



# East Hunsbury Primary School's Curriculum Vision Statement



It is our vision that every child experiences an ambitious curriculum that unlocks the doors of opportunity whilst ensuring that they not only leave us equipped with the necessary foundational skills needed in reading, writing and mathematics but also with a deep, rich breadth of knowledge across all curriculum subjects.

It is our vision that through our multifaceted - wholesome curriculum, married with high expectations, our children leave us as caring, respectful and tolerant young people prepared for life in modern Britain and Key Stage 3.

It is our vision that every child experiences an:

## **Aspirational, Enabling and Inclusive**

Curriculum - these are our guiding and founding principles which underpin all of our curriculum choices.

Our curriculum is ambitious and carefully tailored to meet the needs of our community because we are:

## **One school. One community. Learning and Growing together.**

It is a rich curriculum for all.

## **Our Aims**

### **We aim for our curriculum to:**

1. Provide enriching, memorable and meaningful learning opportunities for every child;
2. Achieve excellent outcomes for all pupils given their individual starting points;
3. Foster inside every child:
  - *An understanding of their world and themselves, including how to stay safe, healthy and be a successful member of our modern British society.*
  - *An appreciation for the arts, their community and different cultures.*
  - *The ability to build and nurture positive relationships.*
4. Equip every child with the transferable knowledge and skills they need to enter into the next stage of their education and eventually become a successful 21<sup>st</sup> Century citizen;
5. Be a vehicle in which our drivers in the Early Years and Specialist Unit manifest and are Promoted:
  - a. *EYFS: Independence, Communication and Learning Everywhere and*
  - b. *Specialist Unit: Communication, Independence, Inclusion and Success*
6. Develop children who are curious, deep thinkers who have the ability to articulate their thoughts, feelings, reasons and challenges successfully within a range of contexts;

7. Promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society;
8. Create children who have the metacognitive skills to learn independently and embrace a growth mindset;
9. Ensure all of our children have a positive, nurturing and happy primary education.
10. Be ambitious and of the highest quality so that children know more, remember more and can do more.

We believe these aims will develop our children spiritually, morally, socially and culturally, therefore helping us to prepare them for future challenges and opportunities.

### **Curriculum Design and Rationale**

Every aspect of our curriculum has been carefully selected and designed in order to achieve our curriculum aims.

*'The main purpose of curriculum is to [build up the content of long-term memory \(the Schema\)](#) so that when students are asked to think, they are able to think in more powerful ways because what is in the long-term memories makes their short-term memories more powerful. That is why curriculum matters.'* ([William 2018](#))

Ultimately, we want the impact of our curriculum to be improved outcomes for our children, which manifests itself primarily at the classroom level. Along with ensuring our curriculum was aspirational, inclusive and enabling we considered the following when designing and creating our curriculum:

1. **Knowledge is important to all thinking**
2. **We understand new things in relation to what we already know**
3. **Retrieving knowledge helps us to remember it for longer**
4. **Developing kind, emotionally literate and tolerant children is important for society**

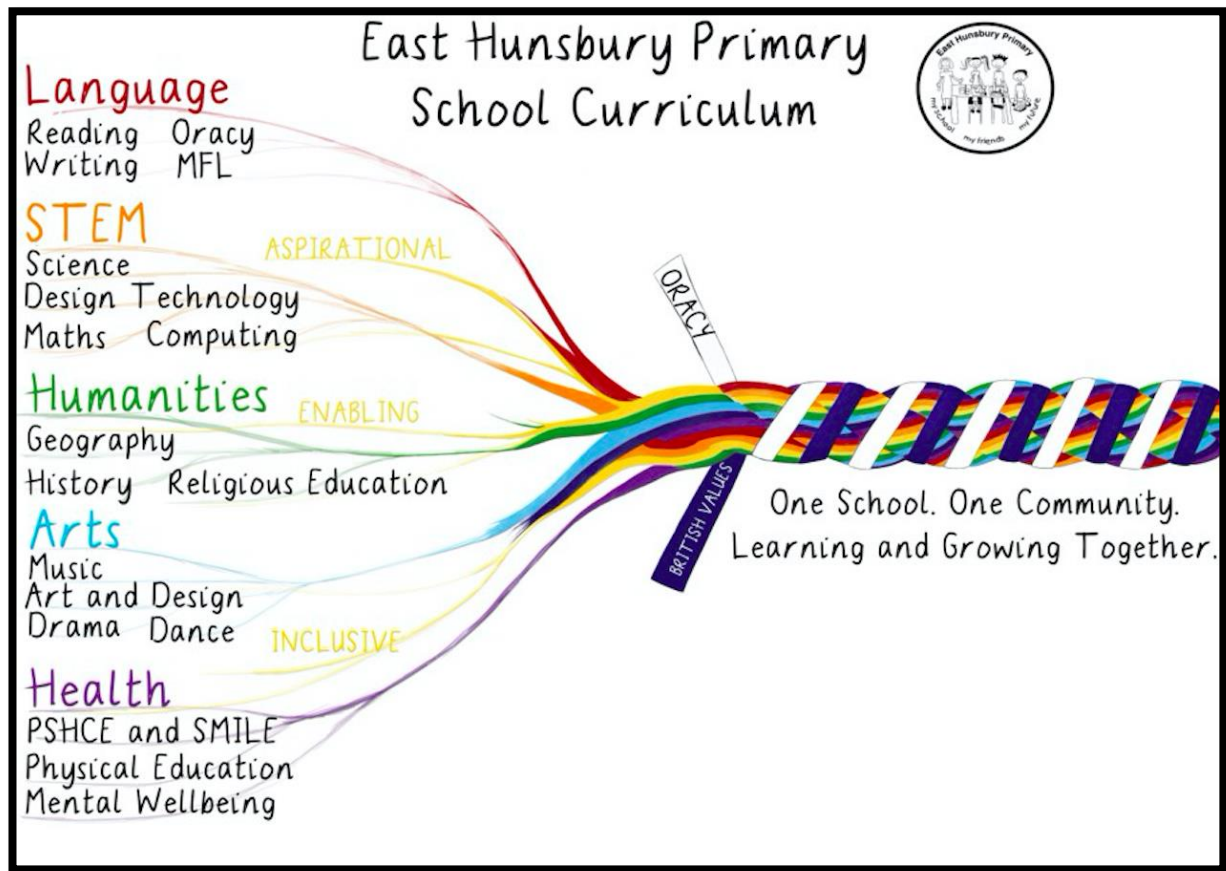
We are fully committed to ensuring that the curriculum we offer all pupils is aspirational, inclusive and enabling, including for the forty-seven pupils within our Specialist Unit who have significant learning difficulties.

Where ever possible, inclusion has been considered and we actively seek opportunities for the children within our mainstream school and Specialist Unit to join together to learn with, and from, each other. We have tailored our ambitious curriculum to ensure that it is accessible for all children because we are **one school and one community**.

All subjects within our curriculum are expertly sequenced, influenced by cognitive science and start from the [Early Years](#). The content within each subject is coherently organised to ensure that the knowledge (*substantive, disciplinary and procedural*) learnt is cumulative. This allows children's schemas to grow enabling them to know more, remember more and do more over time. Furthermore, hierarchical and sequential skills have been carefully planned throughout all subjects.

Consequently, year on year, children's knowledge, understanding and appreciation of a subject flourishes.

The image below reflects how we have organised each subject into 'strands' which, when they are all combined, creates our ambitious curriculum - *a rope that holds our learning, school and community together.*



### Our Curriculum Threads - Subjects

Language and Communication	STEM	Humanities	Arts	Health
<ul style="list-style-type: none"> <li><a href="#">Reading</a></li> <li><a href="#">Writing</a></li> <li><a href="#">Ancient and Modern Foreign Languages</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Science &amp; Science Outside of the Classroom</a></li> <li><a href="#">Design Technology</a></li> <li><a href="#">Mathematics</a></li> <li><a href="#">Computing</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">History</a></li> <li><a href="#">Religious Education</a></li> <li><a href="#">Geography</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Art and Design</a></li> <li><a href="#">Music</a></li> <li>Dance</li> <li>Drama</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">PSHCE</a></li> <li>SMILE + Mental Health Education</li> <li><a href="#">Physical Education</a></li> </ul>

Click on each subject to learn more about them.

In order to ensure that our children receive the very best education through experiencing the highest quality curriculum, we have carefully selected a blend of:

- In-house school created planning for:** *Talk for Reading, Talk for Writing, Mathematics, SMILE (Social Emotional Literacy), Science Outside of the Classroom;*
- Trust wide collaboratively created plans for:** *The Humanities, Art, Science and Computing;*

Please refer to NPAT's Curriculum Aims and Principles Document for more information

- **External planning created and delivered by experts for:** Music (Northampton Music and Performing Arts Trust) and Dance
- **Professionally produced plans and overviews for:** Phonics (Sounds-Write), Physical Education (Real PE), PSHCE (Jigsaw), Design and Technology (Plan Bee) and Modern Foreign Languages (Catherine Cheater).

to create our East Hunsbury Primary curriculum.

## **Golden and Silk Threads**

Throughout our curriculum we have golden and silk threads that unite every subject and bind it altogether.

### **Our Golden Threads - Values**

Running throughout every subject are our curriculum values - our golden threads - which are:

- Aspirational
- Enabling
- Inclusive

When planning and delivering lessons, we ensure that the subjects, lessons and units we teach are aspirational, enabling and inclusive for all our children. These are the values to which we hold ourselves accountable when implementing our curriculum to ensure it is a curriculum for all.

### **Our Silk Threads – Across all**

We also have two other threads which permeate all of our curriculum subjects (please refer to specific subjects to learn how these threads manifest themselves through the intent and implementation).

- Oracy
- British Values

### **Oracy**

*“We do not know what we think until we hear what we say.”* Aiden Chambers – Tell Me Approach.

At East Hunsbury Primary School, we believe Oracy is an essential life skill as it provides children with the ability to express themselves well. It is about providing children with the vocabulary they need to say what they want and the ability to structure their thoughts so that they make sense to others.

We teach children to ***learn to talk*** and ***learn through talk***.

### **Why Oracy?**

- Disadvantaged children are 2.3 times more likely to be identified as having speech, language and communication needs than those in more affluent areas (The Communication Trust)
- In many parts of the country, over 50 per cent of students start school lacking vital oracy skills (The Communication Trust)
- Young people who cannot express themselves verbally may suffer from behavioural problems, emotional and psychological difficulties and, in some cases, may descend into criminality (Owen)
- Some pupils in inner-city classes contribute on average just four words per lesson (National Literacy Trust)
- The UK's poorest children start school 19 months behind their wealthier peers in language and vocabulary (National Literacy Trust)

Considering the above, and that Oracy is a necessary skill across all subjects and areas of learning, East Hunsbury Primary School have chosen Oracy as a key stand to bind our curriculum together.

### **British Values and SMSC**

At East Hunsbury Primary School, we agree with the Department for Education's definition of British Values and the importance of promoting the spiritual, moral, cultural, mental and physical development of pupils at the school and of society. [Promoting fundamental British Values as part of SMSC in schools – DfE](#)

At East Hunsbury Primary School, we understand that there are many different types of community in modern Britain and it is through our curriculum and wider enrichment opportunities (such as Community Champions, collective worship and pupil voice) that we teach and promote British Values.

We are also committed to ensuring all aspects of equality are fully addressed within an inclusive learning environment where everybody is valued and represented, so that each student has the opportunity to fulfil their academic potential alongside their social, moral, spiritual and culture development. This is further reflected in our school [Equality Objectives](#).

### **To end**

Our curriculum is focussed on developing and nourishing the whole child. It is an ambitious curriculum.

At East Hunsbury Primary School, we are committed to creating a culture where every child feels welcomed, safe and happy. We provide an education where everyone gets the opportunity to thrive. Through rich choices and opportunities, our children truly experience cultural capital and success; leaving us as life-long learners and kind, well-rounded citizens.





# East Hunsbury Primary School's Reading Curriculum

Updated: February 2022



## Intent

At East Hunsbury Primary School (EHPS), we intend for our children to leave Year 6 as fluent, confident readers who understand the importance of reading on their immediate and future lives. We intend for them to leave having read a rich variety of fiction and non-fiction literature ranging from: graphic novels, classic texts and magazines to comics, poems and modern stories. We intend for them to develop such an enjoyment for reading that they leave as avid readers choosing to read for pleasure and to read to learn.

We intend for our children to leave EHPS having participated in an array of quality book-related experiences and have acquired the linguistic skills in order to be able to discuss, evaluate, reflect, compare, critique and engage in meaningful conversations about a wide range of literature in order to form an opinion.

Our intention is that all children experience a progressive, ambitious and challenging curriculum built upon a foundation of diverse and carefully selected literature – a curriculum which develops children's word recognition and language comprehension alongside developing a genuine desire to read for pleasure. It is our intent that every child at EHPS will connect with a book and has the opportunity to see themselves represented through literature inline.

As Emily Style states in her article [Curriculum as Window and Mirror](#): *All students deserve a curriculum which mirrors their own experience back to them, upon occasion – thus validating it in the public world of the school. But curriculum must also insist upon the fresh air of windows into the experience of others – who also need and deserve the public validation of the school curriculum.* We believe the world of literature can provide both a window and a mirror.

It is our intention that EHPS is a school which is built on books because we place reading at the heart of everything. We intend that reading will not only strengthen the core knowledge rooted with our writing and wider curriculums but will also play an important role in educating the whole child emotionally, culturally, socially and spiritually.

### **Aims – every child a reader with agency**

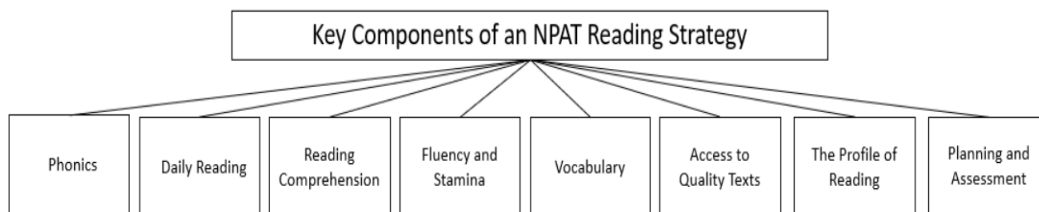
The aim of our reading curriculum is to promote and attain the highest standards of reading whilst equipping the children with a love of literature which they carry with them for life. We aim for our children to become readers with agency and foster a life-long appreciation for reading.

Our aims are built around NPAT's Key components (see below).

We aim for the children to be able to:

- ★ Read easily, fluently and with good understanding
- ★ Choose to read widely and often for both pleasure and information

- ★ Understand what they read by drawing on a range of strategies including grammar, illustrative and knowledge of linguistic conventions
- ★ Increase their vocabulary
- ★ Have access to a variety of the finest literature which challenges and engages
- ★ Understand the role of reading and literature on their lives and wider society
- ★ Engage in discussion in order to learn, deepen their thinking and form opinions
- ★ Use their reading to influence their writing.



## Implementation

Reading starts on day 1 when they join East Hunsbury Primary School.

At East Hunsbury Primary School, we have designed our reading curriculum around the two core strands as outlined in the Scarborough Reading Rope: Word Recognition and Language Comprehension in order to teach our children to read. We have also considered carefully the culture in which reading sits in order to ensure maximum impact which is reflected in our reading Venn diagram.

### Word Recognition and Early Reading

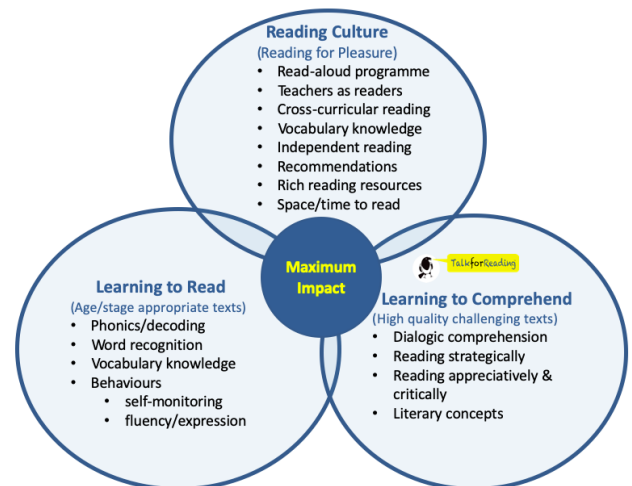
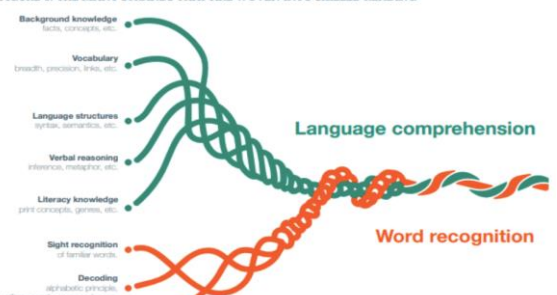
To develop children’s ability to recognise and decode words, we use the linguistic phonics programme **Sounds-Write** as our implementation strategy. The Sounds-Write approach is based on the sounds in speech and moves to the written word. It focusses on what the learner needs to understand about the English alphabet code in order to become a fluent reader (and speller) of English e.g. the

- 1) Conceptual knowledge they require
- 2) Alphabet code knowledge they require
- 3) Skills they need to employ the conceptual and alphabet code knowledge.

This approach also marries with our writing strategy by promoting encoding at the same time as decoding.

Children in EYFS and KS1 receive a daily 30-minute phonics session and a minimum of 2 small group reading sessions using a decodable text. The lowest 20% are monitored and carefully assessed with timely and appropriate interventions being put in place such as pre-teaching. They are also heard read more frequently.

FIGURE 1: THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING\*





Every child has access to a phonetically decodable book which is suitable for their reading attainment as well as a reading for pleasure book. These books are routinely monitored by the class teacher.

## Bridging Books

Once children start to become confident at applying the conceptual and alphabetic code and seem to 'need more' as a reader, they will progress onto receiving one of our bridging books **in addition** to their phonics book. We have bridging band books starting at Green level.

The purpose of our bridging books is to move the children on from simply rehearsing and recalling the sounds, which have been taught in their phonics, to being able to draw on a wider range of sounds and apply them to longer stories and texts. It is through this application that the skills and knowledge that they have acquired through their phonics lessons will be transferred and applied; thus helping to develop their automaticity and fluency as a reader.

Furthermore, the purpose of these books is to introduce our readers to chapter books that they can read and meet real authors so that their love of reading and understanding of what joy a book can bring will grow. These books are designed as a step towards developing a love and independence of reading.

Our bridging books are banded and, on purpose, draw from a range of 'schemes' and publishers. This is to promote choice and variety within our children's reading diets. Furthermore, our phonics programme, Sounds-Write, and our bridging books are inclusive so you may have an emerging reader in Year 5 who is accessing the Moon-Dog phonics book series and a book from the Lime bridging books. Both of these texts would be suitable for the child's maturity and stage of reading.

Eventually, as children become more proficient at reading, their need for the phonics books will lessen until they are only reading the bridging books and eventually they will no longer need these either.

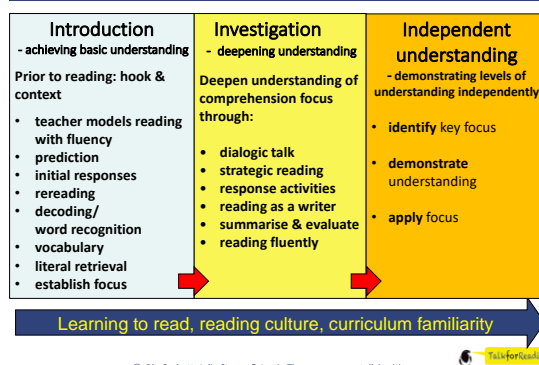
## Language Comprehension

At East Hunsbury Primary School, we use Talk for Reading as a process to teach comprehension. It is impactful because it is based on research of how children learn to read and rather than teaching discrete 'skills,' it develops children's comprehension strategies<sup>1</sup> in order for them to be able to independently understand a text deeply. Talk for Reading also complements our writing implementation strategy which is based on Talk for Writing – together they strengthen the children's learning in both areas. As Wayne Tennent states: As teachers we need to **'deliberately and explicitly teach reading strategies that support the comprehension of a text.'**<sup>2</sup>

**Reading Book Band Chart**

Year	Term	Number	Book band	Lexile
FS	Autumn	1	Pink	0-75
	Spring	2	Red	75-125
	Summer	3	Yellow	125-200
Year 1	Autumn	4	Light Blue	200-225
	Spring	5	Green	225-300
	Summer	6	Orange	300-325
Year 2	Autumn	7	Turquoise	325-400
	Spring	8	Purple	400-475
	Summer	9	Gold	475-575
Year 3	Autumn	10	White	575-625
	Spring	11	Lime	625-650
	Summer	12	Brown	650-725
Year 4	Autumn	13	Grey	725-750
	Spring	14	Dark Blue	750-900
	Summer	15	Dark Red	900-1000
Year 5	Autumn	16	Dark Blue	750-900
	Spring	17	Dark Blue	750-900
	Summer	18	Dark Red	900-1000
Year 6	Autumn	19	Dark Red	900-1000
	Spring	20	Dark Red	900-1000
	Summer	21	Dark Red	1000+

### The Talk for Reading teaching sequence



Talk for Reading strengthens our curriculum thread of Oracy as the main focus of the strategy is dialogic comprehension – **talking and thinking our way to understanding with the aim that deep thinking becomes a habit of the mind.**



The strategies that teachers explicitly teach through the Talk for Reading process are:

1. Self-monitoring (inner voice asking: ‘Does that make sense?’)
2. Predict
3. Locate and link
4. Use the structure of the text
5. Draw on prior knowledge
6. Imagine (visualize)
7. Question – asking deep and shallow questions
8. Clarify
9. Summarise
10. Compare

We use Aiden Chamber’s Tell Me approach alongside ensuring coverage of the content domains as outlined in the end of Key Stage Assessments.

The Talk for Reading strategy is based on three stages: Introduction, Investigation, Independent Understanding - which moves children from a shallow understanding of a text into a deep understanding.

The quality of the text is pivotal to the success of the sequence and there is an expectation that it is ambitious, rich and effectively assessed for its teaching potential using a text potential grid.

### Text Potential Grid

Language and Literary Features (e.g. word choice and techniques)	Vocabulary: Tier 2 & Tier 3 words/phrases	Background Knowledge, historical, social and cultural context which will be important to know in order to access the text:
Grammar, Syntax and Sentence Construction:	<b>Fiction Mapping Text Potential</b> Text: Year Group/Class: Date: Lexical Range: Dialog Language & Punctuation: (checked / Non-Checked / None/Not Checked / Checked / Punctuation/None/Not Checked / None/Not Checked)	Visual and Structural Features:
Effect on the Reader (How does it make the reader feel? Bias (NF)?)	<b>Narrative Features</b> (perspective, plot, character, setting, purpose and intended audience): <b>Non-Fiction:</b> Purpose and intended audience	Theme(s) / Subjects (NF) / Key Messages:
Questions that the text demands / poses which could be investigated during comprehension reading lessons: 1. / 2. /		

As children move into Key Stage 2, increased emphasis is placed on modelling written responses and children will become more familiar with the test-type questions through the teacher’s carefully selected use of sentence stems from the content domain questions (see Merged Comprehension skills document for further clarity and example question stems).

Over the course of a half term, the expected coverage will be as follows:

- ✓ A Talk for Reading Unit is completed (Year 1 summer term)
- ✓ DERIC activities
- ✓ RfP opportunities
- ✓ Daily class story
- ✓ EYFS and KS1 – Daily 30 minutes of phonics

### Vocabulary

Vocabulary is given high priority at EHPS and is taught in all curriculum subjects explicitly and in context. Staff are trained in how to teach vocabulary effectively.

### **Long Term Map Year Group Overview**

The reading curriculum is sequenced so that it is cumulative, whereby the children’s substantive knowledge is constantly revisited and built upon and the distributive knowledge is woven throughout. It has also been designed so that, where appropriate, the texts chosen broaden and strengthen the knowledge of the Trust’s Wider Curriculum.

TFR UNITS	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Reception	Reception will use specially chosen picture books to stimulate oral comprehension and booktalk alongside Sounds-Write.					
Years 1 / 2	The Umbrella by Ingrid Schubert	Stuck! By Oliver Jeffers	On Sudden Hill by Linda Sarah Benji Davis	The Sound Collector by Roger McGough	Aristotle by Dick King Smith	The Book of Trees by Piotr Socha
	Handa's Surprise/Rosie's Walk	At the end of the school day by Wes Magee	Growing and Changing All About Life Cycles from FUNDamental Science	Tadpole's Promise by Jeanne Willis	The Night Gardener by the Fan Brothers	Just Ducks by Nicola Davis
Year 3	The Window by Jeannie Baker	If All the World Were Paper... Joseph Coelho	The Beetle Collector's Handbook by M G Leonard	Charlotte's Web by E. B White	Hook by M G Barrie	The Big Book of Bees by Piotr Socha
Year 4	Voices in the Park by Anthony Browne	The Wonder Garden by Jenny Broom	Suspense: Don't Make Me Go Alone	McCavity the Cat by T.S Elliot	Dragon Extract from <i>The Hobbit</i> by J. R. R. Tolkien	The Fairy Tale Times by Zanib Mian
Year 5	The Promise by Nicola Davis	Who was Rosa Parks? Yona McDonough, Zeldis	The Listeners by Walter De La Mere	War Horse by Michael Morpurgo Vs. Black Beauty by Anna Sewell	Ancient Greeks <i>World Mythology in Bite-sized Chunks</i> by Mark Daniels	Great Expectations by Charles Dickens
Year 6	Hugo Cabaret by Brian Selznick	The Origins of Fairy Tales (internet)	The Door by Miroslav Holub	Dreadful Menace extracts	The Highway Man by Alfred Noyes	The Train by Pie Corbett
						Dragons and Giants Dragonology by Helen Ward et al

Furthermore, the texts selected have been influenced by Doug Lemov's 5 plagues:

1. Archaic Language
2. Non-linear time sequences
3. Narratively Complex
4. Figurative / symbolic text
5. Resistant texts

And, it has also been written to ensure that all children are represented in the literature they are exposed too and there is a careful balance between classic and modern texts.

In EYFS and Year 1, rather than following the Tfr sequence, due to the heavier timetabling of phonics and word recognition lessons, children will engage twice weekly (as a minimum) in oral comprehension using specially selected picture books. During the Summer Term, Year 1 will complete two Talk for Reading units of work. *(NB: academic year 2021-2022 children are taught in mixed Year 1 and 2 so planning has been carefully adapted to ensure a balance).*

### Unit Medium Term Planning

The medium-term plans provide comprehensive overviews of every unit with reference to each aspect of the Talk for Reading process with a link to the texts and wider curriculum where appropriate. These have either been prepared for staff by expert teachers or written in collaboration to reduce teachers' workload, ensure progression and support with staff subject knowledge. Note that whilst this planning is a support tool, teachers are encouraged to adapt, by adding to it, it in light of the formative assessments.

### Core Reading Spine

Both the reading and writing curriculum is underpinned by a core reading spine which details the daily read-aloud programme and includes fiction, non-fiction, poetry, short stories and suggested book-club books. As the research suggests, Reading for Pleasure is the single biggest factor in determining a child's future success<sup>3</sup>; therefore, at East Hunsbury we have ensured that we build our curriculum and culture around books and instilling in every child a love of reading.

NOVELS	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Reception	My Brother, My Mum, My Dad Series by Anthony Browne The Enormous Turnip Pumpkin Soup Sharing a Shell Dogger Each Peach Pear Plum Funny Bones	The Tiger Who Came to Tea The Great Dog Bottom Swap Six Dinner Sid I really want to eat a child! The Jolly Christmas Postman Ketchup on your Cornflakes by Nick Sharratt / Don't Put your Finger in the Jelly Nelly by Nick Sharratt	Owl Babies Going on a Bear Hunt Gruffalo's Child Little Red Riding Hood On the Way Home by Jill Murphy You Choose Collection by Nick Sharratt	Jasper's Beanstalk Jim and the Beanstalk Once upon a Raindrop by James Carter Burglar Bill Avocado Baby The Odd Egg Not Now Bernard Billy and the Beast	You Choose Space by Nick Sharratt The Big Beyond – A story of Space Travel by James Carter Mrs Armitage on Wheels What Ever Next! By Jill Murphy The Way Back Home Look up! By Nathan Byron Once Upon a Star by James Carter	Mr Gumpy's Outing The Hungry Caterpillar The Enormous Crocodile There's a Shark in the Park by Nick Sharratt The Bumblebee The Bear and the Bees The Bad Tempered Lady Bird by Eric Carle
Year 1 / 2	SHORT STORIES: The Greatest Magical Fairy Stories by Michael Morpurgo & South and North, East and West by Michael Rosen	Flat Stanley by Jeff Brown	Grandpa Chatterji by Jamila Gavin	The Truth Pixie by Matt Haig	The Hodgepog by Dick King Smith	The Enchanted Wood by Enid Blyton
	SHORT STORIES: The Greatest Magical Animal Stories by Michael Morpurgo and The Mrs Pepperpot Stories	The Owl Who Was Afraid of the Dark by Jill Tomlinson	Mr Majeika by Humphrey Carpenter	Fantastic Mr Fox by Roald Dahl	The Queen's Nose by Dick-King Smith	Fungus the Bogey Man by Raymond Briggs
Year 3	Malamander by Thomas Taylor	The Land of Roar by Jenny McLachlan	Beetle Boy by M.G Leonard	Charlotte's Web by E.B White	The Iron Man by Ted Hughes	The Legend of Podkin One Ear by Kerian Larwood
Year 4	The Lion the Witch and the Wardrobe	The Explorer by Katherine Rundell	Varjak Paw by SF Said	The Miraculous Journey of Edward Tulane by Kate DiCamillo	Bright Storm by Vashti Hardy	Letters from a Lighthouse by Emma Carroll
Year 5	Cogheart by Peter Bunzl	Tom's Midnight Garden by Philippa Pearce	The Boy at the Back of the Class by Onjali Rauf	Street Child by Berlie Doherty	Wolf Brother by Michelle Paver	The Girl of Ink and Stars by Kieran Millwood Hargraves
Year 6	Pop! by Mitch Johnson	The Boy in the Tower by Polly H-Yen	Fireweed by Jill Paton	Holes by Louis Sachar	Can You See Me? By Libby Scott or Wonder by RJ Palacio	Skellig by David Almond and Clockwork by Phillip Pullman

This is also supported by our EHPS 100 Reads. These are 100 carefully selected books which we are promoting and challenging children to read by the time they leave EHPS.

### Professional Development

Professional Development is very important to us at EHPS. We are committed to ensuring all teachers are trained in Sounds-Write as are all Teaching Assistants who support in the teaching of phonics in EYFS-KS2 are trained in Sounds-Write.

Furthermore, all staff are routinely trained and supported in the Talk for Reading approach. CPD opportunities are detailed on the training schedule and rigorous, intensive support provided where necessary by expert teachers. We believe at East Hunsbury that we learn best together so we have created a vibrant professional learning culture that is focussed on a relentless drive to improve ourselves so that we can improve the lives of those whom we teach.



Our English leader is a Talk for Reading trainer and actively seeks out best practice and uses this to further expand teachers' competencies and confidence when delivering the approach. Our Phonics leader has attended the Sounds-Write master class.

We develop our staff drawing upon research-based practice but also using our own practice as important research.

### Enrichment

Our ambition is to drown our children in a sea of wonderful, engaging and memorable reading experiences from: visiting authors and illustrators, participating in World Book Day, visits from the Royal Shakespeare Company and having the opportunity to attend book clubs, book swaps and read to a variety of children and adults across the school.

### Interventions

At East Hunsbury we believe that the best intervention will always be **quality first teaching**. We invest heavily in the development and training of our staff to ensure that they are skilled in the teaching of reading. This is an ongoing, ever evolving commitment.

However, to challenge our stronger readers we use the programme **Reading Gladiators** which is taught in Years 2-6. Reading Gladiators is about evoking high-level discussion and creative responses to quality texts and complements our Talk for Reading teaching units as the methodologies and expectations are similar. More information can be found here: <https://readinggladiators.org.uk/about/>

We also employ the **Herts for Learning Reading Fluency Project** across Years 2-6. This is to develop children's fluency when reading thus aiding their comprehension. The intervention is taught twice a week and runs for 8 weeks. Some children may complete the intervention more than once. Data is collected to measure the impact and evaluate effectiveness on learning.

### SEND and Disadvantaged Children



We believe that the Talk for Reading Process is inclusive and through careful scaffolding all children will be able to achieve and make the progress which they are capable of. All pupils will be appropriately supported throughout the phonics and comprehension lessons so that they can access all of the learning; consequently, ensuring that a ceiling is not placed on any child's educational opportunities in reading.

At EHPS we believe that quality first teaching should always be the priority when addressing children's needs. However, we do employ numerous interventions to support our early or developing readers such as:

- ★ Herts for Learning Reading Fluency in KS1<sup>4</sup> and KS2
- ★ Sounds-Write intervention programme, diagnostics and phonics Club
- ★ 1:1 readers
- ★ YARC as an assessment tool for diagnosing areas for development and focussed teaching
- ★ Specific pre-learning and targeted work for the lowest 20%
- ★ WellComm
- ★ NELI
- ★ EAL

Below is an example of a bookclub specifically designed to support Year 4 EAL children. It is based upon cognitive science and how children learn to read.

The impact of our interventions will be consistently monitored to ensure that it is having the impact as the programme intends.

### Parental engagement

Engaging parents is a priority at EHPS and we are committed to nurturing and developing the way in which we communicate to and with our families. In academic year 2022-2023 we hope to be launching a series of short videos on how we teach children to read at East Hunsbury but also how families can support their children at home with reading. Annually, we lead a remote Early Reading information session for parents and encourage all to complete this parent course: <https://www.udemy.com/course/help-your-child-to-read-and-write/> which is all about Sounds-Write.

#### EHPS Key Stage 2 Book Club

Ideally the book club would run every day but, as a minimum, it should be 30 minutes x 3 times a week.  
 Children can be encouraged to read the book / text in between sessions for practice.  
 Children must be encouraged to speak in full sentences using the reading stems.  
 At the end of reading all 5 books, the children choose which one they would like to keep.  
 Additional books and materials may also be studied e.g. poetry and non-fiction.

Session 1	Sessions 2 & 3
5 minutes - Vocabulary Introduce 3-8 new words either from the story or wider curriculum. Teacher to refer which list they come from depending on importance of reading to be taught. These words should be referred to regularly throughout the week.	5 minutes - Retrieval and re-read Discussion on what they read in the previous session and independently re-read (teacher to hear selected readers)
5 minutes - Modelled reading by the teacher Teacher to read a section of the story aloud to the children with prosody.	5 minutes - Modelled reading by the teacher Teacher to read a section of the story aloud to the children with prosody.
5 minutes - Be read by the children Children to read the same section in their heads or aloud (teacher to hear selected readers).	5 minutes - Dialogic talk Discussion and book talk focussing on what has been read.
5 minutes - Dialogic talk Discussion and book talk focussing on what has been read.	5 minutes - Shared reading To share read the next section e.g. children taking it in turns with each other and the teacher to read.
5 minutes - Shared reading To share read the next section e.g. children taking it in turns with each other and the teacher to read.	5 minutes - Dialogic talk focussing on prediction and retrieval. Discussion and predictions.
5 minutes - Dialogic talk focussing on prediction and retrieval. Discussion and predictions.	Provide time for children to re-read the whole section before the next session.
	5 minutes - Vocabulary Direct instruction on 2-4 words.

Currently, regular reading newsletters are sent out which includes Mrs Pennington's Recommended Reads!

## Specialist Unit

At EHPS we are proud to be an inclusive school and reading is integral to the teaching and well-being of our children in the Specialist Unit. Due to the complex and diverse needs of every child in the unit, all reading approaches and resources have to be tailored carefully to each child. Our Specialist Unit is beginning their Sound-Write journey and teachers in the SU are skilled at employing a range of approaches to improve the reading lives and life chances of the children who attend the unit. Regularly opportunities to share stories and read with children in the mainstream are planned in and celebrated.

## Impact

By the time the children reach the end of our reading curriculum, they will have experienced a rich variety of the finest literature in order to have moved from learning to read to reading to learn. They will be able to read fluently and understand well what they read. They will be able to engage in meaningful discussions about literature and through exposure to a wide range of Tier 2 vocabulary they will have a vast array of words at their disposal.

Reading evidence will be recorded in reading response books (KS2 only) and in large floor books. The environments will also evidence the positive reading culture and ongoing teaching.

### Reading will be assessed through the use of:

- ★ The **independent understanding task(s)** which is completed by pupils at the end of each unit- teachers must use this to assess the impact of the teaching (these will be recorded in reading response books and/or floor books).
- ★ **Whole school and cluster reading moderation** led by teachers in school one of which is an SLE.
- ★ **NTS termly reading assessments**, results are then inputted onto our Insight Tracking System.
- ★ **Year 2 and Year 6, TAF (teacher framework) and exemplification documents** are used as a reference during the in-school moderation of these specific year groups.
- ★ **Year 6**, in order to be 'test ready' will complete past papers – teachers will analyse these results to design next steps and teaching priorities.
- ★ **Simple View of Reading** – For the lowest 20% and for children not making good or better progress teachers will assess them on a half-termly basis using the simple view of reading – this will then determine adaptations to teaching focuses and any interventions needed.
- ★ **Quality Assurance of reading is completed by the reading lead** alongside class teachers during data entry times.
- ★ The reading lead will regularly **hear** children across the school read.
- ★ **York Assessment of Reading Comprehension** for early readers and children being considered for the Herts for Learning fluency intervention.
- ★ **Sounds-write** diagnostic assessments.
- ★ **Pupil voice and surveys** will help us determine how the children perceive and value reading at EHPS.
- ★ **Speed and Fluency** assessments. These will be conducted at least termly with the lowest 20% and those children who either did not finish the NTS paper or who are not making expected progress. The information from this will aid our assessment of their reading mileage and influence necessary next steps.

At Easy Hunsbury we believe that assessments must be appropriate, timely and impactful on teaching and learning. Consequently, we will constantly review the effectiveness of the way in which we assess reading to ensure that it provides us with the information we need in order to move learning forwards.

The reading lead, along with phase leaders, will work collaboratively with all staff to offer bespoke support in order to continually improve practice. Leaders will identify any support required through skills audits, team meetings, staff and pupil surveys, learning walks, monitoring systems and the standard of work in books and classrooms.



# East Hunsbury Primary School's Writing Curriculum



February 2022

**English at EHPS is aspirational, enriching, inclusive, enjoyable and enables children to express themselves.**

## Intent

At East Hunsbury Primary School, we intend for our children to leave Year 6 as confident, capable, independent writers who not only understand the purpose and importance of writing within wider society but they also positively engage in the process. We intend them to leave our school with all of the writerly skills necessary to thrive within Key Stage 3 and beyond. We intend for our children to be able to communicate and ***express themselves*** effectively through the written word across both fiction and non-fiction; including being able to write for a range of purposes and audiences. We intend for our curriculum to cultivate an enhanced sense of autonomy and authorship in the young whilst being **inclusive** and **enriching**.

We intend for our children to take risks when writing; seeking to be original and creative as well as critical and reflective. We want our children to draw upon a rich exposure to quality literature so that throughout the writing process they can *write as a reader* and *read as a writer*, thus acquiring more ideas to manipulate and apply.

Throughout their time at East Hunsbury Primary School, we intend our children to be exposed to an ambitious and enjoyable curriculum which covers a range of: plot patterns, text types, composition foci and genres for them to not only grow as writers but also develop culturally, emotionally, socially and spiritually.

***Aims – every child a writer with agency.***

The aim of our writing curriculum is to promote and attain the highest standards of writing to enable children to be effective communicators in both fiction and non-fiction and leave EHPS as a writer with true authorial agency.

We aim for the children to be able to:

- ★ Write fluently and accurately for a range of purposes and audiences across a variety of genres and text types
- ★ Take risks in order to create original, effective and creative pieces
- ★ Select their words carefully to create a given effect
- ★ Employ a wide, but effective range, of vocabulary in both fiction and non-fiction
- ★ Understand the importance of reading on their writing
- ★ Learn from other high-quality authors and use this to influence their own writing
- ★ Understand the role of writing on their lives and wider society
- ★ Engage in discussion in order to learn, deepen their thinking and form opinions



- ★ Choose what they want to write, who they want to write it for and what form it will take.
- ★ Identify themselves as writers, understand their rights as writers and their authorial intentions.
- ★ **Enjoy** and be **enriched** by the curriculum.

### **EHPS Agreed Pedagogical Principles for the Effective Teaching of Writing**

Our aims are then supported by our agreed set of **pedagogical principles** that we believe underpin the effective teaching of writing which are being developed with staff during the academic year 2022-2023.

### **Implementation**

At East Hunsbury Primary School, we have designed our writing curriculum around the two core strands of transcription and composition and have implemented robust systems and comprehensive overviews to ensure that learning is progressive and cumulative.

Furthermore, at the heart of our curriculum is the development of substantive and disciplinary knowledge of writing. The two are closely interrelated and one very important aspect that links them is the **distinctive vocabulary and phrasing that underpins understanding within each subject** and defines each subject as a separate discipline. This marries with our curriculum silk thread of **Oracy**.

Talk for Writing’s underpinning process and related teaching strategies enable teachers to develop disciplinary literacy in all subjects and supports children in their learning by providing a consistent transferable way of developing their learning, writing and thinking across the curriculum.

### **Transcription**

We use the following methodologies for the transcriptional aspects of writing throughout the school:

- |                        |  |
|------------------------|--|
| ★ Handwriting          | Kinetic Letters  |
| ★ Phonics and Spelling | Sounds-Write <sup>1</sup> ( <i>see reading strategy for further information</i> )  |
| ★ Grammar              | Pie Corbett Grammar Progression Document which has been written in consultation with teachers and in-line with the National Curriculum |

### **Composition**

At East Hunsbury Primary School, we use the Talk for Writing (TfW) approach across our school as our methodology to teach children to become independent, confident and creative writers. Talk for Writing is impactful because is based on how children learn and is rooted in research and best practice. The inclusive approach moves children systematically and supportively from being a dependent writer through to an independent one and complements our reading strategy – they both strengthen one another. Oracy and reading are central to the TfW process and it equips children with the skills of cohesion and composition. Talk for Writing also supports children with English as an Additional Language by immersing them in our language and scaffolding the acquisition of it. Click [here](#) for more information on what Talk for Writing is.

The strategies that teachers explicitly teach through the Talk for Writing process are:

1. Modelling
2. Selecting, judging and applying linguistic devices and words for effect.
3. Demonstrating
4. Evaluating
5. Memorising
6. Instructing
7. Recall / revising
8. Innovating – manipulating what they know to create something new.

The Talk for Writing strategy is based on three stages: Imitation, Innovation, Independent Application - which moves children from dependence into independence.

During the year, each year group will teach approximately 9 units of work and at least two creative / free writing sessions. The sequence is punctuated with regularly opportunities for short-burst writing and an emphasis is placed on activating passive vocabulary.

During each fiction unit, the children will learn:

- ★ How the story is **structured / organised** (plot pattern)
- ★ How to write effectively focusing on an **element of composition** e.g. setting, action, suspense etc. (writerly toolkit)
- ★ A way to innovate (e.g. substitution, addition, translation, change of view point and/or genre).

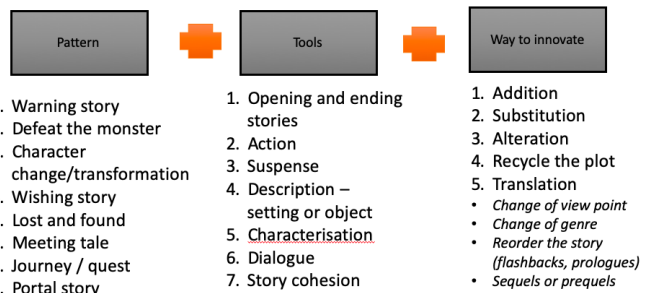
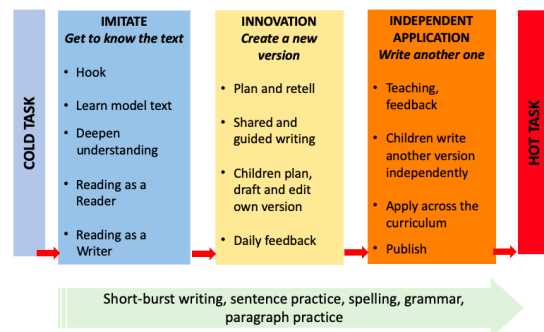
During each non-fiction unit, the children will learn:

- ★ How the text is **structured/organised**
- ★ How to write effectively focusing on the linguistic and grammatical devices the text type demands
- ★ How to write accurately and informatively using a given content
- ★ A way to innovate (e.g. substitution or addition)

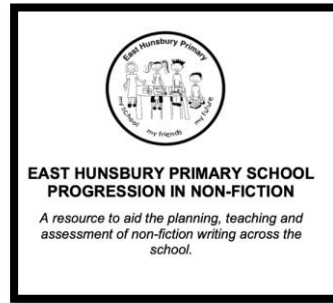
The TfW process is cumulative and progressive so as children’s writerly competencies develop and strengthen their ability to structure, compose and innovate will become more sophisticated and complex. Children will learn how to become a ‘writer’ and the skills surrounding collecting ideas, drafting, editing and publishing.

We have progression documents in place for non-fiction, composition toolkits and grammar. To ensure composition is taught at ARE or beyond. These documents also support teacher’s subject knowledge and pitch.

## The Teaching Sequence



Description toolkit			
To create a description that the reader can imagine, making it sound real and using it to intrigue, you might want to:			
Nursery/Reception	Y1/2: as in N/Re	Y3/4: as in Y1/2 +	Y5/6: as in Y3/4 +
<ul style="list-style-type: none"> <li>Use adjectives (describing words) to talk about what images and objects look like</li> <li>Orally describe what something looks like, what you can hear, what it feels like, what it smells like</li> <li>Orally describe where something is using simple prepositions – <i>The scruffy dog sat under the bed.</i></li> <li>Help the reader to see what you are describing by using a simile</li> </ul>	<ul style="list-style-type: none"> <li>Name it! To create a clear picture in the reader's mind – <i>poosie/Rottweiler</i> rather than <i>dog</i></li> <li>Choose adjectives to help the reader picture the object, character or setting – <i>the small, round pot; the enormous wren; the calm, glittering lake</i></li> <li>Pile up the description using sentences of 3 to describe – <i>Fred was tired, old and bored.</i></li> <li>Use verbs that add detail or feeling – "orange" instead of "washed"</li> <li>Limit – <i>got, came, went, said, look</i></li> <li>Use adverbs to describe how something does something – <i>she watched quietly</i></li> <li>Make it sound good for the reader by using alliteration – <i>Sally slept silently</i></li> </ul>	<ul style="list-style-type: none"> <li>'Show' not 'tell' – describe a character's emotions using senses or a setting to create an atmosphere – <i>The shadow darted forwards. Her skin crawled!</i></li> <li>Select powerful, precise and well-chosen nouns, adjectives, verbs, adverbs that really match the mood or atmosphere – <i>rusted, overgrown, smeared, smothered, snatched, bounded</i></li> <li>Bring a setting to life through personification – <i>The bushes seemed to be holding their breath.</i></li> <li>Use metaphors and similes to create atmosphere – <i>Even the tables froze.</i></li> <li>Use alliteration to add to the atmospheric effect – <i>Sally slept silently. The dark, damp, dangerous wood...</i></li> <li>Use expanded noun phrases to add intriguing detail – <i>The shaggy dog at the end of the lane barked on all fours.</i></li> </ul>	<ul style="list-style-type: none"> <li>Select detail and descriptive techniques to suit purpose – to scare the reader, to lull the reader</li> <li>Use a character's reaction or the author's comments to show the effect of a description – <i>Janees shuddered.</i></li> <li>Use onomatopoeia rather than alliteration to reflect meaning – <i>The bees buzzed busily.</i></li> <li>Ensure all word choices earn their place and add something new and necessary – <i>not the red letterbox but the rusted letterbox</i></li> <li>Use precise detail when describing to bring a scene alive – <i>His gold job watch glinted.</i></li> </ul>



Our writing curriculum is underpinned by reading as we believe the reading feeds the writing. As such, throughout the writing curriculum children will explore a range of models from high quality texts alongside the unit's 'model text.'

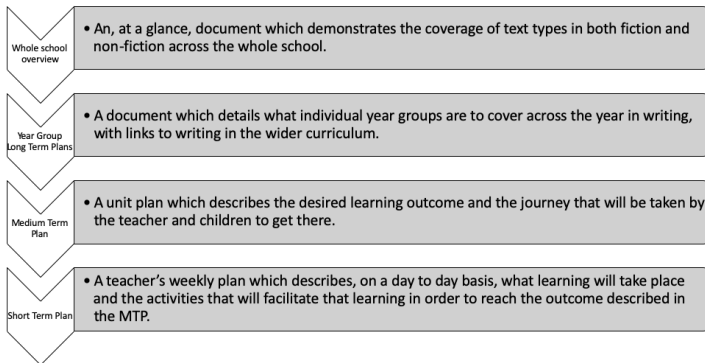
The quality of the models provided is pivotal to the success of the sequence and the writing and as such these have been written and/or selected by expert teachers.

### Long Term Map Year Group Overview

The writing curriculum is sequenced so that it is cumulative, whereby the children's knowledge is constantly revisited and built upon. It has also been designed so that, in non-fiction, once the skills have been learnt there is an expectation that they will be applied across the curriculum.

Writing is taught daily across the school and additional spelling and grammar lessons are planned in when, and where, necessary.

This diagram explains the planning that is in place to support the implementation of the curriculum's intent and the whole school overview. These plans are all available within the school's English Team's folder.



### Whole School Overview

East Hunsbury Primary School Writing Overview											
Fiction – Plot Structures										Non-Fiction	
Year	Genre	Setting	Character	Plot	Language	Structure	Style	Form	Genre	Structure	Style
Year 1	...	...	...	...	...	...	...	...	...	...	...
Year 2	...	...	...	...	...	...	...	...	...	...	...
Year 3	...	...	...	...	...	...	...	...	...	...	...
Year 4	...	...	...	...	...	...	...	...	...	...	...
Year 5	...	...	...	...	...	...	...	...	...	...	...
Year 6	...	...	...	...	...	...	...	...	...	...	...

Sometimes the non-fiction units are hybrids e.g. many recounts also have elements of reports etc. Similarly, a lot of texts will have an element of persuasion.

### Long Term Yearly Overview

Every year group has a 3-page detailed long-term overview which clearly explains prior and future learning alongside age-related expectations. The document details unit outcomes, relevant supporting literature alongside the model, focus and plot pattern being taught. The grammar expectations for each year group are then included and it is expected that through diagnostic assessments teachers will weave in the grammar into the units of work so that it is taught contextually. In many cases the unit of work are complemented by the Talk for Reading units as we believing that the reading feeds the writing.

YEAR 4		
Prior Learning (Where they've come from (YEAR 3))	Long Term Learning Overview (Year 4)	Future Learning (Where they're going to... Year 5)
<p>Children will have learned to write a story using a model story as a guide. They will have learned to write a story using a model story as a guide. They will have learned to write a story using a model story as a guide.</p>	<p>Children will learn to write a story using a model story as a guide. They will learn to write a story using a model story as a guide. They will learn to write a story using a model story as a guide.</p>	<p>Children will learn to write a story using a model story as a guide. They will learn to write a story using a model story as a guide. They will learn to write a story using a model story as a guide.</p>

YEAR 4					
SF Said + Yvonne Hardy					
	Autumn	Spring	Summer		
Class Book	The Lion and the Witch and the Wardrobe	The Explorer by Katherine Rundell	50/50: Five to Six	The Mysterious Affair at Styles	Letters from a Lifeboat
Picture Books	• <i>Counting on My Fingers</i> • <i>My Favourite Book</i> • <i>My Favourite Colour</i> • <i>My Favourite Food</i> • <i>My Favourite Animal</i>	• <i>The Lion and the Witch and the Wardrobe</i> • <i>The Explorer</i> • <i>50/50: Five to Six</i> • <i>The Mysterious Affair at Styles</i>	• <i>The Mysterious Affair at Styles</i> • <i>Letters from a Lifeboat</i> • <i>The Big Day</i> • <i>The Big Day</i> • <i>The Big Day</i>	• <i>The Big Day</i> • <i>The Big Day</i> • <i>The Big Day</i>	• <i>The Big Day</i> • <i>The Big Day</i> • <i>The Big Day</i>
Fantasy Anthology	The Lion and the Witch and the Wardrobe	The Explorer by Katherine Rundell	50/50: Five to Six	The Mysterious Affair at Styles	Letters from a Lifeboat
Reading Unit	Stories in the Park	The Wonderful Garden	Sarah's Don't Muddy My Boots	McCarthy the Cat	The Fairy Tale Times
Writing Unit	50/50: Five to Six	50/50: Five to Six	50/50: Five to Six	50/50: Five to Six	50/50: Five to Six
Class Contributor Writing Opportunity	50/50: Five to Six	50/50: Five to Six	50/50: Five to Six	50/50: Five to Six	50/50: Five to Six
Performance Piece	From a Railway Carriage	50/50: Five to Six	50/50: Five to Six	50/50: Five to Six	50/50: Five to Six
Enrichment	50/50: Five to Six	50/50: Five to Six	50/50: Five to Six	50/50: Five to Six	50/50: Five to Six
Investment	50/50: Five to Six	50/50: Five to Six	50/50: Five to Six	50/50: Five to Six	50/50: Five to Six

Text Structure	Genre Conventions	YEAR 4 GRAMMAR CONCEPTS / Word Structure / Language	Punctuation	Spelling
<p>Children will learn to write a story using a model story as a guide. They will learn to write a story using a model story as a guide. They will learn to write a story using a model story as a guide.</p>	<p>Children will learn to write a story using a model story as a guide. They will learn to write a story using a model story as a guide. They will learn to write a story using a model story as a guide.</p>	<p>Children will learn to write a story using a model story as a guide. They will learn to write a story using a model story as a guide. They will learn to write a story using a model story as a guide.</p>	<p>Children will learn to write a story using a model story as a guide. They will learn to write a story using a model story as a guide. They will learn to write a story using a model story as a guide.</p>	<p>Children will learn to write a story using a model story as a guide. They will learn to write a story using a model story as a guide. They will learn to write a story using a model story as a guide.</p>

The long-term and yearly overview will be evaluated on an annual basis taking into consideration impact on learning and feedback from pupils and teachers.

### Unit Medium Term Planning

The medium-term plans provide comprehensive overviews of every unit with reference to each aspect of the Talk for Writing process with a link to the texts and wider curriculum where appropriate.

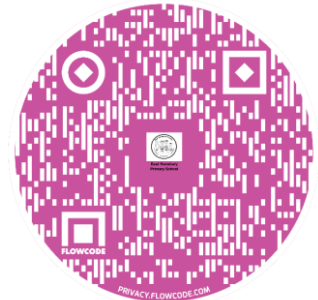
These have either been prepared for staff by expert teachers or written in collaboration to reduce teachers' workload, ensure progression and support with staff subject knowledge. Note that whilst this planning is a support tool, teachers are encouraged to adapt, by adding to it, in light of the formative assessments. Ongoing professional development often affects the way we plan and evaluate.

YEAR 4 - AUTUMN 1 - SAFIA AND THE CAPTAIN - TFW PLANNING SEQUENCE	
<p><b>Unit Overview</b></p> <p>Safia and the Captain is a story about a young girl who ignores the warning not to go out late at night because 'The Captain' is known to roam and stalk along the shores. We meet Safia on the beach at night as bad weather, clutching a map and encountering a mysterious figure - is it the Captain?</p> <p>Children in Year 4 should use the model story as a basis for their own and recycle the plot pattern. Although Safia and the Captain is a relatively simple plot pattern, during this unit children will be taught how to manipulate the story structure by starting their story at any point within the 5-part structure, whilst maintaining plot consistency.</p> <p>The writing composition focus will be on developing suspense and character.</p> <p>The expectation will be that by the end of the unit the children will write their own warning story, which may not start at the beginning, and will include suspense and well-crafted characters.</p> <p>During the unit, the suggested grammar and word work will focus on:</p> <ul style="list-style-type: none"> <li>Subordinating clauses - including connectives to mark cohesion</li> <li>Similes of 3 to move the story forwards</li> <li>Use of 5 to introduce the main character and the setting</li> <li>Use of 5 to introduce the main character and the setting</li> <li>Use of 5 to introduce the main character and the setting</li> <li>Use of 5 to introduce the main character and the setting</li> </ul> <p>(These may change once the cold task is completed).</p> <p>The writing composition booklet focused on is developing character and suspense.</p> <p>Guidance of timings:</p> <ul style="list-style-type: none"> <li>8 days on the <b>introduction stage</b> (this is slightly longer than other units as it is at the beginning of the year and the children will be building on prior knowledge to develop their warning story).</li> <li>7 days on <b>introduction</b> <ul style="list-style-type: none"> <li>2 days to plan and gather ideas - 5 days on writing, editing and reflecting.</li> </ul> </li> <li>5 days on <b>independent application</b> <ul style="list-style-type: none"> <li>1 day on reviewing next steps and learning from the warm writing / innovation</li> <li>1 day on planning</li> <li>The remaining days writing and publishing.</li> </ul> </li> </ul>	<p><b>Learning focus and outcomes</b></p> <p>Children will learn to write a story using a model story as a guide. They will learn to write a story using a model story as a guide. They will learn to write a story using a model story as a guide.</p>

YEAR 4 - AUTUMN 1 - SAFIA AND THE CAPTAIN - TFW PLANNING SEQUENCE	
<p><b>Learning focus and outcomes</b></p> <p>Children will learn to write a story using a model story as a guide. They will learn to write a story using a model story as a guide. They will learn to write a story using a model story as a guide.</p>	<p><b>Medium Term Plan</b></p> <p>Children will learn to write a story using a model story as a guide. They will learn to write a story using a model story as a guide. They will learn to write a story using a model story as a guide.</p>

Both the reading and writing curriculum is underpinned by a core reading spine which details the daily read-aloud programme and includes fiction, non-fiction, poetry, short stories and suggested book-club books. We use reading to build core and domain-specific knowledge where necessary and appropriate.

Scan the QR code for further information regarding how the planning is organised to support the implementation of our intended writing curriculum.



### Professional Development

All staff are routinely trained and supported in the Talk for Writing approach by an accredited TFW trainer(s) and phase leaders. CPD opportunities are detailed on the training schedule and rigorous, intensive support is provided where necessary by expert teachers. We believe at East Hunsbury that we learn best together so we have created a vibrant professional learning culture that is focussed on a relentless drive to improve ourselves so that we can improve the lives of those whom we teach.

At EHPS we have a Talk for Writing team who actively seek out best practice and use this to further expand teachers' competencies and confidence when delivering the approach. They work closely together to develop and support staff to drive through the approach successfully.

We develop our staff by drawing upon research-based practice but also using our own practice as important research.

### **Enrichment - *Every day is a writing day***

Our ambition is to expose our children to a rich and varied array of enriching writing opportunities. We purposefully plan opportunities that will allow the children to apply the skills that they have learnt from their writing units but equally allow them to be the writer that they want to be.

In exercising their authorial agency as writers, our curriculum provides regular opportunities for them to be able to decide:

- What they want to write about (*content*),
- What their writing is seeking to achieve (*purpose*)
- Who will read their writing (*audience*)
- What form might be appropriate (*form*)

Our annual work with the Royal Shakespeare Company, author visits, live lessons (from Pie Corbett) drama for writing and free-writing / invention sessions all contribute to the writing enrichment that we provide at EHPS.

### **SEND and Disadvantaged Children**

We believe that Talk for Writing is inclusive and through careful scaffolding all children will be able to achieve and make the progress which they are capable of. Each of the 3 stages of Talk for Writing can be adapted to meet the needs of the learners. For example, all children can be innovating, retelling or learning a story but all in a way that has maximum impact on their learning. At EHPS, we understand the importance of liberating the transcriptional elements to facilitate the recording of the compositional. As such, we ensure that we scaffold and challenge in both these areas accordingly.

### **Specialist Unit**

At EHPS we are a wholly inclusive school and use Talk for Writing within our specialist unit. A teacher in the Specialist unit is a member of the TfW team and we all work closely with the teachers in the Specialist Unit to amend the approach to suit the diverse and individual needs of the children. Talk for Writing will feature as an anchor in their curriculum and be a thread that unites mainstream and the SU.

### **Impact**

By the time the children reach the end of our writing curriculum, they will have experienced a rich variety of the finest literature, they will have written in a range of text types and for a variety of different audiences and purposes. The impact of the curriculum will be that they become an effective communicator through the medium of writing, have developed authorial agency and are able to engage in meaningful discussions about their own work and the work of others.

Writing evidence will be recorded in writing books, which have handwriting lines in them<sup>2</sup>, and in Upper Key Stage 2 they will record all of their independent writing in hardbacked display books.

## Writing will be assessed using:

- ★ Diagnostic assessments<sup>3</sup> (cold task) and then the use of the cold capture sheet (see below). As the EEF states: *High-quality assessment and diagnosis should be used to target and adapt teaching to pupil's needs. Rapid provision of support is important but it is critical to ensure that it is the right support. Diagnostic assessment can be used to inform professional judgment about the best next steps. Diagnostic assessment makes teaching more efficient by ensuring that effort is not wasted on rehearsing skills or content that a pupil already knows.*
- ★ The **Independent Application task(s) – Hot task** which is completed by pupils at the end of each unit- teachers must use this to assess the impact of the teaching and use the NPAT teacher assessment framework (see below) to support any judgements made.
- ★ **The NPAT Teacher Assessment Framework** for each year group will be routinely cross-checked by teachers both at moderation and as an assessment tool when analysing outcome of the children's hot tasks. This assessment document will be used to moderate and standardise our assessments both within school and across the Trust.
- ★ Use of the school's Primary Writing Toolkit folders which is a body of work produced by HfL and published by Collins. This toolkit supports teachers planning, assessment and moderation of writing alongside the NPAT Teacher assessment Framework.
- ★ **Cross-curricular writing** as detailed in the long-term plan. Here the teachers can assess the application of non-fiction writerly skills in a newly learnt or revisited concept.
- ★ **Whole-school and cluster / academy writing moderation** led by teachers in school one of which is an SLE.
- ★ **No more marking assessment – comparative judgement** (and the cold capture sheet completed)
- ★ **Pupil voice and surveys** will help us understand how children perceive themselves as writers and value writing.
- ★ **Year 2 and Year 6, TAF (teacher framework) and exemplification documents** are used as a reference during the in-school moderation of these specific year groups.
- ★ **Quality Assurance of writing is completed by the writing lead** alongside the writing team and class teachers during data entry times.

**Cold Capture Sheet for Talk for Writing**

This table is designed to aid the teacher's diagnostic assessment of the children's cold task at the start of a writing unit of work. Each teacher will complete one for their class but then join with the other year group teacher to compare, prioritise and plan collaboratively. It is important that all assessments and observations are recorded here but then the teacher decides which ones. If focused on during the unit of work, will have the greatest impact on learning outcomes. Not everything that is identified as an area for development can be tackled in a single unit.

The assessments taken directly from this grid should then influence the **Medium Term Planning** and the model text must be adapted accordingly.

YEAR GROUP:	CLASS:	TERM:
MODEL TEXT:	PLOT PATTERN:	TOOLKIT FOCUS:
UNIT OUTCOME: By the end of the unit...		
Grammatical Strengths: (including sentence level)	Structural Strengths: (including cohesive devices & awareness of the plot pattern)	Composition & Effect Strengths: Linked to the toolkit focus
Grammatical Weaknesses: (including sentence level)	Structural Weaknesses: (including cohesive devices)	Composition & Effect Weaknesses: Linked to the toolkit focus
Awareness of audience and purpose:	ARE points to note (including strengths and weaknesses)	Handwriting points to note (including strengths, weaknesses and presentation)
Spelling points to note (including strengths and weaknesses)	Individual children's notes and needs:	Other notes

Make notes in the box below of how the **Medium Term Plan** will be adapted in light of the prioritised learning needs of the class and individual children:

NPAT Teacher Assessment Framework for Writing

Working towards the expected standard

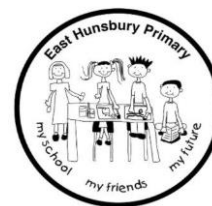
Meeting or exceeding the expected standard

Working at a good standard below the expected

The way in which we assess children as writers will be routinely monitored to ensure that the information we gather is appropriate, useful and impactful on teaching and learning.

The writing leader, along with phase leaders, will work collaboratively with all staff to offer bespoke support in order to continually improve practice. Leaders will identify any support required through skills audits, team meetings, staff and pupil surveys, learning walks, monitoring systems and the standard of work in books and classrooms.





# Mathematics

## At East Hunsbury Primary School

### Intent

The national curriculum states: *'Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas.'* Therefore, we intend that our mathematics curriculum is: aspirational, enabling and inclusive whilst ensuring that all children, by the end of Key Stage 2, become confident, capable mathematicians. We intend our pupils to leave their primary education with a secure and flexible understanding of mathematics and are able to transfer this knowledge to their daily lives; thereby, enabling them to navigate wider society successfully, now and in the future.

We intend every child to experience success through the careful and incremental development of fluency and mathematical concepts within our mathematics curriculum. It is our intention that, throughout curriculum, children's mathematical thinking will be challenged and pupils will gain a deep understanding of the concepts they are learning. It is our intention that children at East Hunsbury will possess a positive mindset surrounding their maths capabilities and understand the role mathematics plays in our society.

### The intention of our maths curriculum is:

- To teach ambitious, high-quality maths lessons using the Maths Mastery approach
- To teach a carefully sequenced curriculum which begins in the Early Years and builds on pupils' existing knowledge - enabling them to continually develop their mental schema
- To introduce mathematical concepts using a: 'Concrete, Pictorial and Abstract' (CPA) approach which enables pupils to use physical and visual aids to build their understanding of an abstract concept
- To develop pupils' fluency in mathematics so they can recall and apply knowledge efficiently, rapidly and accurately and to consolidate this understanding through the use of conceptual and procedural variation
- To develop pupils' ability to reason and problem solve mathematically
- To equip pupils with the confidence, critical thinking skills and resilience required to approach increasingly sophisticated mathematical problems in a logical and systematic way
- To equip pupils with sentence stems and accurate vocabulary thus enabling them to communicate their mathematical ideas with accuracy and clarity
- To provide challenge for all pupils through deepening their understanding
- To inspire our pupils' love and enthusiasm for mathematics
- To equip pupils with the mathematical knowledge and skills required for their future

Vocabulary and Discussion	Challenge for All	Use of Concrete, Pictorial and Abstract Representations	Variation	Reasoning and Problem Solving	Fluency and Arithmetic
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We intend for the pupils at East Hunsbury Primary School to leave our school with an enjoyment and enthusiasm for maths that will stay with them throughout their lives and with the mathematical knowledge and skills they need to empower them for the future.

## **Implementation**

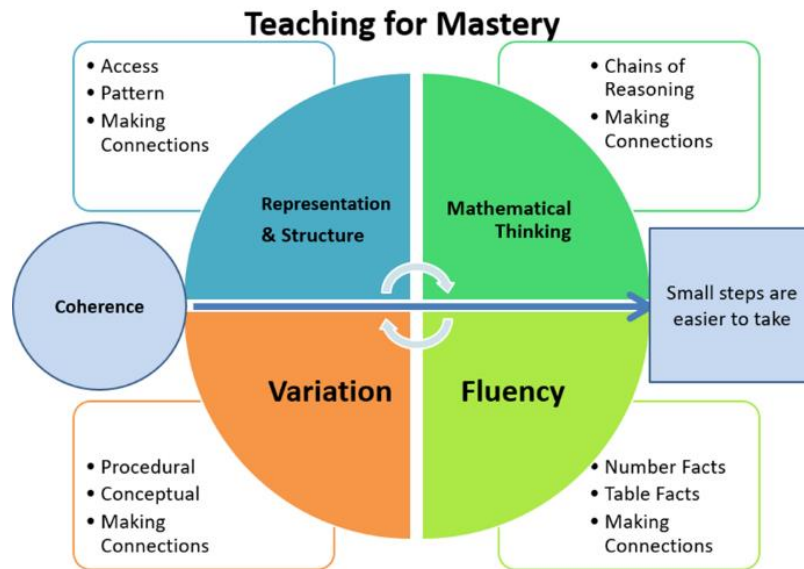
At East Hunsbury Primary School, we deliver an ambitious, sequential maths curriculum using the Maths Mastery approach. This research-based approach ensures pupils acquire a deep, long-term, secure and adaptable understanding of mathematics. Maths is taught daily.

# Long Term Map- based on White Rose

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Number: Cardinality and Counting	Number: Cardinality and Counting	Number: Place Value (comparing) Number: Addition and Subtraction (within 5)	Number: Place Value (partitioning) Number: Addition and Subtraction (within 5)	Number: Place Value Number: Addition and Subtraction (within 10)	Number: Place Value Number: Multiplication and Division (doubling, halving)
Year 1	Number: Addition and Subtraction (within 20) Number: Place Value (within 10)	Geometry: Shape Number: Place Value (within 20)	Number: Addition and Subtraction (within 20) Number and Place Value (within 50, including multiples of 2, 5 and 10)	Measurement: Length and Height Measurement: Length and Volume Weight and Volume	Number: Fractions Geometry: Position and Direction	Measurement: Money Measurement: Time
Year 2	Number: Addition and Subtraction	Measurement: Money Number: Multiplication and Division	Statistics Geometry: Properties of Shape	Fractions Measurement: Length and Height	Problem Solving and Efficient Methods Measurement: Time	Measurement: Mass, Capacity and Temperature Investigations
Year 3	Number: Addition and Subtraction Number: Place Value	Number: Addition and Subtraction Number: Multiplication and Division	Measurement: Money Statistics	Measurement: Length and Perimeter Number: Fractions	Measurement: Time Number: Fractions	Measurement: Mass and Capacity Geometry: Properties of Shape
Year 4	Number: Addition and Subtraction Number: Place Value	Measurement: Length and Perimeter Number: Multiplication and Division	Measurement: Area Number: Multiplication and Division	Number: Fractions Number: Decimals	Measurement: Money Measurement: Time	Geometry: Properties of Shape Geometry: Position and Direction
Year 5	Number: Place Value Number: Addition and Subtraction	Statistics Measurement: Multiplication and Division Measurement: Perimeter and Area	Number: Multiplication and Division Number: Percentages	Number: Fractions Number: Decimal and Percentages	Number: Decimals Geometry: Properties of Shape	Measurement: Volume Measurement: Converting Units
Year 6	Number: Place Value Number: Addition, Subtraction Multiplication and Division	Number: Fractions Geometry: Position and Division	Number: Decimals Number: Percentages Number: Algebra	Measurement: Converting Units Measurement: Perimeter, Area and Volume Number: Ratio	Geometry: Properties of Shape Problem Solving	Statistics Investigations

+

Our maths curriculum encompasses the following key elements of teaching mastery: mathematical thinking, fluency, variation, representation and structure and small steps teaching.



### Early Years

Our curriculum begins in the Early Years where pupils are fully immersed into the world of maths through a rich Early Years curriculum. This curriculum exposes pupils to number and integrates maths into their daily life through frequent and varied opportunities. Manipulatives and representations are used to develop a secure base of knowledge, vocabulary and understanding of mathematical concepts. Pupils develop positive attitudes and a passion towards mathematics which continues across the school.

### Building on from the Early Years

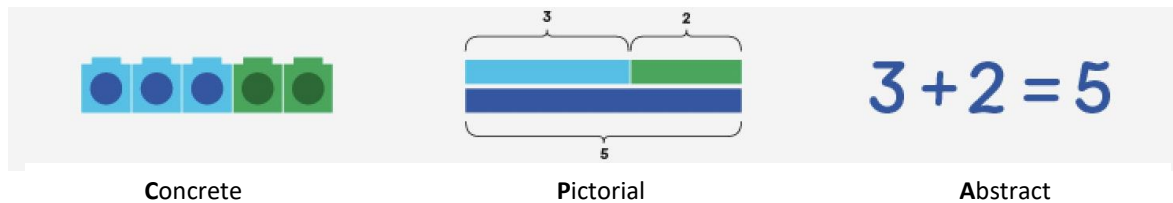
Long-Term planning follows the National Curriculum and plots the journey for each academic year; quality planning resources from NCETM and White Rose Maths are used to support teachers planning. Medium-Term planning plots the sequence of small steps in the learning of mathematical concepts and exposes the relationship between them.

Daily maths lessons are planned with the understanding that substantive and disciplinary knowledge is a continuum and builds upon secure prior knowledge. Learning is broken down into small, sequential steps which enable pupils to build their understanding of a mathematical concept; new learning builds upon secure prior knowledge and understanding so that pupils develop and enhance their mental models as they move through our maths curriculum, linking their understanding horizontally and vertically across the maths curriculum and diagonally across the whole primary curriculum.

Our daily maths lessons incorporate the use of **stem sentences to promote oracy** in maths across the school. These highly structured sentences include the use of accurate mathematical vocabulary which is carefully sequenced to ensure progression. Stem sentences provide a scaffold for pupils and enables them to be confident mathematicians who use full sentences to explain their mathematical thinking and enables them to communicate their ideas with mathematical precision and clarity.

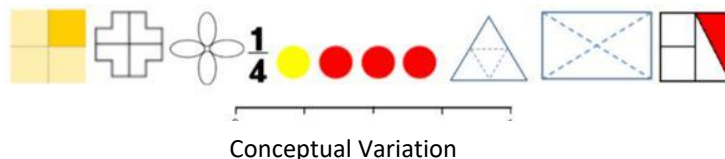
The maths curriculum at East Hunsbury Primary School uses a 'Concrete, Pictorial and Abstract' approach whereby pupils use physical and visual aids to facilitate their developmental understanding

of an abstract concept. Manipulatives are used so pupils can see the structure of the mathematics and to scaffold pupils' learning; pictorial representations continue to expose the structure of the mathematics and reinforce the learning of a concept to deepen pupils' understanding; and abstract representations are used for number sentences, expressions and equations in the written form. The CPA approach provides the scaffolding required to ensure progress and success for all our pupils thus fostering a passion and enjoyment for maths across the school.



Fluency in mathematics is an essential part of our maths curriculum and is made up of 5 key components: accuracy, flexibility, efficiency, automaticity and number sense. The teaching of number sense begins in the Early Years with pupils developing a deep understanding of numbers and the relationship between them. This is built upon throughout Key Stage One and Key Stage Two within the daily maths lessons and through the Number Sense maths programme, multiplication sessions and Fluent in Five sessions. Fluency in calculations is an integral part of our maths curriculum.

Our maths curriculum develops fluency through a sequential progression in calculation strategies, with written methods complementing mental methods. Fluency is further developed by incorporating conceptual and procedural variation into our maths lessons.



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$16 + 9 =$	$14.6 \times 10 =$ <input type="text"/>
$26 + 9 =$	$146 \times 10 =$ <input type="text"/>
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$46 + 9 =$	
$56 + 9 =$	

Conceptual Variation

Procedural Variation

Building fluent mathematicians increases pupil confidence, reduces anxiety and empowers children with the energy, attention and resilience to tackle more complex maths problems. Our Maths Mastery curriculum exposes pupils to increasingly sophisticated mathematical problems and develops their ability to reason and problem solve in a logical and sophisticated way, explaining and discussing their reasoning and representing their maths in a variety of ways.

Our maths curriculum is implemented through a **challenge for all** approach.

## Impact

The impact of the maths curriculum at East Hunsbury Primary School is that pupils will leave our school with a secure, deep and adaptable understanding of mathematics. They will understand the relevance and importance of their mathematical learning and be able to apply their knowledge and skills to all aspects of their everyday life.

Pupils will meet age-related expectations in maths unless they have a significant barrier to their understanding and learning.

The impact of our maths curriculum will be assessed through:

- **Formative assessment:** Teachers carry out formative assessment in each lesson and feedback is given to children verbally, through self/peer assessment and through marking. Teachers use this assessment to inform their teaching and to identify pupils requiring further support through interventions.
- **Summative assessment:** Termly assessments are completed using the [NTS test](#) resources or past SATs papers. Data is collated three times a year and is analysed by the teachers, maths leads and senior leaders in order to assess learning and progress throughout the year. Results are analysed and used to inform and prioritise next teaching steps.
- **Interventions:** Pupils receive targeted support through small-group and individual interventions to ensure every child succeeds. These timely interventions offer structured targeted support which has been identified through the analysis of summative and formative assessment data. One of the interventions that we use is called [Shine](#) and is directly linked to assessing the areas for development identified from the summative NTS assessments.
- **Subject monitoring:** The impact of our maths curriculum is regularly monitored through targeted learning walks, pupil voice, teacher voice, professional dialogue and book scrutiny.
- **Fluent recall:** Pupils complete regular fluency recall tests through Number Sense, Fluent in Five and Times Table quizzes.



# Science Curriculum At East Hunsbury Primary School

## Intent

Our science curriculum is aspirational, enabling and inclusive. It is knowledge-rich and inspires pupils to develop a fascination for, and a deep understanding of, the world around them.

It is our intention that through our science curriculum children will:

- Learn how science affects their everyday lives and develop a sense of responsibility for the world.
- Learn a wide body of scientific knowledge which fosters curiosity and is developed and consolidated through practical scientific enquiry and enrichment opportunities.
- Make confident, meaningful links between their learning, the wider curriculum and the real world.
- See themselves as scientists and understand the role of a scientist in our society.
- Understand what it means study science in its broadest terms and how science can influence our thoughts and actions, now and in the future
- Use the scientific knowledge that they acquire (both substantive and disciplinary) during their primary phase to influence and guide their choices in the future.
- Have the necessary knowledge and skill-set to be secondary ready.

**For more information, please refer to the NPAT Science Narrative.**

## Implementation

At East Hunsbury Primary School, we teach an ambitious, high-quality science curriculum which is carefully constructed to ensure children develop a solid understanding of scientific concepts and knowledge. It has been collaboratively planned by NPAT.

Science is taught through six high-dividend concepts:

1. Energy,
2. Forces,
3. Matter,
4. Earth and Space,
5. Life and
6. Evolution

All of which are woven throughout the curriculum and form the 'Big ideas' through which all science is taught.

Knowledge is given a high status and ensures pupils carefully build their understanding of the subject; content is specified in detail and is sequenced in such a way that it is taught to be remembered and not just encountered.

Where appropriate, our science curriculum is taught outside the classroom providing first-hand experiences of the local environment and allowing children to observe science in the real-world and embed their learning of science into meaningful contexts. Additionally, enrichment opportunities further enhance our science curriculum by providing pupils with the opportunity to focus and deepen their scientific learning and extend their educational experiences.

Our curriculum ensures progression of substantive and disciplinary knowledge, building sequentially on prior knowledge in small steps, and incorporates explicit horizontal links across a year group, vertical links where knowledge and understanding are built upon from previous units and diagonal links across the wider curriculum.

Pupils obtain a solid understanding of key scientific concepts and knowledge which enables them to develop and enhance their mental models and use this rich breadth of knowledge to make meaningful links between scientific concepts, the wider curriculum and the real world. Specific science vocabulary is explicitly taught throughout our curriculum and is sequenced to ensure their understanding of scientific vocabulary builds and develops over time.

The science curriculum at East Hunsbury Primary School develops strong subject knowledge amongst staff through the provision of suggested reading material and ensures teachers understand both the prior knowledge pupils will have learnt and their future science learning, focusing staff on the specific knowledge to be taught in a unit. Knowledge organisers are also provided for each unit which outlines the key knowledge and the vocabulary that needs to be explicitly taught in a particular unit of work.

Enquiry and the associated investigative skills are at the core of all science learning. Observing with a scientific eye, predicting, problem-solving, decision-making, communicating, thinking critically and evaluating are common threads which underpin the science learning in our curriculum.

### **Science Outside of the Classroom**

As part of our commitment to developing scientific excellence we have, in association with our partner schools in Europe and involvement in an Erasmus project, developed a bespoke Science Outside of the Classroom Curriculum (SoTC).

The curriculum focuses on teaching the following specific scientific skills to children:

- Predicting
- Observing
- Measuring
- Identifying, comparing and classifying
- Recording
- Concluding

The curriculum has been written in conjunction with University Northampton and now complements our existing science curriculum

### **Early Years**

The teaching of science in the Early Years is practical, playful and inclusive with support and challenge from adults in class sessions, small groups and working with individuals. A stimulating, continuous provision provides opportunities for pupils to develop their scientific knowledge and vocabulary through our early years' curriculum.



Through Communication and Language, PSED and Understanding of the world children in the Early Years will:

- Make comments about what they have heard and ask questions to clarify their understanding
- Manage their own hygiene and personal needs, including dressing, going to the toilet and understanding the need for healthy food choices – including dental hygiene
- Explore the natural world around them, making observations and drawing pictures of animals and plants
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing matter.

Science is taught for 1 hour a week in Key Stage 1 and 1½ hours a week in Key Stage 2.

SCIENCE	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	Identifying, describing, comparing and naming a variety of common animals <i>Animals, including humans (NC)</i>	Identifying and naming body parts <i>Animals, including humans (NC)</i>	* Distinguishing between objects and materials. * Identifying and naming materials. <i>Everyday materials (NC)</i>	Properties of Materials <i>Everyday materials (NC)</i>	Identifying and naming common plants <i>Plants (NC)</i>	Structure of plants <i>Plants (NC)</i>
		Seasonal changes 1	Seasonal changes 2	Seasonal changes 3		Seasonal changes 4
Year 2	Materials – Changing shape <i>Uses of everyday materials (NC)</i>	Materials – investigating suitability for use. <i>Uses of everyday materials (NC)</i>	* Animal Growth * Requirements for survival and health <i>Animals, including humans (NC)</i>	Food chains <i>Living things and their habitats (NC)</i>	* Comparing 'living', 'non-living', 'never-lived' * Habitats <i>Living things and their habitats (NC)</i>	Growth of Plants <i>Plants (NC)</i>
Year 3	Light and Shadows <i>Light (NC)</i>	* Nutrition * Skeletons and muscles <i>Animals, including humans (NC)</i>	Rocks, soils and fossils <i>Rocks (NC)</i>	Friction and Magnets <i>Forces and Magnets (NC)</i>	* Parts of a plant * What plants need to grow * Transport of water <i>Plants (NC)</i>	Flowers and Life Cycle of Plants <i>Plants (NC)</i>
	States of matter (Y4/5) <i>Animals, including humans (NC)</i>		Electricity (Y4/5)	Sound (Y4/5)	<i>Living things and their habitats (NC)</i>	<i>Living things and their habitats (NC)</i>
Year 5	Earth and space <i>Earth and space (NC)</i>		Properties and changes of materials <i>Properties and changes of materials (NC)</i>		Forces (including levers, pulleys and gears) <i>Forces (NC)</i>	Life Cycles, Reproduction and Stages in Human Growth <i>All living things and their habitats / Animals, including humans (NC)</i>
Year 6	* Circulatory System * Healthy Lifestyles <i>Animals, including humans (NC)</i>	Evolution and inheritance <i>Evolution and inheritance (NC)</i>	Classification <i>Living things and their habitats (NC)</i>	Light <i>Light (NC)</i>	Electricity <i>Electricity (NC)</i>	

## SEND and Disadvantaged

We aim for all pupils to access a full science curriculum so we ensure children with SEND are supported appropriately to provide them with full accessibility to our curriculum.

## Impact

At the end of our science curriculum, pupils will have a secure understanding of scientific concepts and knowledge related to the six high-dividend concepts and be able to make meaningful links between their science learning and the wider curriculum. Pupils will have well-developed enquiry and investigative skills which enable them to think critically, ask questions, evaluate evidence and draw

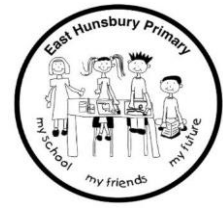
relevant conclusions. Pupils will understand how science affects their everyday lives and will have developed a sense of responsibility for the world.

The impact of our curriculum will be assessed through a variety of methods including:

- Weekly retrieval practice,
- Skilful questioning in lessons,
- Low stakes quizzes,
- Lesson outcomes,
- End of unit assessment tasks,
- End of unit assessment grids,
- Learning walks,
- Book monitoring,
- Professional dialogue,
- Pupil voice and staff voice.



# Art and Design Curriculum At East Hunsbury Primary School



## Intent

At East Hunsbury Primary School, we intend for our art curriculum to enrich our children's experience of life aesthetically, culturally and personally. We believe that by appreciating and making art, children learn to express and value their unique voice and viewpoint of the world. This helps pupils understand themselves, their place in the world and gives them a sense of wellbeing; thereby helping to unlock their full potential and introducing children to the highest form of creativity.

We intend for our art curriculum to be aspirational, enabling and inclusive as well as:

- Ambitious,
- Accessible,
- Relevant,
- Progressive,
- Inspirational,
- Challenging and
- Enjoyable for all our children.

It is our intention that that our curriculum will equip the children with the knowledge and skills to experiment, invent and create their own works of art, craft and design. We intend that our children will have the opportunity to enjoy Art and Design in its many forms and acquire the skills and technical vocabulary to critique and appreciate a range of Artists from different periods, cultures and genres.

We intend of our curriculum to teach the children to think critically about great artists, craft makers and designers, and understand the historical and cultural development of their art forms and how they impact on our lives today.

**Our Art Curriculum meets the expectations of the National Curriculum as set out below :**

During KS1, children will be taught to:

- Use a range of materials creatively to design and make products.
- They will use drawing, painting and ceramics to develop and share their ideas, experiences and imagination.
- They will study an artist in depth and be taught the language to describe the differences and similarities between different practices and disciplines and making links to their own work.
- Children will have the opportunity apply their drawing and painting skills to illustrate a piece of work within the curriculum that has been brought up to presentation standard each term.

During KS2, children will continue to build on, improve and develop:

- Their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- Their mastery of art and design techniques in drawing, painting and ceramics.

- They will continue to be taught about and be inspired by the work of artist and craftspeople and will use what they have learnt to inspire and critically inform their own work.
- Children will have the opportunity to apply their drawing and painting skills to illustrate a piece of work within the curriculum that has been brought up to presentation standard each term.

**For further information, please refer to the NPAT Art Narrative Document**

## **Implementation**

Our Art Curriculum is made up of Four strands:

1. Mastery in drawing, painting and sculpture (including experience of other additional art forms),
2. Experience of other additional art forms
3. Illustration of work *and*
4. Development of art appreciation.

The following high **dividend-concepts** have been identified as part of the art and design curriculum:

- Colour,
- Line,
- Tone,
- Texture,
- Pattern,
- Shape *and*
- Form.

These strands form the ‘Big Ideas’ through which all art forms will be taught and teachers will make explicit reference to where children have met these concepts before in the curriculum.

**Horizontal links** will be explicitly made e.g. the mark making that children complete in the art drawing units leads into brush control in the painting units. All paintings will also start with an observational drawing.

**Vertical links** will be made where knowledge and understanding are retrieved and built upon from previous art units e.g. in Year One, the children will be introduced to the concept of tone and making dark and light markings to three tonal values. In Year Two, this advances to four tonal values and by Year Three they will be marking to six tonal values.

**Diagonal links** will be made, particularly where this is cross-curricular e.g. links to History e.g. in the Year Two drawing unit, the children will draw local landmarks e.g. key buildings which the children will have learnt about in History.

Hierarchical and sequential skills have been carefully woven through the art curriculum.

### **Early Years**

Our Art and Design Curriculum begins in the Early Years, particularly within their learning of Expressive Arts and Design. Children will begin their Art and Design journey in our Early Years by:

- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Safely explore a variety of materials, tools and techniques, experimenting with colour, texture, form and function.
- Share their creations, explaining the process they have used.
- Hold a pencil effectively in preparation for fluent writing.
- Begin to show accuracy and care when drawing.

### Building on from the Early Years

The curriculum builds from the Early Years and is implemented following a sequential process which starts with children learning to observe the world around them by being taught the skills of observational drawing and collating their ideas in a sketchbook, in readiness to be able to present their ideas creatively and proficiently through the medium of drawing, painting and sculpture.

Children are then given the opportunity to apply their drawing and painting skills to illustrate pieces of work throughout the curriculum.

Each year, children will be taught to master skills in drawing, painting and sculpture through a series of lessons which are cumulative in skill progression and are taught in the first, third and fifth term. The mediums for Sculpture alternate yearly between ceramics and recycled materials. Children experience and explore other media, such as: printmaking, photography and textiles through opportunities in other areas of the curriculum e.g. DT or computing. Similarly, the skills taught through art are also linked to other areas of the curriculum, e.g., in History, the drawing historical buildings.

Northampton Primary Academy Trust Art Long-Term Map

Art	Art Appreciation	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	Where in the World? Landscape	Drawing ( <i>Inspired by still life</i> )	Illustrated piece of work	Painting ( <i>Inspired by seascape</i> )	Illustrated piece of work	Sculpture ( <i>Inspired by recycling materials and shoe making</i> )	Illustrated piece of work
			DT		DT		DT
Year 2	Is it still? Still Life	Drawing ( <i>Inspired by architecture</i> )	Illustrated piece of work	Sculpture ( <i>Inspired by local flora/ fauna</i> )	Illustrated piece of work	Painting ( <i>Inspired by flora in the locality</i> )	Illustrated piece of work
			DT		DT		DT
Year 3	Where are the women? Landscape	Drawing ( <i>portraiture</i> )	Illustrated piece of work	Painting ( <i>Inspired by landscape</i> )	Illustrated piece of work	Sculpture ( <i>Inspired by historical pattern making</i> )	Illustrated piece of work
			DT		DT		DT
Year 4	Take One Picture	Drawing ( <i>Inspired by flora and fauna in a diverse location</i> )	Illustrated piece of work	Illustrated piece of work	Take One Picture	Illustrated piece of work	Painting ( <i>Inspired by fauna of the riverbank</i> )
			DT				
Year 5	What is the message? Portrait	Drawing ( <i>Inspired by architecture</i> )	Illustrated piece of work	Painting ( <i>Inspired by history; painting of WW1 artefacts</i> )	Illustrated piece of work	Sculpture ( <i>Inspired by the Ancient Greeks</i> )	Illustrated piece of work
			DT		DT		DT
Year 6	Who am I? Portrait	Drawing ( <i>Inspired by still life</i> )	Illustrated piece of work	Sculpture ( <i>Inspired by African culture</i> )	Illustrated piece of work	Painting ( <i>Inspired by art appreciation "self"</i> )	Illustrated piece of work
			DT		DT		DT

### Impact

The impact of our Art Curriculum is assessed through a multi-faceted approach:

- Pupil voice
- Pupil learning conversations
- Work in sketchbooks

- Work created and displayed around the school and through exhibitions and community events.

### **Enrichment**

The NPAT trust has a unique and enduring partnership with the National Gallery and participates in the annual 'Take One Picture' project. This is a national project focussing on one painting from the National Gallery and is open to all schools. Through our partnership, all Year 4 teachers have training with artists and curators from the National Gallery about the history of the featured painting and artist and techniques that could be used to engage and inspire the children. All children will have the opportunity to visit the National Gallery in Year 4 to further enhance their knowledge and understanding of the work of artists at first hand.

During their time in school, the children across the other year groups, will also explore prominent artworks and artists within the National Gallery collection. To deepen their understanding, they will compare, and contrast artworks created at different times and in different cultures, using different techniques and influences.

The children's work, in response to the 'TOP' project, is exhibited alongside other NPAT schools, which is open to schools, parents and pupils to view. The work is then reviewed by the National Gallery in the prospect that it may be chosen for their School's Exhibition.

For further information about our art curriculum, please refer to the NPAT Aims and Principles documents and the Art Narrative.



# Computing Curriculum

## At East Hunsbury Primary School

### Intent:

We intend for our Computing Curriculum to be aspirational, enabling and inclusive, as well as ambitious and innovative.

We intend for our computing curriculum at East Hunsbury Primary School to:

- Empower children to gain and develop the knowledge, skills, understanding and confidence that will equip them for an ever-changing and evolving digital world;
- Ensure every child develops a long-term understanding of computing in order for them to be able to use technology responsibly, effectively and safely;
- Develop responsible and confident digital citizens who play an active, safe part in the digital world and who leave our primary phase equipped with an armoury of transferrable digital skills.
- Teach pupils how to use computational thinking to think critically; including know how to use algorithms, debug, ask questions and find patterns.
- Provide our children with the necessary tools to gain access to all levels of employment and professions of the future.

We intend for our computing curriculum to teach children the knowledge and skills of how to stay safe online and in the future.

### Implementation:

We have developed our computing curriculum alongside the expertise of the [Denbigh School Computing Hub](#); consequently, Computing at East Hunsbury Primary School is taught through the Teach Computing Curriculum, which is aligned to match the scope and ambition of the National Curriculum. At East Hunsbury Primary School, we adapt the curriculum to ensure that it meets the needs of our learners and our community.

The Computing Curriculum is sequenced coherently to ensure that substantive and disciplinary knowledge builds through six distinct strands which are:

1. Creating Media - A
2. Programming - A
3. Computing Systems and Networks
4. Data and Information
5. Creating Media - B
6. Programming - B

with online behaviours underpinning all of these strands.

**Our core computing curriculum covers 10 main areas of study:**

1. Networks
2. Creating Media
3. Data & Information
4. Design & Development
5. Computing Systems
6. Impact of Technology
7. Algorithms
8. Programming
9. Effective Use of tools
10. Safety & Security

Pupils are taught computing each half term, which alternates between unit specific teaching and embedding key learning. It is taught through whole-class interactive teaching with pupils challenged and scaffolded as appropriate when working on a given computing concept, principle or content.

### **Online Safety and Behaviours**

Online behaviours and E-Safety are specifically taught and addressed on a monthly basis through Project Evolve which resources each of the 330 statements from UK Council for Internet Safety's Framework (UKCIS): 'Education for a Connected World.'" The following areas are covered through this framework:

1. Self-Image and Identity
2. Online Relationships
3. Online Reputation
4. Online Bullying
5. Managing Online Information
6. Health, Wellbeing and Lifestyle
7. Privacy and Security
8. Copyright and Ownership

The curriculum is further supported by National Online Safety lessons and we are a National Online Safety Certified School. [About Us | National Online Safety](#)  
They are also taught discretely as part of initiatives such as Safer Internet Day.

### **Our Computing Starts from the Early Years:**

Computing and online behaviours are taught through:

- Personal, social and emotional development
  - Show resilience and perseverance in the face of challenges.
  - Know and talk about different factors that support their health and wellbeing.
  - Sensible amounts of screen time
- Physical Development
  - Develop their small motor skills so they can use a range of tools competently, safely and confidently.
- Understanding the World
- Expressive Arts and Design



- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, form and function.

This then builds into Year 1 through Creative Media and Technology around us.

## Building on from the Early Years

### Long-Term Curriculum Map

Computing	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1/2	<b>Embedded unit</b> Creating Media: <b>Digital Writing</b> <i>e.g. link to History (Queen Elizabeth)</i>	Year 1 Programming B: <b>Introduction to Animation (Scratch Jr)</b>	<b>Embedded unit</b> Creating Media: <b>Digital Painting</b> <i>e.g. link to Art (different media painting)</i>	Computer Systems and Networks: <b>Technology Around Us</b>  Computer Systems and Networks: <b>IT Around Us</b>	<b>Embedded unit:</b> Data and Information: <b>Grouping Data</b> <i>e.g. link to Science (identifying and naming common plants)</i>	Year 2 Programming B: <b>An introduction to Quizzes (Scratch Jr)</b>
Year 3	Embedded unit <b>Basic skills/word processing</b> . e.g. link to wider curriculum or English.	Programming A: <b>Sequence in Music (Scratch)</b>	<b>Embedded unit</b> Creating Media: <b>Animation</b> <i>e.g. link to History (the Romans)</i>	Computer Systems and Networks: <b>Connecting Computers</b>	<b>Embedded unit:</b> Creating Media: <b>Desktop Publishing</b> <i>e.g. link to Science (parts of a plant)</i>	Programming B: <b>Events and Actions</b>  <i>Scratch</i>
Year 4	<b>Embedded unit</b> Creating Media: <b>Photo Editing</b> <i>e.g. link to History (Vikings)</i>	<b>Programming Recovery Curriculum: Year 3</b> Programming A: Sequence- 3 lessons Year 3 Programming B: Events- 3 lessons Year 4 Programming B: Repetition- 2 lessons	<b>Embedded unit</b> Creating Media: <b>Audio Editing</b>	Computer Systems and Networks: <b>The Internet</b>	<b>Embedded unit</b> Data and Information: <b>Branching Databases</b> <i>e.g. link to Science (classifications and keys)</i>	<b>Programming A: Repetition in Shapes (Logo)</b>
Year 5	<b>Embedded unit</b> Creating Media: <b>Vector Drawing</b> <i>e.g. link to History</i>	<b>Programming Recovery Curriculum</b> Year 3 Programming A: Sequence- 3 lessons Year 3 Programming B: Events- 3 lessons Year 4 Programming B: Repetition- 2 lessons	<b>Embedded unit</b> Data and Information: Flat file databases <i>e.g. link to History (WW1)</i>	Computer Systems and Networks: <b>Sharing information</b>	<b>Embedded unit</b> Creating Media: <b>Video Editing</b> <i>e.g. link to RE (stories of faith) or link to Art (sculpture)</i>	<b>Programming B: Selection in Quizzes (Scratch)</b>
Year 6	<b>Embedded unit</b> Creating Media: <b>Web Page Design</b> <i>e.g. link to History (WW2)</i>	<b>Programming Recovery Curriculum: Year 3</b> Programming A: Sequence- 3 lessons Year 3 Programming B: Events- 3 lessons Year 4 Programming B: Repetition- 2 lessons	Embedded unit Computer Systems and Networks: <b>Communication</b>	<b>Year 5 Programming B: Selection in Quizzes (Scratch) *with variables</b>	Embedded unit <b>Creating Media: 3D Modelling</b> e.g. link to History (British Culture)	<b>Data and Information: Spreadsheet</b> e.g. link to End of Term party/event/summer fayre

### Impact:

We measure the impact of the computing curriculum, primarily through the pupils' work to show evidence and impact of learning. Other methods of assessment we use to evaluate the impact of our curriculum on our intended learning outcomes are:

- Retrieval quizzes,
- Pupil voice
- Staff surveys
- Learning walk
- Summative assessments

These are assessed by the teacher to ascertain whether the learner has met the intended outcomes of the unit through learning objective statements from each lesson. This is recorded on a grid and stored centrally to allow the current and next teacher to focus on the level.



# Design and Technology Curriculum

## At East Hunsbury Primary School

### Intent

It is our intention that Design and Technology at EHPS is aspirational, enabling and inclusive, as well as:

- Ambitious
- Innovative
- Inspiring,
- Rigorous and
- Practical.

just as The National Curriculum for Design and Technology also intends.

At EHPS, we intend for our Design and Technology curriculum to allow children to use their imagination and creativity to design, make and evaluate a range of products with different purposes within a variety of contexts.

Through diagonal links to other areas of the curriculum, we intend for our Design and Technology curriculum to be relevant, purposeful and for children to understand how the skills and knowledge that they learn can be transferred to their everyday lives.

### Through our curriculum we intend for our children to:

- Develop their imagination, critical thinking and their understanding of the world around them through an appreciation of Design and Technology.
- Develop the technical knowledge and vocabulary in relation to structural design, mechanical and electrical systems, textiles, food production and nutrition.
- Question and think innovatively about the world around them in order to design and develop their own products with a purpose in mind.
- Apply their knowledge and skills to plan, make, test and evaluate prototypes and design products to meet a purpose for something or someone.
- Learn how to design and follow their own recipes, learn how to cook, whilst applying the principles of good nutrition and healthy eating.
- Think critically in order to evaluate their past prototypes and when testing their current designs.

By the end of Key Stage 2, we intend for our children to show a coherent knowledge, range of DT skills and talk about their work using relevant technical language. We also intend for them to have the capabilities to design, make and test their own ideas and designs, whilst considering whether their product is fit for purpose.

### Implementation

At East Hunsbury Primary School, we have chosen to implement our DT curriculum using the planning, guidance and resources supplied through the scheme: [PlanBee](#). We have chosen this scheme carefully

because we feel it marries with our intent and curriculum approach, whilst ensuring it is aligned to match the scope and ambition of the National Curriculum.

Children will be taught to know more and remember more in structures, textiles, mechanics, food technology and electrical control. Whilst applying the skills of investigating, designing, making and evaluating their products.

The curriculum will be implemented through a project base approach which will include:

- Activities which involve investigating and evaluating existing products.
- Focused tasks in which children develop particular aspects of knowledge and skills.
- Activities in which children design and make something for a specific use or specific user.

Lessons will be practical, where appropriate, and purposeful with the children having access to a range of resources and materials.

Substantive and Disciplinary knowledge and skill progression will be cumulative with vertical and horizontal links connecting the units running throughout the school.

### **Early Years**

Children's Design and Technology learning journey starts in our Early Years where they will learn, through Expressive Arts and Design and Physical Development (fine motor skills), to:

- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Safely explore a variety of materials, tools and techniques, experimenting with colour, texture, form and function.
- Share their creations, explaining the process they have used.

This knowledge and skill base will then be built upon in Year 1.

### **Building on from the Early Years**

#### **Long Term Map**

Design and Technology will be taught in all year groups, in blocks of approximately 6 lessons, three times a year – usually alternating with the teaching of Art and Design.

	<b>Term 2</b>	<b>Term 4</b>	<b>Term 6</b>
Year 1	DT Structures Playgrounds  -Relevant context -Purposeful and functional product -Generate, develop + communicate ideas -Selection of tools and equipment -Selection of materials -Evaluation of product against design criteria -Building structures	DT Mechanics Moving minibeasts  -Selection of tools and equipment (components) -Evaluation of product against design criteria -Explore and use mechanism	DT Textiles Puppets  -Purposeful and functional product -Generate, develop + communicate ideas -Selection of tools and equipment -Selection of materials and textiles -Evaluation of product against design criteria
Year 2	DT Food Perfect pizzas  Healthy and varied diet	DT Mechanics Vehicles	DT Structures Stable Structures  -Purposeful and functional product -Generate, develop + communicate ideas -Selection of equipment and materials -Evaluation of product against design criteria -Building structures
Year 3	DT Food  Seasonal Food  Seasonality  Healthy and varied diet	DT Structures Mini Greenhouses	DT Mechanics Moving Monsters
Year 4	<b>Term 2</b>  DT Textiles Seasonal Stockings	<b>Term 3</b> DT Electrical Control Light Up signs	<b>Term 5</b> DT Mechanics Storybooks
Year 5	DT Mechanics Programming Pioneers	DT Textiles Fashion and Textiles  -Generate, develop + communicate ideas -Selection of tools and equipment -Selection of materials -Investigate existing products -Evaluation of product against design criteria	DT Structures Building Bridges
Year 6	DT Structures Chinese Inventions Or Bird Houses	DT Controlled Vehicles	DT Food Burgers / Gingerbread House

## Impact

The impact of our curriculum will be assessed through a multi-faceted approach including:

- Teacher observations, quizzes and questioning,
- Completed products from the practical tasks,
- The ability to critique and evaluate their own and others designs and products,
- Pupil voice.



# Modern Foreign Languages

## French

### At East Hunsbury Primary School

*'Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world.'*

The National Curriculum 2014 - KS2 PoS for Languages – Purpose of study

Language is an essential means of every day communication and interaction. Learning another language raises awareness of the multi-lingual and multi-cultural world in which we live. It introduces an international dimension to pupils' learning, giving them an insight into their own culture and those of others.

### **Intent**

At East Hunsbury Primary School, it is our intention to provide a language curriculum that is aspirational, enabling and inclusive, as well as being a valuable educational, social and cultural experience for all. We intend for our pupils to develop communication and literacy skills that will provide the foundation for their future language learning.

We intend children to develop linguistic competence, extend their knowledge of how language works and explore differences and similarities between a foreign language and English.

The intention of our MFL curriculum is:

- To deliver the learning of the French language and its culture in enjoyable and interesting ways.
- To embed the essential skills of listening, reading, speaking and writing.
- To extend pupils' cultural knowledge so that they develop an awareness of the similarities and differences between cultures.
- To foster an interest in and a thirst for learning other languages.
- To lay the foundations for future language learning.
- To broaden their frame of reference and knowledge within the wider curriculum.
- To be ambitious.

### **Implementation**

Our Modern Foreign Languages (MFL) curriculum is delivered using the Catherine Cheater scheme of work which is taught in weekly lessons across KS2. The scheme is structured to progressively develop knowledge and skills in French across the years and is designed to build on previous knowledge from units already studied. We chose this scheme as the underlying principles matched our curriculum philosophy and ethos:

1. *We want children to enjoy their early years of learning French and to value the sights and sounds of France, the rhythm of the language and the real pleasure that can be gained from contact with the written word.*
2. *We want children to make real and measurable progress in their learning through the innovative activities, the challenging tasks and the desire to understand more and more as they listen to, speak and read French."*

*Extract from the rationale for the Catherine Cheater Scheme of Work*

Our MFL curriculum is concerned with the study of three progressive learning objectives:

- Oracy
- Literacy
- Intercultural understanding

and two 'cross-cutting' strands:

- Knowledge about language
- Language learning strategies.

Pupils follow the scheme working towards the learning objectives outlined in the KS2 Framework for Languages as set out within the National Curriculum.

All lessons have a sound-filed PPT to accompany and support delivery and the content is designed to motivate the pupils right from the start.

The scheme proposes the use of various resources to enrich the learning experience, including music and song, fiction and non-fiction books, games, finger rhymes, flashcards and internet sites and information.

Lessons are mainly practical in focus at early KS2 and build progressively on previous knowledge, learned over the four years of study, to a somewhat more formal approach by the end of KS2 in preparation for KS3.

**INSERT LONG TERM MAP**

## **Impact**

We measure the impact of our curriculum through the following methods:

- Observing pupils speaking and listening in French
- Pupil engagement in lessons
- Marking of written work
- Termly assessments
- Ongoing 'assessment through learning' throughout lessons
- Interviewing pupils about their learning (pupil voice)

The impact of MFL teaching on the pupils' learning will be continually monitored by the MFL subject lead. This will ensure the progress of knowledge and skills being taught and that this is retained by the pupils. This will be continually revisited to check that the pupils are able to apply the skills taught to a variety of settings, showing independence with their learning.

Impact will also be measured through key questioning skills built into the lessons of the MFL scheme and summative assessments aimed at targeting next steps in learning.



# Geography Curriculum

## At East Hunsbury Primary School

### Intent

It is our intention that our Geography curriculum is aspirational, enabling and inclusive whilst encouraging all children to become curious about the world around them. It is our intention to provide the children with an ambitious curriculum which develops them as geographers and widens their understanding of themselves and the world around them. Consequently, we intend children to:

- Secure an important geographical
- Perspective, through their growing knowledge of places, people, resources and physical and human processes.
- Understand the effect that geography has on our everyday lives and that without it, other events and subjects have much less meaning.
- Develop an understanding and appreciation of their local area and the wider world, enabling them to become important global citizens.
- Obtain sound locational knowledge of the world and an appreciation of the geographical features and events that make each place unique.
- Understand similarities and differences across the world and be able to use geographical vocabulary in order to discuss these.
- Be confident when using a variety of sources, including a range of maps and atlases.

**For further information, please refer to the NPAT Geography Narrative Document.**

### Implementation

#### Early Years Foundation Stage

Children start their Geographical learning in our Foundation Stage through their Knowledge and Understanding of the World. They will:

- Describe their immediate environment using knowledge from observation, discussions, stories, non-fiction texts and maps
- Explain some similarities and differences between life in this country and in other countries, drawing on knowledge from stories and non-fiction texts. Maps where appropriate.
- Understand some important processes and changes in the natural world around them, including the seasons.

This foundational knowledge is then built upon when they enter Key Stage 1.

#### Building on the Early Years Foundation Stage

The Geography curriculum is underpinned by research in cognitive science and subject specific vocabulary is explicitly taught every lesson.



The curriculum has been carefully sequenced to ensure children obtain a secure understanding of key geographical concepts and knowledge. This is a knowledge-rich geography curriculum in which substantive knowledge is built upon and disciplinary knowledge is woven through.

Knowledge is given a high status and the aim is to empower our children and carefully build their understanding of the subject. The knowledge content is specified in detail and is taught to be remembered, not just encountered. Knowledge is sequenced and mapped deliberately and coherently through horizontal, vertical and diagonal links.

The vertical and horizontal links support the development of children's geographical schema. E.g. In Year 6, children will learn about the natural resources of Africa which will be built upon in the next unit through a study of their distribution and UK trade links.

Vertical links are made where knowledge and understanding are built upon from previous geography units. The individual units of work provide a subject specific reading load and written outcome, where taught writing techniques can be applied.

There are also opportunities to make diagonal links to other disciplines which have been explicitly planned for.

Our Geography Curriculum builds knowledge through 11 high dividend concepts and these are returned to and revisited throughout the curriculum. These are:

1. Global links
2. Diversity
3. Global Warming/climate
4. Travel
5. Human Impact
6. Sustainability
7. Change
8. Commerce and trade
9. Community
10. Settlement
11. Locality and Environment

At East Hunsbury Primary School, Geography is taught alternate half terms, for one hour each week, in both Key Stage 1 and Key Stage 2.

Geography	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	History	History	History	Where would you rather live- in Northampton or Hunstanton?	History	How is Northampton different to India?  Compare and contrast Northampton and India.  Daily weather and seasonal patterns. (Linked to Science)
		Where I live. Immediate location: Study of school grounds and local area/fieldwork. River Nene Daily weather and seasonal patterns. (Linked to Science)	Daily weather and seasonal patterns. (Linked to Science)	Compare and contrast Northampton and Hunstanton.  United Kingdom – countries, capitals and seas.  Daily weather and seasonal patterns. (Linked to Science)		
Year 2	History	History	History	Mapping Northampton and Inner London.	History	Compare the climates of the Sahara Desert and Antarctica  Location of hot and cold areas of the world in relation to the equator and the North and South Poles including continents and oceans.  Consolidate skills and fieldwork met during KS1.
		<i>Farm to fork</i> <i>How does your food travel?</i> Revisit locational knowledge - United Kingdom, capital cities and seas.  Name and locate the world's seven continents and five oceans- Food Miles Bag of shopping		Use simple compass Routes on a map. Aerial photographs and plan perspectives to recognise landmarks and basic fieldwork human/physical features. Create a map and key.		
Year 3	History	HS2- impact on the landscape and settlements  Name and locate counties and cities of UK, geographical regions (including human and physical characteristics), key topographical features, and land-use patterns. Understand how these change over time. <i>Geographical skills and fieldwork (NC)</i>	History	Natural Disasters Pompeii  Countries of Europe and major cities. Key aspects of mountains, volcanoes and earthquakes.	History	Recycling the Environment  Scandinavia <i>Geographical study</i> Revisit locational knowledge (Europe)
Year 4	History	Why is the rainforest important to me?  South America including study of the Rainforest. Water cycle and deforestation.	History	Take One Picture  The painting changes every year which means the Historical and Geographical knowledge will change but will link to the planned curriculum in some way.	History	From the Nene to the Nile  Understand human and physical geography of rivers, trade, natural resources
Year 5	History	North America From East to West time zones/biomes Understand the similarities and differences through study of human and physical knowledge between UK and North America.	History	Sustainability- natural resources  Urban/rural conflict. Distribution of natural resources.	History	Global Warming  Human geography – topical environmental awareness study
Year 6	History	African Continent  Concentrating on environmental regions, key physical and human characteristics, major cities and locational knowledge (time zones, tropics etc).	History	Global Trade  Countries and cities of UK, including trade links and the distribution of natural resources including energy, food, minerals and water.	History	Legacy <i>Making a difference...</i> Culmination of primary geography- research, fieldwork- local to global campaign e.g. litter, recycling, global warming, changes etc

## SEND

The Geography Curriculum at East Hunsbury Primary School, is made accessible for all children and is adapted to meet the needs of individual pupils. This may be done through pre-learning, scaffolded resources or targeted-adult support.

## Impact

By the end of the curriculum, pupils demonstrate sound geographical knowledge and understanding and develop a curiosity and appreciation for their locality, the wider World and its people.

The impact of the Geography curriculum is assessed through a range of formative approaches including:

- Targeted questions,
- Pupil conversations and feedback,
- Weekly retrieval practice and quizzes,
- Practical application of disciplinary knowledge,
- Summative end of unit writing tasks.

Leaders will monitor the quality and impact of the Geography Curriculum at different stages, through lessons visits, book-looks, pupil voice and end of unit assessment grids and evaluations.



# History Curriculum

## At East Hunsbury Primary School

### Intent

History plays an important role at East Hunsbury Primary School and is fundamental to our mission of creating aspirational and knowledge-rich pupils.

"History, the study of the past, is all around us; we are continually making history through our thoughts, words and actions. History is personal and global; it is everyday life and momentous occasions. History is about people.

Through our study of the past, we can understand how our own world works. We can also understand how and why things happen to us. For example, had you ever wondered why the polar ice caps are melting? The answer partially lies in history. The Industrial Revolution caused the birth of industrial towns and factories, belching out smoke and pollution. It also caused the mechanisation of society, adding to the pollution. Could this partially explain the pollution problems that we face today? History is not just about the past!"

***Historical Association***

It is our intention that our history curriculum is aspirational, enabling and inclusive and supports children in understanding Britain's past and that of the wider world. We intend that our history curriculum will enable children to:

- Understand history as a subject discipline and how what we learn from history can affect our own lives and the lives of others.
- Become curious about the past and be equipped to ask informed, perspective-led questions.
- Develop children's mental timeline (schema) by cumulatively building pupils' knowledge of periods and events.
- Think critically, compare, weigh evidence, sift arguments and develop perspective and judgement.
- Understand the complexity of people's lives and the process of change over time.
- Develop an understanding of the diverse societies and relationships between different groups, as well as their own identity and challenges of their time.
- Move to secondary school and beyond with a chronologically secure knowledge of British, local and world history.
- Note connections, contrasts and trends over time and will develop the appropriate use of historical terms.
- Learn through History and use this learning to influence their decisions about personal choices, attitudes and values.

**For further information, please refer to the NPAT History Narrative Document.**

## Implementation

### The Early Years

Our ambitious history curriculum begins in the Early Years where it is practical, playful and inclusive. It is taught with support and challenge from adults in class sessions, small groups and from working with individuals. There is a combination of adult-led and teacher-taught sessions as well as a wealth of stimulating continuous provision opportunities when adults scaffold learning through skilful interactions and questioning; including independent exploration/play.

Through, Understanding of the World, children's foundations of historical knowledge will be laid as they will learn to:

- Begin to make sense of their own life-story and family history
- Comment on images of familiar situations from the past
- Compare and contrast characters from stories, including figures from the past
- Talk about the lives and roles of people around them
- Know similarities and differences between things in the past and now. Drawing on their experiences and what they have read in class.
- Understand the past through settings, characters and events read in class and storytelling.

### Building on the Early Years

Our curriculum has been carefully sequenced to ensure children obtain a solid understanding of key historical concepts and knowledge. This is a knowledge-rich history curriculum which entwines both substantive and disciplinary knowledge. Knowledge is given a high status and the aim is to empower our children and carefully build their understanding of the subject. Tier 2 and 3 vocabulary is taught within the unit and reinforced throughout the year.

The following high-dividend concepts have been identified as part of the NPAT history curriculum:

- Conflict,
- Community,
- Culture,
- Trade and
- Power (including monarchy).

These will form the 'Big Ideas' through which all history will be taught.

Teachers will make explicit reference to where children have met these concepts before in the curriculum. Local history has been planned as whole term units in alternate year groups; however, local history links have also been planned within units e.g. in Year Four children learn about an aspect or theme that extends pupils' chronological knowledge beyond 1066. In the NPAT curriculum this is the Industrial Revolution (Victorians) and the local history link to the Boot and Shoe industry and canals.

The knowledge content is specified in detail and is taught to be remembered, not just encountered. Knowledge is sequenced and mapped deliberately and coherently so that beyond the knowledge specified for each unit there are vertical and horizontal links. These will promote the construction of a secure historical schema. There are also opportunities to make diagonal links to other disciplines which have been explicitly planned for.

Horizontal links will be explicitly made e.g. Year Three children learn about the impact of the Romans on Britain in Spring One, including the invasion, culture, the rebellion of the Celts and the legacy. When they learn about the Anglo-Saxons teachers will explicitly link the chronology, how the culture of the

Anglo-Saxons was different to that of the Romans etc. Where there is legacy within a time period then this will be explored explicitly. If there is no real legacy, then this will also be explored.

Vertical links will be made where knowledge and understanding are built upon from previous history units. E.g. In Year 2, the Great Fire of London unit will build upon knowledge and understanding from the Year 2 unit, the Great Fire of Northampton; likewise, in Year 6, the Impact on British Culture unit will make direct references to the Ancient Egypt unit covered in Year 4 and the Ancient Greece unit covered in Year 5.

Diagonal links will be made, particularly where this is cross-curricular. e.g. links between History and Geography - such as The Romans (History) with Natural Disasters - Pompeii (Geography) and Ancient Egypt (History) with From Nene to Nile (Geography).

Where applicable, children will have encounter or participate in high quality visits or visitors to further appreciate the impact of History.

History is taught every half term on a weekly basis.

### Long Term Map

History	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	<b>Queen Elizabeth II</b> <i>Changes within Living Memory (NC)</i>	<b>Guy Fawkes and Bonfire Night</b> <i>Events that are significant nationally or globally (NC)</i> History Short Unit (1 week) Geography	<b>Edith Cavell and Mary Seacole</b> <i>The lives of significant individuals in the past who have contributed to national and international achievements (NC)</i>	Geography	<b>Northampton Boot and Shoe Industry</b> <i>Significant historical events, people and places in their own locality (NC)</i>	Geography
Year 2	<b>Great Fire of Northampton</b> <i>Significant historical events, people and places in their own locality – Great Fire of Northampton (NC)</i>	<b>Remembrance Day</b> <i>Events that are significant nationally or globally (NC)</i> History Short Unit (1 week) Geography	<b>Christopher Columbus and Neil Armstrong</b> <i>The lives of significant individuals in the past who have contributed to national and international achievements (NC)</i>	Geography	<b>Great Fire of London</b> <i>Events beyond living memory that are significant Nationally or Globally (NC)</i>	Geography
Year 3	<b>The Stone Age to the Iron Age</b> <i>Changes in Britain from the Stone Age to the Iron Age (NC) (including the Bronze Age)</i>	Geography	<b>The Romans</b> <i>The Roman Empire and its impact on Britain (NC)</i>	Geography	<b>Anglo-Saxons</b> <i>Britain's settlement by Anglo-Saxons and Scots (NC)</i>	Geography
Year 4	<b>The Vikings</b> <i>The Viking and Anglo-Saxon struggle for the Kingdom of England to include the time of Edward the Confessor (NC)</i>	Geography	<b>Ancient Egypt</b> <i>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt (NC)</i>	Geography	<b>The Changing Power of Monarchs between 1066-1605</b> <i>A study of an aspect of British History that extends pupils' chronological knowledge beyond 1066 (NC)</i>	Geography
Year 5	<b>The Industrial Revolution</b> <i>A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066 (NC)</i>	Geography	<b>World War I (including Walter Tull)</b> <i>A local history study (NC)</i>	Geography	<b>Ancient Greece</b> <i>Ancient Greece – a study of Greek Life and achievements and their influence on the western world (NC)</i>	Geography
Year 6	<b>World War II</b> <i>A study of an aspect or theme in British history that extends chronological knowledge (NC)</i>	Geography	<b>Benin AD 900-1300</b> <i>A non-European society that provides contrast with British history - Benin AD 900 – 1300 (NC)</i>	Geography	<b>The impact on British culture (Greeks or Egyptians)</b> <i>A study of an aspect of British History that extends pupils' chronological knowledge beyond 1066 (NC)</i>	Geography

### SEND and Disadvantaged pupils

It is our ambition for all of our pupils to access the full history curriculum and quality first teaching enables this. Support for pupils with SEND or disadvantaged pupils is given by careful individual and/or group support to secure the knowledge they need to continue to access content in History.

## **Impact**

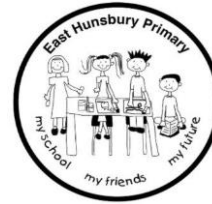
By the end of Key Stage 2, all pupils will have a coherent knowledge and understanding of Britain's past and that of the wider world and will have acquired the disciplinary skills of Historians being able to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement.

This will be assessed through a multi-faceted approach including:

- Skilful questioning lesson by lesson,
- High quality conversations by teachers during lessons addressing misconceptions,
- Weekly retrieval practices,
- Lesson quizzes,
- Appropriate writing outcomes and
- End of unit summative tasks such as double-page non-chronological reports including essays.

Evidence of learning will be recorded within the pupil's books and teachers assess against the history learning outcomes (end of unit criteria checklist)

Leaders will monitor the quality and impact of the History Curriculum through book looks, pupil voice and assess which pupils know more and remember more.



# Music Curriculum

## At East Hunsbury Primary School

### Intent

At East Hunsbury Primary School, it is our intention that our music curriculum is aspirational, enabling, inclusive and enriching. We intend to teach Music so that our pupils enjoy and gain knowledge of how music making and music appreciation can enrich their lives. Our music curriculum is intended to:

- Give children the opportunity to appreciate, perform, understand and compose music from a range of times, traditions, genres and composers.
- Enable children to sing and play musically with increased confidence and control.
- Give all children an opportunity to learn/play a musical instrument.
- Ensure our children develop the technical vocabulary which will help them understand and appreciate Music.
- Encourage mental health and wellbeing by bringing the whole school community together through music.

Working in partnership and with our local Music Hub (Northampton Music and Performing Arts Trust) we intend to create a strong musical culture within our school. Music has the power to foster connections within the brain which will improve memory and coordination. The skills involved in playing and listening to music will also help learners develop the self-esteem, self-discipline, cooperation, creativity, and self-motivation necessary for success. We aim to establish a lifelong passion for music as an art form is that it is accessible to all. It is an art form that is entwined into the fabric of our lives, and we aim to enable children to enrich their experience of all types of music.

We hope children continue to grow in confidence as they progress through the musical curriculum and become passionate in their responses to music. Added to this, we want children to become more independent learners within this area, reflect upon their learning and develop resilience within the musical world.

### Implementation

Music lessons are taught throughout the school by Specialist teachers from Northampton Music and Performing Arts Trust. We have developed an enduring and longstanding relationship with NMPAT as we believe that Specialist teaching ensures all pupils access high quality teaching from staff who are confident and passionate practitioners. This allows pupils to access a wide range of music from across all genres and time periods.

### Early Years

A love and learning of music start in the Early Years where through: Communication and Language, Expressive Arts and Design and Personal development, children will:

- Sing a wide range of nursery rhymes and songs (this is also mapped out in our writing curriculum and part of our oracy)



- Perform songs, rhymes, poems and stories with others and try to move in time to music.
- Combine different movements with fluency (EYFS children are also allocated a performance poem in line with the rest of the school in the Spring term)
- Listen carefully to songs and rhymes, paying attention to how they sound.
- Explore, use and refine a variety of artistic effects to express their ideas and feelings

Children in the Early Years also have a music lesson taught by a specialist teacher once a week.

### Building on the Early Years

Music is taught every week and led by a specialist. As a school, we have adopted NMPAT's music curriculum (based on the Barking and Dagenham end of year expectations model and elements of The Model Music Curriculum) which is logically sequenced with clear progression of substantive and disciplinary knowledge. It has been written by specialists, encompasses our ethos for high quality music teaching and has clear end points with content logically chunked over time which builds towards these outcomes.

The Units taught involve:

- Listening and appraising
- Learning to play a range of instruments
- Singing
- Learning ways to show musical notation
- Reading musical notation
- Creating their own compositions

### Long Term Map

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 1</b>	<b><i>Ourselves and Storytime</i></b>	<b><i>Number, Weather &amp; Christmas</i></b>	<b><i>Animals and Our Bodies</i></b>	<b><i>Machines and Seasons</i></b>	<b><i>Water and Pattern</i></b>	<b><i>Bringing stories to life with music</i></b>
Skill focus	-Performing -Composing descriptive sounds	-Performing -Composing descriptive sounds	-Performing: Combining rhythms	-Performing: Combining rhythms -Listening & appraising	-Improvising sounds -Performing	-Composing sounds to a story
<b>Year 2</b>	<b><i>Ourselves and Pattern</i></b>	<b><i>Storytime, Number and Christmas</i></b>	<b><i>Our Land and Our Bodies</i></b>	<b><i>Toys and Travel</i></b>	<b><i>Animals and Water</i></b>	<b><i>Weather and Seasons</i></b>
Skill focus	-Composing: rhythmic patterns	-Performing: Combining layers of sound.	-Composing descriptive sounds	-Performing in an ensemble	-Composing descriptive pitch patterns	-Composing descriptive sounds
<b>Year 3</b>	<b><i>Environment and Buildings</i></b>	<b><i>Time, Human Body and Christmas</i></b>	<b><i>Sounds and China</i></b>	<b><i>In the Past and Notation and Pitch</i></b>	<b><i>Poetry and Ancient Worlds</i></b>	<b><i>Singing French &amp; Communication</i></b>
Skill focus	-Composing rhythms	-Performance: combining voices and actions	-Notation	-Notation	-Performing: combining layers of sound	-Composing: technology

Year 4	<i>Gospel (Pentatonic scales) and Poetry</i>	<i>Sounds, Around the World and Christmas</i>	<i>Rainforests</i>	<i>Rock and Roll + Fanfare for the Common Man</i>	<i>Time and Ancient Worlds</i>	<i>Singing Spanish, Food and Drink &amp; Communication</i>
Skill focus	-Performing -Improvisation	-Performing -Exploring sound	-Composition	-Performing: Explore, Improvising & Composing.	-Performing -Listening & appraising	-Performing -Composition
Year 5	<i>Listening and Appraising</i>	<i>At the movies, Vivaldi (Winter) and Christmas</i>	<i>Doctor Who &amp; The Orchestra</i>	<i>Sea Shanties</i>	<i>The Planets</i>	<i>Animals</i>
Skill focus	-Listening & appraising -Performing	-Composing music to match a moving image. -Listening & appraising	-Listening and appraising	-Performing: Singing	-Composing: melodic motifs -Performing as an ensemble.	-Composing sounds to describe movement.
Year 6	<i>Dvorak-Largo</i>	<i>Blues</i>	<i>Gamelan Music</i>	<i>March of The Royal Lion</i>	<i>Hip Hop</i>	<i>World Unite</i>
Skill focus	-Performing	-Improvisation	-Ensemble Performing	-Listening & appraising	-Performing: Rapping	-Performing

Music technology is part of the music curriculum and is also integrated into our computing curriculum (e.g. Year 4 Computing unit- Creating media: Audio editing.) Pupils have opportunities to use music technology applications to record or sequence sounds and use this knowledge to create tracks / add music to film / photo sequences / visual art / poems / stories.

### Music Enrichment

Year 3 take part in the NMPAT First Access Music Project in which all children learn to play a musical instrument. In this project, children experience live performances and perform to others. They are given opportunities to continue with their tuition after the project has ended through small group or individual lessons.

In addition to the curriculum music teaching, in Key Stage 2, children are offered the opportunity to study a musical instrument with peripatetic teachers. Children are encouraged to perform and show their progress to their peers during class and school assemblies.

We have a school choir comprising of children in KS2 (including the SU) who take part in many performances in the community and the wider area. Performances include singing to residents at local care homes, performing at the local Dergate Theatre and at the Genting Arena in Birmingham.

During the school year, our children have the opportunity during the year to see live musical performances from visiting music practitioners from the NMPAT Music Hub.

To ensure inclusion, the Specialist Unit participate with the Mainstream lessons, where appropriate. With the support of the SU staff, the use of Makaton signing is encouraged when singing. Mainstream

children enjoy using the Makaton signs alongside their SU peers but it also enables them to learn new signs as well as help to communicate.

During Assemblies, children have opportunities to listen to music from different composers, genres and times and sing age-appropriate songs.

## **Impact**

The impact of our music curriculum is measured through:

- Pupil voice/discussion and by how they are able to talk about and appreciate a range of Music.
- Observations of pupil performances including singing and school productions
- Evaluating compositions.
- Achieving awards and quality marks such as: [Music Mark](#) (which we achieved in academic year 2021-2022) to bench mark our provision and outcomes against.

Assessments should show a development of vocabulary, musical knowledge (substantive and disciplinary) and application of skill.

The specialist NMPAT teachers also undertake assessments during lessons and liaise closely with class teachers on pupil performance, outcomes and attainment. They also provide information for our Parents' Evenings and Annual Reports.

**For more information please refer to the specific music curriculum**



# Physical Education Curriculum

## At East Hunsbury Primary School

### Intent

It is our intention that Physical Education (PE) at EHPS is aspirational, enabling and inclusive. We intend for our curriculum to:

- Be ambitious for all our pupils.
- Inspire **all** pupils to enjoy, succeed and take part in a range of Physical Activities including gymnastics, dance, games, competitive and non-competitive sports which can benefit to developing competence in the Gross Motor skills and Fundamental Movement Skills.
- Provide opportunities for pupils to become physically confident in a way, which supports their health and fitness.
- Provide our children with ambitious opportunities to compete in sport and other activities to build character and help to embed core values such as fairness, sporting behaviour and respect.
  
- Teach our children a range of sports and allow opportunities for children to continually develop an understanding of these, whilst applying and using a range of rules, strategies and tactics.
  
- Teach our children how to live a healthy and active lifestyle and understand the importance of health living and healthy participation
  
- Develop an understanding of the benefits sport can have on their physical and mental health as well as raise their self-esteem.
  
- Teach our children about the world of sport including athletes and significant competitions e.g. the Olympics and World Cup etc.
  
- Be taught by highly-skilled practitioners.

### Implementation

Every child at East Hunsbury Primary school receives at least 2 hours of PE a week. The children are also given opportunities at break times and lunchtimes, through specialist coaches, to take part in physical activities and develop and foster a love for PE/sport.

At East Hunsbury, we use **Real PE** as our whole school PE approach. We chose this curriculum because it is inclusive of the SU and EYFS and marries with our schools sporting and physical education philosophy.

In Real PE, the pupils are taught about developing a whole range of skills via the 'learning cogs'. These cogs each have a specific focus which will be developed throughout the time the pupil is at East Hunsbury Primary School.

Each of these cogs are taught via a range of activities and games-based scenarios. Throughout a session, each learning cog skill will also be aligned with a fundamental movement skill, which will be focussed on within the session.

Due to our drive for ambition, we currently engage Specialist Sports Coaches to deliver our PE curriculum who are overseen by the PE lead.

All children, by the time they leave KS2 will have been given the opportunity to attend swimming lessons and swim 25m. We use part of our Sports Premium to fund 'Top Up' lessons for those that require it.



### **The Early Years**

**From the start of the Early Years**, we immerse our pupils in a love for PE, fostering the fundamental movement skills alongside teamwork and co-operation. This can be seen throughout sessions of PE within East Hunsbury Primary School and it is here where our ambition for our children in sport and physical education really begins.

We made the decision to start Real PE in the Early Years as it complements their learning in: PSED, EAD and PD lessons well as the children will learn to:

- Be confident in trying new activities with independence
- Explain the reasons for rules and follow them
- Manage their of self-care needs
- Work and play cooperatively
- Negotiate spaces and objects safely
- Demonstrate balance, strength and coordination when playing
- Move energetically such as running, jumping, skipping, climbing and dancing
- Perform rhymes, songs, poems and stories with others and try to move in time with music.

This then supports cumulative and progressive learning into, and beyond, Year 1.

### **Building on from the Early Years**

In Key Stage 1, the children's main focus will be to continue to develop their Real PE learning cog skills as well as the fundamental movement skills.

Throughout the time the children are in Key Stage 1, they become increasingly competent and confident in accessing a broad range of opportunities to extend their agility, balance and coordination, individually and with others. The children will engage in competitive, non-competitive and co-operative physical activities, in a range of challenging situations. Over the year, the children will take part in a variety of games, gymnastics and dance activities which are all aligned to the National Curriculum requirements. These plans are tailored to each year group and have a particular focus on a specific 'learning skills cog' per term.

In Key Stage 2, the children will continue to develop the use of their Real PE learning cog skills as well as fundamental skills which have been taught in Key Stage 1. Throughout the time the children are in

Key Stage 2, we allow the children to apply and develop these learning cog skills through, a range of competitive games and scenarios.

### **SEND and the SU**

Our Specialist Unit also adopts REAL PE as their curriculum but often, and when appropriate, the join with our mainstream children to deliver lessons inclusively.

Children in the Specialist unit also access: yoga, horse riding, disability Sports, sensory circuits and their EHCP plans often include fine and gross motor skill development.

### **Enrichment**

Throughout each year, the children have the opportunity to take part in a variety of games, gymnastics and dance.

We also engage a Specialist Dance Teacher to teach dance to mainstream pupils resulting in dance of a very high standard which we pride ourselves on when we showcase this to other schools in the Northamptonshire Partnership Academy Trust (NPAT) and participate in the Annual Derngate Arts Festival.

Children in Year 5 at East Hunsbury also have Sports leadership opportunities. The EHPS sports leaders are deployed at lunchtimes to offer a wider range of activities for every child to participate in. We also have sport coaches supporting our lunchtime provision.

Children in Year 6 take part in Bikeability.

The school holds an annual Health and Fitness Fortnight ensuring that the children learn the importance of health and exercise. This event is both complete and non-competitive. During the fortnight the pupils are taught a range of sports and are teachers ensure they are physically active as often as possible. Pupils are reminded of healthy eating and making healthy life choices.

As part of the Northamptonshire Sport partnership (NSport) children in Key Stage 2 take part in a range of sporting competitions such as: Tag Rugby, Cross Country, Sportshall Athletics, Gymnastics, Benchball, Arrows and Archery, Inclusive Arrows and Archery, Quicksticks Hockey, Netball, Quadkids Athletics, Football and Rounders.

We offer a range of before and after extra-curricular clubs. Many of these are taught by external agencies. We believe by using external agencies it allows specialist subject knowledge to be passed onto the children to develop and foster a passion for a particular sporting area.

East Hunsbury Primary School is a member of the Northamptonshire Sports Programme (NSport) ensuring that these skills in lessons can be developed in a competitive environment competing against other schools in the local area.

Although we mostly use a non-competitive basis in school we also believe that it is important in developing healthy competition through competitive small games, as we believe this develops the whole child's approach to Physical education in being able to take part as a team and building a strong ethos of teamwork and the correct sporting behaviour and how each child can conduct themselves in all lessons.

### **Premises**

Our premises and grounds include an all-weather pitch (Muga), a trim trail, various courts and two halls. The Specialist Unit use their hall spaces and bespoke playground to support their EHCP targets

and sensory circuits as well as joining mainstream classes for inclusive PE lessons where ever possible. All these spaces provide opportunities for PE to be taught and enjoyed.

## Impact

The impact of our PE curriculum will be assessed through a multi-faceted approach including:

- The Real PE Assessment Cog and REAL PE assessment process.
- Teacher observations and questioning.
  - *children participating well in PE lessons, demonstrating the ability to work individually, work with others and cooperate and contribute to working as a team.*
- Pupil voice: children enjoying and can talking positively about games, gym and dance.
- Pupil voice: children understanding the importance of a healthy lifestyle and are able to discuss this with others.
- Dance productions being of a high standard – these productions are seen by other NPAT schools in our trust as well as being viewed by parents.
- Children learning to swim 25m by the end of KS2.
- Attendance at extra-curricular clubs by pupils of all ages.



# Personal Social Citizenship and Health Education

## At East Hunsbury Primary School

### Intent

At East Hunsbury Primary School, our PSCHE curriculum is aspirational, enabling and inclusive and sits at the heart of everything that we do. We value the importance of developing our children as individuals as well as global, healthy citizens and every year children are expected to know more, do more and remember more.

The overarching aims of our curriculum is that children will:

- Develop the knowledge, skills and attributes that they need to navigate their lives now and in the future.
- Understand how to keep healthy and safe; including how to have purposeful and reciprocal relationships.
- Understand the importance of valuing similarities and differences and how to recognise and manage their emotions.

Underpinning all learning and woven throughout will be the British Values of:

- Democracy,
- Rule of Law,
- Individual Liberty,
- Mutual Respect and
- Tolerance

We took the strategic decision to adopt the [Jigsaw](#) programme to deliver our PSHCE curriculum as it builds on our already good practice, is grounded in research and follows a comprehensive and progressive coverage of key concepts. Through the implementation of this curriculum, it is intended that children are taught how to navigate their changing world and supported to develop positive relationships with themselves and others.

**It is our intention that:**

***By the end of Key Stage One Pupils will:***

- Have a positive relationship with themselves, peers and adults with in the school
- Demonstrate a healthy attitude towards school and learning
- Begin to demonstrate the British Values of democracy, tolerance, mutual respect, the rule of law and liberty
- Know how to stay safe in their physical and digital worlds
- Begin to have an awareness of their own mental health and well-being
- Begin to develop an inclusive attitude that challenges discrimination in all of its forms
- Understand the changes that happen to themselves and other animals and have taken part in age appropriate RSE



### **By the end of Key Stage Two pupils will:**

- Have a positive relationship with themselves and the wider school community
- Have developed a positive body image
- Demonstrate a healthy attitude towards learning and its place in their future
- Understand what constitutes as a healthy relationship and how to seek help if they find themselves in an unhealthy situation
- Have respect for themselves and others
- Know how to stay safe in their digital and physical world
- Have an inclusive attitude that actively challenges discrimination in all of its forms
- Have an awareness and understanding of their own mental health and wellbeing and know where to turn for help should they need it
- Understand change and have strategies to draw on when they need to approach changes in their lives
- Understand the physical aspects involved with RSE at a developmentally appropriate level

### **Emotional Literacy and Intelligence**

It is our intention that Emotional Literacy is integral to our curriculum. Emotional intelligence has been defined as:

*'...the ability to perceive accurately, appraise and express emotion, the ability to access and/or generate feelings when they facilitate thought, the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth'*  
(Salovey & Sluyter, 1997, p.10).

Consequently, we have developed, with four partner schools from across Europe as part of an Erasmus project, our own Emotional Literacy based curriculum called SMILE. We intend that by the time children leave Key Stage 2 they will have:

- Built resilience,
- Nurtured their physical and mental health and
- Developed an emotional awareness alongside positive learning behaviours.

Through our strong links and partnerships with classes in our Specialist Unit, it is our intention that children develop an appreciation of the importance for inclusion and valuing others.

### **Implementation**

Our PSCHE programme is built around six half-termly schemes of work from Jigsaw. Each unit encompasses two strands, one specific to Relationships and Health Education and the other designed to build Emotional Literacy. The curriculum is interleaved with opportunities to learn simple mindfulness tools and techniques.

## Our Mainstream Curriculum:

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R – 6	<b>Being Me in My World</b> Understanding their role in their class, their school, their community and globally. Devising Learning Charters for the new school year	<b>Celebrating Differences</b> Anti-bullying (linked to national week) And diversity	<b>Dreams and Goals</b> Aspirations for yourself and the world and the importance of working together	<b>Healthy Me</b> Drugs and alcohol education. Self-esteem and self-confidence. Making health choices.	<b>Relationships</b> Friendships, family relationships and other relationships. Conflict resolution and communication	<b>Changing Me</b> Sex and relationships education (at an age appropriate level.) Coping positively with change.

## Specialist Unit Curriculum:

Our Specialist Unit Life Skills curriculum runs throughout the year for all children to access.

Due to the cohort of children, and the nature of their special educational need, these units are sometimes taught flexibly with individual children accessing learning appropriate to their developmental level.

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R-6	<b>SMILE - My Community</b> - Includes Who am I? My class, school, family, community, world. <b>Jigsaw unit – Being me in my world</b>	<b>Keeping Safe</b> – Includes anti bullying week, Blue butterfly local PCSO talks, Road Safety, RSE Unit - e-safety, SMILE-Remembrance Sunday	<b>SMILE- Love and other feelings</b> – Includes Valentines and Mother’s day, Sadness, Anger, Fear	<b>SMILE- It’s good to be different-</b> Empathy and diversity ,relationships, multi faith celebrations <b>Jigsaw unit: Celebrating difference</b>	<b>Healthy Me</b> Includes- healthy eating, rest sleep and exercise, sun safety, water safety, being mentally healthy <b>NSPCC unit</b> – Speak out stay safe	<b>Changes - RSE unit</b> includes – Dreams and goals, Transition Unit Hero’s journey, Jigsaw and SU unit of RSE

## British Values

Children learn about the British Values through assemblies and classroom discussions. They are also covered through our PSCH, RE, History and Geography curriculum.

In PSCH our Jigsaw and SMILE units are closely linked to the teaching of British values and more information can be found within the individual schemes of work.

At East Hunsbury Primary School, our PSCH approach is further developed through:

- Our bespoke SMILE curriculum
- Termly e-safety lessons (from our ICT curriculum)
- Anti-bullying awareness
- NSPCC visits
- Liaison with outside agencies
- Peacemakers
- Reflection Room
- Relax Kids and Yoga sessions
- School Parliament
- Pupil Voice

- Our positive behaviour strategy based on the works of Paul Dix (ready, respectful, safe.)
- Inclusion opportunities
- Community links
- Sports Leaders
- Community links with the Parish Council and the Elders of East Hunsbury
- Supporting local and wider world charities

### **Teaching Style**

Our highly effective teaching in PSCHE is developed through adopting a consistent approach and the follow up and follow through of our curriculum leaders; who monitor delivery and train and develop our teachers. Sessions are taught using a combination of quality circle time, discussion and response tasks.

PSCHE content is evident in our classrooms on a daily basis, it is not constrained to timetabled sessions. In all classes, children check in for the day using an **Emotions Barometer**, which is followed up by the year group adults, and all year groups have access to **Calm Corners** which they are trained to use in times of heightened emotion. Links within in other subjects are drawn to allow children to develop a more comprehensive understanding of health, wellbeing, relationships and how to be good citizens of the wider world.

### **SEND/ Disadvantaged Children**

Our curriculum is carefully designed so that all children can access it fully. Adaptations are made to ensure that our PSCHE sessions are developmentally appropriate for all of our pupils. Pupils with identified needs are supported with Makaton sign language and Widget symbols. Pupils in our Specialist Unit access a bespoke curriculum.

### **EYFS**

As with our approach to all learning in the EYFS, our PSCHE teaching combines direct taught sessions with hands on play experiences. Our pupils are supported and challenged by the adults working with them in whole class sessions, small groups and on a 1:1 basis. We focus on modelling expected behaviours and helping children to participate in purposeful play for learning. In everything we do we focus on the: 'Characteristics of Effective Learning,' promoting positive learning behaviours.

### **Impact**

Due to the personal nature of the subject, PSCHE needs to be assessed in a distinctive way. Progress and attainment will manifest itself through:

- The daily life at EHPS and how children interact with adults, peers and view themselves.
- Pupil's manners and positive learning behaviours.
- Playground: Peacemakers and Sports Leaders helping to facilitate happy play and lunch times.
- Displays and assemblies promoting the importance of PSCHE.
- In the conversations that children hold and the values which they display.
- Work and the reflections children complete

Subject leaders will monitor its implementation through pupil voice, conversations with staff and learning walks.



# Religious Education Curriculum

## At East Hunsbury Primary School



### Intent

At East Hunsbury Primary School, Religious Education plays a key role in developing our children's knowledge and understanding of the diversity of world views and belief systems. Our curriculum is aspirational, enabling and inclusive and it is our intention that it equips children with the skills to question, discuss and explore the cultures and beliefs of society.

We believe that it is particularly important to broaden children's understanding and so prepare them to meet those who have different cultures and beliefs and to understand and develop acceptance and tolerance for those whose beliefs are different to themselves. At East Hunsbury Primary School, we consistently develop children's spiritual, moral, cultural and social education helping them to have a greater understanding of their place in the world.

At East Hunsbury Primary School, it is our intention that our Religious Education curriculum will:

- Expand children's knowledge and understanding of the six main religions.
- Enable children to develop religious literacy by exploring and understanding religion and beliefs
- Teach children to reflect and discuss diversity and values.
- Develop in every child a rich, deep knowledge and understanding of religious beliefs and practices providing a secure foundation that will enable them to succeed as they move to their next stage of education.
- Promote tolerance, understanding and dispel prejudice to enable our children to be able to live, work and socialise in the wider community.

At East Hunsbury Primary School, our RE Curriculum aims to ensure that all children:

- Acquire and develop knowledge and understanding of the diversity of world views and belief systems
- Develop an understanding of the influence of beliefs, values and traditions on individuals, communities and society
- Develop respect for others who hold different views and beliefs from their own
- Acquire skills to question, discuss and evaluate information and form their own opinions

**For more information, please refer to the NPAT Religious Education Narrative**

### Implementation

#### Early Years

In the Early Years Foundation Stage, we provide a well-planned environment to ensure children are taught new skills, gain knowledge and have the opportunity to practise and apply this learning in a meaningful way through their play. Our Religious Education learning starts in the Early years where, through PSED and Understanding of the world children will learn to:

- Show sensitivity to their own and other’s needs
- Talk about the lives of people around them and their roles in society.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.
- Know some similarities between different religious and cultural communities in this country drawing on their experiences and what has been read in class.
- Recognise that people may have different beliefs and celebrate special times in different ways.

East Hunsbury Primary School EYFS RE Long term map						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Belonging	Hinduism: Diwali Christianity: Christmas	Celebration of Lunar New Year	Christianity:Easter	Similarities and differences linking to celebrations	Belonging- transitions

### Building on the Early Years

Religious Education is taught weekly using the collaboratively planned NPAT scheme of work.

East Hunsbury Primary School RE Long Term Map						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Belonging to Communities	Christianity: Gifts	Christianity: Who do Christians believe in?	Judaism: Home Life		Caring for the world and others
Year 2	Islam: Muslim Life (part 1)	Christianity: Christmas- messages	Islam: Muslim Life (part 2)	Christianity: Easter	Christianity: Beliefs into practice	Sacred Places
Year 3	Christianity: Creation	Christianity: Christmas- Festival of light and love	Hinduism: Hindu life in Britain (part 1)	Festivals: Ramadan / Easter/ Passover	Christianity: Jesus as a loving and caring person	Sacred Books
Year 4	Christianity: The Old Testament (Promises)	Festivals: Diwali / Christmas	Hinduism: Hindu life in Britain (part 1) (Part 2 in 2022)	Christianity: Holy Week	Christianity: Pentecost	Commitments
Year 5	Faith and Humanism	Christianity: Christmas- Peace	Christianity: How God is represented	Judaism: Beliefs into practice	Stories of Faith	Buddhism
Year 6	Islam: Beliefs into practice	Islam: Beliefs into practice	Christianity: The Old Testament (Freedom)	Christianity: Creation and science	Sikhism: Sikh life in Britain	Pilgrimage

Buddhism	
Christianity	
Hinduism	
Islam	
Judaism	
Sikhism	
Multi Faith including Humanism	

## **Curriculum enrichment**

At East Hunsbury Primary School, we encourage a deeper understanding of the curriculum by inviting visitors to share their skills and knowledge. We have close links with St. Benedict's Church and the local Reverend is a regular visitor to lead assemblies. Jo Elijah visits to share her knowledge of Judaism. Visits to local places of worship are also encouraged. At East Hunsbury Primary School, we believe it is important for our children to understand the diversity of our society and their place in society.

## **Impact**

By the end of Key Stage 2 at East Hunsbury Primary School, our children will have acquired skills and knowledge of the diversity of world views and beliefs. They will understand how these beliefs, values and traditions impact on communities and society. Our children will develop respect for others who hold different beliefs and views from their own. Our children will develop skills to question, discuss and evaluate information and form their own opinions. Our curriculum intent will be fulfilled.

This will be assessed through a multi-faceted approach including:

- Skilful questioning lesson by lesson,
- High quality conversations by teachers during lessons addressing misconceptions,
- Weekly retrieval practices,
- Lesson quizzes,
- Appropriate writing outcomes and
- End of unit summative tasks.

Evidence of learning will be recorded within the pupil's RE books and teachers assess against the RE learning outcomes for each lesson and/or unit.

Leaders will monitor the quality and impact of the RE Curriculum through book-looks, pupil voice and assess which pupils know more and remember more.



# East Hunsbury Primary School's Early Years Curriculum



At East Hunsbury Primary School, we want our children to be lifelong learners who are enthusiastic, curious and creative. We want them to be well rounded, confident citizens of the world who can play and explore, create and think critically, be resilient and to learn. Our curriculum is ambitious and tailored to suit the needs and next steps of all learners. The knowledge our children gain from our enriching and challenging curriculum gives them the start they need to succeed in life, preparing them for future schooling.

The Early Years Foundation Stage is the period of education from birth to 5 years. In our Foundation Stage we have two reception classes. We work closely with the feeder nurseries and pre-schools and the families of our pupils.

Our curriculum is not only underpinned by the Characteristics of Effective Learning but also our values and drivers which are unique to our school and setting. Our values and drivers have been carefully chosen to ensure that the curriculum is taught in a way that meets our children's learning and SEMH needs (Social, Emotional, Mental Health) and prepares them well for the next phase of their education and lives.

## Intent

It is our intention that the Early Years at East Hunsbury Primary School will provide a robust and solid foundation on which children will grow, learn and develop into lifelong learners. This developed through our Curriculum Drivers and Values that underpin all of our teaching and learning.

### Our Early Years Values are:

<b>Kindness</b>	<b>Perseverance</b>	<b>Gratitude</b>
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These values have been carefully chosen for our EYFS because they allow children to develop positive learning behaviours and to become good citizens. Children who are kind can empathise, share and consider the feelings of others as well as themselves. Children who can persevere can keep trying even when things get difficult, they can take a step back and consider different ways of approaching a problem. Children who show gratitude are open to learning experiences and help and can offer help to others. These values are evident throughout our provision and opportunities to develop them are carefully planned within our curriculum. With these values in place our children will learn and grow, developing a lifelong love of learning.

### Our Curriculum Drivers are:

<b>Independence</b>	<b>Communication</b>	<b>Learning Everywhere</b>
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A curriculum driver is a thread or 'vehicle' that runs through our teaching and learning, it drives our provocations and stimuli and underpins our exploration of the interests of our children. It is our

intention that these drivers are evident throughout our EYFS curriculum and influence all of the teaching that happens at East Hunsbury Primary School

### **Independence**

Rationale: As lifelong learners, we want our children to be:

Responsible learners who take ownership of their learning,  
Resourceful learners who seek solutions for themselves.

Aim: We aim for our children to be:

1. Independent learners
2. Independent thinkers
3. Creative thinkers

### **Communication**

Rationale: As lifelong learners, we want our children to be confident speakers and attentive listeners in order to express themselves and understand others.

Aim: We aim for our children to be:

1. Effective speakers
2. Attentive listeners
3. Confident communicators

### **Learning Everywhere**

Rationale: As lifelong learners we want our children to be curious, to love learning and to see opportunities for learning in their world.

Aim: we aim for our children to embrace learning through:

1. Opportunities in the classroom
2. Opportunities beyond the classroom
3. Opportunities in their home life.

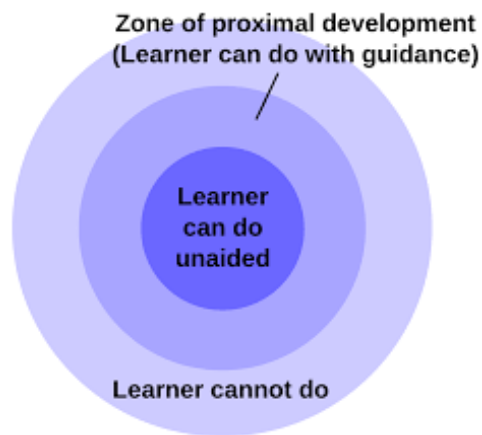
As previously mentioned, the Characteristics of Effective Learning also support, and are integral to, our curriculum.

## **Implementation**

Our EYFS curriculum is driven by the interests of our children and is informed by educational research and pedagogy, alongside advice from experts in the field.

Our curriculum is influenced by the research of Rosenshine and Vygotski, among others, and considers current thinking from EYFS experts such as Julian Grenier, Alistair Bryce- Clegg and Greg Bottrill to name a few. We will follow Vygotsky's (1978) zones of proximal development when modelling to and teaching our children:





With a combination of direct teaching and play based learning, we will scaffold the children to work from adult-lead to adult-initiated and ultimately child-initiated learning/application whilst continually considering the outlined research.

### **Implementation of Drivers and Values**

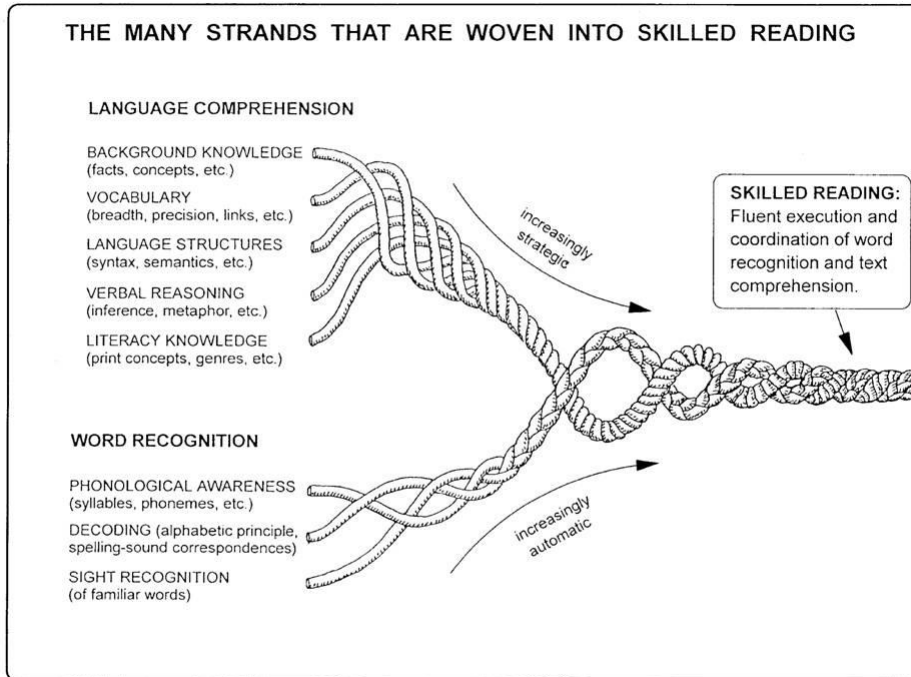
Our drivers and values will be introduced to the children on a termly basis, in the autumn we will explore kindness and Independence, in the spring, perseverance and communication and in the summer gratitude and learning everywhere. This will be a cumulative exploration and we will continue to refer to previous drivers and values as the term progresses. By the end of the summer term our children will have been exposed to all 3 values and drivers and will be used to hearing them referred to throughout the provision.

### **Phonics, Handwriting, Maths**

Phonics, handwriting, writing and maths will be taught using whole-school carefully researched approaches; Sounds-Write, Kinetic Letters, Talk for Writing and Maths Mastery respectively. All of these approaches are based in sound pedagogy and are appropriate to the age and developmental stage of our children. It is important that all learning and our school curriculums start from the Early Years therefore, these approach run throughout the whole school.

### **Early Reading**

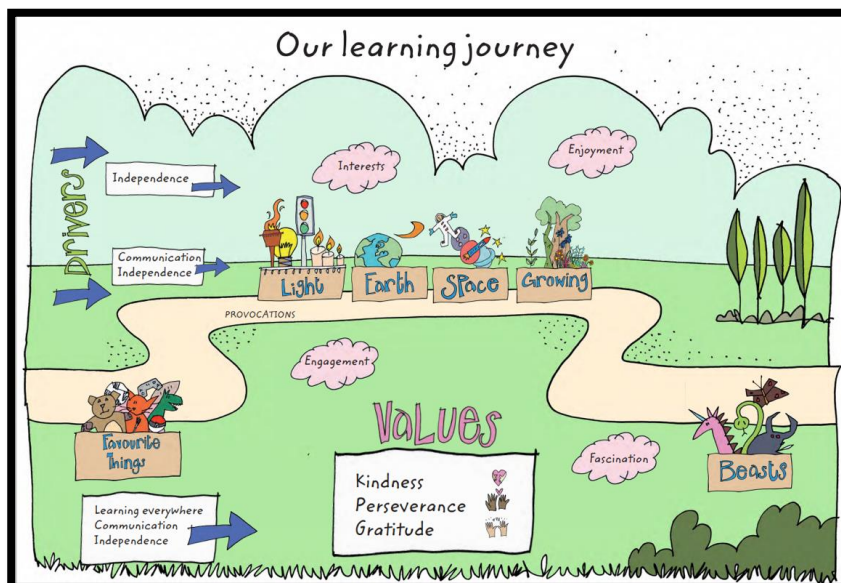
Early Reading is a crucial skill, it has been recognised by many educationalists as a key component to learning. Phonics is a large part of this in the early years, but reading is so much more than simply being able to decode words. When teaching reading, we want to promote a love of books and an understanding of the text. Children will hear multiple stories, poems and nursery rhymes every day at East Hunsbury Primary School, we will read class novels, picture books and non-fiction texts. We will use the Scarborough reading rope to weave together the skills needed to become a reader:



Reading for pleasure will be promoted in variety of ways including: carefully resourced ‘Book Nooks,’ in each classroom, books in all areas of the provision, story play and storytelling, weekly library books and sharing children’s and teacher’s favourite books. In fact, our EYFS classes are named after two children’s authors: Nick Sharratt and James Carter and we will interact with them regularly.

**Learning Pathway**

To ensure that all areas of the Early Years Foundation Stage are covered, we have mapped out our ‘Learning Pathway,’ this will be informed by the children’s engagement and involvement and is designed to evolve with our children.



The provocations/ stimuli that we propose are:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Potential Provocation</b>	<b>Favourite Things</b>	<b>Light</b>	<b>Space</b>	<b>Earth</b>	<b>Growing</b>	<b>Beasts</b>
	Toys	Dark den	Stars	Towns, cities, countryside,	Growing plants	Mini-beasts and bugs
	Families	Light boxes	Planets	forests, beaches, ponds, lakes, rivers, the sea	Conditions needed for growth	Animals
	Food	Sources of light	Astronauts		Life cycles	Dinosaurs
	Books	Candles	Space travel		Changes in plants and animals	Mythical creatures
	Activities	Stars				
		Festivals of light				

These are in linked to allow for joined up thinking, supported by research in Cognitive Science, allowing for retrieval practise and interleaving to become a part of daily teaching and learning.

Through these provocations and the exploration of the interests of our children we will ensure that they have the opportunity to discover and experience a variety of cultural opportunities to help them all progress and achieve success.

### **Our Community**

Community involvement is an essential part of our curriculum as we celebrate local traditions and learn new skills to enable the children to take an active role in events throughout the year.

Throughout their time in EYFS, the children develop a sense of belonging to our school community, ready to transition to Year 1. They have the confidence and skills to make decisions and self-evaluate, make connections and become lifelong learners

### **SEND/ Disadvantaged Children**

Our curriculum is carefully designed in order for it to be inclusive, thereby enabling all children to access it fully. Adaptations are made to ensure that our sessions are developmentally appropriate for all of our pupils. Pupils with identified needs are supported with Makaton sign language and Widget symbols. All pupils are closely observed throughout the EYFS to ensure that we value the unique child and tailor their learning to their age and stage of development.

### **EAL**

Children who join us who have English as an additional language will be supported by our language rich environment. We will work closely with their families to assess the need for further support, this could be in the form of visual or pictorial cues, pre-teaching of phonics or vocabulary, targeted intervention or English lessons or support for their parents.

### **Teaching style**

Our teaching combines direct taught sessions with hands on play experiences. Our pupils are supported and challenged by the adults working with them in whole class sessions, small groups and on a 1:1 basis. We focus on modelling expected behaviours and helping children to participate in

purposeful play for learning. In everything we do we focus on the 'Characteristics of Effective Learning,' promoting positive learning behaviours.

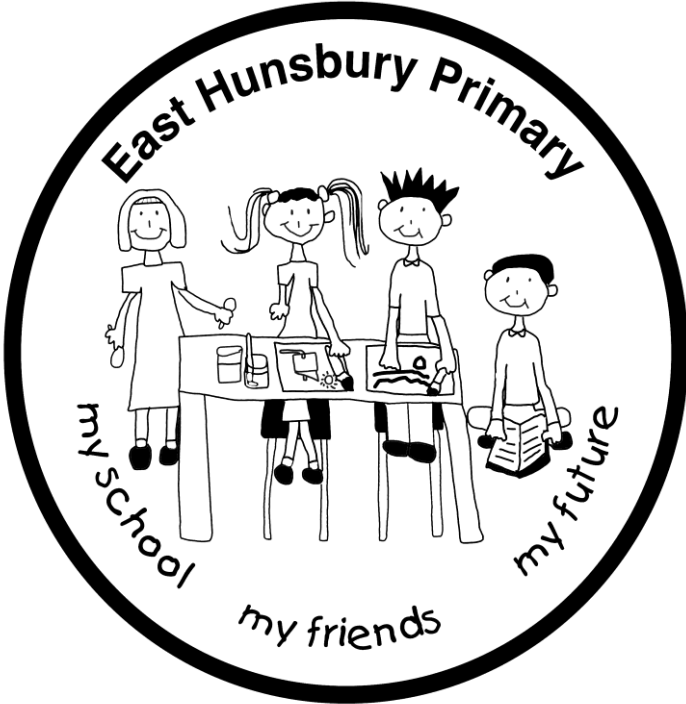
## Impact

By the end of Reception, our pupils will have begun to develop a lifelong love of learning. They will be independent, communicative and see their world as a learning opportunity. They will all make good progress, and the majority will meet their Early Learning Goals.

The impact of our curriculum is monitored through:

- Continuous formative assessment through **close observations** by skilled practitioners. We value each child as individual and unique and look closely at their stage of development, setting next-step targets to help them to continue to progress as throughout the year.
- At the end of the Reception Year, we will summatively assess children against **the Early Learning Goals**, providing our children, parents and Year 1 team with the opportunity to both celebrate success and plan targets for further development.
- We will use the **Leuven Scale** measurements of wellbeing and involvement.
- We will be influenced and informed by the **NPAT EYFS framework** and **moderate** judgements with other schools.

# East Hunsbury Primary School



## Equality Objectives

(including Social, Moral, Spiritual and Cultural Development)

**Equality**  
**Challenging stereotypes and prejudice**  
**Preventing discrimination and misunderstanding**  
**Raising awareness and asking questions**  
**Allowing access and discussion**  
**Encouraging kindness and respect**  
**Enabling potential and progress**  
**Celebrating difference and diversity**

East Hunsbury Primary School is committed to ensuring all aspects of equality are fully addressed within an inclusive learning environment where everybody is valued and represented, so that each student has the opportunity to fulfil their academic potential alongside their social, moral, spiritual and culture development. Alongside the academic curriculum, students are taught and experience important core values and develop into healthy, critically thinking, empathic young adults who are fully prepared for life in modern Britain.

This document forms part of our mission statement in relation to The Respect Agenda and is part of our commitment to meet the Public Sector Equality Duty (PSED) and the requirement to have due regard for the need to;

- a) Eliminate discrimination and prejudice,
- b) Provide a safe and secure learning environment,
- c) Advance equality of opportunity and ensure quality of access,
- d) Challenge stereotypes, negative attitudes and discriminatory language,
- e) Foster good relations between those who share protected characteristics and those who do not,
- f) Foster positive mental wellbeing
- g) Celebrate diversity.

It links with our Behaviour Policy, Anti-bullying policy, E-safety and Acceptable Use Policy, Child Protection Policy, Safeguarding of Young People Policy, Exclusions Policy and our Sex and Relationships Policy.

The Headteacher and the School Leadership Team ensure that all policies, practices, protocols and provision have regard to the Disability Equality Duty and the Equality Act of 2010, which extends protection from discrimination to people with protected characteristics in almost every area of school life. The Headteacher, members of the Senior Leadership team and the SENCO are responsible for ensuring the implementation of all policies, monitoring aspects of this and the full development of a strong ethos of inclusion, within all aspects of the life of the school. Decisions made at every level take into consideration the implications they may have for people with protected characteristics and this is regularly reviewed. It is the duty of all staff working in the school to implement the policies and continue to develop inclusive practices.

**The Respect Agenda**

This agenda addresses the requirement for the school to ensure that students develop into good citizens who are respectful towards themselves and others.

An inclusive learning environment and being part of a caring community means that pupils must always be reasonable and treat others and their property with respect. Pupils must refrain from unnecessary physical contact with others, using inappropriate language, name-calling and teasing. These can all cause a lot of upset and hinder progress and learning for others.

At East Hunsbury Primary School we pride ourselves in holding an Inclusion Quality Mark (IQM) flagship status and feel very strongly about inclusion for all within our school community.

**Equality is the permission to be different and respected. It does not mean we are the same.**

Everyone should be treated in accordance with equality and human rights legislation.

We do not allow anyone to discriminate against others because of their protected characteristics as these are all equal in law.

We challenge those who breach our code.

No one has the right to discriminate against, harass or bully other persons.

Whatever a pupils' religion or beliefs they must respect other people's religion and beliefs and whatever a pupil's religion or beliefs they must respect people identifying as lesbian, gay, bisexual or transgender.

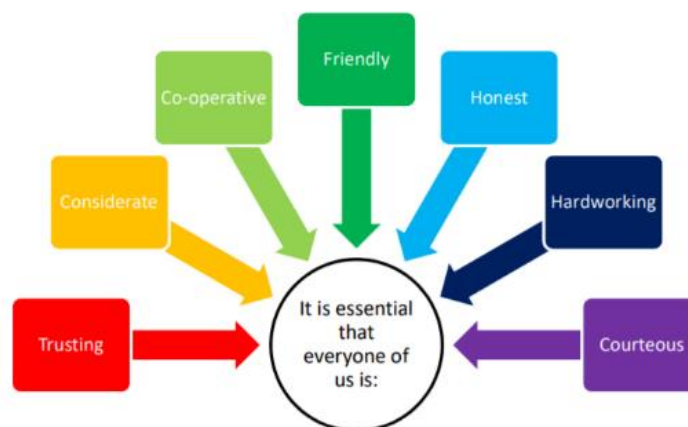
If a pupil is being harassed or bullied in, or outside the premises, they should report it.

At EHPS we are all responsible for each other's wellbeing. We respect each other's differences and celebrate diversity.

### **Social, Moral, Spiritual and Cultural Development (SMSC)**

It is important that our pupils develop into well-rounded individuals who adhere to British values and who develop into trusting,

considerate, co-operative, friendly, honest, courteous and hardworking individuals with the ability to listen to the views of others and think critically.



### **SMSC Descriptors:**

**The spiritual development of pupils is shown by their:**

- Ability to be reflective about their own beliefs, religious or otherwise.
- Interest in and respect for different people's faiths, feelings and values.
- Sense of enjoyment and fascination in learning about themselves, others and the world around them.
- Use of imagination and creativity in their learning.
- Willingness to reflect on their experiences.
- Music, Dance and Art Curriculum reflect and represent different beliefs and faiths
- Participation in the 'Take One Picture' National Gallery Project
- Science Outside the Classroom allowing pupils to learn in a variety of environments best suited to their needs
- Participation in the RSC Project
- Access to Forest School outdoor learning and forest school nurture groups
- Access to our Sensory Room (ready October 2021).

**The moral development of pupils is shown by their:**

- Ability to recognise the difference between right and wrong.
- Understanding of the consequences of their behaviour and actions.
- Being able to understand and appreciate the viewpoints of others.
- Participation in RE lessons with a wide variety of faiths, religions and beliefs covered
- Following 'Jigsaw' a programme for PSCH
- Participation in Nurture groups led by our SENCo and BSA
- Participation in Targeted BSA interventions for specific pupils
- Exposure to the international SMILE project and the SMILE curriculum based on emotional literacy taught to all pupils.

**The social development of pupils is shown by their:**

- Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds.
- Willingness to participate in a variety of communities and social settings, working well with others and being able to resolve conflicts effectively.
- Participation in Jigsaw during PSCH lessons,
- Access to our SMILE curriculum focusing on emotional literacy
- Ability to apply for School Council
- Opportunities to be Young Sports Leaders
- Participation in our Health and Fitness Fortnight
- Participation and access to a wide range of Extra Curricular Clubs
- Inclusion between Mainstream and Unit
- Use of Makaton Sign Language across the whole school
- Participation in Forest School
- Access to Outdoor Learning and an outdoor classroom.

**The cultural development of pupils is shown by their:**

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.
- Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain.
- Ability to recognise and value the things we share in common across cultural, religious, ethnic and socio-economic communities
- Willingness to participate in and respond positively to artistic, sporting and cultural opportunities
- Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.
- Understanding of a wide range of culturally diverse topics in Geography, History, Art, and RE lessons
- Access to a wide range of literature by different authors from varying cultures and backgrounds interweaved into their curriculum.



