

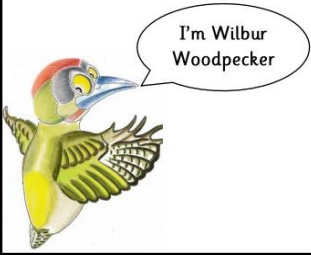



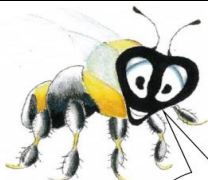



Curriculum Statement – Kilmingiton Primary School

Ethos Statement
<p>Here at Kilmingiton Primary School we value the talents of every individual. We nurture a strength of character in all our pupils and provide a range of opportunities. This encourages an aspirational climate which enables all children to enjoy learning and achieve their potential; preparing them to live happy and fulfilled lives.</p> <p>Our children have the benefits of a friendly, small school atmosphere and we strive to encourage a family feel across our whole school community. We live in an ever-changing world and it is our aim to ensure that our pupils are ready to face challenges and succeed in whatever they do. We do this by providing a curriculum that develops the whole child - academically, emotionally, physically and socially.</p> <p>We aim for every pupil to leave Kilmingiton Primary School healthy, confident individuals who will have experienced a growing range of responsibilities as they move through the school: Nurturing life-long learning!</p>
Nurturing life-long learning!
<p>We believe that to nurture life-long learning, we need to develop in children the characteristics of effective learning: these have become the pillars underpinning our curriculum: Resilience & Motivation; Engagement & Reflectiveness; Thinking & Resourcefulness and Collaboration & Reciprocity.</p> <p>Our curriculum is designed to enable all learners to achieve their very best standards by strengthening and developing these strands in everything we do. We have introduced characters to exemplify the strands for the children: Wilbur Woodpecker, Olive Owl, Samuel Squirrel and Betty Bee.</p>
<div><div><p>I'm Betty Bee</p><div>Collaboration/ Reciprocity<ul style="list-style-type: none">• Listening• Sharing• Collaborating• Working as a team.</div></div><div><p>I'm Olive Owl</p><div>Engagement/ Reflectiveness<ul style="list-style-type: none">• Planning• Reflecting• Thinking things through</div></div><div><div>Motivation/ Resilience<ul style="list-style-type: none">• Keeping going• Perseverance• Resilience• Not giving up<p>I'm Wilbur Woodpecker</p></div><div><div>Thinking/ Resourcefulness<ul style="list-style-type: none">• Curiosity• Finding out• Why? Where?• When? Who?<p>I'm Samuel Squirrel</p></div></div></div></div>
The National Curriculum
<p>Our curriculum incorporates the statutory requirements for all areas of the National Curriculum / EYFS by providing experiences and opportunities which best meet the learning and developmental needs of our pupils. The aim of our curriculum is for pupils to have the skills to be successful, independent and motivated learners in readiness for their next stage of education.</p>
Curriculum Design
<p>Kilmingiton School operates with mixed age classes and follows a two year rolling programme to cover the full range of topics in each curriculum subject. Units of learning are planned to motivate and inspire pupils through meaningful and purposeful learning opportunities. These will draw knowledge and understanding together in a coherent manner through generating and exploring ‘key questions’. Memorable experiences are often incorporated into the sequence to enhance learning and create an exciting learning environment. This might be a trip, a special visitor, an extraordinary activity or event.</p> <p>There is a clear skills development pathway identified for each curriculum area which sets out expectations in each Key Phase: EYFS, KS1, LKS2 and UKS2. This enables teachers to plan a curriculum that builds on previous learning and develops skills at an appropriate level.</p>
SEND / Inclusion
<p>We set high expectations for every pupil. We aim to extend the knowledge and understanding of the most able pupils by planning suitable learning challenges for them but we also plan carefully for the needs of pupils who experience difficulty in learning. For pupils who have special educational need or disabilities (SEND), lessons are planned to ensure that there are minimal barriers to pupil achievement and progress. All pupils receive a level of challenge which is appropriate for them. The SEND Policy and Code of Practice sets out advice on approaches / means to support the curriculum.</p>
Evaluation
<p>The curriculum is reviewed on a yearly basis to ensure that it is responsive to the needs of our current pupils.</p>

Art and Design Curriculum Intent – Kilmington Primary School

The National Curriculum			
<p>The national curriculum for Art and Design aims to ensure that pupils:</p> <ul style="list-style-type: none"> 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. 			
Curriculum Intent			
<p>Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. It should be fun and absorbing. As pupils progress, they should be developing critical thinking and analysis of their work and the work of other artists and designers. They should also know how art and design are important across different areas of life and have shaped our history, and contributed to culture, creativity and wealth.</p>			
Curriculum Design			
<p>Kilmington School operates with mixed age classes and follows a two year rolling programme to cover the full range of topics in Art and Design. Using the 'Kapow' scheme of work as a foundation, units of study are planned to motivate and inspire pupils through meaningful and purposeful learning opportunities. These will draw knowledge and understanding together in a coherent manner through generating and exploring 'key questions' and using different artists to explore techniques, media and genres. Art and Design activities provide opportunities to enhance and embed knowledge and skills in other curriculum areas. Memorable experiences are often incorporated into the sequence to enhance learning and create an exciting learning environment. This might be a trip, a special visitor, an extraordinary activity or event.</p> <p>The Kapow scheme provides a clear skills development pathway, with key expectations in each Key Phase: EYFS, KS1, LKS2 and UKS2. This enables teachers to plan a curriculum that builds on previous learning and develops skills at an appropriate level.</p>			
Nurturing lifelong learning behaviours through Art			
<div> <div> Motivation/ Resilience <ul style="list-style-type: none"> Keeping going Perseverance Resilience Not giving up </div> <div>  <p>I'm Wilbur Woodpecker</p> </div> </div>	<div> <div>  <p>I'm Olive Owl</p> </div> <div> Engagement/ Reflectiveness <ul style="list-style-type: none"> Planning Reflecting Thinking things through </div> </div>	<div> <div>  <p>I'm Betty Bee</p> </div> <div> Collaboration/ Reciprocity <ul style="list-style-type: none"> Listening Sharing Collaborating Working as a team. </div> </div>	<div> <div> Thinking/ Resourcefulness <ul style="list-style-type: none"> Curiosity Finding out Why? Where? When? Who? </div> <div>  <p>I'm Samuel Squirrel</p> </div> </div>
<p>I can't get the glue to stick. I need to work on using a pencil to create different line weights. I thought my piece was bad, but I can see there are some good bits to work on.</p>	<p>How does changing the shading, change the result? Why did Caravaggio use those colours?</p>	<p>We mixed these colours to make brown but it wasn't dark enough so they suggested we add black We could use fabric to create a soft effect. I saw they used shading, I will have a go.</p>	<p>Which type of paint should I use for printing and why? I will need this equipment to fulfil my task. Who was Cézanne and why was he so important? What technique do I use to achieve that effect?</p>
Evaluation			
<p>The curriculum is reviewed on a yearly basis to ensure that it is responsive to the needs of our current pupils.</p>			

Computing Curriculum Statement – Kilmington Primary School

The National Curriculum

The national curriculum for computing aims to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology.

Curriculum Intent





A high-quality computing education should equip pupils to use computational thinking and creativity to understand and change the world. Computing has strong cross curricular links with most subjects and particularly with mathematics, science, and design and technology. Computing can provide further insights into those subjects. Pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through information and communication technology as active participants in a digital world.

Curriculum Design

Kilmington School operates with mixed age classes and follows a two year rolling programme to cover the full range of topics in each curriculum subject. Units of learning are planned to motivate and inspire pupils through meaningful and purposeful learning opportunities, using the 'Kapow' scheme of work as a foundation. These units will draw knowledge and understanding together in a coherent manner through generating and exploring 'key questions' and using a variety of equipment and activities. E=safety is not only taught as a stand-alone unit within Computing and PSHE, but also across the curriculum. Memorable experiences are often incorporated into the sequence to enhance learning and create an exciting learning environment. This might be a trip, a special visitor, an extraordinary activity or event.

There is a clear skills development pathway identified for each curriculum area which sets out expectations in each Key Phase: EYFS, KS1, LKS2 and UKS2. This enables teachers to plan a curriculum that builds on previous learning and develops skills at an appropriate level.





Nurturing lifelong learning behaviours through Computing

<p>Motivation/ Resilience</p> <ul style="list-style-type: none"> • Keeping going • Perseverance • Resilience • Not giving up  <p>I'm Wilbur Woodpecker</p>	 <p>I'm Olive Owl</p> <p>Engagement/ Reflectiveness</p> <ul style="list-style-type: none"> • Planning • Reflecting • Thinking things through 	 <p>I'm Betty Bee</p> <p>Collaboration/ Reciprocity</p> <ul style="list-style-type: none"> • Listening • Sharing • Collaborating • Working as a team. 	<p>Thinking/ Resourcefulness</p> <ul style="list-style-type: none"> • Curiosity • Finding out • Why? Where? • When? Who?  <p>I'm Samuel Squirrel</p>
<p>Debugging a program can be frustrating. Breaking commands down to individual steps.</p>	<p>Creating an algorithm requires careful thought and planning. What happens if...? I will need to use these ideas to solve this task.</p>	<p>Sharing equipment Giving and following instructions (an algorithm)</p>	<p>Using clear file names so files can be easily located Debugging a program: Why does this not work as I expected? Can I predict what this will do?</p>

Evaluation

The curriculum is reviewed on a yearly basis to ensure that it is responsive to the needs of our current pupils.

Design and Technology Curriculum Intent – Kilmington Primary School

The National Curriculum			
<p>The national curriculum for design and technology aims to ensure that all pupils:</p> <ul style="list-style-type: none"> 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. 			
Curriculum Intent			
<p>Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world.</p>			
Curriculum Design			
<p>Kilmington School operates with mixed age classes and follows a two year rolling programme to cover the full range of topics in each curriculum subject. Using the scheme of work 'Kapow', units of learning are planned to motivate and inspire pupils through meaningful and purposeful learning opportunities. These will draw knowledge and understanding together in a coherent manner through generating and exploring 'key questions'. Wherever possible, units will enhance other cross curricular learning. Memorable experiences are often incorporated into the sequence to enhance learning and create an exciting learning environment. This might be a trip, a special visitor, an extraordinary activity or event.</p> <p>There is a clear skills development pathway identified for each curriculum area which sets out expectations in each Key Phase: EYFS, KS1, LKS2 and UKS2. This enables teachers to plan a curriculum that builds on previous learning and develops skills at an appropriate level.</p>			
Nurturing lifelong learning behaviours through Design Technology			
<div> <div> Motivation/ Resilience <ul style="list-style-type: none"> Keeping going Perseverance Resilience Not giving up </div> <div>  <p>I'm Wilbur Woodpecker</p> </div> </div>	<div> <div>  <p>I'm Olive Owl</p> </div> <div> Engagement/ Reflectiveness <ul style="list-style-type: none"> Planning Reflecting Thinking things through </div> </div>	<div> <div>  <p>I'm Betty Bee</p> </div> <div> Collaboration/ Reciprocity <ul style="list-style-type: none"> Listening Sharing Collaborating Working as a team. </div> </div>	<div> <div> Thinking/ Resourcefulness <ul style="list-style-type: none"> Curiosity Finding out Why? Where? When? Who? </div> <div>  <p>I'm Samuel Squirrel</p> </div> </div>
Seeing through a project despite set-backs: eg. difficulties joining materials	Choosing the right fabric to suit a specific purpose	Creating a questionnaire to gauge popular choices. Create a healthy meal working together in group.	What happens if I use Marmite instead of jam? How can I get the wheels to rotate?
Evaluation			
The curriculum is reviewed on a yearly basis to ensure that it is responsive to the needs of our current pupils.			

Geography Curriculum Intent – Kilmingtton Primary School

The National Curriculum

The national curriculum for geography aims to ensure that all pupils:

- 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
- 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
- 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
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing.

Curriculum Intent





A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales, are shaped, interconnected and change over time.

Curriculum Design

Kilmingtton School operates with mixed age classes and follows a two year rolling programme to cover the full range of topics in Geography. Units of learning are planned to motivate and inspire pupils using the Connected Geography resource, which uses **Key Questions** to draw knowledge and understanding. We are fortunate to live in a beautiful area with many local resources we can use. Memorable experiences are often incorporated into the sequence to enhance learning and create an exciting learning environment. This might be a trip, a special visitor, an extraordinary activity or event.

There is a clear skills development pathway identified for Geography which sets out expectations in EYFS, KS1, LKS2 and UKS2. This enables teachers to plan a curriculum that builds on previous learning and develops skills at an appropriate level.

Nurturing lifelong learning behaviours through Geography

<p>Motivation/ Resilience</p> <ul style="list-style-type: none"> • Keeping going • Perseverance • Resilience • Not giving up  <p>I'm Wilbur Woodpecker</p>	 <p>I'm Olive Owl</p> <p>Engagement/ Reflectiveness</p> <ul style="list-style-type: none"> • Planning • Reflecting • Thinking things through 	 <p>I'm Betty Bee</p> <p>Collaboration/ Reciprocity</p> <ul style="list-style-type: none"> • Listening • Sharing • Collaborating • Working as a team. 	<p>Thinking/ Resourcefulness</p> <ul style="list-style-type: none"> • Curiosity • Finding out • Why? Where? • When? Who?  <p>I'm Samuel Squirrel</p>
<p>Project work exploring different places and cultures requiring research.</p>	<p>Thinking how climate has an effect on how people live. Making links between their experience and life in a different country.</p>	<p>Sharing travel experiences- first-hand information. Orienteering activities</p>	<p>How do we know that some mountains are formed by plate tectonics? What equipment do I need to measure rainfall?</p>

Evaluation

The curriculum is reviewed on a yearly basis to ensure that it is responsive to the needs of our current pupils.

Curriculum HISTORY Statement – Kilmington Primary School

The National Curriculum

The national curriculum for history aims to ensure that all pupils:

- 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
- 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
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- 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
- 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





Curriculum Intent

History education will help pupils gain a knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Pupils should be able to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Curriculum Design

Kilmington School operates with mixed age classes and follows a two year rolling programme to cover a full range of topics in History. We use Connected History as a core resource to plan units of learning that will motivate and inspire pupils through meaningful and purposeful learning opportunities. Units will draw knowledge and understanding together in a coherent manner through generating and exploring '**key questions**'. Memorable experiences are often incorporated into the sequence to enhance learning and create an exciting learning environment. This might be a trip, a special visitor, an extraordinary activity or event. There is a clear skills development pathway which sets out expectations in: EYFS, KS1, LKS2 and UKS2

Nurturing Lifelong Learning through

<p>Motivation/ Resilience</p> <ul style="list-style-type: none"> • Keeping going • Perseverance • Resilience • Not giving up  <p>I'm Wilbur Woodpecker</p>	 <p>I'm Olive Owl</p> <p>Engagement/ Reflectiveness</p> <ul style="list-style-type: none"> • Planning • Reflecting • Thinking things through 	 <p>I'm Betty Bee</p> <p>Collaboration/ Reciprocity</p> <ul style="list-style-type: none"> • Listening • Sharing • Collaborating • Working as a team. 	<p>Thinking/ Resourcefulness</p> <ul style="list-style-type: none"> • Curiosity • Finding out • Why? Where? • When? Who?  <p>I'm Samuel Squirrel</p>
<p>Motivation from the study of historical figures whose work and activities required great resilience and perseverance, e.g. Explorers, Scientists, Activists</p>	<p>Learning to look at life in someone else's shoes, e.g. what would it feel like to be a Viking trying to settle in new lands? Explaining the long term effect of historical events or discoveries.</p>	<p>Using group work to piece together many aspects of a topic, sharing findings and drawing conclusions.</p>	<p>Questioning why events and discoveries happened or were necessary, setting the background scene How do we know this?</p>

Evaluation

The curriculum is reviewed on a yearly basis to ensure that it is responsive to the needs of our current pupils.

Foreign Languages Curriculum Intent – Kilmington Primary School

Foreign Languages in the National Curriculum

The national curriculum for languages aims to ensure that all pupils:

- 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.

Curriculum Intent

At Kilmington, our main aim in teaching Foreign Languages, is to broaden the pupils' awareness of the world and other cultures, exploring the links with our own mother tongues and culture. Learning a foreign language should be fun and can widen pupils' horizons and world views, encouraging them to be curious about the world beyond their experience.





Beginning a foreign language in KS2, can provide children who are finding aspects of learning difficult with a fresh start, as there is no perceived or actual attainment gap between them and their peers.

Curriculum Design

Kilmington School operates with mixed age classes and follows a two year rolling programme to cover a wide range of topics in Foreign Languages. We introduce French in KS2 and Osprey Class (UKS2) are given 'taster sessions' in German and Italian during the second half of the Summer Term. Units of learning are planned to motivate and inspire pupils through purposeful and enjoyable '**key questions**'. Where possible, the unit themes are linked to the other curriculum topics being studied in the class. The focus in Foreign Language lessons is on learning through games and songs to provide a foundation for secondary school modern language study. Memorable experiences are often incorporated into the sequence to enhance learning and create an exciting learning environment. The Early Start Languages scheme we use as a core resource, provides an insight into the lives and culture of children in France through videos and songs.

There is a clear skills development pathway identified for Foreign Languages, which sets out expectations for LKS2 and UKS2. This enables teachers to plan a curriculum that builds on previous learning and develops skills at an appropriate level.

Nurturing lifelong learning behaviours through Foreign Languages

<p>Motivation/ Resilience</p> <ul style="list-style-type: none"> • Keeping going • Perseverance • Resilience • Not giving up  <p>I'm Wilbur Woodpecker</p>	 <p>I'm Olive Owl</p> <p>Engagement/ Reflectiveness</p> <ul style="list-style-type: none"> • Planning • Reflecting • Thinking things through 	 <p>I'm Betty Bee</p> <p>Collaboration/ Reciprocity</p> <ul style="list-style-type: none"> • Listening • Sharing • Collaborating • Working as a team. 	<p>Thinking/ Resourcefulness</p> <ul style="list-style-type: none"> • Curiosity • Finding out • Why? Where? • When? Who?  <p>I'm Samuel Squirrel</p>
<p>Learning vocabulary requires repetition and persistence. Different methods of learning new vocabulary can be used in other curriculum areas.</p>	<p>Learning different and similar language structures, helps reinforce mother tongue grammar and fluency, e.g. there is a specific pattern to the adjective/noun order.</p>	<p>Many opportunities for paired and group conversation. Working as a team in games to help learn vocabulary.</p>	<p>Making links with their mother tongue helps with vocabulary learning and also breaks down barriers. Finding out about the countries and people that speak the language, broadens horizons.</p>

Evaluation

The curriculum is reviewed on a yearly basis to ensure that it is responsive to the needs of our current pupils.

MUSIC Curriculum Intent – Kilmington Primary School

MUSIC in the National Curriculum

The national curriculum for music 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.

Curriculum Intent

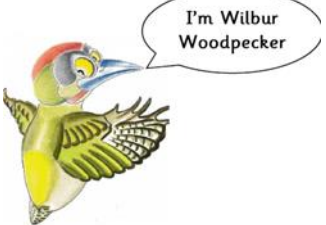



Music is a universal language that embodies one of the highest forms of creativity. At Kilmington we believe that Music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. It should be varied and fun.

Music helps underpin basic communication, listening, Literacy and Numeracy skills, especially in KS1 and can become a life-long passion and source of fulfilment at any level of achievement. Music can be created, performed and appreciated by all, it is and should be, inclusive.

Curriculum Design

Kilmington School operates with mixed age classes and follows a two year rolling programme to cover a full range of topics in music. We use the Devon Music Hub scheme Charanga as a framework resource. This scheme provides clear progression and also variety to the core Music lessons and incorporates singing; instrument playing; history; music theory and appreciation. In KS1 and KS2, the children have a half term of whole class instrument tuition. The children are played a 'Music of the week' piece, which helps identify specific instruments and exposes them to a further variety of musical genres and styles. All of the children learn songs for annual productions and performances. Memorable experiences are often incorporated into the sequence to enhance learning and create an exciting learning environment. This might be a trip, a special visitor, an extraordinary activity or event.





Nurturing lifelong learning behaviours through Music

<p>Motivation/ Resilience</p> <ul style="list-style-type: none"> • Keeping going • Perseverance • Resilience • Not giving up  <p>I'm Wilbur Woodpecker</p>	 <p>I'm Olive Owl</p> <p>Engagement/ Reflectiveness</p> <ul style="list-style-type: none"> • Planning • Reflecting • Thinking things through 	 <p>I'm Betty Bee</p> <p>Collaboration/ Reciprocity</p> <ul style="list-style-type: none"> • Listening • Sharing • Collaborating • Working as a team. 	<p>Thinking/ Resourcefulness</p> <ul style="list-style-type: none"> • Curiosity • Finding out • Why? Where? • When? Who?  <p>I'm Samuel Squirrel</p>
<p>Practising musical skills develops perseverance and self-discipline. Performance develops resilience, self-confidence and transferable skills, e.g. How to sell yourself at a job interview.</p>	<p>Rhythm and pattern help underpin basic Literacy and Numeracy skills, especially in KS1. Composition develops planning and communication skills. Musical appreciation encourages thoughtfulness and empathy.</p>	<p>All music learning develops focussed listening skills and concentration. Music making develops strong team work, collaboration, and the sharing ideas and skills. Music making develops an inclusive attitude: all parts are important to the whole piece.</p>	<p>Music appreciation develops curiosity and the exploration of differing genres and styles. The creative process encourages problem solving and resourcefulness: How can we get this sound just with the instruments or resources we have?</p>

Evaluation

The curriculum is reviewed on a yearly basis to ensure that it is responsive to the needs of our current pupils.

Physical Education Curriculum Intent – Kilmington Primary School

The National Curriculum			
<p>The national curriculum for physical education aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • develop competence to excel in a broad range of physical activities • are physically active for sustained periods of time • engage in competitive sports and activities • lead healthy, active lives. 			
Curriculum Intent			
<p>A high-quality Physical Education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. Developing good levels of fitness and stamina has been shown to improve both mental health and academic attainment.</p>			
Curriculum Design			
<p>Kilmington School operates with mixed age classes and follows a two year rolling programme to cover the full range of skills and activities in PE. Units of learning are planned to motivate and inspire pupils through meaningful and purposeful learning opportunities. In EYFS and KS1, PE units are based around the Leap into Life scheme and KS2 progress on to using Ped Pass as a core resource. Regular aerobic fitness units and activities are also incorporated. The school takes part in local PE events, both competitive and training. Memorable experiences are often incorporated into the activities to enhance learning and create an exciting learning environment. This might be a trip, a special visitor, an extraordinary activity or event.</p> <p>There is a clear skills development pathway identified which sets out expectations in each Key Phase: EYFS, KS1, LKS2 and UKS2. This enables teachers to plan a curriculum that builds on previous learning and develops skills at an appropriate level.</p>			
Nurturing lifelong learning behaviours through PE			
<div> <p>Motivation/ Resilience</p> <ul style="list-style-type: none"> • Keeping going • Perseverance • Resilience • Not giving up  <p>I'm Wilbur Woodpecker</p> </div>	<div>  <p>I'm Olive Owl</p> <div> <p>Engagement/ Reflectiveness</p> <ul style="list-style-type: none"> • Planning • Reflecting • Thinking things through </div> </div>	<div>  <p>I'm Betty Bee</p> <div> <p>Collaboration/ Reciprocity</p> <ul style="list-style-type: none"> • Listening • Sharing • Collaborating • Working as a team. </div> </div>	<div> <p>Thinking/ Resourcefulness</p> <ul style="list-style-type: none"> • Curiosity • Finding out • Why? Where? • When? Who?  <p>I'm Samuel Squirrel</p> </div>
<p>The resilience required to develop good levels of physical fitness and stamina encourages the ability to persevere in other areas of the curriculum or any area of difficulty.</p> <p>Sporting achievements develop ability to manage success and disappointment.</p>	<p>Thinking about the 'next step' to improving a skill. Developing game plan ideas: If this happens, we need to react like this.</p>	<p>Team games develop inclusivity and an understanding that all roles are important.</p> <p>Developing standards of fair play and empathy.</p> <p>Making up own games to use a particular skill or specific equipment</p>	<p>How can I improve my performance?</p> <p>What equipment will we need?</p> <p>What skills will my team need?</p>
Evaluation			
<p>The curriculum is reviewed on a yearly basis to ensure that it is responsive to the needs of our current pupils.</p>			

Personal, Social, Health and Economic Curriculum Intent – Kilmington Primary School

The National Curriculum

All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice. Schools are also free to include other subjects or topics of their choice in planning and designing their own programme of education

The PSHE Association Programme of Study sets out a number of learning opportunities that should be covered in PSHE education.

These have been divided into three core themes:

- Health and Wellbeing: Healthy lifestyles; keeping safe; growing and changing.
- Relationships: Healthy relationships; feelings and emotions; valuing difference.
- Living in the Wider World: Rights and responsibilities; taking care of the environment; money.

Curriculum Intent

The PSHE education programme needs to support its pupils to thrive in a time of rapid change, with new and unpredictable opportunities and challenges constantly emerging. It is not enough to simply teach pupils about the issues covered in the subject content, it is vital that pupils have the opportunity to explore their attitudes, values and beliefs about these issues and to develop the skills, language and strategies necessary to manage such issues should they encounter them.





The PSHE teaching activities should take the 'learning opportunities' as a context through which to develop the concepts, skills and attributes required to develop a happy, healthy and aware lifestyle.

Curriculum Design

Kilmington School operates with mixed age classes and follows a two year rolling programme to cover the full range of topics in PSHE. We use the PSHE Planning Toolkit as a framework for our teaching. From the Framework, we develop '**key questions**' to draw knowledge and understanding together in a coherent manner. We include topics on e-safety, current affairs and British values. At Kilmington, we recognise that issues arise that need immediate PSHE input and so we adapt our planning to support the immediate needs of the children. Memorable experiences are often incorporated into the sequence to enhance learning and create an exciting learning environment. This might be a trip, a special visitor, an extraordinary activity or event.

There is a clear skills development pathway through the Planning Toolkit, which sets out expectations in each Key Phase: EYFS, KS1, LKS2 and UKS2. This enables teachers to plan a curriculum that builds on previous learning and develops skills at an appropriate level.





Nurturing lifelong learning behaviours through PSHE

<p>Motivation/ Resilience</p> <ul style="list-style-type: none"> • Keeping going • Perseverance • Resilience • Not giving up <p>I'm Wilbur Woodpecker</p> 	<p>I'm Olive Owl</p>  <p>Engagement/ Reflectiveness</p> <ul style="list-style-type: none"> • Planning • Reflecting • Thinking things through 	<p>I'm Betty Bee</p>  <p>Collaboration/ Reciprocity</p> <ul style="list-style-type: none"> • Listening • Sharing • Collaborating • Working as a team. 	<p>Thinking/ Resourcefulness</p> <ul style="list-style-type: none"> • Curiosity • Finding out • Why? Where? • When? Who? <p>I'm Samuel Squirrel</p> 
<p>Developing skills and techniques to manage behaviour and emotions, e.g. Dealing with friendship issues kindly; finding ways to state your views clearly.</p>	<p>Posing tricky choices develops empathy and reflectiveness, e.g. Do I have to play with the same person every day? How do I feel about this situation and how might others feel?</p>	<p>Providing opportunities for listening and sharing, e.g. Circle Time when everyone can have a turn to speak; learning how to manage a discussion fairly.</p>	<p>Role play developing skills, e.g. When and how do I phone an ambulance? How can I keep myself safe online? What can I do to help improve our environment?</p>





Evaluation

The curriculum is reviewed on a yearly basis to ensure that it is responsive to the needs of our current pupils.

Religious Education Curriculum Intent – Kilmington Primary School

RE in the National Curriculum			
<p>Every pupil has an entitlement to religious education.</p> <p>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.</p>			
Curriculum Intent			
<p>At Kilmington, we use key questions to fulfil the syllabus aims to:</p> <ol style="list-style-type: none"> 1. make sense of a range of religious and non-religious beliefs, so that children can: <ul style="list-style-type: none"> • identify, describe, explain and analyse beliefs and concepts found in 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 2. understand the impact and significance of religious and non-religious beliefs, so that they can: <ul style="list-style-type: none"> • 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 3. make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can: <ul style="list-style-type: none"> • 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 			
Curriculum Design			
<p>Kilmington School operates with mixed age classes and follows the Devon and Torbay RE syllabus (2019-2024) on the suggested two year rolling programme, to cover a full range of topics in RE. Units of learning are planned to motivate and inspire pupils through meaningful and purposeful learning opportunities. These will draw knowledge and understanding together in a coherent manner through generating and exploring ‘key questions’. Memorable experiences are often incorporated into the sequence to enhance learning and create an exciting learning environment. This might be a trip, a special visitor, an extraordinary activity or event.</p> <p>There is a clear skills development pathway identified in RE which sets out expectations in each Key Phase: EYFS, KS1, LKS2 and UKS2. This enables teachers to plan sessions that build on previous learning and develops skills at an appropriate level.</p>			
Nurturing lifelong learning behaviours through Religious Education			
<div> <div> Motivation/ Resilience <ul style="list-style-type: none"> • Keeping going • Perseverance • Resilience • Not giving up </div> <div>  <p>I'm Wilbur Woodpecker</p> </div> </div>	<div> <div>  <p>I'm Olive Owl</p> </div> <div> Engagement/ Reflectiveness <ul style="list-style-type: none"> • Planning • Reflecting • Thinking things through </div> </div>	<div> <div>  <p>I'm Betty Bee</p> </div> <div> Collaboration/ Reciprocity <ul style="list-style-type: none"> • Listening • Sharing • Collaborating • Working as a team. </div> </div>	<div> <div> Thinking/ Resourcefulness <ul style="list-style-type: none"> • Curiosity • Finding out • Why? Where? • When? Who? </div> <div>  <p>I'm Samuel Squirrel</p> </div> </div>
Difficult ideas and concepts that are often very alien to children, require them to persevere to achieve a greater understanding.	Thought provoking topics and discussions develop reflectiveness and empathy, e.g. the creation stories; differing rites of passage; dealing with hard times; how humans live their lives.	Listening to and sharing of stories from specific religions as well as an individual's ideas, helps build mutual respect and understanding between differing belief systems and cultures.	The study of different religions and the beliefs of non-religious people encourages questioning: Why do they believe this? What happens at this ceremony?
Evaluation			
The curriculum is reviewed on a yearly basis to ensure that it is responsive to the needs of our current pupils.			

Science Curriculum Intent – Kilmington Primary School

The National Curriculum			
<p>The national curriculum for science aims to ensure that all pupils:</p> <ul style="list-style-type: none"> develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future. 			
Curriculum Intent			
<p>A high-quality science education provides the foundations for understanding the world. Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.</p>			
Curriculum Design			
<p>Kilmington School operates with mixed age classes and follows a two year rolling programme to cover the full range of topics in Science. The school uses the Rising Stars 'Switched on Science' as a core scheme. Units of learning are planned to motivate and inspire pupils through meaningful and purposeful learning opportunities. These will draw knowledge and understanding together in a coherent manner through generating and exploring 'key questions'. Memorable experiences are often incorporated into the sequence to enhance learning and create an exciting learning environment. This might be a trip, a special visitor, an extraordinary activity or event. There is a clear skills development pathway identified for Science, which sets out expectations in each Key Phase: EYFS, KS1, LKS2 and UKS2. This enables teachers to create sessions that are supported by previous learning and develop skills at an appropriate level.</p>			
Nurturing lifelong learning behaviours through Science			
<div> <div> Motivation/ Resilience <ul style="list-style-type: none"> Keeping going Perseverance Resilience Not giving up </div> <div>  <p>I'm Wilbur Woodpecker</p> </div> </div>	<div> <div>  <p>I'm Olive Owl</p> </div> <div> Engagement/ Reflectiveness <ul style="list-style-type: none"> Planning Reflecting Thinking things through </div> </div>	<div> <div>  <p>I'm Betty Bee</p> </div> <div> Collaboration/ Reciprocity <ul style="list-style-type: none"> Listening Sharing Collaborating Working as a team. </div> </div>	<div> <div> Thinking/ Resourcefulness <ul style="list-style-type: none"> Curiosity Finding out Why? Where? When? Who? </div> <div>  <p>I'm Samuel Squirrel</p> </div> </div>
<p>Trialling different experimental approaches. Dealing with unexpected outcomes.</p>	<p>Understanding the need for a 'fair test'. Drawing on prior knowledge to help understand the topic. Evaluating findings and approaches, e.g. Why did this test not show what we expected?</p>	<p>Sharing hypotheses and managing discussion and differing ideas, e.g. I think that ...I disagree because... Planning and executing experiments.</p>	<p>Choosing appropriate equipment. Identifying questions to explore a new topic, e.g. Why are most plants green? Discussing results and making links with other topic or curriculum areas.</p>
Evaluation			
<p>The curriculum is reviewed on a yearly basis to ensure that it is responsive to the needs of our current pupils.</p>			