

Yealmpton Primary School

Curriculum Intent

Vision	Being the Best we can Be						
Aims	Curriculum Successful Learners		Culture Confident Individuals		Community Responsible Citizens		
Developing ... intellectually emotionally socially physically morally	<ul style="list-style-type: none"> Facilitate children's acquisition of knowledge, skills and understanding. Help children to acquire a solid basis for lifelong learning. 		<ul style="list-style-type: none"> Develop self- esteem and confidence in their abilities Help children to find their passions and interests. Help children reflect and think mindfully about their learning. Promote positive learning attitudes so children enjoy coming to school. 		<ul style="list-style-type: none"> Enable children to contribute positively within a culturally diverse society. Develop children to the best of their abilities. Assist children in becoming independent and considerate members of the community. 		
Values 5Bs	Be Kind	Be Positive	Be Responsible			Be Fair	Be Respectful
Golden Threads	Consistency		Coherence		Connectedness		Challenge
Geography Key Concepts	Place	Space	Scale	Human/Physical features	Environmental impact	Cultural diversity	
History Key Concepts	Significant Events	Significant People	Invasion	Empire	Civilisation	Government	
Willingham – Theory to support Substantive Concepts (knowledge connectors)	<p>It is easier to fix new material into memory if you already have some knowledge of the topic</p> <p>New material is likely to be remembered if its related to what is already in memory</p> <p>Remembering information on a brand new topic is difficult if there is no existing network in memory that the new information can be tied to</p> <p>Remembering new information on a familiar topic is easier because developing associations between existing network and new material is easy</p> <p>Chunking - Putting items together to expand how much you can fit into working memory</p> <p>If material can be chunked, it will occupy less of the limited space in working memory</p>						
Understanding	Substantive Knowledge factual content for the subjects		Disciplinary Knowledge learning about how that knowledge was established, its degree of certainty and how it continues to be revised by scholars, the action taken within a subject to gain knowledge i.e. how we gain substantive knowledge.		Procedural Knowledge Knowing how to do something. The knowledge attained by practising a task or skill	Chronological Knowledge Knowing related to and connecting different periods, sources and evidence	

Curriculum Implementation									
Structure of the Curriculum									
Broad and Balanced Curriculum									
Reading Bespoke - Reading for meaning	Maths Power Maths	Science Bespoke - Plymouth Science Project	Computing Kapow	Art Access Art	DT Kapow	PE Arena Sport	RE Devon agreed syllabus	MFL Rachel Hawkes	
Writing Babcock sequences	Phonics Read, Write, Inc.	History Bespoke David Weatherly	Geography Bespoke David Weatherly	PSHE Jigsaw	Music Charanga	SMSC Jigsaw	SPaG Writing sequences	Wild Tribe Arena Wild Tribe	
Enrichment Days		Visits, trips, visitors		Sport Tournaments		Extra- Curricular Clubs		Community Links	Friends of Yealmpton
Teaching Principles									
Learning behavior and environment	Questioning	Modelling	Scaffolding	Guided Practice	Independent Practice	Feedback to move forward			
I do – We do – You do									
Content – Choice - Sequencing									
Prior knowledge to comprehend new materials, to chunk, to infer, to reason Prior knowledge-----shaping-----readiness for subsequent learning Identification of the most important knowledge we want the children to retain Teaching of the specific content that needs to be deeply embedded into long term memory Spaced repetition for overlearning the most important knowledge. the enabling knowledge (components) gained each lesson to build towards the next composite									

Curriculum Impact	
How do we know curriculum implementation is being successful?	
High levels of Accountability	All groups of pupils can succeed in learning
<ul style="list-style-type: none"> • Subject Leaders know what is implemented and learnt by: <ul style="list-style-type: none"> - Checking the content, choice, sequencing and progression in their subject is appropriate, learning secured and challenging; - Ensuring all strands within subject are learned as set in the National Curriculum - Evaluating systematically the implementation in the learning outcomes in work books; Consistency, Coherence, Connectedness, Challenge; - Talking to the children about what knowledge they have secured; 	<ul style="list-style-type: none"> • Senior Leaders know the quality of teaching, learning & assessment by: <ul style="list-style-type: none"> - Completing regular learning walks, book monitors, pupil talks - Ensuring the right work is taught and next steps identified (formative and summative assessment) for all children to find success; - Checking teacher subject knowledge is consistently strong across the school, phase, key stage; - Monitoring the acquisition of knowledge, through learning sequences
Overall impact - Empowering children to impact positively on society	