



**Our P.U.R.P.L.E. Curriculum Intent, Implementation and Impact**

P.U.R.P.L.E. is an acronym which stands for the qualities that we believe all children need to possess to be successful in life. It doesn't just involve implementing a series of learning experiences, but is a complete values set that encompasses everything that we do. It shapes every minute, of every day, for every child in every class at the school. Our aim is that every single child leaves our school, equipped with a toolbox packed full of knowledge, skills and experiences that enables them to confidently shout: 'I AM P.U.R.P.L.E.'. Our Curriculum Intent, Implementation and Impact Model for 2019-2020 describes how we plan to achieve that. Staff, children and governors at Littleton Green Community School have all contributed to this document.

**How do children become P.U.R.P.L.E in Languages?**

<b>PROUD: I am Proud. I am proud of my work and the effort that I have made to produce it.</b>			
<u>Intent</u>		<u>Implementation</u>	<u>Impact</u>
We aim to	The P.U.R.P.L.E Priority for 19-20 will be ensuring that	As Linguists we will:	We want the impact to be that:
<ul style="list-style-type: none"> <li>Provide lots of opportunities to celebrate very high quality work.</li> <li>Provide lots of opportunities to celebrate effort.</li> </ul>	Children are taking pride in the work that they are producing and the effort that they have put into achieving it, and this is being celebrated by all adults.	Hold moderation meetings once a block to ensure that high standards of presentation are maintained in LANGUAGES. Use Class Dojo, P.U.R.P.L.E assemblies and a termly Celebration Exhibition to celebrate work and effort.	Work scrutinies, pupil interviews and learning walks show that all children and adults demonstrate the Proud value in every LANGUAGES lesson

<b>UNIQUE: I am Unique. I am an individual who offers many talents. Everybody is good at something.</b>			
<u>Intent</u>		<u>Implementation</u>	<u>Impact</u>
We aim to	The P.U.R.P.L.E Priority for 19-20 will be ensuring that	As Linguists we will:	We want the impact to be that:
<ul style="list-style-type: none"> <li>Offer a curriculum that offers children a chance to develop a wide range of skills in <b>all</b> areas of learning.</li> <li>Devote plenty of time to all areas of learning, so children can showcase their talents.</li> </ul>	Children of all abilities are being supported fittingly by all adults who have excellent subject knowledge.	Provide appropriate support to ensure that all children become the best that they can be in LANGUAGES Use children as experts in LANGUAGES in every class. Deliver a LANGUAGES curriculum that provides enough time for knowledge and skills to be developed.	All groups who are working below age related expectations to narrow the gap Every class uses child experts in LANGUAGES. Work scrutinies, pupil interviews and 'Chequebook' walks show that all children and adults demonstrate the Unique value in every lesson



<b><u>I am Reflective. I learn from my mistakes and get better at things as a result.</u></b>			
<u>Intent</u>		<u>Implementation</u>	<u>Impact</u>
We aim to	The P.U.R.P.L.E Priority for 19-20 will be ensuring that	As Linguists we will:	We want the impact to be that:
<ul style="list-style-type: none"> <li>Provide opportunities for children and adults to reflect on learning and then provide opportunities to act upon it.</li> </ul>	Children are reflecting on their learning and benefitting from high quality adult pupil dialogue, which is based on accurate AFL.	Train all teaching staff to provide high quality feedback	Work scrutinies, pupil interviews and Chequebook walks show that all children and adults demonstrate the Reflective value in every lesson
		Recap learning to ensure that knowledge is remembered and skills applied	
		Teach children to peer and group mark work successfully	

<b><u>POSITIVE I am Positive. I always try my hardest. If at first I don't succeed I try, try and try again.</u></b>			
<u>Intent</u>		<u>Implementation</u>	<u>Impact</u>
To facilitate this, our curriculum will:	The P.U.R.P.L.E Priority for 19-20 will be ensuring that	As Linguists we will:	We want the impact to be that:
<ul style="list-style-type: none"> <li>Provide lessons which really challenge a child's understanding by delivering an age related curriculum to all children all day, every day.</li> <li>Teach higher order thinking skills and an "it's good to be stuck" ethos.</li> <li>Provide praise, praise and more praise!</li> </ul>	Children are demonstrating appropriate strategies to achieve learning objectives which challenge all.	Use the Essentials Curriculum to ensure that children are appropriately challenged in LANGUAGES	Work scrutinies, pupil interviews and Chequebook walks show that all children and adults demonstrate the Positive value in every lesson.
		Hold regular staff meetings to understand how children approach challenges that they are stuck on.	
		Provide SEND children with appropriate interventions to enable them to narrow the gap.	Parents and pupils of SEND children at LGCS feel that they are fully supported

<b><u>LOVING I am Loving. I respect and love the world that I live i.e. respect and love other people. I respect and love myself.</u></b>			
<u>Intent</u>		<u>Implementation</u>	<u>Impact</u>
To facilitate this, our curriculum will:	The P.U.R.P.L.E Priority for 19-20 will be ensuring that	As Linguists we will:	We want the impact to be that:
<ul style="list-style-type: none"> <li>Provide a curriculum that places a high degree of emphasis on building mutual respect,</li> <li>Provide a curriculum that enables a child to recognise that they can influence local, national and international</li> </ul>	Children are profiting from a climate of mutual respect in which Positive Behaviour Intervention Strategies are applied at all times. They feel seen, safe, soothed and secure.	Teaching students how to support one another by working in mixed ability pairs	In pupil interviews, children enjoy working in mixed ability pairs



communities • Have high expectations about the quality of the learning environment and of the child's actions and attitudes within it.			
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<b>EMPOWERED: I am Empowered. I can overcome any challenge that comes my way because I own a toolkit packed full of skills and knowledge that I will use for the rest of my life.</b>			
<u>Intent</u>		<u>Implementation</u>	<u>Impact</u>
To facilitate this, our curriculum will:	The P.U.R.P.L.E Priority for 19-20 will be ensuring that	As Linguists we will:	We want the impact to be that:
<ul style="list-style-type: none"> <li>Equip children with a wide range of skills that they can use throughout their life.</li> <li>Ensure that every single stakeholder at the school's sole focus is making sure that every single child leaves our school being 'the best that they can be'</li> </ul>	Children are fully focused on their learning and either acquiring new knowledge/skills or applying knowledge/skills that has been previously taught.	Monitoring LANGUAGES to ensure that the development of knowledge and skills is progressive	The development of knowledge and skills is progressive for all pupils in LANGUAGES
		Hold Subject Leader Review meetings 3x a year to ensure that high standards are maintained in all subjects	Subject Leaders and Link Governors are fully aware of the strengths and areas to develop in their subject area and what to do next.

**How do we teach LANGUAGES?**

- Children in Years 3-6 have the opportunity to attend a weekly lesson in LANGUAGES.
- The children are taught German by a specialist teacher
- Each lesson is based around a question which is designed to stimulate curiosity and promote discussion.
- During LANGUAGES lesson, children are referred to as Linguists and are taught the knowledge and skills identified in the Essentials Curriculum
- At the end of each unit of work, children produce a product which demonstrates their learning.

**What is the Essentials curriculum?**

The Essentials Curriculum is broken down into 3 milestones. In each milestone, pupils may demonstrate three levels of understanding of the content: Basic, Advancing and Deep learning.

Basic	Advancing	Deep
Low-level cognitive demand. Involves following instructions.	Higher level of cognitive demand. Involves mental processing beyond recall. Requires some degree of decision making	Cognitive demands are complex and abstract. Involves problems with multiple steps or more than one possible answer. Requires justification

Milestone 1 is taught in years 1 and 2. Milestone 2 is taught in years 3 and 4. Milestone 3 is taught in years 5 and 6.



The diagram below shows progression through these cognitive domains within each milestone.

Milestone 1 The standard to reach by the end of year 2			Milestone 2 The standard to reach by the end of year 4			Milestone 3 The standard to reach by the end of year 6		
B	A	D	B	A	D	B	A	D
Basic	Advancing	Deep	Basic	Advancing	Deep	Basic	Advancing	Deep

By the end of Year 2, 4 and 6, it is expected that most children will have reached the Advancing stage of understanding within the appropriate Milestone. This means they will be confident in using and applying their knowledge and skills in a range of situations.

If a child reaches this stage of understanding before the end of Year 2, 4 or 6 he or she will not normally be moved into the next Milestone. Instead teachers will deepen his or her understanding by providing non-routine, rich sophisticated problems. This will challenge children to inventively and creatively use and apply his or her knowledge and skills.

It is possible that a child may not reach the advancing stage of understanding by the end of Year 2, 4 or 6. We will identify this possibility early and put in place the most appropriate provision to help a child to do the best they can. Even if a child does not reach the advancing stage of understanding by the end of Year 2, 4 or 6, he or she may still be making good progress.

**Which knowledge and skills are taught in each milestone?**

Wilma	Milestone 1	Milestone 2	Milestone 3
To read fluently	Milestone 1 (optional) <ul style="list-style-type: none"> <li>• Read out loud everyday words and phrases.</li> <li>• Use phonic (or logographic in Mandarin) knowledge to read words.</li> <li>• Read and understand short written phrases.</li> <li>• Read out loud familiar words and phrases.</li> <li>• Use books or glossaries to find out the meanings of new words.</li> </ul>	<ul style="list-style-type: none"> <li>• Read and understand the main points in short written texts.</li> <li>• Read short texts independently.</li> <li>• Use a translation dictionary or glossary to look up new words.</li> </ul>	<ul style="list-style-type: none"> <li>• Read and understand the main points and some of the detail in short written texts.</li> <li>• Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words.</li> <li>• Read and understand the main points and opinions in written texts from various contexts, including present, past or future events.</li> <li>• Show confidence in reading aloud, and in using reference materials.</li> </ul>
To write imaginatively	<ul style="list-style-type: none"> <li>• Write or copy everyday words correctly.</li> <li>• Label items and choose appropriate words to complete short sentences.</li> <li>• Write one or two short sentences.</li> <li>• Write short phrases used in everyday conversations correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• Write a few short sentences using familiar expressions.</li> <li>• Express personal experiences and responses.</li> <li>• Write short phrases from memory with spelling that is readily understandable.</li> </ul>	<ul style="list-style-type: none"> <li>• Write short texts on familiar topics.</li> <li>• Use knowledge of grammar to enhance or change the meaning of phrases.</li> <li>• Use dictionaries or glossaries to check words.</li> <li>• Refer to recent experiences or future plans, as well as to everyday activities.</li> <li>• Include imaginative and adventurous word choices.</li> <li>• Convey meaning (although there may be some mistakes, the</li> </ul>



			meaning can be understood with little or no difficulty). • Use dictionaries or glossaries to check words.
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Wilma	Milestone 1	Milestone 2	Milestone 3
To speak confidently	<ul style="list-style-type: none"> <li>• Understand a range of spoken phrases.</li> <li>• Understand standard language (sometimes asking for words or phrases to be repeated).</li> <li>• Answer simple questions and give basic information.</li> <li>• Give responses to questions about everyday events.</li> <li>• Pronounce words showing a knowledge of sound (or pitch in Mandarin) patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the main points from spoken passages.</li> <li>• Ask others to repeat words or phrases if necessary.</li> <li>• Ask and answer simple questions and talk about interests.</li> <li>• Take part in discussions and tasks.</li> <li>• Demonstrate a growing vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the main points and opinions in spoken passages.</li> <li>• Give a short prepared talk that includes opinions.</li> <li>• Take part in conversations to seek and give information.</li> <li>• Refer to recent experiences or future plans, everyday activities and interests.</li> <li>• Vary language and produce extended responses.</li> <li>• Be understood with little or no difficulty.</li> </ul>
To understand the culture of the countries in which the language is spoken	<ul style="list-style-type: none"> <li>• Identify countries and communities where the language is spoken.</li> <li>• Demonstrate some knowledge and understanding of the customs and features of the countries or communities where the language is spoken.</li> <li>• Show awareness of the social conventions when speaking to someone.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe with some interesting details some aspects of countries or communities where the language is spoken.</li> <li>• Make comparisons between life in countries or communities where the language is spoken and this country.</li> </ul>	<ul style="list-style-type: none"> <li>• Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken.</li> <li>• Describe, with interesting detail, some similarities and differences between countries and communities where the language is spoken and this country.</li> </ul>