



Halsford Park Primary School Curriculum Policy

Agreed by Governors: September 2026
Review Date: July 2028

Respect

Compassion

Courage,

Responsibility

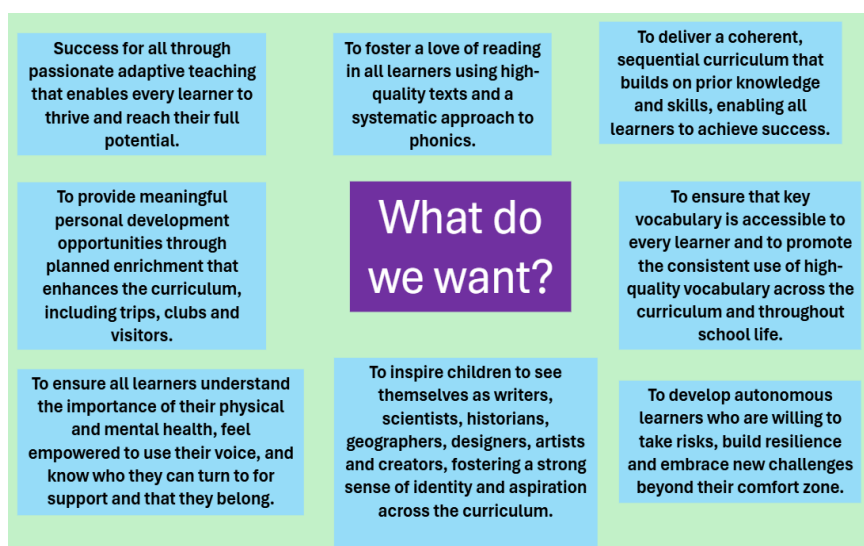
Halsford Park Curriculum Intent

Soaring to Success!

At Halsford Park Primary School, our curriculum nurtures the development of the whole child through carefully sequenced learning that builds substantive and disciplinary knowledge and understanding over time. Our ultimate goal is for every learner to grow into a successful, confident individual who soars to success and makes a positive contribution to our school community and to wider society—both now and in the future.

Guided by our Core Values of **Responsibility**, **Respect**, **Courage** and **Compassion**, we foster an inclusive environment and curriculum that values each child's academic, social, cultural, spiritual, moral, emotional and physical development. We are committed to ensuring that every child feels represented, supported and equally valued.

We strive to provide an 'irresistible' curriculum—one that fully encompasses the National Curriculum and is delivered in a way that challenges pupils, engages their imagination and motivates them to take the next steps in their learning in each subject discipline. Through carefully planned learning sequences and rich personal development experiences, we build resilience, independence and curiosity, encouraging our learners to question and explore the world around them.



What does the curriculum look like at Halsford Park?

High-quality teaching and learning in every subject with purposeful learning environments that support learning.	Subjects to be taught so the children know they are being a mathematician, historian, geographer, artist etc following the sequenced curriculum.	Continued promotion of writing in all aspects of the curriculum to embed skills – limited use of worksheets.
Promoting learner talk and explaining their learning (Learning Questions). Children expected to explain how they know something and adults to build on and model extension of their response.	Planning opportunities for children to take risks in their learning and build resilience .  Halsford Park Primary School	Rich vocabulary through use of high-quality texts, a sequenced curriculum and Widgeits. Learners expected to use taught vocabulary when discussing and explaining their learning.
Every child to access the full breadth of an ambitious curriculum using adaptive teaching strategies that enable success .	Commitment to personal development through enrichment – 1 off site visit by coach minimum.	Stunning start to hook children into their learning and a fabulous finish to give meaning and purpose.
For adults to use the marking and feedback policy to assess learning and maintain high quality learning outcomes .	Consistent approaches aligned with the Behaviour For Learning Policy, using specific scripts for routines so every child knows "This is how we do it here."	Every piece of work aligned to the Great Expectations ; for children to show pride in their work.

Our curriculum is delivered through high-quality teaching, underpinned by the explicit teaching of key vocabulary across all subjects. Adaptive teaching strategies ensure that every child can access learning, make strong progress and achieve their full potential.

Each term begins with a '**Stunning Start**' to inspire curiosity and engage children in their new learning, and concludes with a purposeful '**Fabulous Finish**', allowing pupils to celebrate and apply what they have learned. Throughout each term, children are encouraged to understand what they are learning, why they are learning it and how they can apply their knowledge and skills in meaningful contexts. They are able to articulate what they have learnt, explain how it builds on prior learning and confidently use subject-specific vocabulary. This is underpinned by the systematic teaching of key foundational skills, including phonics, reading fluency, handwriting and times tables.

Learning is further enriched through educational visits, outdoor learning and carefully planned enrichment opportunities that immerse children in memorable, real-life experiences. Alongside our extensive extra-curricular clubs programme, these opportunities nurture the whole child, develop personal interests and create lasting memories that inspire a lifelong love of learning.

In **Early Years**, teaching is based on the government's non-statutory guidance *Development Matters*, with children working towards the Early Learning Goals across the Prime and Specific Areas of Learning. Staff carefully observe children's interests and development, adapting learning to meet their individual needs while using engaging themes to promote curiosity, independence and exploration.

Curriculum Implementation

Writing is taught and assessed through the **Every Child Partnership – Growing Great Writers** approach. In Early Years and Year 1, children develop early writing through daily Read Write Inc phonics lessons and **Drawing Club**, building the essential foundations for successful writers. From Year 2, Autumn Term 2 onwards, pupils follow the **WRITER** sequence, immersing themselves in high-quality texts and rich vocabulary before planning, drafting, editing and publishing extended pieces of writing.

Phonics and early reading are taught using the **Read Write Inc.** systematic synthetic phonics programme, ensuring children develop secure decoding, fluency and comprehension skills from the earliest stages of learning.

In mathematics, we follow the carefully sequenced **White Rose Maths** small-step progression to develop deep conceptual understanding, fluency, reasoning and problem-solving skills using an “I do, we do, you do” teaching model.

Reading is taught and assessed using the **Edison Achievement Statements**, which are fully aligned to the National Curriculum expectations.

Across the wider curriculum, including Science, History, Geography, Music, Art and Design, Design and Technology, French, PSHE/RSE and Religious Education and Worldviews, we follow the **Kapow** curriculum. This provides a carefully sequenced progression of both substantive and disciplinary knowledge, alongside clearly identified key vocabulary, ensuring learning builds progressively over time.

Computing is taught using **Purple Mash**, while Physical Education follows high-quality **PE Planning** materials that support the progressive development of physical skills, knowledge and healthy lifestyles.

Each subject is taught discretely so that children develop a secure understanding of the unique knowledge, concepts and disciplinary skills within each curriculum area. At the same time, meaningful connections are deliberately planned across the curriculum, enabling pupils to draw upon prior learning and deepen their understanding. For example, after studying Ancient Egypt in History, pupils may apply this knowledge by designing and creating Egyptian-inspired artwork in Art and Design. These purposeful links strengthen understanding, improve retention and help children recognise how knowledge connects across different subjects.

For further information about our curriculum, please visit the Curriculum section of our school website where individual subject intents provide the aims and expectations for each subject within the curriculum and detail how this feeds into our whole school intent.

<https://www.halsfordparkprimaryschool.co.uk/page/?title=Curriculum&pid=59>

Curriculum Planning

We have high expectations for our children and teachers carefully plan the curriculum to ensure that our learners continue to make progress. We also encourage learners to have high expectations of themselves, following our Great Expectations, and work with children to discuss and decide their next steps in their learning which they reflect on during self and peer feedback.

We plan our curriculum in three phases. We agree on a long-term plan for each year group, using the schemes as mentioned above (Kapow, Purple Mash, PE Planning). This indicates which units are to be taught in each term. We review our long-term plan on an annual basis to ensure this is kept aligned with the most up to date materials available and meets the needs of our learners.

Our medium-term plans, which teachers prepare termly, map out specifically what will be taught week by week, aligned with the progression of each subject and include specifics about any enhancements for the curriculum, as well as the stunning start fabulous finish and key texts that will be used. This is shared with parents through a termly parent overview.

Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives, key vocabulary and success criteria for each session, and to identify what resources and activities we are going to use in the lesson. Tailored planning relates to children's age and stage to ensure assessment and planning are linked.

In the Foundation Stage we adopt an interdisciplinary topic approach to curriculum planning. We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of Development Matters and the Early Learning Goals, and there is planned progression in all areas of learning.

Use of technology including E-Safety

Technology supports learning in all subjects through the use of online programmes, such as Read Write Inc (RWI), search engines, local websites, Artificial Intelligence (AI) and databases. Children also learn about how to stay safe when using IT, see 'e-safety' within the safeguarding policy. The computing scheme we follow is 'Purple Mash' and we utilise E-safety resources from this scheme as well as the National College.

Outdoor learning

We believe that all children should have the opportunity to learn outside and we use our extensive school grounds, wooded area and polytunnel to facilitate this. Each year group has a dedicated half term block each academic year of outdoor learning with members of staff that are trained in Forest School type activities and activities are planned to support PSHE and communication skills and curriculum learning units as appropriate. Teachers are encouraged to consider how outdoor learning can be utilised across the curriculum and supported by our outdoor learning champion to plan meaningful experiences.

Safeguarding

We teach PSHE weekly which develops learner's understanding of themselves and others. In addition, we use the materials from Kapow, which are fully aligned with the Statutory Guidance from the Department of Education, to further enhance our Safeguarding curriculum. Through weekly focussed lessons and Class Forums, children are able to discuss ideas, raise concerns and voice their opinions on all aspects of life. We also have a range of assemblies which cover key topics such as Anti Bullying and Mental health awareness over the course of the year.

Children are supported through weekly lessons and opportunities to embed knowledge and skills in the wider curriculum day to day to have a broad and balanced approach and are able to relate what they have learned to everyday life in school and at home.

Curriculum plans are adapted and targeted teaching of areas, linked to our PSHE with individuals/groups are incorporated if a pattern of safeguarding concerns are recognised.

British Values

Halsford Park is committed to working closely and in harmony with our immediate and wider school community to promote and celebrate diversity in the UK through teaching of British Values in PSHE, assemblies, visitors invited into school and PSHE lessons. We aim to prepare children for life in modern Britain and to ensure that our school ethos, curriculum and approaches to teaching and learning reflect and promote British values.

Equal Opportunities

All children will have equal access to the Curriculum and its relevant resources regardless of age, gender, social factors or ethnicity.

Special Educational Needs and Disability:

We believe that our 'Irresistible' curriculum is for all learners. For learners with high level special educational needs, Individual learning Plans (ILP) are created and these outline reasonable adjustments made to ensure equality of access to the curriculum. Please see separate SEND policy for more details.

Looking for impact:

For all subjects across the National Curriculum, Teachers use an online tracking system: 'Arbor,' to make termly summative assessments which are shared with parents in the termly report card. These in turn inform their planning, based on the needs of the learners. **Please see our Separate Assessment policy for more details.**

The role of Subject Champions:

Subject Champions are responsible for ensuring that the progression of substantive and disciplinary knowledge and skills as well as key vocabulary is clearly mapped and taught across the school in their subjects. There is support for this in the chosen schemes of work. Subject Champions have a set of expectations which determine how they go about leading their subject in regard to action planning, monitoring and developing practice in their subjects. Monitoring takes a range of forms including learner voice, learning walks, 'book looks', lesson visits and data analysis in order to ascertain the impact of our Curriculum on learner outcomes.

The Headteacher and Extended Leadership team have an ongoing responsibility to monitor and evaluate the impact of these policies on pupils' learning, consulting the staff and wider stakeholders when necessary.

Other documents to refer to for further information:

Assessment Policy

Teaching and Learning Policy

Feedback and Marking Policy

SEND-Policy

Appendix 1- Example of Long term overview (KAPOW Science)

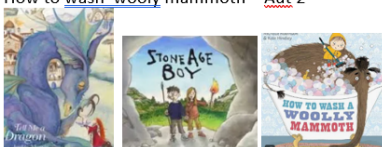
Suggested long-term plan: Science

Overview (All year groups)

	Autumn		Spring	Summer		Across the year
EYFS	Animal adventures		I am a scientist	Our beautiful planet		Changing seasons
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Forces and space: Seasonal changes	Materials: Everyday materials	Animals: Sensitive bodies	Animals: Comparing animals	Plants: Introduction to plants	Making connections: Investigating science through stories
Year 2	Living things: Habitats	Living things: Microhabitats	Materials: Uses of everyday materials	Animals, including humans: Life cycles and health	Plants: Plant growth	Making connections: Plant-based materials
Year 3	Animals: Movement and nutrition	Forces and space: Forces and magnets	Materials: Rocks and soil	Energy: Light and shadows	Plants: Plant reproduction	Making connections: Does hand span affect grip strength?
Year 4	Animals including humans: Digestion and food	Energy: Electricity and circuits	Materials: States of matter	Energy: Sound and vibrations	Living things: Classification and changing habitats	Making connections: How does the flow of liquids compare?
Year 5	Materials: Mixtures and separation	Materials: Properties and changes	Forces and space: Earth and space	Living things: Life cycles and reproduction	Forces and space: Unbalanced forces	Coming soon! Animals: Human timeline (3 lessons)/ Making connections: Does the size of an asteroid affect the diameter of its crater? (3 lessons)
Year 6	Living things: Classifying big and small	Energy: Light and reflection	Living things: Evolution and inheritance	Energy: Circuits, batteries and switches	Animals, including humans: Circulation and health	Making connections: Are some sunglasses safer than others?

Appendix 2 – Example of Medium Term Learning plan (overview for the term)

Year 3

Stunning start: Dragon art- creating an image of a class dragon		Fabulous Finish: Make volcano (linked to Geography)		Key texts for the term Tell me a Dragon – Aut 1 Stone Age boy – Aut2 How to wash woolly mammoth – Aut 2 					Outdoor opportunities – Erupt volcano on field			Enrichment opportunity Cave Art				
Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Date	30.8.26 3 days	7.9.26	14.9.26	21.9.26 Trust staff meet	28.9.26	5.10.26	12.10.26	19.10.26 Windmill Hill Yr6 Inset 23/10	2.11.26 Inset 2/11 Outdoor learning starts	9.11.26	16.11.26	23.11.26 Assessment week PSC 2025	30.11.26 Data on Arbor 3/12	7.12.26 Outdoor learning finishes	14.12.26	
Maths		Pre Assessment		Place Value (4 weeks)			Addition and subtraction (5 weeks)			Shape (3 weeks)			Review		Review	
English – Writing		Creating dragon to illustrate our future writing (Stunning start) Handwriting set up Sp.	Dictionary work Word classes – nouns and adjectives Verbs and adverbs Expanded noun phrases	W- descriptive words around dragons R- read key example I-features of descriptive writing /plan	T- drafting dragon descriptions E- edit descriptions R- publish on tracing paper Create a dragon book AI dragon descriptions – compare	Grammar GGW: Uses conjunctions of cause (because, so), the prepositional phrase because of to link ideas and explain the reason or result of an action	W- formal language R- reading non-fiction texts I-features of non- fiction texts Plan information	T- drafting information texts E- edit R- publish information- double page spread using image created through AI	Dictionary work Word classes – nouns and adjectives Verbs and adverbs Expanded noun phrases	W- descriptive words around Stone Age Boy R- read key example I-features of descriptive writing /plan	T- drafting descriptions E- edit descriptions R- publish on tracing paper	Grammar GGW: Uses conjunctions (when, while) and prepositions (after, during) to link ideas and show the order or timing of events in a sentence	W- formal language R- reading non-fiction texts I-features of non-fiction texts Plan information	T- drafting information texts E- edit R- publish information- double page spread using image created through AI	GGW: Uses prepositions of place (in, on, under, beside) and adverbs of place (here, there) to add setting detail. They integrate a variety of time, cause, and place devices to expand sentences in independent writing	GGW: Identifies the spoken words in a sentence, understanding that inverted commas (") are required to signal the beginning and end of what a character says E.g. "Look over there" he whispered.

Year 2

Geography	Would you prefer to live in a hot or cold place?														
	Where are the contine nce?	Where are the coldest places on Earth?	Where is the Equator?	TRIP	What is life like in a hot or cold place?	Do we live in a hot or cold place?	Would you prefer to live in a hot or a cold place?								
Science 1.5 hours	Living things: Habitats							Living things: Microhabitats							
	Life process es	It feels good to be alive	Introduc tion to habitats	Woodl and habitat s	Rainfore st & Oceans	Food chains	End of unit Assess ment	Identifyi ng and classifiy ing	Into to Scientif ic enquiry	Minibe ast hunt	Planning & Experim ent	Woodlic e experim ent	What is a botanist ?	End of unit Assessm ent	
RE – PPA all term	Why do we need to give thanks?							Why is light important to people?							
	How and why do some people show thanks?	Why is harvest an importan t time for giving thanks?	Why do some people thank god?	How can puja expres s thanks ?	How do some people thank god?	How do some Christi ans use music to expres s gratitu de?		why are lights used at special times?	Who were Rama and Sita?	Why and how are lights used during Diwali?	How are candles used during advent?	What do Candles symboli se at Hanakk ah?	Why are lights used symbolic ally?	What can light mean at Christma s? End of unit assessm ent?	
PSHE	My healthy self: How can we look after our bodies?							Connecting with others: How can I build safe, kind and caring relationships with others?							
	How does moving my body make me feel?	Why is sleep importan t?	What foods can help me feel healthy?	How can I make some health y food and drink choice s?	What can I do to keep my teeth healthy?	How can I make health y choice s every day?	INSET	How are we all differen t and all the same?	How are familie s differen t and the same?	How can I show my feeling s calmly and kindly?	How can I let people know what is ok and not ok fore me?	Who can I talk to if somethi ng does not feel right?	What should I do if someon e is being unkind to me?		

Appendix 3 – Example of Parent and carer overview shared termly

Autumn Term in Year 2 "Soaring to Success!"

Key texts this term include ...



English

Over the course of the Autumn Term Year 2 will be using coordination (and) and subordination (because) in our writing and writing sentences in different forms including questions and exclamations. We will also be using present and past tense correctly.

In our daily Read Write Inc sessions, we will be continuing to build fluency and developing our comprehension skills by answering questions about the text we have read in the session.

Maths

For the first few weeks, the children will be continuing to build on their place value knowledge secured in Year 1. We will then be moving on to addition and subtraction followed by shape towards the end of the Autumn term.



Science

We will begin by learning about Habitats, focussing on identifying what living things need to survive, exploring the life processes shared by living things. We will then deepen our knowledge further and develop our scientific enquiry skills, learning about microhabitats and the needs of minibeasts, carrying out surveys and investigations in the school grounds.



Humanities

(History & Geography)

In Geography, we will be examining climate zones and locating hot and cold places around the world whilst learning the four compass points as well as the locations of the seven continents.

History will allow us to explore how schools have changed over time by comparing schools today with those from the past, using a range of historical sources to identify similarities and differences.

RSE & PSHE

Over the course of the term, we will be understanding how everyday choices support health and wellbeing by exploring the effects of movement, sleep, food and drink on the body. Then, recognising how families and communities can be similar and different, learning about kindness, respect and positive relationships.



Art & Design

In Art, we will be developing drawing skills by exploring and experimenting with a range of materials, making marks that suggest texture, light and dark.



Physical Education PE days are Tuesday and Friday

Sports for this term:

Tag Rugby - To hold and move with a rugby ball and pass pointing the nose of the ball.

Hockey - Move into a space and move with control.

Dodgeball - Move in different ways, changing direction and increase accuracy when throwing.

Gymnastics - perform basic gymnastic actions, performing 5 key shapes and move smoothly with control.

Computing

This term, we will be using Purple Mash to be Route Explorers, learning to code using the tool, 2Go. Children will learn to build simple algorithms to move a screen turtle along routes. We will then be introduced to the fundamentals of the internet, including its purpose, how we access it, and how to use it safely and effectively.



Design & Technology

Later in the Autumn term, we will be investigating how rotating structures work by researching existing fairground wheels and considering how different components fit together. The children will be selecting suitable materials to design and create a functional fairground wheel that rotates and stands freely.



Religion and Worldviews

within our RE lessons, we will be learning about why people give thanks, investigating how people express gratitude across different beliefs and practices. We will then be examining the symbolism of light in different religious and worldview traditions by exploring festivals, stories and artwork.



Music

In Music, we will be developing rhythm and pulse through chanting call-and-response sound patterns and performing with untuned percussion instruments. The children will create and echo rhythmic ideas while responding to each other's chants to build musical communication and performance skills.



Halsford Park
Primary School