



Hatchell Wood Primary Academy

Curriculum Policy

(EYFS – see separate policy)

Sept 2019

Policy Statement

At Hatchell Wood our curriculum is based on the Cornerstones Curriculum and links to the National Curriculum objectives. Our school's fundamental value of 'inclusion for all and children enjoying their learning while meeting their full potential' has driven our curriculum design and been the key feature for us in developing a shared intent and purpose. Our curriculum statement focuses on a broad set of principles to discourage narrow thinking and allows children to have a broad and balanced curriculum. Our pupils are offered a very wide range of experiences to extend their understanding of themselves and the world in which they live. Skills, attitudes and values are developed to prepare the children for the next stage of learning (key stage 1, 2 and secondary ready), and enable them to be successful in the community. We believe that effective learning takes place when there is considerable emphasis on active involvement, opportunities to talk both imaginatively, expressively and to explain and clarify thinking. Wherever possible we make meaningful connections across subjects. The school expects everyone to develop and show a sense of responsibility and self-discipline whether alone, together, at work or at play, and to support policies on equal opportunities. We actively promote British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs to prepare our pupils for life in modern day Britain. We also provide opportunities for our pupils to learn about the contribution of Britons to innovation, excellence and changes in the world. This policy makes reference to The New National Curriculum 2014. It is linked to our Equality, Home Learning, SEND, SMSC and British Values, Learning Outside the Classroom and Teaching and Learning policies.

This policy is available to parents and prospective parents on the school's website and by request from the School Office. If you require a copy of this document in large print or audio format, please contact the School Office.

General Principles

Our Curriculum will give children the opportunity to:

- develop a rich and deep subject knowledge
- develop new skills through a variety of interesting contexts
- understand the purpose and value of their learning and see its relevance to their past, present and future
- learn within a coherent and progressive framework

Social, Moral, Spiritual, Cultural /Faiths, Beliefs, Cultures

Our curriculum will give children the opportunity to:

- Social - Use a range of social skills to participate in the local community and beyond; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict
- Moral - Recognise right and wrong and respect the law; understand consequences; investigate moral and ethical issues and offer reasoned views
- Spiritual - Explore beliefs, experience and faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity and reflect on experiences

Well-being

Our curriculum will give children the opportunity to:

- reflect and think mindfully about their learning
- develop self-esteem and confidence in their abilities
- build respectful friendships

Pupil voice

Our curriculum will give children the opportunity to:

- contribute to planning their own learning
- make a positive contribution to the school and local community
- express their opinions on a range of different topics and issues

Pedagogy

Our curriculum will be taught through a pedagogy that:

- offers all children a memorable experience at the start of every topic
- excites, promotes and sustains children's interest
- enables children to reflect on and evaluate their learning
- promotes problem solving, creativity and communication

Enrichment

We will enrich our curriculum by:

- offering opportunities for children to learn outdoors
- welcoming parents and carers to take part in children's learning and experiences
- using quality resources in and out of the classroom

This is developed through 'The Four Cornerstones of Learning':

- **Engage – We all need inspiration to start with.**

Learners ENGAGE in purposeful and contextualised learning experiences in and outside the classroom, making best use of partners, experts and the community to provide the stimulus to learn.

- **Develop – Then we need to know how, why and what.**

Learners DEVELOP their knowledge, understanding, key and subject skills required to progress their learning through quality differentiation, focused learning tasks and experiences.

- **Innovate – We can then decide how we want to use what we know.**

Learners are given the opportunity to INNOVATE by applying their knowledge, skills and understanding through a challenging provocation, using their own and negotiated ideas.

- **Express – Then we want to share our learning and opinions.**

Learners EXPRESS and evaluate their knowledge, understanding and skills, as outcomes of the learning in different memorable forms including using a variety of media and technology.

Reception Curriculum (please see separate EYFS policy for more detail)

In Reception, we follow the Early Years Statutory Framework for the Early Years Foundation Stage, published in March 2014 by the DfES. This Framework specifies the requirement for learning and development in the Early Years and provides specific areas of learning we must cover in our curriculum. These areas are:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Literacy

Our English lessons develop pupils' spoken language, reading, writing and vocabulary. Literacy is taught in a cross-curricular way, linking up with other areas of the curriculum and focussing on a key text to support each topic. We teach our pupils to speak clearly, to convey their ideas fluently and confidently and to ask questions. Their vocabulary is developed systematically. In EYFS and Key Stage 1 the *Letters and Sounds* phonics programme is followed and helps the development of reading by segmenting and blending sounds. This is complemented with the introduction of the *Sounds and Syllables* Spelling programme taught from Year 2 to Year 6 which builds on the knowledge of segmenting words into sounds and uses this to support children with spelling. Our pupils are encouraged to read for pleasure and to read widely. A wide range of different reading strategies are taught to pupils including guided reading, paired reading, shared reading, whole class reading and reading VIPERS. Parents are given clear expectations about reading at home and a whole school reward system is in place to encourage all pupils to participate in this.

We begin to develop writing skills in EYFS so that pupils have the stamina and ability to write simple statements and sentences. As pupils move through Key Stage 1 and 2, we provide various activities to aid the development of independent writing including the use of books, music, film clips and imagery, modelled, shared and guided writing, peer editing and discussion. We also use a combination of 'Talk4Writing' and 'The Write Stuff' to encourage pupils to express their opinions, exchange ideas and to develop more sophisticated vocabulary. We provide opportunities for writing for audience and purpose and we encourage pupils to see themselves as authors.

National Curriculum English Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study>

Mathematics

Our teachers will ensure that mathematical skills are taught every day with a daily arithmetic lesson in addition to the weekly sequence of maths lessons in which we follow the Maths Mastery programme of study. Teachers use every relevant subject to develop pupils' mathematical fluency and vocabulary. Our pupils understand the importance of mathematics, are encouraged to be confident in numeracy and to apply the skills that they learn to simple problem solving. The activities taught cover a wide range of mathematical knowledge with an emphasis on practical work and problem solving. In Reception pupils work on number, place and value, learn how to do basic addition and subtraction, take measurements and recognise basic shapes and their properties. As children move through school we build on these skills and understanding in a step by step way, continuing to develop place value, the four number operations and the understanding of fractions. Children are regularly tested on their arithmetic and reasoning skills at various points throughout the year.

National Curriculum Mathematics Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-mathematics-programmes-of-study>

Science

Science will be taught as a separate lesson but will be linked to our Topic work where appropriate. We will encourage our pupils to be curious about natural phenomenon and to be excited by the process of understanding the world around them. When pupils enter school they start to develop blocks of knowledge and concepts alongside the development of enquiry skills. Key scientific terminology is introduced each lesson. As pupils progress through school they will be able to carry out simple tests and experiments using equipment to gather and record data. Where appropriate, visits by specialists will enhance the delivery of our science curriculum. Teachers are also encouraged to take learning outdoors whenever possible, e.g. to carry out experiments, go on nature hunts and study natural light sources. All pupils carry out a minimum of one practical science investigation which is fully recorded in science books each half term. We also have dedicated science days throughout the year.

National Curriculum Science Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study>

Art and Design

Art has a very important place in our creative curriculum and is woven into our half termly topics. We see art as a vehicle for creativity and individual expression and it provides opportunities for collaborative work. It is an important form of cultural expression and, therefore, has significance and meaning for all our children. Our teaching provides an understanding of all the diverse art forms so that the children experience drawing, painting, collage, textiles, 3D designs and digital media. They will be introduced to a wide variety of artists and their styles.

Our design and technology lessons are also linked into our class topics and encourage the designing and making of products to solve real and relevant problems. Our pupils learn to select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.

National Curriculum Art Programmes of Study

<https://www.gov.uk/government/publications/national-curriculum-in-england-art-and-design-programmes-of-study>

Drama

Drama is used as a key tool in developing oral skills, vocabulary development, building confidence and self-esteem, and as an essential tool in developing imaginative, expressive, and persuasive spoken and written language. A diverse range of drama techniques are used in literacy lessons alongside Talk for Writing to aid the development of speaking and listening and reading and writing skills. Imaginative role play is fundamental to developing the whole child, not just in Early Years and KS1 education, but as all children develop. Our curriculum provides opportunities to perform to wider audiences through assemblies and events around key festivals. There are increasing opportunities for our pupils to perform as they progress through the school.

Computing

We do have discreet timetable time for the development of ICT skills but our approach is to integrate ICT into all lessons: the use of laptops and other hardware such as cameras and ipads are as much part of our learning tools as pencils and pens. Subject specific software, from one-off programmes to learning platforms, support teaching and learning across all years. The children develop their skills, starting with mouse control, keyboard skills, saving and printing work. They draw pictures, write and use the internet to carry out research. They then progress to more complex skills such as data analysis and coding. Pupils will use technology safely and identify where to go for help

and support when they have concerns. A big part of the computer curriculum is now also based around esafety and how to stay when using technology with internet access.

National Curriculum Computing Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-computing-programmes-of-study>

Modern Foreign Language

Pupils across school are taught French. We have discreet lessons on the timetable but we also integrate the foreign language into the everyday routine, for example in Reception and key stage 1 the learning will be more focussed on singing songs, counting and daily greetings and routines. As children move into key stage 2 this will develop into a more focussed lesson. When Young pupils are very receptive to learning a new language; they like to mimic pronunciation and they can easily pick up and duplicate new sounds. They feel a real sense of accomplishment when they learn to say something new. Repetition and practice are essential in learning a new language so songs and games such as Simple Simon Says and What's in the bag? will be regularly used.

National Curriculum Language Programmes of Study

<https://www.gov.uk/government/publications/national-curriculum-in-england-languages-programmes-of-study>

Music

We use Charanga to support the the teaching of lessons in music. Pupils are taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes as well as experimenting with beat and rhythm. Assemblies provide an opportunity to practise singing. Pupils also have the opportunity to learn to play a variety of instruments musically and are encouraged to play together in ensemble groups. We encourage listening to a wide range of music with concentration and understanding. Music lessons are linked to Topic work and music is used in a variety of lessons and activities to create, mood, atmosphere and to help thinking. Music will be heard every day in our classrooms. Pupils also have extra-curricular opportunities to express their passion by being part of our school choir who regularly sing at Young Voices and other events in the local area.

National Curriculum Music Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-music-programmes-of-study>

Physical Education (PE)

All pupils will have at least two sessions of PE per week, either in the school gym, hall or outside. A specialist PE coach, (Jonathon Harvey) will teach a range of sports to each class for one of their lessons each week. PE sessions begin in reception by focus on mastering basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination. In Key Stage 1 and 2 pupils are encouraged to participate in team games and to develop simple tactics for being an effective team member. Pupils are taught skills for a wide range of sports including dodgeball, basketball, netball, football, rounders, cricket, dance, gymnastics and athletics.

Swimming is introduced to the timetable in Year 5. We ensure wider participation in the community by involvement in interschool sports and local authority based competitions.

PE Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-physical-education-programmes-of-study>

PSHCE / Healthy Learning, Healthy Lives

PSHCE, or personal, social, health and citizenship education, is a planned programme of learning taught through the Jigsaw programme of study. Using Jigsaw children and young people acquire the knowledge, understanding and skills they need to manage their lives. As part of a whole school approach, Jigsaw develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. It prepares them to manage many of the most critical

opportunities, challenges and responsibilities they will face growing up in such rapidly changing and challenging times. It also helps them to connect and apply the knowledge and understanding they learn in all subjects to practical, real-life situations while helping them to feel safe and secure enough to fulfil their academic potential. In our programmes we actively promote British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs to prepare our pupils for life in modern day Britain. Our lessons include aspects of relationship and sex education, drug and alcohol education, cyber and homophobic bullying, body image and self-esteem, health education, financial capability, emotional literacy, social skills, spiritual development and mindfulness. Each week there is a different focus and each class shares their successes in our weekly celebration assembly.

Religious Education

In RE we follow the Discovery RE programme which is an enquiry approach to Religious Education. The programme develops learning in a progressive way and introduces a variety of different religions to pupils including Christianity, Buddhism, Hinduism, Islam, Judaism and Sikhism. Humanist perspectives are added when appropriate in some enquiries. Pupils are given opportunity to develop spiritually, morally, socially and culturally and there is also a big emphasis given to British values and mindfulness. Our teaching enables pupils to acquire knowledge and understanding of religious beliefs, attitudes, practices and rituals. They will also develop their own beliefs and values. We will not convert or steer pupils towards a particular religious belief. They will also be aware that some people have no attachment to religious beliefs and follow secular philosophies.

Topic

The Cornerstones Curriculum is the basis for all of our topic teaching and we have carefully designed our own content using the Cornerstones Maestro Curriculum planning tools. Our topic programme is carefully balanced and planned to be age appropriate across the years. Topic maps are produced to show how each topic is taught, the knowledge and skills covered and links to other parts of the curriculum. It is important to us that art, music, literacy and where appropriate numeracy and science are linked in to our topic teaching. So, for example, the history based Stone Age topic 'Tribal Tales' might include cave painting and coil clay pot making in art, Stone Age weapon construction in design and technology and catapult testing and measuring in maths and science. Our topics have a history and geography base which include a knowledge and skills base that can be built on and developed as children progress through school, for example location and place knowledge, weather and climate, using timelines to show significant historical events and exploring people and places in our own locality. Topic time also provides further opportunities to learn about people and cultures. A memorable experiences overview is collated each year to show a timetable of the trips and experiences which will support pupils' learning in each topic and enhance the curriculum.

Humanities Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-geography-programmes-of-study>

<https://www.gov.uk/government/publications/national-curriculum-in-england-history-programmes-of-study>

Trips and Visits (Please also see Learning Outside The Classroom Policy)

We plan a series of trips each term for each year group and these are communicated to parents during the academic year. The trips are directly linked to our topic work for example a Castle topic may include a trip to the Conisborough Castle. Our location gives us access to a variety of historic and educational institutions in Yorkshire and the Midlands but we also ensure that local facilities and sites are selected for visits and supported by the school, for example, the Doncaster Museum and The Yorkshire Wildlife Park which are both within a 15 minute drive.