

**Working together as the South Deeside Soft Federation, ensuring excellence of provision for all balanced with individuality and identity.**

**Teachers, Parents, Students……Together Promoting Success**

**THINGWALL**

**PRIMARY SCHOOL**

**CURRICULUM INTENT STATEMENT**

**PASTORAL**

We nurture and encourage positive and healthy lifestyles through…

* celebrating and rewarding all achievements
* promoting positive behaviour
* re-centering our minds through timely mindfulness opportunities
* choosing to be positive!
* the implementation of the Art of Brilliance Happiness Project throughout school which encourages children to take personal responsibility for their own happiness
* actively promoting physical and mental health through sport and creative opportunities
* promoting pupil voice through various forums such as School Council, Eco-Warriors, Ethos Reps, Happiness Champions, Lord/Lady Ragnar, Tingvoll Viking Parliaments

We promote our values curriculum by inspiring the following in our pupils:

Resilience – Have a go. Don’t give up.

 BOUNCEBACKABILITY!

Responsibility – Make good choices.

 BOTHEREDNESS!

Resourcefulness – Be Ready. Find a way.

 CHANGE YOUR RIPPLE!

Respect - We are all the same but different.

 UNDERSTAND YOUR IMPACT!

Reflect – Learn from our actions.

 BE THE BEST VERSION OF YOU!

Reasoning – Have a think.

 UNDERSTAND YOUR IMPACT!

**CURRICULUM**

We offer a broad and balanced curriculum that…

* is purposefully assessed and logically sequenced to ensure prior learning is built upon and appropriate skills and knowledge are developed
* promotes independent, confident, successful learners who have high aspirations
* is based on aspects of our heritage, our place in the community and our place in the wider world.
* supports purposeful and happy learners
* encourages children to be confident and take risks in their learning – we learn from our mistakes
* promotes ownership of their actions, behaviour and learning
* ensures full potential is reached and is accessible for all abilities, regardless of starting points or backgrounds.
* includes effective questioning techniques that develop higher order thinking skills
* provides pupils with memorable learning experiences
* is revisited to support the retention of knowledge and reinforce understanding.
* is appropriately assessed to identify gaps in learning and inform future learning opportunities

Subject Leaders play an integral role in the success of the curriculum by leading a regular programme of monitoring, direction and review to ensure thoughtful coverage and full implementation.

**English Curriculum Intent**

Reading

The intent of our reading curriculum is to enable pupils to:

* develop positive attitudes towards reading so that it is a pleasurable and meaningful activity;
* use reading skills as an integral part of learning throughout the curriculum;
* read and respond to a variety of texts whilst gaining increased levels of fluency, accuracy, independence and understanding
* develop different strategies for approaching reading and be able to orchestrate the full range of strategies

Writing

The intent of our writing curriculum is to enable children to:

* write in different contexts and for different purposes and audiences
* be increasingly aware of the conventions of writing, including grammar, punctuation and spelling
* plan draft and edit their writing to suit the purpose
* use IT as a literacy medium for presenting work and manipulating text
* form letters correctly, leading to a fluent joined and legible handwriting style, giving increasing regard to presentation

Grammar

The intent of our grammar curriculum is to enable children to:

* Whole class teaching of specific grammar and punctuation rules
* Daily inclusion of grammar and punctuation teaching through English lessons and through writing
* Grammar focuses to be prevalent in writing targets and expectations
* Using grammatical knowledge in real life contexts
* Applying skills in cross curricular contexts

Spoken Language
The intent of our spoken language curriculum is to enable children to:

* Communicate effectively, speaking with increasing confidence, clarity and fluency
* Participate in discussions and debate in a variety of contexts
* Listen to the views, opinions and ideas of others with increased interest
* Articulate ideas and thoughts clearly with appropriate tone and vocabulary recognising audience
* Respond to questions and opinions appropriately
* Retell stories and poems which are known by heart
* Ask questions with increasing relevance and insight

Phonics and Spelling

The intent of our phonics curriculum is to enable children to:

* To promote the communication and language aspect of the Early Learning Curriculum
* To follow a systematic synthetic phonics scheme to enable children to be able to segment words into their different phonemes then blend them together in order to read fluently
* For children to be able apply knowledge of grapheme-phoneme correspondence in independent spelling and writing
* For children to learn common exception words and understand that not all words in the English language can be decoded

**Mathematics Curriculum Intent**

The intent of our maths curriculum is to ensure that all pupils:

* Become fluent in number and are mentally agile within and across the four operations of number through the explicit teaching of connections
* Have secure, efficient methods of calculation across the four operations of number, progressing to more formal methods from Year 3 onwards
* Reason mathematically by following lines of enquiry, generalising, developing an argument and proving or disproving statements using mathematical vocabulary
* Can solve problems by applying their mathematical understanding to a range of problems that rare both non-routine and routine, including breaking down problems into a series of simpler steps and persevering in seeking solutions
* Are provided with opportunities to problem solve using real life contexts related to their own lives and making links to how maths is used in different jobs
* Are confident in tackling the subject and develop a *can do* attitude based upon seeing errors as learning opportunities

**Science Curriculum Intent**

The intent of our science curriculum is to ensure that all pupils:

* Develop a sense of excitement and curiosity about natural phenomena.
* Understand how science can be used to explain what is occurring, predict how things will behave and analyse causes
* Develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
* Develop understanding of the nature, processes, methods of science through different types of science enquiries to help them answer questions about the world around them
* Are equipped with the scientific knowledge required to understand the uses and implications of science, today and in the future
* Develop a bank of scientific vocabulary that can be used to explain their thinking effectively
* Experience science through different contexts that are engaging, contextual and appropriate for their age group
* Are secure in the knowledge and skills they have learnt to ensure that they can make effective progress in future learning

**Geography Curriculum Intent**

The intent of our curriculum for geography aims to ensure that all pupils:

* develop contextual knowledge our locality being on the Wirral Peninsula; the physical and human influences of the water ways such as The River Dee, The River Mersey, The Irish Sea, the River Birkett, River Fender and Arrow Brook; the physical and human influences of Thor’s Rock, Birkenhead Park, The Wirral Way, The Wirral Coastal Walk and the boundaries to North Wales, Chester and Liverpool.
* 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 such as The Isle of Man, Plastic Oceans, Fair Trade and farming in the British Isles.
* 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- looking at the seven continents and five oceans of world, climate changes.
* are 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, field trip experiences.

**History Curriculum Intent**

The intent of our curriculum curriculum for history aims to ensure that all pupils:

* know and understand events in history with some order of chronology from earliest times to the present day; be familiar with how Britain has influenced and has been influenced in order to shape and determine people’s lives and events both locally on the Wirral peninsula and beyond in the wider world.
* know of the legacies and understand the influences of local living and past significant figures and events in Merseyside in order to make connections with our own lives such as the Vikings (Tingvoll, Tynwald and Thingwall), Lord and Lady Ragnor, Shirley Hughes in West Kirby, Joseph Paxton in Birkenhead, Lord Leverhulme in Port Sunlight and Kitty Wilkinson, Ken Dodd and The Beatles in Liverpool.
* 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
* know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires such as at at Birkenhead Priory and Speke Hall, Liverpool; characteristic features of past non-European societies;
* gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’, ‘peasantry’, ‘assembly ground’, ‘settlement’,
* 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
* 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

**Computing Curriculum Intent**

The intent of our computing curriculum is to ensure that all pupils develop computational knowledge, skills and rational through:

* Systematic planning which develops skills and knowledge and builds on prior learning.
* Developing reading skills by selecting from a range of sources, planning, writing and refining texts in different styles and for different purposes, communicating face-to-face and by e-mail, and discussing and reflecting critically on their own and others’ work.
* Using a wide range of hardware and software in order to equip children with transferrable skills suitable for ever evolving technologies.
* Embedding online safety teaching and learning throughout the school.
* Maximising children’s opportunities to learn outside school using a range of online resources.
* Providing extra-curricular programming opportunities for more able pupils.

**Design and Technology Curriculum Intent**

The intent of our Design and Technology curriculum aims to ensure that all pupils:

* develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
* 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
* critique, evaluate and test their ideas and products and the work of others
* understand and apply the principles of nutrition and learn how to cook.

**Art and Design Curriculum Intent**

The intent of our art and design curriculum aims to ensure that all pupils:

* produce creative work, exploring their ideas and recording their experiences
* become proficient in drawing, painting, sculpture and other art, craft and design techniques
* evaluate and analyse creative works using the language of art, craft and design
* know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.
* are provided visits to local art galleries and museums to enrich artistic understanding
* work with visiting local artists sharing their expertise

**Music Curriculum Intent**

 The intent of our music curriculum aims to ensure that all pupils:

* 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
* 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
* 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.
* are provided opportunities for “live” music to be heard and interacted with-Royal Liverpool Philharmonic Orchestra, weekly Choral Assembly and peripatetic musician performances
* are provided Wider Opportunities specialist music provision for Year 4
* are offered a wide range of extracurricular music in Key Stage 2-School based recorder, guitar and School Band and Peripatetic lessons in brass, keyboard, strings and woodwind for Year 4 upwards.

**Physical Education Curriculum Intent**

The intent of our physical education curriculum is to ensure that all pupils:

* Are provided with opportunities, through Premier Sports and Wirral School Games portals, to excel and succeed in a range of competitive sports.
* Develop a physically active lifestyle by providing students with sustained periods of activity through well sequenced PE sessions and additional intra-school competitions taking place throughout the year.
* Have access to extra-curricular clubs before and after school and lunch time activity sessions to ensure active lifestyles are promoted and developed.
* Are physically confident in a way that supports health and fitness.
* Understand the relationship between physical education, health and mental well-being.
* Compete in sport, during half termly intra-school competitions, in ways that develop fairness and respect.
* Are able to evaluate their own performance and the performances of their peers using age appropriate vocabulary.
* Ensure that all students are confident in swimming and know how to perform a safe rescue.

**Modern Foreign Languages Curriculum Intent**

The intent of our Modern Foreign Languages curriculum aims to ensure that all Key stage 2 pupils studying French;

* understand and respond to spoken and written language from a variety of authentic sources
* 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
* 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.

The intent for MFL in Key Stage 1 aims to ensure all children are exposed to Mandarin from year 1 using the China Box resources. This programme will be continued into year 2 in 2019.

**Personal, Social and Health Education (PSHE) Curriculum Intent**

The intent of our PSHE education is to ensure that pupils are provided with:

* the skills, language and strategies they need in order to develop healthy, safe, fulfilling, responsible and balanced lives
* a knowledge and appreciation of others’ values, attitudes, beliefs, rights and responsibilities and the skills to challenge these if necessary
* an understanding of the importance of making positive lifestyle choices (physical and emotional health and well-being, drugs and alcohol awareness, personal safety, conflict resolution) and a knowledge of the processes that need to be followed when things go wrong
* tools/strategies to equip them to enjoy a happy and fulfilled lifestyle for now and their future (see Art of Happiness)
* accurate, unbiased, balanced and relevant knowledge
* opportunities to turn that knowledge into meaningful, real life opportunities to further promote understanding
* an awareness of their surroundings and the part that they can play in making our communities better places for all to live, keeping themselves and others safe and securing our surroundings for future generations (see Deeside wide cross collaborative projects)
* an understanding of what it means to be a global citizen and how we can all work together to make the world a better place (recycling, good citizens, social responsibility)

**Religious Education (RE) Curriculum Intent**

The intent of our religious education curriculum ensures that all pupils:

* need to understand the role and significance of religion in the modern world, the important beliefs and values that shape it; and the impact religion has on many people’s lives and especially on families and communities
* value themselves and others, regardless of race, religion or belief (see 7 protected characteristics Equality Act 2010)
* are able to celebrate diversity in society through understanding similarities and differences
* learn **about** religion in order to learn **from** religion
* develop their knowledge and understanding of the main World Religions as well as offering opportunities for personal reflection and spiritual development
* are enabled to make comparisons between the main religions, identifying similarities and differences and understanding that RE can make an important contribution to society and social harmony

Early Years Foundation Stage

It is every child’s right to grow up safe, healthy, enjoying and achieving, making a positive contribution and with economic well-being. At Thingwall Primary School, we aim to provide a broad and balanced curriculum which will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their full potential. Each child is valued as an individual and teaching and learning is based on the understanding that children develop at different rates.

To meet our aims we:

* provide a safe, challenging, stimulating, caring and sharing environment which is sensitive to the needs of the child, including children with additional needs
* provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for future learning and development in Key Stage 1 and beyond
* provide opportunities for children to learn through planned, purposeful play in all areas of learning and development
* use and value what each child can do, assessing their individual needs and helping each child to progress
* enable choice and decision-making, fostering independence and self confidence
* work in partnership with Parents/Carers and value their contributions
* ensure that all children, irrespective of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability, have the opportunity to experience a challenging and enjoyable programme of learning and development