



Vallis First School 3iii Curriculum Statement

INTENT

IMPLEMENTATION

IMPACT



Vallis First School

Intent, Implementation, Impact (3iii) statement

Curriculum	Curriculum Leads: Kirsten Molloy Adam Summers
<p><u>Intent</u> - What are we trying to achieve?</p> <ul style="list-style-type: none">• We aim to teach a broad, balanced and creative curriculum for all children which reflects our nurturing school ethos.• The curriculum encompasses everything that the children do at our school; not only in covering the National Curriculum 2014, but also other experiences that will help children on their journey to live fulfilling lives now and in the future.• We recognise that our school is a changing community and therefore our curriculum responds to the needs and cultures within it.• All staff plan and teach in accordance with our long-term plans, following a progression of knowledge and skills for each subject to ensure that all skills and objectives are covered, reflecting the needs of all our children.• By the end of their time at Vallis First School, they have built on previously learned skills and knowledge within the EYFS curriculum and then through each subject area of the National Curriculum 2014	
<p><u>Implementation</u> - How is our vision translated into practice?</p> <ul style="list-style-type: none">• We use a cross-curricular approach when planning exciting termly topics. Each topic is introduced with role play and storytelling to engage and motivate our children as well as introducing key concepts and vocabulary.• Children are introduced to the 4 'learning powers'<ul style="list-style-type: none">○ Resilience○ Relationships○ Resourcefulness○ ReflectivenessThese are used and celebrated across the curriculum to develop the skills that children will need to work, learn and play throughout their lives.• Staff identify the needs of all children and their families who can then be supported by quality first teaching and a graduated response. We recognise that in order to fully access our curriculum, provision may need to be tailored to promote academic, social and emotional wellbeing.• A range of cultures are celebrated through our curriculum to reflect our diverse world. This is achieved through:<ul style="list-style-type: none">○ Whole school assemblies○ RE and PSHE session○ Text choices○ Discussions, experiences and community events.• Through the curriculum the children will learn through	

- Engaging and high-quality texts
 - Outdoor learning opportunities
 - Practical experiences
 - Reasoning and problem solving
 - Discussion
 - A sense of purpose
- Our curriculum has been developed by a strong team of subject leaders who:
 - Ensure the delivery of the knowledge and skills of each subject according to the long-term plan
 - Create and update subject action plans
 - Respond to CPD and engage in developments in their subject
 - Liaise with link governors
 - Monitor coverage, progression and standards through book looks, pupil voice and observations
 - Enrich the cultural capital of the school

Impact – What is the impact of our curriculum?

- The whole curriculum is designed to make the children feel that they are being nurtured, kept safe, and enjoy a strong sense of wellbeing. They will develop their empathy, compassion and respect for all people and cultures.
- By following a clear progression of knowledge and skills, and with high expectations from the school staff, children will make the progress they need for the next step of their education.
- Children will have a strong sense of belonging in the school, local and global community.



Vallis First School

Intent, Implementation, Impact (3iii) statement

Subject: **English**

Subject Lead: Adam Summers

Intent - What are we trying to achieve?

- Deliver an inspiring and engaging English curriculum that is taught by highly-enthusiastic staff. The curriculum is designed to spark curiosity and excitement, and to nurture confidence in English.
- Foster and develop a love of reading for all children.
- Help children to become confident in reading, writing and spoken language.
- For children to enjoy writing in a range of text types with confidence.
- Develop children's ability to think 'critically' and articulate their thoughts on a text, identify what is effective and think of ways that a piece of writing could be improved.
- For our learning environments to be rich in vocabulary.
- Instil the mind-set in every child and staff member that everyone can enjoy reading and writing and that this will be celebrated throughout the school community.
- Children develop into resilient and inquisitive learners.

Implementation - How is our vision translated into practice?

- As a school, we have invested in a wide range of high-quality texts that reflect different cultures, containing inspiring language, illustrations and that engage the children's imaginations. Each term, our topics centre around one text for all children to access and enjoy.
- Children starting in EYFS experience stories, songs, nursery rhymes and phonics to begin their reading journey.
- Each topic starts with an 'imagineering' approach in which we use story-telling and drama to hook the children, engage their creativity, and introduce key vocabulary for the topic. Following on from this, Vallis use The Power of Reading approach to writing, introducing children to a range of text types and incorporates drama and discussion into the teaching sequence. Our writing is purposeful and shared with a real audience in the school and wider community, and work is published in imaginative and creative ways.
- Teachers have high expectations of the presentation of written work and children are taught to proof read, edit and publish work to a high standard.

Teacher assessment will support planning and delivery of the curriculum to support children's progress.

- We have adopted an accredited phonics scheme (Unlocking Letters and Sounds) which is being embedded across the school. This is applied in guided reading sessions and additional support is given through interventions as needed.

Impact – What is the impact of our curriculum?

- Children have a love of both reading and writing and can talk enthusiastically about their learning with pride.
- Children will have enjoyed reading and writing in a variety of text types.
- Our pupils will read and write with confidence.
- When writing, presentation will be of a high standard and spelling and punctuation will be accurate.
- The children will have benefitted from appropriate levels of challenge, enabling them to make good, or better, progress.
- Children's writing is shared with a real audience giving work real purpose. Work may be shared in assemblies, or with parents/carers in open classroom events. At times, their work may also be seen in the wider community, such as a local care home, window displays at the bookshop or in the town library.



Vallis First School

Phonics Program

Subject: Phonics

Subject Lead: Adam Summers

Phonics Scheme

We use Unlocking Letters and Sounds which was validated by the DfE in December 2021. We begin teaching phonics in the first few weeks of term 1 in Reception and children make rapid progress in their reading journey. Children begin to learn the main sounds heard in the English Language and how they can be represented, as well as learning 'Common Exception' words for Phases 2, 3 and 4. They use these sounds to read and write simple words, captions and sentences. Children leave Reception being able to apply the phonemes taught within Phase 2, 3 and 4.

In Year 1 through Phase 5a, b and c, they learn any alternative spellings and pronunciations for the graphemes and additional Common Exception Words. By the end of Year 1, children will have mastered using phonics to decode and blend when reading and segment when spelling. In Year 1 all children are screened using the national Phonics Screening Check. In Year 2, phonics continues to be revisited to ensure mastery of the phonetic code and any child who does not meet age related expectations will continue to receive support to close identified gaps.

To ensure no child is left behind at any point in the progression, children are regularly assessed and supported to keep up through bespoke 1-1 interventions. These include GPC recognition and blending and segmenting interventions. The lowest attaining 20% of pupils are closely monitored to ensure these interventions have an impact.

Reading Scheme

At Vallis First School we promote a 'phonics first' approach and in both our guided reading sessions at school and in the books children take home, texts are closely matched to a child's current phonics knowledge so that every child can experience real success in their reading. In these crucial early stages of reading we use books that ensure fidelity to the Unlocking Letters and Sounds progression.



Vallis First School

Intent, Implementation, Impact (3iii) statement

Subject: **Maths**

Subject Lead: Kirsten Molloy

Intent - What are we trying to achieve?

- Children become confident, competent and independent mathematicians.
- We aim to deliver a challenging and engaging mathematics curriculum, taught by enthusiastic and confident staff.
- This builds a deep conceptual understanding of maths and its interrelated content so that children can apply their learning in different situations
- Develop children's ability to articulate, discuss and explain their thinking using appropriate mathematical vocabulary when reasoning and problem-solving
- 'Mistake friendly' classrooms where children see mistakes as learning tools and become resilient, reflective learners.

Implementation - How is our vision translated into practice?

In order to meet our aims above and the requirements set out in the EYFS framework and the Primary National Curriculum, we will implement the following:

- Teachers reinforce an expectation that all children are capable of achieving high standards in Mathematics
- To develop secure and deep conceptual understanding, staff plan for the use of concrete resources, varied pictorial representations and structures (outlined and guided through White Rose Maths and PrimaryStars Education)
- The vast majority of children progress through the curriculum content at the same pace
- All children will have the opportunity to rehearse fluency, develop reasoning and problem-solving skills
- Differentiation is achieved through support and intervention. It is seen through the concrete resources used, and/or the reliance on the representations and structures within a lesson to help embed a mathematical concept. In KS2 this is through 'mild, spicy and hot' questions

- All children are expected to be exposed to age related expectations and staff allow the time to plug gaps children may have in a particular area of mathematics.
- In order to meet the needs of all pupils, children working at a greater depth of understanding within an area of mathematics have 'going deeper' opportunities planned by staff
- Practice and consolidation play a central role. Carefully designed variation builds fluency and understanding of underlying mathematical concepts
- Regular and ongoing formative assessment informs teaching, as well as intervention, to support and enable the success of each child
- Children's attainment and progress is discussed by teachers if progress is not made, support is put in place
- Provision will be made for children who are not making the expected level of progress through PLPs and interventions
- Regular basic skills sessions recap and rehearse key skills to aid retention and support fluency

Impact – What is the impact of our curriculum?

- Children are happy learners who talk enthusiastically about their learning and progress in maths
- Children have a deep understanding of the concepts highlighted in the Ready-to-Progress document
- Children's fluency in number is evident when applying it to reasoning and problem-solving activities
- Cross-school moderation highlights the high level of challenge for all ability groups, evident throughout topics through reasoning and problem-solving activities
- Teacher assessment of the depth of learning is also increasingly accurate so that gaps are easily identified
- These factors ensure that we are able to achieve high standards, with achievement at the end of KS1 coming more in-line with that of the national average, as well as an increasing proportion of children demonstrating greater depth.
- Year 4 children will become more proficient in times tables which is evident from results in the times tables check.



Vallis First School

Intent, Implementation, Impact (3iii) statement

**Subject:
Science**

Subject Lead: Ali Plumridge

Intent

At Vallis First School, our children are **SCIENTISTS!** Our **intent** is to give every child a broad and balanced Science curriculum which enables them to confidently explore and discover what is around them, so that they have a deeper understanding of the world we live in. We want our children to love science. We want them to have no limits to what their ambitions are and grow up wanting to be astronauts, forensic scientists, toxicologists or microbiologists. We want our children to remember their science lessons in our school, to cherish these memories and embrace the scientific opportunities they are presented with! To achieve this, it involves exciting, practical hands on experiences that encourage curiosity and questioning. Our aim is that these stimulating and challenging experiences help every child secure and extend their scientific knowledge and vocabulary, as well as promoting a love and thirst for learning. At Vallis, we have a coherently planned and sequenced curriculum which has been carefully designed and developed with the need of every child at the centre of what we do. We want to equip our children with not only the minimum statutory requirements of the science National Curriculum but to prepare them for the opportunities, responsibilities and experiences of later life.

Implementation

At Vallis, Science topics are taught within each year group in accordance with the National Curriculum.

- Every year group will build upon the learning from prior year groups therefore developing depth of understanding and progression of skills.
- Teachers promote enjoyment and foster interest of the scientific disciplines - Biology, Chemistry and Physics.
- Children explore, question, predict, plan, carry out investigations and observations as well as conclude their findings.
- Children present their findings and learning using science specific language, observations and diagrams.
- In order to support children in their ability to 'know more and remember more', there are regular opportunities to review the learning taken place in previous topics as well as previous lessons.
- At the start of each topic, children will review previous learning and will have the opportunity to share what they already know about a current topic.
- Effective CPD and moderation opportunities are available to staff to ensure high levels of confidence and knowledge are maintained.
- To support teaching, teachers access a range of resources and planning.
- Effective use of education visits and visitors are planned, to enrich and enhance the pupil's learning experiences within the Science curriculum.

- Teachers use highly effective assessment for learning in each lesson to ensure misconceptions are highlighted and addressed.
- Effective modelling by teachers ensures that children are able to achieve their learning intention, with misconceptions addressed within it.
- Through using a range of assessment tools, differentiation is facilitated by teachers, to ensure that each pupil can access the Science curriculum.
- Children are given clear success criteria in order to achieve the learning intention with differing elements of independence.
- Cross-curricular links are planned for, with other subjects such as Maths, English and Computing.

EYFS

The Early Years Foundation Stage Curriculum supports children's understanding of Science through the planning and teaching of 'Understanding the World.' Children find out about objects, materials and living things using all of their senses looking at similarities, differences, patterns and change. Both the environment and skilled practitioners foster curiosity and encourage explorative play; children are motivated to ask questions about why things happen and how things work. Our children are encouraged to use their natural environment around them to explore. Children enjoy spending time outdoors exploring mini-beasts and their habitats, observing the changing seasons, plants and animals. Children regularly participate in cookery and baking sessions which allows them to experience changes in state as ingredients are mixed, heated and cooled.

Impact

The impact of this curriculum design will lead to good progress over time, across key stages, relative to a child's individual starting point and their progression of skills. Children will therefore be expected to leave Vallis reaching at least age related expectations for Science. Through various workshops, trips and interactions with experts our Science curriculum will lead pupils to be enthusiastic Science learners and understand that science has changed our lives and that it is vital to the world's future prosperity. We want to empower our children so they understand they have the capability to change the world. This is evidenced in a range of ways, including pupil voice, their work and their overwhelming enjoyment for science.



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Intent, Implementation, Impact (3iii) statement

Subject: Art	Subject Lead: Sara Edwards
<u>Intent</u> <p>The Creative Arts equips children to understand and interpret the world through their senses and emotions. It stimulates responses both on the emotional and intellectual levels and perhaps, most important of all, it can be a lifelong source of pleasure. At Vallis First School a positive attitude towards the Creative Arts is encouraged amongst all our pupils.</p>	
<u>Implementation</u> <p>Children will produce creative work, exploring their ideas and recording their experiences. They will become proficient in drawing, painting, sculpture and other art, craft and design techniques. They will evaluate and analyse creative works using the language of art, craft and design. Children will know about great artists, craft makers and designers; understand the historical and cultural development of their art forms.</p>	
<u>Impact</u> <p>Children will express themselves through the creative arts and develop the necessary skills in these areas and evaluate their own and others' work and celebrate their achievements. Children will engage with the creative community of the town and region</p>	

Both Music & Art and Design:

We aim to:

- encourage co-operative, collaborative and independent learning and performance skills.
- encourage children to express themselves through the creative arts and develop the necessary skills in these areas.



Vallis First School

Intent, Implementation, Impact (3iii) statement

Subject: DT	Subject Lead: Sara Edwards
<u>Intent</u> <p>The Creative Arts equips children to understand and interpret the world through their senses and emotions. It stimulates responses both on the emotional and intellectual levels and perhaps, most important of all, it can be a lifelong source of pleasure. At Vallis First School a positive attitude towards the Creative Arts is encouraged amongst all our pupils. We teach children about great artists, craft makers and designers; understand the historical and cultural development of their art forms.</p>	
<u>Implementation</u> <p>Children will produce creative work, exploring their ideas and recording their experiences. They will become proficient in craft and design techniques and evaluate and analyse creative works using the language of craft and design.</p> <p>We aim to:</p> <ul style="list-style-type: none">▪ encourage co-operative, collaborative and independent learning and performance skills.▪ encourage children to express themselves through the creative arts and develop the necessary skills in these areas.▪ engage with the creative community of the town and region e.g. Jackdaws.▪ help children to evaluate their own and others' work and celebrate their achievements.	
<u>Impact</u> <p>Children will develop a range of technical skills and understanding of the steps involved in the design process. Children will have worked with a range of materials and food. Children will enjoy and have pride in the products they have made.</p>	



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Intent, Implementation, Impact (3iii) statement

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Subject: Computing	Subject Lead: Sara Omer
<u>Intent</u> <p>A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with Mathematics, Science, Design and Technology and provides insights into both natural and artificial systems. The core of computing is computer science, in which 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; develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.</p>	
<u>Implementation</u> <p>Vallis First School follows the Curriculum Guidance for Early Years Foundation Stage and the National Curriculum for Computing. This is delivered through:</p> <ul style="list-style-type: none">• taught Computing sessions using the 2016 Wessex Planning from Somerset eLIM (Elearning and Information Management) following the key strands of Programming, Multimedia, Technology in our Lives, Handling Data and Online Safety.• lively and interactive activities using a range of hardware and software.• the use of interactive whiteboards and visualisers in the classroom.• regular access to laptops to support other subjects across the curriculum.• a range of grouping strategies including paired work, group work and whole class teaching.	
<u>Impact</u> <p>We aim to ensure that all pupils:</p> <ul style="list-style-type: none">• 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.• have a range of computing experiences throughout the curriculum.	



Intent, Implementation, Impact (3iii) statement

Subject: **History**

Subject Lead: Ruby Harrington-Cutts

Intent

At Vallis First School, we are **HISTORIANS!** We want our children to love history. We want them to have no limits to what their ambitions are and grow up wanting to be archivists, museum curators, archaeologists or research analysts.

Our goal is to ignite all children's interest in and appreciation of historical figures and events through the teaching of history. All children should be made aware of historical figures' actions, and we want them to learn about crucial moments in British history while also recognising how things have evolved. History will make sure that our students comprehend how Britain evolved as a society, which will help them grasp their home nation. Additionally, our pupils will study aspects of local, British, and ancient history. The children gain some understanding of global historical development as a result of this expanded awareness.

At Vallis First School, we want to help students learn how to develop their investigative, analytical, and questioning skills. In order to help children acquire a feeling of identity and a cultural knowledge based on their historical past, we also give them a sense of chronology. This enables our children to learn to value their own and other people's cultures in modern multicultural Britain. We believe that by giving students several opportunities to learn about history and enjoy it, they will become enthusiastic students of the subject.

Implementation

At Vallis First School, History is taught once a week in every year group. For both KS1 and KS2, we have developed a progression of skills with each year group, which enables pupils to build on and develop their skills each year.

In KS1, History begins by looking at the children's own personal history and introduces them to the idea of chronology and timelines. By the end of KS1, children will:

- Look at significant events and people who have shaped society, locally, nationally and globally.
- Show knowledge and understanding about the past in different ways: role play, drawing, writing, talking.
- Use appropriate words and phrases related to topic vocabulary to do with time.
- Look carefully at pictures, eyewitness accounts or objects to find information about the past. Ask questions about the source material and say how features of the period influences how events are treated.

In KS2, they study aspects of local history, a British history topic and an ancient history topic. In KS2, History looks deeper into chronology, using timelines to place events in order, and how they can be divided into BC and AD. As children progress through KS2, they will:

- Use evidence to support justification and explain changes over time, from a wide range of source material, as well as understanding the difference between primary and secondary sources.
- Identify the differences between fact and opinion, as well as presenting findings through oral, written, drama, ICT and drawing skills clearly and accurately for a range of different purposes.
- Use the correct vocabulary and specific dates when asking and answering relevant questions,

Across KS1 and as children enter KS2, we ensure that:

- Topics are blocked over a two-year rolling programme to allow children to focus on developing their knowledge and skills, studying each topic in depth.
- Children are given clear success criteria in order to achieve the Learning Intention with different elements of independence.
- Cross-curricular links are planned for, with other subjects such as Writing, Art and DT, Music and PE.
- Medium term planning for all units will cover key historical concepts: Chronological understanding, Historical knowledge, Historical interpretation, Historical enquiry and organisation and communication.
- Children are given opportunities, where possible, to study artefacts leading to enquiry, investigation, analysis, interpretation, evaluation and presentation.
- We plan for effective use of educational visits and visitors, to enrich and enhance the pupil's learning experience and the History curriculum.
- Effective modelling by teachers ensures that children are able to achieve their learning intentions, with misconceptions addressed within it.
- Through using a range of assessment tools, differentiation is facilitated by teachers, to ensure that each pupil can access the History curriculum.
- Educational, immersive displays that answer key questions help to create a rich learning environment for each History focus.
- Effective CPD and standardisation opportunities are available to staff to ensure high levels of confidence and knowledge are maintained.

Impact

The impact of this curriculum design will lead to outstanding progress over time across key stages relative to a child's individual starting point and their progression of skills. Our History curriculum will also lead pupils to be enthusiastic history learners, evidenced in a range of ways:

- Through pupil voice children will be able to talk about the skills and knowledge they have acquired. Children will be engaged in History lessons and want to find out more. Children will complete research independently

through projects and homework and to further their own enjoyment about the subject or topic.

- Work will show that a range of topics is being covered, cross curricular links are made where possible and differentiated work set as appropriate.
- The school environment will be history rich through displays, resources, vocabulary etc.
- As historians, children will learn lessons from history to influence the decisions they make in their lives in the future. Assessments and monitoring will show standards in History will be high and will match standards in other subject areas.



Vallis First School

Intent, Implementation, Impact (3iii) statement

Subject: **Geography**

Subject Lead: Jo Higgins

Intent

At Vallis First School, we are **GEOGRAPHERS!** We want our children to love geography! We want them to have no limits to what their ambitions are and grow up wanting to be cartographers, town planners, conservationists or weather forecasters. Our aim is that, through the teaching of Geography at Vallis, we provide a purposeful platform for exploring, appreciating and understanding the world in which we live and how it has evolved. We want to ensure that through Geography, pupils are able to explore the relationship between the Earth and its people through the study of place, space and environment. In Geography, pupils in our school will learn the skills of understanding locational knowledge; how and where people fit into its overall structure. We also intend for children to become passionate and knowledgeable about our local community and beyond, by learning through experiences in practical and fieldwork activities.

Implementation

- At Vallis, Geography is taught in different terms depending on the long-term plan. It is linked with our core text for that term and many of the writing objectives will be achieved through the Geography focus.
- Our Geography curriculum is designed so that children start with 'themselves' and their school or local area before working out to areas or regions of the United Kingdom and the rest of the world. We have developed a progression of skills with each year group, which enables pupils to build on and develop their knowledge and skills each year. Cross-curricular links are planned for, with other subjects such as Maths, Writing and Computing being incorporated within geography lessons and the curriculum.
- Location knowledge, fieldwork and map work are woven throughout the Geography topics. Effective use of educational visits, local fieldwork and visitors are planned, to enrich and enhance the pupil's learning experiences within the Geography curriculum.
- At the start of each unit children will review previous learning and will have the opportunity to share what they already know about a current topic. In order to support children in their ability to know more and remember more, there are regular opportunities to review the learning that has taken place in previous units as well as previous lessons.
- To support teaching, staff access a range of resources and planning. Regular discussions are had with the geography lead, whole-school moderation, staff meetings, phase meetings and CPD.
- In Geography lessons, children are given clear success criteria in order to achieve the learning intention with different elements of

independence. Effective modelling by teachers ensures that children are able to achieve their learning intention, with misconceptions addressed within it. Through using a range of assessment tools, differentiation is facilitated by teachers, to ensure that each pupil can access the Geography curriculum.

- Teachers use highly effective Assessment for Learning at different points in each lesson to ensure misconceptions are highlighted and addressed. Pupils are regularly given the opportunity for Self or Peer Assessment, which will then be used to inform planning, preparation, differentiation and address misconceptions within that lesson, or for the next lesson.

Impact

The impact of this geography curriculum design, will lead to outstanding progress over time across key stages relative to a child's individual starting point and their progression of skills. Children will therefore be expected to leave Vallis reaching at least age-related expectations for Geography. Our Geography curriculum will also lead pupils to be enthusiastic Geography learners, evidenced in a range of ways, including pupil voice and their work. Upon leaving Vallis First School, children will be equipped with the skills, knowledge and understanding to confidently continue their geography learning journey.



Vallis First School

Intent, Implementation, Impact (3iii) statement

Subject: **Music**

Subject Lead: Zoey Powrie

Intent

- 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.
- encourage co-operative, collaborative and independent learning and performance skills.
- encourage children to express themselves through the creative arts and develop the necessary skills in these areas.
- engage with the creative community of the town and region e.g. Jackdaws.
- help children to evaluate their own and others' work and celebrate their achievements.

Implementation

Vallis First School uses a cross-curricular topic approach, ensuring the progression of skills and that the National Curriculum programme of study is met through each key stage and the Early Years Foundation Stage Curriculum. Some skills are taught discretely as necessary.

In order to achieve this we plan:

- lively and interactive activities using a range of resources and equipment within the school, the Frome Community Learning Partnership of Schools and the wider community including visits to exhibitions and performances.
- a range of grouping strategies are used including individual, paired, group and whole class teaching.
- opportunities are provided to explore a diversity of cultures through the creative arts.

Impact

Children at Vallis will develop a love and appreciation of music from across the ages and around the world and will develop their own musical preferences.

Children will enjoy opportunities to make music and perform together in both music

lessons and in additional special whole school events. They will express themselves with creativity and confidence at and beyond school. Children will understand the ways that music can be written down to support composing and performing activities.



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Intent, Implementation, Impact (3iii) statement

Subject: PE	Subject Lead: Jenny Collins (Rikki Holmes)
<u>Intent</u> We aim to ensure that all pupils: <ul style="list-style-type: none">• Experience a high-quality physical education curriculum to inspire them to succeed and excel in competitive sport and other physically demanding activities.• Are provided with opportunities to become physically confident in a way which supports their health and fitness.	
<u>Implementation</u> Vallis First School follows the National Curriculum for physical education. This is delivered through: <ul style="list-style-type: none">• Our use of PE coaches who ensure that our children receive quality first provision in all year groups during PE lessons and during lunchtimes.• A progression of skills which enables pupils to build on and develop their skills each year for each area, with regular assessments.• Children in KS2 participating in a swimming curriculum for 10 weeks a year.• Having access to a variety of extracurricular activities such as after school clubs every day.• Children in Year 4 being invited to attend a residential trip where they will undertake various outdoor activities such as climbing and archery.	
<u>Impact</u> Our curriculum is designed so that children are taught a variety of sports and activities through their key stage and there is a progression journey through all of these. Through the progression, children deepen their understanding of PE year on year by being introduced to specific vocabulary and skills. Our children are motivated through quality teaching that is engaging and fun. Children also have the opportunity to take part in extra-curricular activities and demonstrate their new skills and some enjoy the success of competitive sports. From our lessons, our children learn to take responsibility for their own health and fitness. They will hopefully grow up to live healthy and active lives utilising the knowledge and skills acquired through PE. All children have the opportunity in the summer term to take part in a sports day.	



Vallis First School

Intent, Implementation, Impact (3iii) statement

Subject:
PSHE

Subject Lead: Steph Rainford

Intent

We know there is a proven link between children's health and wellbeing and their academic progress. Crucial skills and positive attitudes developed through comprehensive PSHE and Relationship education are critical to ensuring children are effective learners.

We aim to ensure that:

- We develop children's self-esteem, confidence and self-awareness to make informed choices and decisions.
- We encourage and support the development of social skills and social awareness.
- We enable children to make sense of their own personal and social experiences.
- We promote responsible attitudes towards good physical and mental health, supported by a safe and healthy lifestyle.
- We support thoughtful relationships and develop a caring attitude towards others
- We help children understand and manage their feelings, build resilience and be independent, curious problem solvers.
- We help children understand how society works, the laws and rights and responsibilities involved.

Implementation

At Vallis we primarily use SCARF, a comprehensive scheme of work for PSHE and Wellbeing. It covers all of the DfE's new statutory requirements for Relationships Education and Health Education.

Weekly, timetabled lessons build upon prior learning and there is planned progression across the scheme of work so that children are increasingly and appropriately challenged as they move up through the school. The RSHE lead works with the teaching staff to ensure that all staff are equipped with the knowledge, skills and resources to deliver PSHE confidently.

In EYFS PSHE is taught through SCARF activities that are part of topics and the children's own play. Positive experiences are built through daily opportunities.

In KS1 and KS2 RSHE is divided in 6 themes:

- Me and My Relationships
- Valuing Difference

- Keeping Myself Safe
- Rights and Responsibilities
- Being My Best
- Growing and Changing

Vallis children also access regular, supportive workshops through the SCARF Lifebus. We also support the Diana Awards anti-bullying programme and hold termly anti-bullying assemblies led by school ambassadors.

Impact

The impact of a good PSHE education cannot be understated. Quite simply, it forms the preparation for adult life, enabling a child to understand and face the challenges, complexities and questions that arise in a diverse world.

The ability to recognise and develop good relationships, the reinforcement of positive mental and physical health, understanding how their body will change and grow, the development of respect and tolerance for all, an understanding of society and the role of the individual in a community – these are the skills that will equip our children for life.

We recognise and celebrate the importance of the child's voice, and their individual experience of PSHE education. Pupil voice, and lessons captured via floor books, will form the heart of how we measure the impact of our teaching.



Vallis First School

Intent, Implementation, Impact (3iii) statement

Subject: RE

Subject Lead: Bridget Kerton

Intent

We aim that RE:

- provokes challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development
- encourages pupils to explore their own beliefs (whether they are religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses. This also builds resilience to anti-democratic or extremist narratives
- enables pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society
- teaches pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice
- prompts pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.

Implementation

Vallis First School follows the Somerset SACRE scheme of work for RE: Awareness, Mystery and Value. This is delivered through taught RE lessons of 36 hours per week in EYFS and KS1 and 45 hours per week in KS2. Some of this teaching will take the form of celebrating festivals within school and assemblies. The school has links with the local church and the understanding of the festivals within Christianity is developed in partnership with Holy Trinity Church. RE is taught in a cross-curricular manner where possible and linked to learning within other areas of the curriculum.

Impact

Pupils will become successful learners by developing important skills, knowledge and understanding, understanding of both learning about and from religion and belief. They will stimulate their mental, emotional and social development. They will build effective links between their learning in RE and other subjects.

Pupils become confident individuals by enabling them to: develop important attitudes such as sensitivity, open-mindedness, self-esteem and appreciation / wonder; share their own views, ideas and experiences, in a supportive learning environment, without fear or embarrassment; develop the ability to produce reasoned, thoughtful arguments and well-substantiated conclusions, especially when engaging with questions of meaning and ethical issues. Express their own ideas and responses in a variety of ways such as creative writing, oral work, the use

of ICT, drama, story and music; engage with and reflect upon key beliefs and teachings in religion regarding the purpose, value and dignity of human beings.

Pupils become responsible citizens by enabling them to: develop both respect and sensitivity to other people's beliefs and values; learn about and from the contribution of religion and belief to Community Cohesion and contribute to RE lessons through group and class discussions; learn about and from the diversity of faith and beliefs in their local and wider world.



Vallis First School

Intent, Implementation, Impact (3iii) statement

**Subject: MFL,
French**

Subject Lead: Naomi Frost

Intent

Learning a modern foreign language fosters pupils' curiosity and deepens their understanding of the world, encouraging a respectful and positive exploration and appreciation of other cultures. It provides opportunity for learners to communicate for practical purposes. Learning a modern foreign language helps learners to explore how languages work, including their native language and other languages they may learn in the future.

Implementation

At Vallis First School our chosen foreign language for study is French.

We use lively and interactive activities, for example: a variety of games and role play scenarios.

We use a range of authentic language resources with native French speakers, for example: songs, video clips, stories.

Regular language activities are built into the classroom routine, for example: the calendar, weather, birthdays and greetings.

Varied grouping strategies are used including individual and paired work, small group tasks, whole class teaching and special events such as our French Day.

Our rolling programme covers a range of practical topics. These are re-visited in both years of the Y3/4 programme with different tasks and vocabulary areas within the topics to ensure progression.

Impact

We would expect to see children growing in confidence and fluency particularly in their spoken French but also in the areas of Listening, Reading and Writing. Children will start their language journey with single word responses but will progress to understanding, speaking, reading or writing complete phrases or simple sentences. As their confidence grows, pupils will be able to engage in mini conversations, building their vocabulary and accuracy and finding ways to communicate.