

'Working together to be the best that we can be'



Hunsbury Park Primary School Curriculum Our Intent

Our curriculum is ambitious, diverse and research driven

At Hunsbury Park, we offer an ambitious and broad and balanced curriculum that builds knowledge and skills from the children's starting points in order to create future opportunities and enrich their lives. We have a strong commitment to the development of oracy skills in everything we do. The Golden Threads driving our curriculum are the school values of Respect, Resilience, Responsibility, Compassion, Perseverance and Integrity – they run through everything we do. In fostering these values, we develop our children to become successful, independent, ambitious and future-ready learners who are resilient, flexible and have high aspirations.

Each subject has three Key Concepts, which drive the learning. This means that children develop their understanding of these areas as they move throughout the school, deepening their knowledge and ensuring a change to long-term memory.

We develop their knowledge and skills alongside exciting experiences, which enrich their learning, such as Forest School, residential visits, trips and visitors. These opportunities enable them to effectively and confidently communicate with others, showing a deep understanding of where they have come from, who they are and what they might become.

We celebrate and embrace cultural and individual differences, appreciating the diverse world we live in. In this way, we enable our children to become skilled citizens of the world who will help to shape and contribute to a respectful, peaceful and thriving future.

The Implementation of our Curriculum

Core Subjects

Phonics and Reading

We teach phonics using *Sounds-Write* which is a systematic, synthetic phonics programme. It teaches all the key elements of conceptual understanding, factual knowledge, and the three essential skills of blending, segmenting and phoneme manipulation necessary for learning to read and spell and it does so on a daily basis until all children achieve the automaticity that underlies the fluency of every successful reader.

Our children are supported by high quality reading books that align to *Sounds-Write*. Once pupils are competent within their phonic knowledge and skills, they then progress along a colour banding system.

We cultivate a love of reading through visits to the school library, where we have a wealth of books that can be shared for pleasure.

Higher order reading skills are taught through *Talk for Reading*. This focuses on the importance of deepening understanding through developing key reading strategies. It is based on whole-class modelling and shared reading, as well as effective guided and one-to-one teaching, to deepen children's understanding and engagement. Through rich discussions about a variety of books, children also develop the reading skills of vocabulary, inference, prediction, evidence, retrieval and summarising. These develop the comprehension aspect of reading.

Writing

Writing is taught using the *Talk for Writing* approach. It is powerful because it is based on the principles of how people learn. It enables children to read and write independently for a variety of audiences and purposes within different subjects. A key feature is that children internalise the language structures needed to write through 'talking the text', as well as close reading. The approach moves from dependence towards independence, with the teacher using shared and guided teaching to develop the ability in children to write creatively and powerfully.

Maths

We teach maths using a teaching for mastery approach that sparks curiosity and excitement and nurtures confidence in maths. It is built around a small step design, supported by *White Rose*, that models and supports all children to build a deep understanding of maths concepts through a concrete – pictorial – abstract approach. In addition, children have further opportunities to develop their fluency, arithmetic, reasoning and problem-solving skills which supports their Maths learning.

Science

Science is taught weekly throughout the school to develop children's scientific knowledge and understanding. The curriculum follows the progression of knowledge and skills, as set out in the National Curriculum, but on a 2-year rolling programme. At Hunsbury Park, we create a secure, fun and caring learning environment with hands on practical experiences. We make full use of our outdoor environment, as well as planning trips, events and celebrations in order to enrich our science provision.

Handwriting

This is taught systematically, supported by the Twinkl handwriting scheme, alongside body strengthening exercises. Children are taught to develop legible handwriting that is produced quickly and automatically. With the development of automaticity, handwriting becomes a valuable tool and not a hindrance to learning.

Spelling

Spelling is taught using Sounds Write in Early Years and Year 1. As children move into Year 2, the Sounds Write phonics programme is continued and is supplemented by Grammarsaurus Spelling programme for explicit teaching of spelling patterns stated in the national curriculum. The use of the Grammarsaurus scheme is then continued into Key Stage 2. This scheme incorporates diagnostic assessments at the start of spelling units, explanations and links to morphology and regular retrieval opportunities to support the retention of new spelling rules and patterns.

Foundation Subjects

History

Geography

Art & Design

Design & Technology

History and Geography are taught throughout the school year as discrete subjects in order to develop children's subject specific skills and knowledge in depth. They develop the skills to work as historians and geographers, building on their knowledge of key concepts that are specific to improving the cultural capital of our children. We have created a personalised curriculum for these subjects, ensuring National

Curriculum coverage but adapting to the needs and of our children and ensuring that our curriculum is ambitious. We have taken into consideration the diverse demographic of our school community and valued and celebrated this through the areas of study we have chosen. These lessons are inter-leaved each week to ensure a spaced approach and aid retrieval and embedding of learning into the long-term memory.

Art & Design and Design & Technology follow a similar approach and are often linked to History or Geography to help build children's schemas around the areas they are studying. Knowledge and skills progress throughout the school, ensuring children build on what they have already learned. Children are exposed to a wide variety of artists and designers, both throughout history and in the modern world, and develop an appreciation of the arts in different cultures, reflective and critical thinking skills, and the ability to think creatively and express themselves.

We run a 2-year rolling programme for these subject areas to ensure full coverage of the National Curriculum and the necessary progression for our mixed-age classes. We also ensure that areas of learning are carefully sequenced to support children in knowing and remembering more.

In everything we do, we have a strong focus on oracy and vocabulary so that our children are well-equipped to explain and share their learning and understanding, as well as prepare them for their future lives.

P.E.	Music	French	PSHE	R.E.
Computing		Handwriting	Outdoor Learning	

These subjects are taught discretely using the schemes described below:

P.E.

P.E. is taught through *Real P.E.* The foundations of the scheme are based on the fundamental movement skills agility, balance and co-ordination. Healthy competition and cooperative learning are encouraged and broader essential holistic skills are also taught. In addition, children take part in gymnastics, dance and athletics and are taught to play a variety of sports.

Music

We use the online platform *Music Express* to support our music teaching. The learning within this scheme is based on listening and appraising, musical activities, creating and exploring, as well as singing playing instruments and performing.

French

All classes have access to a high-quality foreign languages curriculum using the Language Angels scheme of work and resources. This progressively develops pupil skills in foreign languages through regularly taught and well-planned weekly lessons in KS2, taught by class teachers. The four key language learning skills of **listening, speaking, reading** and **writing** are taught and all necessary **grammar** is covered at an age-appropriate way across the primary phase. This enables pupils to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning and also helping children improve overall attainment in other subject areas. The learning is based on a research-driven approach, which takes place on a two-year rotation to ensure full coverage of each year group's curriculum, with opportunities to retrieve knowledge and deepen understanding for the older year groups through appropriate differentiation and assessment for learning.

PSHE

We use the *Jigsaw* programme to teach our Personal, Social, Health and Economic (**PSHE**) education. Through this, our children develop the knowledge, skills and attributes they need to manage their lives, now and in the future. These skills and attributes help pupils to stay healthy, safe and prepare them for life and work in modern Britain. It also includes guidance on relationships and teaches them about the British Values: democracy; the rule of law; individual liberty; mutual respect; and tolerance of those of different faiths and beliefs.

R.E.

The Northamptonshire agreed syllabus (*SACRE*) is used to teach R.E. at Hunsbury Park Primary School. Through the R.E. curriculum, we provide opportunities to develop children's knowledge and understanding of world religions. Children develop their knowledge and understanding of Christianity and other religions and consider how the beliefs of others impact on their lives and the lives of other. Children can also explore their own beliefs (not necessarily religious). Children appreciate and respect the different cultures in Great Britain.

Computing

Computing is taught across all phases using both plugged and unplugged resources to ensure that the children understand that computing is not just sitting in front of a computer, but also links to many parts of our every day lives. The children are taught a combination of computer science, information technology and digital literacy across the school year to enhance their computing skills. In Early Years, they teach using the units from the *ilearn2* website. In Years 1-6, the *Teach Computing* scheme is followed, but with the use of units from *ilearn2* and *Barefoot Computing* to enhance their learning and understanding.

The children are also taught about online safety throughout their computing lessons using resources from *Project Evolve* and other relevant online resources.

Outdoor Learning

We have one dedicated Forest School teacher and an onsite 'forest' provision within our extensive grounds, plus easy access to the country park that borders our school. Forest School is a long term sustained approach to outdoor learning where the outside space is not merely seen as a place where children go to burn off energy. We have a fire circle and a bird hide near the country park. Forest School opportunities include safely lighting fires, den building and using real tools.

The Impact of our Curriculum

One way we know that our curriculum is having positive impact on the lives of our children is through our assessments.

Formative assessment

To measure the impact of our curriculum we use a range of assessment strategies across subjects to gain formative assessment information, so we know how to move the children's learning forward.

Summative assessment

In Years 2 to 6, we carry out formal written tests in reading; grammar, punctuation and spelling; and maths, to help us make summative judgements of the children's attainment, at three points across the year. We also use teacher assessment to judge attainment in writing. Summative judgements are recorded, tracked and analysed using *Insight*.

In Year 1, these attainment judgements are made by teacher assessment through whole class, small group work and independent work. Teachers use *Phonics Tracker* to track phonic knowledge and skills at regular points throughout the year.

Teachers also assess the foundation subjects, as lessons are taught across the year, which leads to summative judgements, three times a year. These assessments are based on end points for each phase and then broken down further into end of year group expectations. These end points are closely matched to our key concepts to ensure purposeful assessment.

In Reception, teachers follow the EYFS Framework in order build a portfolio of each individual. Seven key areas of development are assessed and staff make a judgement as to whether a child is on track to meeting the Early Learning Goals. Phonics is tracked at key points throughout the year using phonics tracker.