so that mechanical repetition is avoided, and thinking is encouraged.</p>
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At Coplestone Primary school, we believe all children should be confident mathematicians. By delivering lesson in which all children can access learning through using small steps, manipulative and varied representation, no children are left behind. Children develop the skills of **confidently** reasoning about their learning, using clear explanations supported by the use of stem sentences, specifically taught vocabulary and a range of problems set within real contexts to bring meaning to them. **Connecting** and building on previous learning in concepts, representations and language support children in their journey of mathematical mastery through the school. Following the National Curriculum and using range of resources from the NCETM and White Rose teachers are on a continuous journey to deepen their understanding of the teaching of mathematics. Together with the children, we develop a culture of **risk taking** where the journey of understanding and the thinking behind the answer is valued more than the correct answer. Inspiring children to explain their thinking, notice common misconceptions and recognise non-examples of problems **challenges** our children to think more widely and develops their **curiosity** in the world of mathematics. Lessons are thoughtfully planned to allow the children an opportunity to practice, challenge and think deeper in their maths.

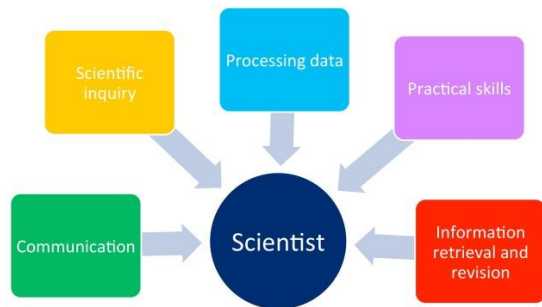
Parents support learning at home through accessing Maths Shed which allows teachers to set weekly learning linked to the key fluency skills learnt in school. Children have regular opportunity to practice and build key knowledge in number facts and times table knowledge. Building this key knowledge is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



Science

Our learning values

Confidence	Caring	Curiosity	Challenge	Creativity	Community
Coplestone pupils can present their ideas to others. They are aspirational in their learning. They can present their findings to the class.	Coplestone pupils take a pride in their learning. They listen to and value their peers. They care about the environment and how science can solve problems.	Coplestone pupils ask questions. They are reflective learners. They learn about new ideas in science through investigations.	Coplestone pupils are self-motivated. They take risks. They persevere. They are interested in learning about new concepts.	Coplestone pupils make connections in their learning. They can show their learning in different ways. Children can carry out their own investigations.	Coplestone pupils are collaborative. They share ideas and value the ideas of others. They work well in groups and pairs, discussing and sharing ideas.
<b>Working scientifically: fair tests</b>	<b>Working scientifically: identifying and classifying</b>	<b>Working scientifically: research</b>	<b>Working scientifically: pattern seeking</b>	<b>Working scientifically: comparative testing</b>	<b>Working scientifically: observing over time</b>
Fair test enquiries give an opportunity for children to explore cause and effect relationships in science.	Children make observations and measurements to help them look for similarities and differences.	Research enquiries, children get to use a range of secondary sources to help them find the answers to big questions.	Pattern-seeking enquiries in science involve children making measurements or observations to explore situations.	In comparative tests the children compare different cases and situations.	Observing over time help children to be curious about the world around them.



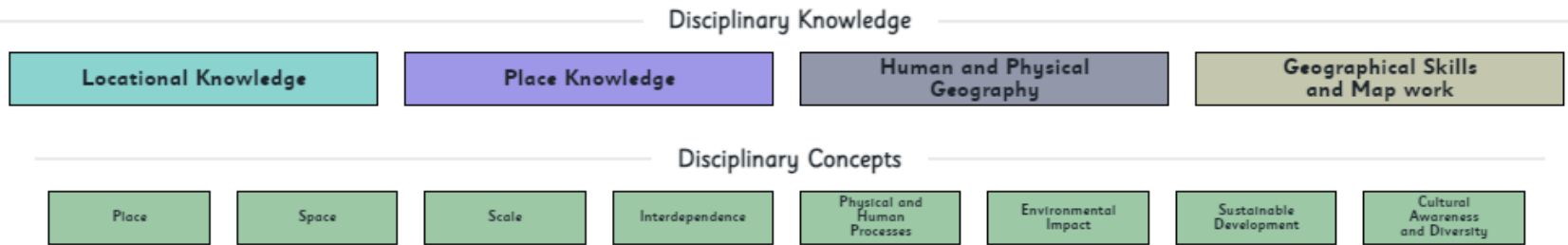
At Coplestone Primary school, we believe all children should develop as sense of **curiosity** about the world around them. Through our science curriculum we give them opportunity to explore **their community** and the wider world and guide them to observe, questions and discuss what they observe. As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



## Geography

### Our learning values

Confidence	Caring	Curiosity	Challenge	Creativity	Community
Coplestone pupils can present their ideas to others. They are aspirational in their learning. They can learn about important issues in geography today.	Coplestone pupils take a pride in their learning. They listen to and value their peers. They care about the environment and learn how to protect it.	Coplestone pupils ask questions. They are reflective learners. They learn about the world around them and are able to ask questions.	Coplestone pupils are self-motivated. They take risks. They persevere. They learn about different physical and human geographical features.	Coplestone pupils make connections in their learning. They can show their learning in different ways. They can present their learning in different ways, as well as learn about fieldwork.	Coplestone pupils are collaborative. They share ideas and value the ideas of others. They respect the way of life in different countries and communities.



### Curriculum Aims

- To develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- To understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.
- To be competent in the geographical skills needed to:
  - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
  - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
  - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.





## History

### Our learning values

Confidence	Caring	Curiosity	Challenge	Creativity	Community
Coplestone pupils can present their ideas to others. They are aspirational in their learning. They discuss and debate about historical concepts.	Coplestone pupils take a pride in their learning. They listen to and value their peers. They listen to the viewpoints of others as historians.	Coplestone pupils ask questions. They are reflective learners. They learn about a wide range of history in different places. They can make comparisons to their own local history.	Coplestone pupils are self-motivated. They take risks. They persevere. They are able to learn about different important figures in history.	Coplestone pupils make connections in their learning. They can show their learning in different ways.	Coplestone pupils are collaborative. They share ideas and value the ideas of others. They are able to work in groups to research and learn about different periods of history.



#### Themes

Society and Community

Exploration and Invasion

Power

Conflict and Disaster

#### Disciplinary Concepts

Chronology

Evidence and Interpretation

Cause and Consequence

Change and Continuity

Similarity and Difference

Historical Significance

### Curriculum Aims

1. Know and understand the history of these islands as a coherent, chronological narrative from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
2. Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
3. Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
4. Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.
5. Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
6. Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.






Art

Our learning values

Confidence	Caring	Curiosity	Challenge	Creativity	Community
Coplestone pupils can present their ideas to others. They are aspirational in their learning.	Coplestone pupils take a pride in their learning. They listen to and value their peers. They share ideas and discuss with others in a respectful way.	Coplestone pupils ask questions. They are reflective learners. They learn about the work of great artists, designers and craft makers.	Coplestone pupils are self-motivated. They take risks. They persevere. They keep going even when their projects become more challenging.	Coplestone pupils make connections in their learning. They can show their learning in different ways. They can use different techniques and media.	Coplestone pupils are collaborative. They share ideas and value the ideas of others. They work in groups, pairs and individually. They learn about art from other cultures and communities.

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

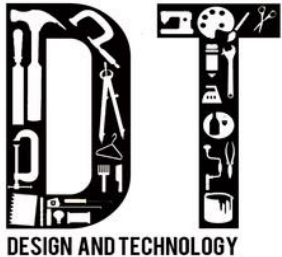
Over time children **confidently** build the knowledge of different techniques, they learn to improve and **reflect** through careful observations and **discussions of their own work and the work of others**. The children have opportunity to be inspired and learn from a range of artists in both traditional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



## Design and Technology

### Our learning values

Confidence	Caring	Curiosity	Challenge	Creativity	Community
Coplestone pupils can present their ideas to others. They are aspirational in their learning. They can talk about their designs and give constructive advice.	Coplestone pupils take a pride in their learning. They listen to and value their peers. They can evaluate designs.	Coplestone pupils ask questions. They are reflective learners. They learn new techniques in design and building.	Coplestone pupils are self-motivated. They take risks. They persevere. They learn new skills in design and building.	Coplestone pupils make connections in their learning. They can show their learning in different ways. They can use skills to be creative in their use of design and materials.	Coplestone pupils are collaborative. They share ideas and value the ideas of others. The collaborate on projects.

 <p>DESIGN AND TECHNOLOGY</p>	<p><b>Opportunity to Build Expertise</b></p> <p>The children will develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.</p>	<p><b>Understand and use the Design Process</b></p> <p>The children will build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users</p>	<p><b>Test, Reflect and Improve</b></p> <p>Children will critique, evaluate and test their ideas and products and the work of others.</p>	<p><b>Confidence in Food Preparation</b></p> <p>The children will become confident in preparing food. They will understand and apply the principles of nutrition and learn how to cook with confidence and enjoyment.</p>
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At Coplestone 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 Coplestone 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
Copplesstone pupils can present their ideas to others. They are aspirational in their learning.	Copplesstone pupils take a pride in their learning. They listen to and value their peers. They share ideas and give feedback.	Copplesstone pupils ask questions. They are reflective learners. They learn about coding.	Copplesstone pupils are self-motivated. They take risks. They persevere. They learn new skills in computing.	Copplesstone pupils make connections in their learning. They can show their learning in different ways. They can be creative with IT.	Copplesstone pupils are collaborative. They share ideas and value the ideas of others. They learn about safe internet use.

	<p><b>Build knowledge of how technology works and recognise coding as a building blocks of computing</b></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><b>Use technology in different forms to research, collate and communicate information</b></p> <p>Children are responsible, competent, confident and creative users of information and communication technology.</p>	<p><b>Use technology safety</b></p> <p>The children will use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. They will recognise acceptable/unacceptable behaviour online.</p>
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At Copplesstone 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.

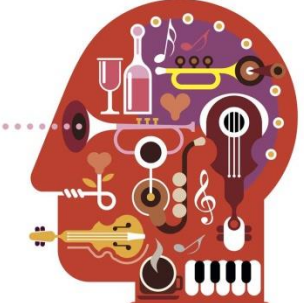
As the children progress through the school they will learn about code being the building blocks of all technology. Through their journey through the school they will build knowledge of ordering instructions and solving problem through changing instructions. Starting with simple programmable toys, using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



Music

Our learning values

Confidence	Caring	Curiosity	Challenge	Creativity	Community
Coplestone pupils can present their ideas to others. They are aspirational in their learning. They perform in front of others.	Coplestone pupils take a pride in their learning. They listen to and value their peers. They listen to others perform.	Coplestone pupils ask questions. They are reflective learners. They learn about different forms of music and instruments.	Coplestone pupils are self-motivated. They take risks. They persevere. They try new instruments and learn about music in other cultures.	Coplestone pupils make connections in their learning. They can show their learning in different ways. They compose their own music.	Coplestone pupils are collaborative. They share ideas and value the ideas of others. They listen to and share ideas with others.

	<p><b>A Range of Experience of Music</b></p> <p>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.</p>	<p><b>Using Instruments</b></p> <p>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.</p>	<p><b>Building Knowledge of Music structure</b></p> <p>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.</p>
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At Coplestone 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 Coplestone. 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
Coplestone pupils can present their ideas to others. They are aspirational in their learning.	Coplestone pupils take a pride in their learning. They listen to and value their peers. They respect the views of others.	Coplestone pupils ask questions. They are reflective learners. They want to learn about the wider world.	Coplestone pupils are self-motivated. They take risks. They persevere.	Coplestone pupils make connections in their learning. They can show their learning in different ways.	Coplestone pupils are collaborative. They share ideas and value the ideas of others. They care for other people.

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

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


Sex and Relationships Education is taught as part of the PHSE curriculum and pupils are able to explore this learning about their own feelings and bodies, as well as understand the importance of healthy and appropriate relationships.



PE

Our learning values

Confidence	Caring	Curiosity	Challenge	Creativity	Community
Coplestone pupils can present their ideas to others. They are aspirational in their learning. They try new sports.	Coplestone pupils take a pride in their learning. They listen to and value their peers. They show team spirit and cooperation.	Coplestone pupils ask questions. They are reflective learners. They learn about tactics.	Coplestone pupils are self-motivated. They take risks. They persevere. They push themselves physically.	Coplestone pupils make connections in their learning. They can show their learning in different ways. They make up their own games and routines.	Coplestone pupils are collaborative. They share ideas and value the ideas of others. They play in teams, groups and pairs.

	<p><b>Building a Range of Skills</b></p> <p>Children will develop competence to excel in a broad range of physical activities They will have opportunity to engage in competitive sports and activities</p>	<p><b>Regular Prolonged Engagement</b></p> <p>Children will be regularly physically active for sustained periods of time.</p>	<p><b>Staying Healthy and Fit</b></p> <p>Children will learn the elements needed to lead healthy, active lives.</p>
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At Coplestone Primary school, we believe all children should lead a healthy, active live. Through their time at school children have the opportunity to build skills and knowledge in a range of physical competences. Working alongside qualified coaches teachers provide lessons which help the children progress in basic skills and ability to work together as a team in games. Children compete within our **school community** and our **wider community** with links to the learning community for all year groups. Through residence trips children get the chance to experience other sports within water, climbing and cycling. Our fantastic grounds allow us to provide a regular forest experience which help develop their **team work** as well as the opportunity for physical development in an informal environment.


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



Religious Education

Our learning values

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

	<p><b>Make sense of a range of religious and non-religious beliefs</b></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><b>Understand the impact and significance of religious and non-religious beliefs</b></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><b>Make connections between religious and non-religious beliefs, concepts, practices and ideas studied</b></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>
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At Coplestone 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
Coplestone pupils can present their ideas to others. They are aspirational in their learning. They speak in French during lessons.	Coplestone pupils take a pride in their learning. They listen to and value their peers.	Coplestone pupils ask questions. They are reflective learners. They learn about the culture of France.	Coplestone pupils are self-motivated. They take risks. They persevere. They learn new concepts in French.	Coplestone pupils make connections in their learning. They can show their learning in different ways.	Coplestone pupils are collaborative. They share ideas and value the ideas of others. They work in pairs and groups.

<p><b>MODERN FOREIGN LANGUAGE</b></p> 	<p><b>Recognising different languages</b></p> <p>The children will understand and respond to spoken and written language from a variety of authentic sources.</p>	<p><b>Speaking and Listening</b></p> <p>Children can speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation.</p>	<p><b>Written Language</b></p> <p>Children can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt discover and develop an appreciation of a range of writing in the language studied.</p>
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At Coplestone Primary school, we believe all children should have the opportunity to learn a different language. Following a program of study starting in Year 3 children have weekly lessons which build their knowledge from naming simple nouns to being able to write in simple sentences in French. The children have opportunity to hear, sing and learn phrases and learn to build conversations growing in **confidence** as they progress through the school. They learn through the four strands in the curriculum: speaking, listening, reading and writing. We follow the progression in grammar and content through the Grammarsaurus scheme of learning. We also share with the children some of the culture and way of life in France and French speaking places.