



Curriculum Intent

At Fellview Nursery and Primary School we deliver an inclusive, broad, rich and creative curriculum which provides our pupils with engaging, meaningful learning experiences to inspire, enthuse and challenge learning. Our curriculum is built around our unique setting which shows in our drivers of Diversity, Initiative, Community and Environment. It identifies opportunities for all pupils to develop their core knowledge and skills across all subject areas whilst promoting a pleasure in reading and learning. Our curriculum encompasses not only the requirements of the National Curriculum, but goes beyond the experiences of the classroom to ensure that our children are exposed to the richest and most varied opportunities that we can provide in our unique setting. We believe there is no upper limit to what pupils can learn if the curriculum structure and teaching practice is founded in evidence-led principles.

We aim to prepare our pupils for life in modern British society by fostering in them attitudes and qualities which will enable them to become confident, caring, respectful and responsible citizens. Fellview pupils are given a voice and involved in planning and decision making. They are encouraged to take responsibility for their own learning in a variety of ways such as peer and independent learning opportunities. In doing so, we intend to foster a lifelong love of learning in them all by the time they leave our school and move on to their next stages of learning.

English

Reading

We place a great emphasis on reading. Teachers use good quality fiction and non-fiction texts to plan their topics and lessons, which foster a love of literature and encourage life-long reading habits. We use a variety of approaches to bring texts to life and engage the children in reading, including recommending books/authors to each other and informal 'book chat'. We want children to read with fluency and understanding so it becomes a source of pleasure and enjoyment. The children learn to become enthusiastic users of our fiction and non-fiction library.





The development of reading throughout the school is carefully structured. Our Phonics Instruction (Sounds-Write) plays a core part in the development of a child's reading ability and all children are assessed at the end of Year 1 as part of the statutory phonics screening test. We use graded reading schemes, Dandelion Readers and Sounds-Write Readers, and as a child's reading competency develops we encourage them to read other lively and interesting books. We use Reciprocal Reading in KS2, a structured approach to teaching strategies that students can use to improve their comprehension. A key strategy is our use of guided reading where small groups of children work with an adult to explore a text in a variety of ways leading to an enriched appreciation and understanding of it.

Writing

Writing is an important tool for communicating ideas, thoughts, feelings and emotions with others and our aim is for pupils to communicate these effectively and concisely through their written work. Our staff ensure that they provide relevant and stimulating opportunities to support children develop their writing skills. In line with the New National Curriculum, discrete lessons are taught in spelling, grammar and vocabulary extension. This learning is then made relevant and purposeful in the context of the children's own written work, using the Talk for Writing model. The quality of content in children's writing is paramount. Poetry, information, instructional and descriptive writing are all part of our pupils' education. Through drawing on their own experiences and supplementing it with other sources, our children develop an effective vocabulary, fluency of ideas, confidence and enjoyment in written language. Spelling is taught discretely and woven through the curriculum as all staff have been trained in Sounds-Write. Correct use of English is taught using pupils' own writing. Class lessons are given regularly on specific aspects of spelling, punctuation, extension of vocabulary and grammar as prescribed by the New National Curriculum.

Handwriting

Handwriting is taught as a skill and art form. Our children are initially taught to print their letters clearly before progressing to cursive handwriting. Pupils learn to join their letters at an early age (in Years 1 or 2). From Reception onwards, children are taught to take a pride in the presentation of their work. In order to sustain a high quality of content and presentation, attention is paid to displays of children's work around the school as well as individual work in exercise books.

Drama

Drama forms part of our termly curriculum and also plays an important part in other areas of the curriculum including topic work and as part of English lessons. Parents/carers and friends are invited regularly to our musical and dramatic entertainments.

Frequently, we organise some theatrical entertainment for the children, either by arranging for a travelling group of players or a puppet show to visit us, or by taking the children to a theatre for drama, musicals or pantomime.

Maths

We aim to promote a maths rich curriculum, whereby children see maths all around them and evidence of their mathematical learning can be demonstrated across the curriculum and in their classrooms. The weather, sports, travel, scientific measurement, cookery, art, history, geography and shopping all provide great platforms to showcase the relevance of maths to our children. We hope that, as well as wanting to succeed and achieve in maths, children see that it is an important part of everyday life.

We want to ensure that all our children have a good depth of understanding in maths so they become fluent in the fundamental concepts. Across school children are taught maths using a concrete, visual and abstract approach.

Concrete: At the concrete level, tangible objects are used to approach and solve problems. Examples of concrete tools include: unifix cubes, Cuisenaire rods, fraction circles and strips, base-10 blocks, or measuring tools. Almost anything children can touch and manipulate to help approach and solve a problem is used at the concrete level.



Visual: At the visual level, representations are used to approach and solve problems. These can include drawings (e.g. circles to represent coins, pictures of objects, tally marks, number lines), diagrams, charts, and graphs. These pictures are visual representations of the concrete items. This in turn helps to embed the learning and enable the pupils to visualise it in their minds.



Abstract: At the abstract level, symbolic representations are used to approach and solve problems. These representations can include numbers or letters. Symbols provide a shorter and efficient way to represent numerical operations. We use Tejay and White Rose Maths to support our planning and teaching.

It is essential that children have a good conceptual understanding in maths. Another central element to this is problem solving. Children are encouraged to problem solve from an early age and problems can range from simple games and routine, one-step, problems through to sophisticated, multiple step problems. Children are encouraged to identify what problem they are being asked to solve and use strategies to break the problem down into simpler steps. The use of complex problems is a particularly useful tool in stretching our more able children, as they are required to contextualize and apply their knowledge and understanding.

Science

Science is taught both as a body of knowledge and skills to be learnt, and by experiences. This provides children with a basis for further learning. Pupils' scientific discoveries are stimulated by closely relating science to their everyday lives and their immediate environment. Through science our children develop the skills of careful observation, correct handling and accurate practical measurement. The children also learn to make sensible predictions based on observation, look for patterns, test their predictions to see if they work and change them if they do not, all skills which promote logical thinking. Independent learning is also encouraged through their use of reference books. Scientific attitudes of curiosity, responsibility and open-mindedness are developed to support scientific thinking as well as confidence in the use of the scientific language.

Design and Technology



We aim to give children the freedom and inspiration to innovate; using creativity and authenticity, no two products are the same.

Children design and create their own products that have a real purpose and target audience. They are in control of the whole design process including functionality, design decisions and evaluation. Teachers plan the D&T projects to enhance a particular topic such as Science, reading or RE

and use D&T Primary Projects on a Page as a guide to planning. In food technology sessions, children are given the life-long skills to plan and prepare meals for themselves and others, often to a specific budget.



Art and Design



Our art curriculum is both ambitious and far-reaching. We show children a wide variety of artists' work from all over the world, some modern and some from the past. We then follow CUSP long-term plans, modelling the various techniques they will need to master sketching, painting, 3D modelling, collage, printmaking and textiles. We bring the arts into



other subject areas such as topic-linked dance, drama and music sessions. In mixed-age groups, we curated a permanent on-site sculpture trail with links to our local history, geography and our local community. Our artist in residence taught us the specialist stonemasonry skills that we needed to chisel the local sandstone or slate and fix pieces together. We believe that art is about self-expression and that everyone has their own unique style.



History

Our unique history curriculum is structured around four primary outcomes: Investigating and interpreting the past, building an overview of world history. Understanding chronology and communicating historically. Beginning with changes within living memory in Key Stage 1, children develop an understanding of difference over time within concrete experiences of their lives. They start to study significant individuals such as David Attenborough, Mary Anning, Neil Armstrong, Mae Jemison, Bernard Harris Jr and Tim Peake. They study local history through significant events, people and places. Our local history is further understood by knowing about the places, the buildings, the events and the people that tell a story of the past. Focusing on the Great Fire of London, children then move onto events beyond their living memory and look at a chronology. We study the cultural and technological advances made by our ancestors as well as understanding how Britain changed throughout history. Big concepts such as invasion, law, civilisation and society are introduced and developed. Later on, we compare civilizations such as Anglo-Saxons, the Maya, Ancient Egyptians, Ancient Greek life. We aim to deepen and connect a broader understanding of these connections through comparison.

Recent and modern history, the Second World War, the Windrush Generation help us to connect our recent past with the present. We discuss issues such as racism, discrimination and prejudice, challenging racism and prejudice in all its forms. We use CUSP History to support our planning and delivery of lessons.



Geography

Our Geography curriculum is designed to empower children to think like a Geographer. Subject knowledge and explicit vocabulary are categorised as: Locational Knowledge, Place Knowledge, Human and Physical Geography and Geography Skills and Fieldwork. These substantive concepts run through the Geography curriculum in a coherent and cohesive way. Importantly, each unit of study draws upon prior learning and is built around the principles of cumulative knowledge focusing on spaces, places, scale, human and physical processes with an emphasis on how content is connected and relational knowledge acquired. CUSP Geography supports our teaching



Music

Music is a very important part of school life which is recognised by our Music Mark Award. We use the award-winning online music resource Charanga to enhance the pupils' learning experiences, we have an active school choir 'Songsters' and have weekly ukulele lessons for all pupils in KS2 and weekly djembe drumming lessons for all pupils in Reception and Key Stage One.

Each term the children take part in music activities to share the love of singing, rhythm and music. Our high-quality performances which take place in both the Christmas and Summer term are well attended by the local community.

Peripatetic music teachers also visit school to teach piano to pupils from Year 2 upwards.

Physical Education

Our vision is to promote fitness, strength, mobility and endurance through stimulating, rigorous and varied physical activity.

Our broad PE curriculum provides the children with a wide variety of indoor and outdoor activities and opportunities from cross country to gymnastics, dance or swimming. Our main aim in PE is to establish habits of fitness for life and to develop 'multiskills': skills in agility, balance and co-ordination. These skills form a strong foundation from which children can then specialise in sports of their choice at a later stage.

We are well equipped for PE, having all necessary basic small equipment. We also have the school hall which we use for gymnastics and dance, a large playing field and a hard-surfaced tennis court.



Throughout the school we organise specialist coaches to come and deliver a series of sessions in multiskills as well as in sports such as cricket, rugby, tennis, gymnastics and dance. These coaching sessions may be held during school time, or take the form of After School Clubs.

We have close ties with a local secondary school which frequently organises festivals and tournaments where we compete with other small rural Primary Schools. We also compete in other competitions organised by the County, such as Key Steps Gymnastics, Cross Country and Tennis. All of our children are given the opportunity, which they are keen to seize, to represent the school in various inter-school activities and competitions. We use the Cambridge PE Scheme of Work to support the delivery of the curriculum and assess learning and progression.

Computing

We have a bank of iPads and laptops which are used regularly for a range of activities throughout school and across all curriculum areas. They are used regularly by pupils of all ages for a variety of specific activities within classrooms thus enabling ICT to be an integral part of learning in all areas of the curriculum. In addition, each classroom is equipped with an interactive whiteboard and digital projector with specific devices such as a wildlife camera to enhance our outdoor learning. All children have discrete ICT lessons to enable them to develop skills that can be applied across all subject areas. We use the Knowsley CLC Primary Computing Scheme of Work to support the delivery of the curriculum and assess learning and progression.



Languages

We aim to inspire the children to learn at least one additional language in school and by doing this, open their eyes to other countries and cultures. We deliver weekly French lessons to Years 1-6 using Twinkl's PlanIt French topics and progression maps and link with specialists, at Tullie House for example, to learn some basic Mandarin Chinese. Through a carefully planned and fun approach to languages, we aim to inspire pupils to develop a love of languages and to expand their horizons to other countries, cultures and people. We aim to help children grow into curious, confident and reflective language learners and to provide them with a foundation that will equip them for further studies.



British Values and UN Rights of the Child

Children learn about and discuss British values: democracy; the rule of law; individual liberty; mutual respect and tolerance of those of different faiths and beliefs. We have various councils who meet to discuss issues and children are involved in writing their own class rules, debating and prioritising how to treat each other. All children are encouraged to be as independent as possible, ready for success in their later lives. Mindful of our local neighbourhood, frequent opportunities are made for children to meet people of a variety of heritages, faiths and beliefs. This all encourages the children to be respectful citizens in their adult life. We teach all children about the United Nations Convention on the Rights of the Child

which are embedded in our behaviour and attitudes. The Rights are shared in all classes and communal areas as well as woven through our School Development Plan and Behaviour Policy.

Sustainable Development



Through various subject areas such as PSHE and Geography, we encourage children to think about the global goals for sustainable development. From making posters for paper recycling bins to designing our own therapeutic gardens, children are given a chance to improve their immediate surroundings and impetus to act more sustainably in the future.

SMSC and RE



At Fellview we seek to provide a rich Religious Education (RE) Curriculum which prepares our children for life in modern Britain. It is key to helping young people grow up in today's multi-faith, diverse and connected world. We aim to give pupils opportunities to develop their knowledge and understanding of religion and beliefs and to contribute to the development of their own beliefs and values. We recognise that everyone has their unique view of the world and RE is about exploring these views.

We follow Cumbria's Agreed Syllabus as the basis for our RE teaching and learning. You can download a copy [here](#). We use Discovery RE as a scheme of work for our RE teaching. It adopts an enquiry-based approach to teaching and learning. Christianity is taught in every year group, with Christmas and Easter given new treatment each year, developing the learning in a progressive way. Buddhism, Hinduism, Islam, Judaism and Sikhism are also covered. Humanist perspectives are added when appropriate in some enquiries. Each enquiry unit demands the equivalent of 6 lessons. Each enquiry has a learning objective which shows the learning over the enquiry and SMSC (Spiritual, Moral, Social and Cultural) development opportunities are mapped throughout as is each enquiry's contribution to the British Values agenda.

To find out more about how Discovery RE links to Cumbria's Agreed Syllabus click [here](#).

To see an overview of planned teaching and learning, click [here](#).



Philosophy for Children (P4C) and Physical Social Health Education (PSHE)



At Fellview, we encourage children to develop critical thinking through philosophical enquiry. Teachers throughout the school are trained in Philosophy for Children which has children at its heart. We know that learning to speak confidently with their peers impacts children's confidence, learning and their potential. Embedded across the curriculum subjects, Children are given opportunities create and work through their own philosophical enquiries.