



Halsford Park Primary School Curriculum Policy

Agreed by governors: March 2024
Review Date: March 2026

Today's Children Tomorrow's Future.
In line with our Trust Curriculum Principles.

Respect, Compassion, Courage, Responsibility



Halsford Park Curriculum Intent:

Our ultimate goal is for learners to be successful, confident individuals, who soar to success, make a positive contribution to the community and society - both now and in the future.

We believe this can be achieved by fostering a passion for lifelong learning that we can enable through an irresistible curriculum which is mapped out to ensure that skills, knowledge and vocabulary build year on year so children are able to know, do and remember more. Our Core Values of **Respect, Compassion, Responsibility** and **Courage** drive our curriculum and how we will be as a community. Through our connected curriculum, we enable learners to develop learning and life skills which develop their well-being and understanding of mental health.

What do we want?

- All children to have a voice and know who can help them
- Learners to be emotionally literate and understand the importance of a healthy body and mind
- An irresistible curriculum that engages learners
- Enrichment opportunities to enhance the curriculum
- Passionate teaching that enables individual learners to develop knowledge and skills
- Autonomous learners
- Culture that facilitates purposeful learning
- Aspirational learners
- Success for all
- Key vocabulary accessed by all

What do we believe?

- Every learner can achieve
- In Independent and collaborate learning
- In a growth mindset
- In the value of learner voice to inform planning and assessment
- In inspiring learners through purposeful learning experiences
- In setting high expectations
- In the importance of purposefully planned personal, social and emotional development opportunities
- Knowledge, skills and vocabulary = learning

Soaring to Success!



Implementation

We use the EdisonLearning Achievement Statements to teach and assess our Reading, Writing and Mathematics curriculum, as outlined separately.

We plan Science and most of our foundation subjects (Geography, History, Design & Technology, Art) in 'Learning Experiences,' utilising the EdisonLearning Connected Curriculum and seek to involve the children and their interests in our plans where appropriate.

If at any time a subject cannot be meaningfully linked to the learning Experience, it is taught discretely- such as Physical Education, which follows the 'P.E Planning' scheme and Religious Education which follows the West Sussex SACRE syllabus. For in-depth detail on the delivery of the curriculum please see Teaching and Learning Handbook and the curriculum area on our school website.

In Early Years, all teaching and learning is based around the government non-statutory document 'Development Matters' and children work towards achieving the Early Learning Goals in the Prime and Specific areas. Teachers work closely with the children to ascertain and follow their interests, and so adapt the curriculum and learning to their specific needs.

Each Learning Experience takes appropriate objectives from the National Curriculum, broken into key skills acquisition for year groups. Each Experience has a 'Stunning Start' to 'hook' the children in to their new learning and ends with a purposeful outcome- a 'Fabulous Finish'. Throughout the Experience, children are encouraged to think about **what** they are learning, **why** they are learning it and **how** they will be able to apply these new skills and knowledge in a meaningful context. Learners will be able to voice why they are learning this now, what they have learned and how this builds on prior learning and use key vocabulary linked to the subject. This is underpinned by a rigorous set of foundational skills such as times tables, phonics and handwriting. From recent reading, we would consider our curriculum to have a 'knowledge-engaged' approach, where knowledge underpins and enables the application of skill and where both are taught explicitly, ensuring that learners are able to know, do and remember more.

Implementation continued...

Stunning start

(Is it a surprise or have you included pupil voice?)

Catchy title with a purposeful question running through

Seek opportunities for active learning

(see Edison Learning and teaching Strategies for Active Engagement)

Parental involvement:

Invited to celebrate learning in some Fabulous Finishes in the year.
Invited in to support a learning activity e.g. 'DT project'.

Desired Impact

What will it feel and look like for our learners?

The autonomous learner knows how to learn and has a disposition to do so. They can identify, on their own, and/or with others, a problem, analyse its components and then find the resources to solve it. They continuously question themselves and others as to whether they are employing the best methods. They can explain the process of learning and its outcomes to their peers and others.

They know when it is best to work alone, and when in a team, and know how to contribute to and gain from teamwork. They maintain curiosity, are resilient, reflective and are willing to take risks in their learning.

Adapted from 'The Autonomous Learner' John West Burnham

Communication:

Experience webs and key vocabulary for parents to go out within the first week.
Dates for stunning starts/trips/visitors / Fabulous Finish/invites for parents.

Environment:

Purposeful displays within the classroom showing what the experience is and key vocabulary incorporated into lessons.

Where appropriate include **learner voice**

Outside learning:

Seek out opportunities for children to learn outside away from their ½ termly block

Fabulous Finish -

Celebration of learning of an end result/what was produced.

Core subject links:

Make meaningful subject links to Maths and English.
E.g. High quality texts chosen to promote development of vocabulary

Key vocabulary:

For each subject which in line with individual subject vocabulary progression document – accessed by all and shared with parents and carers.

Individual subject unique contributions provide the aims and expectations for each subject within the curriculum and details how this feeds into our whole school intent.

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 and work with children to discuss and decide their next steps in their learning which they reflect on during self and peer feedback.

Long Term planning.

We utilise the EdisonLearning Connected Curriculum Whole School Overview, which maps out the National Curriculum objectives into half termly Learning Units. These units are determined by the subject/s in focus each half term and intended curriculum coverage.

Long term planning is in the form of curriculum maps (Appendix 1) and subject overviews (Appendix 3).

Medium Term planning:

Teachers use the National Curriculum objectives to assist them in mapping out their half termly, thematic 'Learning Experience,' planning activities for each focus subject and outline the knowledge, skills and vocabulary that will be taught as outlined on the knowledge notes (see appendix 4).

Medium term planning is in the form of the 'learning experience planning document' (see appendix 2) and 'core subject planning'.

Short term planning:

Teachers plan Maths and English lessons utilising the Edison Learning Achievement Statements to deliver the National Curriculum Programmes of study, using a flip chart planning format. Teachers are encouraged to adjust their planning during the week in response to the class' needs as they arise. For other subjects, teachers utilise their medium-term plan to create effective resources through which to deliver the Learning Experience lessons each week. These lessons focus on the foundation subjects that are in focus for that half term.

Short term planning consists of a combination of separate weekly plans, flip chart planning or annotated medium term plans as appropriate for the subject.

Use of IT including E-Safety

IT supports learning in all subjects through the use of online programmes, such as Essential Letters and Sounds (ELS), search engines, local websites, 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 learning and life skills and the connected curriculum learning unit 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 Learning and Life skills which develops learner's understanding of themselves and others. In addition, we use the materials from The Christopher Winter Project, "Teaching RSE with confidence" which are approved by West Sussex, 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, 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 Learning and Life Skills 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 Reading, Writing, Maths and Science, Teachers use an online tracking system: 'Arbor,' to make regular formative assessments which 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 a progression of knowledge, skills and vocabulary is clearly mapped and taught across the school in their subjects. There is support for this in the EdisonLearning Key Skills Acquisition Booklet and other 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 Headteachers 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 Whole School Curriculum Map.



Halsford Park – Learning Experience overview 2023/24



Please note: The titles of these Learning Experiences are for guidance only and may be named differently by year groups - but with the same teaching objectives and intended learning outcomes. For more detailed overviews of what is covered in each subject area, see individual curriculum pages.

Early Years Foundation Stage – In Early Years, all teaching and learning is based around the government non-statutory document '[Development Matters](#)' and children work towards achieving the Early Learning Goals in the Prime and Specific areas. Teachers work closely with the children to ascertain and follow their interests, and therefore may adapt the curriculum and learning themes to their specific needs.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2 Whole School Olympics based experience linked to the Ancient Greeks
Early Years themes	Starting School and All about me.	People who help us and superheroes What makes a hero?	Traditional Tales and Explorers	Keeping healthy and celebrations. How can we be healthy?	Summer and British wildlife/minibeasts	What was everyday life like in Ancient Greece?
Year 1	Why do we play with different toys as we grow older? (History & Science)	Hello, I am new here; How does it feel to be in year 1? (Geography & Science)	What can we learn about our world from stories? (D&T & Science)	Starry Night How does the Starry Night inspire you? (Art & Music)	Why is water so precious? (Science)	Each Year group will explore a different aspect, For example, children, homes, food, clothes, education, language, leisure.
Year 2	Can Party Food be Healthy? "Which materials would make good party decorations?" (Science & D&T)	London's burning! Why did the fire spread so quickly? (History and Geography)	Iceberg right ahead! What caused the ship to sink? (Science and Design & Technology)	Paws, Claws and Scary Roars! Do cats really have nine lives? (Art & Music)	What makes us like other animals? (Science & Geography)	

Year 3	How does electricity work? (Science)	Awesome Architects Who were the greatest builders? (History)	Golly Guacamole! Where is Guatemala? (Geography, History & D&T)	A picture paints a thousand words... So, what do you see? (Dance, Art, poetry, & Music)	Are bugs important? (Science)	Who were the Ancient Greeks?
Year 4	Bright Sparks! How do I see? How do I hear? (Science)	Invasion! Why do we speak English at school? (History & Geography)	Chocca-lotta learning! Should we stop eating chocolate? (Science & D&T)	From a Railway Carriage What view can you see from a carriage? (Dance, Art, poetry, & Music)	What happens inside us? (Science)	What were the key beliefs and achievements of the Ancient Greeks?
Year 5	Mysterious Materials What makes a good scientist? (Science)	Under Siege Would you go over the line? (History)	What lies behind 'all the fun of the fair'? (Science & D&T)	'Not far from anywhere and quite near somewhere' What have you seen and heard Grandfather Tree? (Dance, Art & Music)	Following in Darwin's Footsteps Is it ethical to be a 'plant hunter'? (Science)	What made the Ancient Greeks so powerful? What happened to the Ancient Greeks?
Year 6	Out of This World What's out there? (Science)	Bah Humbug! What the Victorians gave us (History)	Into the Unknown Why does Antarctica matter? (Science & Geography)	Evolve and Grow! Why do some creatures no longer exist? (Science, Dance, Art & Music)	The Great UK Geographical Challenge (Geography)	What is our legacy from the Ancient Greeks?

*(National Curriculum subject which form the main focus of the learning experience)

Appendix 2 – Template for Medium Term Learning Experience plan (overview for the half term)

Halsford Park - Autumn Term 1 Year 6

Stunning start: Paper mâché hanging mobile planets		Fabulous Finish: SPACE BUGGY RACES		Key text for the term: Cosmic <i>Frank Cottrell-Boyce</i>		Enrichment opportunity: Windmill Hill / Outdoor learning	
		HOMEWORK BOOKS OUT	Meet the teacher*TBC	Windmill Hill drop in? Individual Photos	FLCs*TBC	WINDMILL HILL	SEND <u>FLCs</u> ?*TBC
Maths - White Rose	Place Value	Place Value Arithmetic Assessment	Finishing place value	Negative numbers Addition Subtraction	Multiplication	Thursday / Friday - Completing evaluations of Windmill Hill experience and completing unfinished work.	Division
English - Writing GPS FOCUS	Diary	Diary	Gobi Desert Description	Gobi Desert Description / FLC Prep	Non-Fiction text / Planet		Non-Fiction text / Planet
English - Reading TEACHING FOCUS	COSMIC - RETRIEVAL	COSMIC - VOCABULARY	COSMIC - INFERENCE Suffolk Reading Assessment	COSMIC - SUMMARY	COSMIC - EXPLAIN		COSMIC - PREDICTION
Spelling	Statutory list / strategies	SATS Practice (baseline)	Able ible ably ibly	Suffixes -fer	Proofreading		*Notice and adjust (statutory/strategies)
Science	Order and movement of planets around sun	Movement of planets around sun	Earth rotation / day and night	The phases of the moon.	Light (straight lines)		Light (straight lines)
Art/D&T	Colour and emotions/brush-strokes	Colour and emotions/brush-strokes	Colour and emotions/brush-strokes	Circuits / Market Research	Design		Create / Test / Evaluate

Appendix 3 – Example of subject overview – progression document

Year 2		History <ul style="list-style-type: none"> What happened in London in the summer of 1666? What happened after 1666? Why should we know about the Fire of London? Was any one person to blame for the burning of the City of London? Significant individual: Samuel Pepys, Christopher Wren Famous local people, events 	History <ul style="list-style-type: none"> Henry Ford Changing designs of cars 		History <ul style="list-style-type: none"> Significant individuals Jane Goodall and Charles Darwin 	History <ul style="list-style-type: none"> Significant individuals Jane Goodall and Charles Darwin
Year 3	History <ul style="list-style-type: none"> Homes before electricity <i>(also link to homes without electricity today)</i> Inventors 	History <ul style="list-style-type: none"> Discovery of Lindow Man, the bog body How long have people lived in Britain? Where were the first towns and cities in the world? Overview of first civilisations and changes in Britain from Stone Age to Iron Age Depth study of achievements of Ancient Egypt Timelines 	History <ul style="list-style-type: none"> Recall learning about early civilisation and buildings Story of discovery of Tikal city site What was happening here when the Maya left their cities? What made the Mayan people leave their cities? 	<ul style="list-style-type: none"> Living memory 		History <ul style="list-style-type: none"> <i>Stories of new towns and model villages</i> Local old maps

Appendix 4 – Example of Knowledge Notes



Halsford Park Primary School Year 1 – Autumn 1 – History How have toys changed over time?

Key Knowledge – Know ...

The names of toys that our parents and grandparents used to play with e.g

That Victorian toys were usually made of wood.

That toys today are made of plastic.

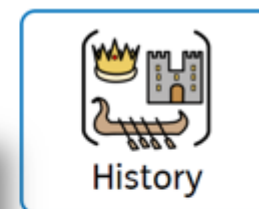
How toys have changed over time including the materials that have been used to make them.

That Ole Kirk Kristiansen created Lego in 1932 and the first plastic blocks were created in 1949.

Key skills– knowing how to...

Find answers to some simple questions about the past from sources on information including first-hand accounts from living relatives.

Use common words correctly when speaking about the past



Key Vocabulary

toys from the past

new

modern

past

Ago

a long time ago

when I was little.....

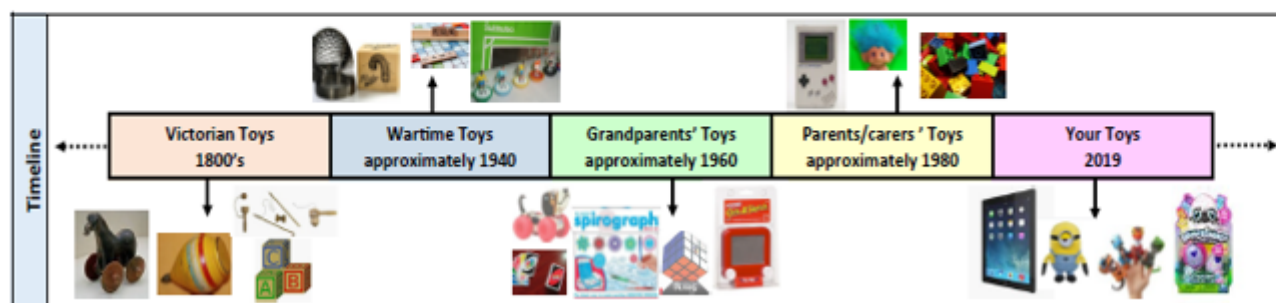
Victorian

Learning builds on...

What have you learnt before that may help you?

Builds on – UTW

EYFS,



Historical concept

