

Curriculum policy

Hayfield Lane Primary School



School's Objective:

Hayfield Lane Primary aims are:

- To provide a creative, inclusive, challenging and real-world curriculum
- Inspire future thinkers, innovators and problem solvers in an immersive environment that stimulates and supports high quality learning
- Ensure that all learners fulfil/ exceed their potential academically, socially, emotionally and spiritually
- Become ambitious lifelong learners
- Ensure sessions develop multi-disciplinary links in learning, and children's substantive and disciplinary knowledge is progressive and sequential, to drive children's learning, resulting in maximum impact.
- Allow for spaced learning retrieval and revisit learning in order to deepen and embed learning over time.
- Children to contextualise their learning in a variety of ways, including *Big Projects*, which have a huge focus on moral purpose, relevant real life learning and allow for learning beyond the classroom., as well as links with the local community.

Our Mission statement at Hayfield Lane Primary is:

HAYFIELD LANE.... BUILDING CRITICAL THINKERS OF THE FUTURE, WITH A ZEST FOR LIFE-LONG LEARNING, WHO SHARE COLLECTIVE RESPONSIBILITY AS ACTIVE AND EQUITABLE CITIZENS.

School curriculum responsibilities outlined in *The National Curriculum*:

- The curriculum provided by the school shall be broad and balanced;
- The curriculum will promote the spiritual, moral, cultural, mental and physical development of pupils at the school and in society;
- The curriculum will prepare pupils in the school for the opportunities, responsibilities and experiences of later life;
- We will make provision for a daily act of collective worship, and will teach religious education to pupils at every key stage;
- The school will follow all statutory requirements set out in *Programmes of Study* within the National Curriculum, in each key stage, in each subject; This will be published online in accordance with national legislation
- The school will make provision for personal, social, health and economic education, drawing on good practise

This is underpinned by the school's vision of growing:

Believe and Achieve

Our values and goals are;

Enjoyment, Commitment and Achievement

Equality of Opportunity

Fairness and Justice

Respect, Reciprocity, Responsibility and Honesty

Innovation and Creativity

High Aspirations

Autonomy, Independence and Resilience

Wellbeing and Healthy living

Local, National and Global Citizenship

Sustainability and interdependence

Underpinning the values and goals we have **Hayfield Lane's Super Seven** learning behaviours. These behaviours are explored and celebrated through assemblies and whole class/year group tribe times. The Super Seven are as follows;

1. Respect
2. Independence
3. Kindness
4. Creativity
5. Ambition
6. Teamwork
7. Resilience

Intent -The Curriculum Statement

The curriculum at Hayfield Lane provides the children with an introduction to the essential knowledge that they need to be educated citizens. Our cross curricular curriculum has been designed to enthuse the pupils and fully immerse them into fostering a love for learning, and help engender an appreciation of human creativity and achievement

Aims when designing the curriculum:

Well-being: prepare children for a fulfilling future as well as attend to their present needs, hopes, interests and anxieties and promote their mental, emotional and physical welfare. Help them to develop a strong sense of self, a positive outlook and maximise their ability to learn through good, evidence-informed teaching.

Engagement: secure children's active and enthusiastic engagement in their learning.

Empowerment: excite, promote and sustain children's agency, empowering them through knowledge, understanding, skill and personal qualities to profit from their learning, to discover and lead rewarding lives, and to manage life and find new meaning in a changing world.

Autonomy: enable children to establish who they are and to what they might aspire. Encourage their independence of thought and discrimination in the choices they make. Help them to see beyond fashion to what is of value.

Encouraging respect and reciprocity: promote respect for self, for peers and adults, for other generations, for diversity and difference, for ideas and values,

Interdependence and sustainability: develop children's understanding of humanity's dependence for wellbeing and survival on equitable relationships between individuals, groups, communities and nations, and on a sustainable relationship with the natural world and help children to move from understanding to positive action.

Promoting Empowering local, national and global citizenship: enable children to become active citizens by encouraging their full participation in decision-making within the classroom and school, and advancing their understanding of human rights, conflict resolution and social justice. They should develop a sense that human interdependence and the fragility of the world order require a concept of citizenship which is global as well as local and national.

Celebrating culture and community: every school should aim to become a centre of community life, culture and thought to help counter the loss of community outside the school. 'Education is major embodiment of a culture's way of life, not just a preparation for it,' as Jerome Bruner said.

Exploring, knowing, understanding and making sense: give children the opportunity to encounter, explore and engage with the wealth of human experience and the different ways through which humans make sense of the world and act upon it.

Fostering skill: foster skill in those domains on which learning, employment and a rewarding life depend: in oracy and literacy, in mathematics, science, IT, the creative and performing arts and financial management; but also communication, creativity, invention, problem-solving, critical practice and human relations.

Exciting imagination: excite children's imagination so they can advance their understanding, extend the boundaries of their lives, contemplate worlds possible as well as actual, understand cause and consequence, develop the capacity for empathy, think about and regulate their behaviour, and explore language, ideas and arguments

Enacting dialogue: help children grasp that understanding builds through collaboration between teacher and pupil, and pupil to pupil. Enable them to recognise that knowledge is not only transmitted but also negotiated and re-created; and that each of us in the end makes our own sense out of that knowledge. Dialogue is central to pedagogy: between self and others, between personal and collective knowledge, between present and past, between different ways of thinking

These aims underpin the design of the curriculum planning alongside the curriculum grids that are in place at Hayfield Lane Primary.

Curriculum Grids

Each subject in every year group has a curriculum grid to ensure the full statutory elements of the national curriculum are being delivered, and are progressive in skills and knowledge, year on year. They have a clear end defined point that class teacher's

work towards and then assess against. These grids align fully with our online data tracking system Eazmagz. The teachers use the grids to plan their medium term planning, using a cross-curricular approach. Hayfield Lane use a novel study, thematic approach when planning where most subjects, including English and Science, are fully embedded within the theme/novel. Schemes of work are followed for R.E., French, PE and phonics only, but can be used as a point of reference and resource in other subjects.

The school's curriculum is delivered through one of two main strategies:

1. Through cross-curricular use of subjects
2. Through teaching some areas or aspects of the curriculum as discrete subjects.
Maths, physical education, religious education, modern foreign languages and phonics

Curriculum Design

Hayfield Lane operates a fluid timetable. Most subjects can be taught at any time in a cross-curricular fashion. There is still a requirement for P.E. to be taught 2 hours a week, maths to be taught for 5 hours a week (discretely or cross-curricular where appropriate), phonics taught 4 sessions a week in EYFS and Ks1 where appropriate.

Cross Curricular Learning:

Cross-curricular learning involves establishing patterns of information between different academic subjects. It offers a creative way of developing knowledge, understanding and practical skills through a study of interconnected topics. A common way of expanding knowledge on a specific subject is to study the history of that topic and apply that learning to other teaching lessons.

Cross-curricular learning allows for more inter-connected lessons that capture pupil's imagination. It enables them to identify patterns of information between subjects that will help to enforce key knowledge and embed it. Good cross-curricular learning can involve a wide variety of different subjects, but it more usually relies upon links between only a couple of key subjects and that is why we do not teach every subject per novel. We make sure the links between lessons are natural and not forced and this is key to a successful cross-curricular learning strategy.

We utilise Bill Lucas' Creativity Wheel as a teaching/planning tool and strategy to enthuse and develop children through the following strands; *Imaginative, Inquisitive, Persistence, Collaborative and Disciplined*. The focus on these strands help embed a well thought out curriculum and ensures that children can create and extend their own learning. Lucas' research states that through this approach and focus, children will

[illegible]

The art of teaching is not determined by time and it is expected that teachers will act professionally within these guidelines to allocate appropriate and effective amounts of time to each area as they feel fit. Some subjects or units of work may be taught in blocks; or more frequently during themed weeks.

It is our belief that consolidation of learning and knowledge is fundamental; and therefore creating 'Awe and Wonder' within our curriculum is key to this. The development of our novel study thematic learning will be hugely influential with the pupils in achieving this. Annually, the school holds themed weeks such as enterprise week and science weeks where experts from the world outside school are planned for and invited in to work with the children; class trips and visits to industry are organised; specialists come to school to work with the children; equipment beyond the school's

means are used; and parents join us at school to tell us about how elements of that curriculum area is used in their work place.

Natural events, visitor opportunities and local initiatives will also grab our attention and warrant curriculum exploration. If an opportunity arises, staff are encouraged to use it. If it snows, there will be **no** snow day for us. Instead, how snow forms, the structure of a snow flake and the designing of tools to keep our school open may well become our focus for the day.

Foundation Stage 1 and 2 teach through thematic novels in line with the rest of the school, overlapping the **Areas of Learning** to make up their curriculum following Development Matters. Pupils in Year 1 have opportunities for child-initiated or directed play in a reduced amount of areas of provision to transition them from the EYFS way of learning into a Ks1 framework.

The curriculum will be planned and delivered by the class teachers, specialist teachers, higher level teaching assistants, teaching assistants and where appropriate coaches, artists and musicians. Subjects such as Music, PE and Art are, at times, taught by specialist teachers/coaches to deliver bespoke areas of learning within that subject to specific year groups.

School Day:

The allocation of time for schooling hours is set out below.

	School Hours	Total learning time in school	Break Time/Dinner Time
F1	AM - 8.45 - 11.45 PM - 12.30 - 3.30	3 hours 3 hours 6 hours a day for full time and 3 hours a day for part time	15 minute milk/water break 45 mins for dinner if full time
F2	AM - 8.55 - 11.55 PM - 1.00 - 3.30	3 hours 2 $\frac{1}{2}$ hours 5 $\frac{1}{2}$ hours a day	15 minute milk/water break 60 mins for dinner if full time
KS1	AM - 8.55 - 11.55 PM - 1.00 - 3.30	3 hours 2 $\frac{1}{2}$ hours 5 $\frac{1}{2}$ hours a day	15 minute morning break 60 mins for dinner if full time 15 minute afternoon break
KS2	AM - 8.55 - 12.00 PM - 1.00 - 3.30	3 hours 2 $\frac{1}{2}$ hours 5 $\frac{1}{2}$ hours a day	15 minute morning break 60 mins for dinner if full time 15 minute afternoon

			break
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Lesson structure and Design

We organise our learning (based on our curriculum statements) into units of work that we call LEARNING JOURNEYS. The learning journeys draw together different subjects around the same theme whilst retaining their individual importance. For example, our children could be completing an English debate about deforestation in their Robin Hood journey but would at the same time have explicit geographical criteria to meet. At times within the journeys, lessons are allocated as discrete sessions (eg just a geography, history or art focus). The journeys have been designed to have a moral purpose and they mirror the school's mission statement:

HAYFIELD LANE.... BUILDING CRITICAL THINKERS OF THE FUTURE, WITH A ZEST FOR LIFE-LONG LEARNING, WHO SHARE COLLECTIVE RESPONSIBILITY AS ACTIVE AND EQUITABLE CITIZENS.

With themed links being part of the education at Hayfield Lane, we are striving for children to make automatic connections in learning which will in the future become useful when they enter a future workforce by ensuring that they are not compartmentalising knowledge and skills. Problem solving in the real world and life in the workplace requires this.

At Hayfield Lane Primary, the following items are evident in all lesson structures to enable children to access knowledge and skills and build them into their long-term memories so they can make applications and connections in future learning. These items are not necessarily in a chronological order as the school uses a 'chunk and chew' approach in lessons- meaning that a small step is examined and children are then able to actively unpick, apply and digest this aspect before moving on. **This can happen many times in a session to consolidate thinking.**

The following items are the format of standard lessons at Hayfield Lane Primary:

REVIEW- opportunity for children to connect to prior learning from a previous learning journey or session. The connection to prior learning (and comparable themes within curriculum areas) is drawn attention to by teachers and staff/children recall previous learning with links explained by pupils. This helps to ensure that items are retained by children in the longer term. Each learning journey has been crafted to ensure that underlying connections and themes can be explicitly made-these are called the 'schema'. Examples of this are evident in the DAILY REVIEW BOX, recap questions, retrieval practice or quizzing.

EXPLAIN- teachers then explain the small step teaching point, previous gaps and deeper understanding elements of the lesson - we call these our LEARNING STARS. These are the criteria for the children to work to, with the 3 star aspect being a deepening of understanding

aspect. 1 star is the gap in knowledge from previous journeys for the class. These are progressive and enable children to build to a final outcome- the BIG PROJECT/final piece of the journey. Within this section, misconceptions from formative assessments are discussed with children.

MODEL-Pupils are given high quality examples via teacher modelling. The modelling of the example also requires lots of active practice of the pupil. In these mini 'chunk and chew' active elements, children are able to develop critical thinking and collaborative learning aspects which are then embedded further by the class teacher. They are given time to verbalise and refine their thinking in collaboration with others. Quality worked examples are created and added to the classroom working walls to support learning across sequences of lessons. Misconceptions are also addressed. An example of this would be a teacher modelling how to create an introduction in a report about a point in history by having mini learning connection tasks, linking to prior reading, that build to the teacher modelling of an effective paragraph of text.

APPLY- This is the element of the lesson where pupils/collaboration partners begin to undertake the task set. Additional scaffolds and methods of support may be used to allow children to succeed within this aspect- working wall support, word mats, voice dictation apps, targeted support via a teaching assistant.

DEEPEN- at the end of the lesson the teacher will examine how effectively the children have met the star grids. Within this aspect, pupils will critique, summarise, explain, compare and contrast their findings. These elements are used to enable children to transfer knowledge and skills into their longer term memory. **DEEPENING LEARNING** is present in the REVIEW, EXPLAIN, MODEL and APPLY stages.

Learning Environments:

At Hayfield Lane Primary, we take pride in the environments the children work in. We take an immersive novel study approach in every classroom which links in with the novel or theme the children are learning from. It is the expectation that each classroom has the following within their rooms:

- Immersive novel study area with tier 2 and 3 vocabularies visible and used appropriately
- Maths working wall
- Literacy working wall (This can be included as part of a 'topic' working wall)
- Curriculum wall/ working wall
- Visual organisers, where relevant and appropriate
- Reading Area/ calm corner
- Timeline
- World map, labelled and purposeful to learning.

Literacy, Language and Oracy:

English is one of the core subjects of the National Curriculum. We do not hesitate in placing this area of learning at the heart of our curriculum through our novel study approach to learning. It is our belief that they are the passports to life and therefore they must take priority at Hayfield Lane. This area of learning includes spoken language, phonics, reading, writing, literature, wider aspects of language and communication, modern foreign languages, ICT and other non-print media.

Oracy

We recognise the power and influence of the spoken word. The 2014 National Curriculum refers to this as **Spoken Language** and reflects the importance of spoken language in pupils' development across the whole curriculum. -cognitively, socially and linguistically.

The National Curriculum objectives are included in all lessons and all pupils are taught to speak clearly and convey ideas confidently using Standard English. They are encouraged to justify their ideas with reason; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on ideas of others. All classes have set stem sentences starters and questioning laminates to help support and develop good verbal communications.

The children are taught to give well-structured descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas. Teachers all model how to clarify thinking and help all the children to organise their ideas for expressing spoken language. The learning environments in each class help support this.

As a school we aim to further build upon, and enhance the objectives as defined in the 2014 National Curriculum, as spoken language underpins the development of reading and writing. It is this purpose of study in the National Curriculum that this school's curriculum is enriching and developing. We follow the recommendations and progression statements as stated in *The Progression in Language Structures* which plans for children's academic, language development.

Spoken Language is central to learning and cognition and many more opportunities are now provided to expand the use of Exploratory Talk, debate and discussion across all domains. We advocate that learning and development through dialogue is crucial to a child's progress and we recognise that metacognition through this is an integral part to every lesson.

Vocabulary Development

Children's acquisition and command of vocabulary are key to their learning and progress across the whole curriculum. Teachers develop vocabulary actively, building systematically on pupils' current knowledge and make links between known and new vocabulary and discuss the shades of meaning in similar words. Understanding through comprehension of the meaning of words is encouraged and modelled across all Domains and language which defines subjects in their own right is a feature of all lessons.

At Hayfield Lane Primary, we believe that it is important to support our pupils' development of vocabulary by providing them with a range of vocabulary learning strategies that they can use to confidently explore any unfamiliar words they encounter. We promote academic vocabulary by ensuring subject specific vocabulary is taught. The school follows a Vocabulary programme in Ks2 called Bedrock. Our aim is to give the children the confidence to speak and the forum to be heard.

From reading and writing, chances arise naturally to learn more vocabulary. At Hayfield Lane,, we demonstrate to pupils how to understand the relationships between words, nuances in meaning, and how to understand and use figurative language. Additionally, it is important that pupils know how to work out and clarify meanings of unknown words, and words with more than one meaning. Standard English is always encouraged, and pupils are taught to control their speaking and writing consciously for different audiences and purposes.

We adopt this approach in maths also, speaking in full sentences when giving answers and encouraging verbal and written responses in full when reasoning and problem solving to demonstrate secure and deep understanding.

Early Years follow the NELI programme as a tool to support children with lower vocabularies. They also use strategies from 'Word Aware' to raise the profile of new words and explore what they are and mean. These strategies will be incorporated into the main teaching/provision.

Pupil voice

By listening to our pupils we will become a better school. Hayfield Lane is a huge advocate of pupil voice and listening to what children had and have to say.

We recognise the importance of listening to our learners and their opinions about their school and their education, and their view of the world.

In any lesson it is important that all children are fully involved in the learning activities if they are to make the best progress. Teachers have a question and response session as part of a lesson; whilst this provides the opportunity for individual children to respond to the teacher, the use of 'talk partners' as a strategy means that all children get the opportunity to think, discuss and express themselves orally.

Drama

Through drama we provide children with opportunities to use the international language of theatre, where every child can explore the world of other places, times and cultures and to examine differences and similarities within their own environment. Children are given opportunities to adopt, create and sustain a range of roles and respond appropriately to others in role. In carefully constructed lessons they can improvise, devise and script drama for one another and a range of audiences as well as rehearse, refine, share and respond thoughtfully to drama and theatre performances. We encourage drama and role play throughout the curriculum to aid learning.

Phonics

Synthetic phonics has been embedded into the Hayfield Lane curriculum and begins once the children enter the Foundation stage. The programme of phonics used here is Ruth Miskin's *Read, Write, Inc.* programme, however aspects of other phonics programmes can be used as a supplementary tool for more active phonics in the early stages. In upper Ks1 and Ks2, any children still requiring discrete phonics teaching will follow the Lexia, Nessy and Toe by Toe programmes, as well as personalised intervention programmes.

The programmes of study for reading in the 2014 National Curriculum consist of two dimensions: word reading and comprehension. Skilled word reading involves both the quick working out of the pronunciation of unfamiliar printed words (decoding) and quick recognition of familiar printed words. Phonics is essential in the teaching of early reading as it underpins the understanding that the letters on the page represent the sounds in spoken words. EYFS follow the same reading approach through the two areas, word reading and comprehension as well.

Writing

Children are given the opportunity to write every day. The programmes of study for writing consist of two components: transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing). Writing down ideas fluently depends on effective transcription. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. The skills of writing are taught within the cross curricular lessons and therefore will constantly be revisited into every subject. The teaching of grammar is taught within writing lessons and where appropriate in isolation so as to reinforce understanding. The two statutory appendices on spelling and on vocabulary, grammar and punctuation are incorporated into our curriculum. The high standards of writing must be maintained in all subjects. Any children who find writing a challenge in Ks2 will follow the intervention programme, *Rapid Write*.

Spelling, Punctuation and Grammar

Opportunities to rehearse spelling and sentence level writing skills is planned into lessons and discrete Phonics, Spelling, Punctuation and Grammar sessions where applicable. It is vital that pupils learn correct grammatical terms in English, and that these terms are integrated within teaching. Punctuation is taught in line with the 2014 National Curriculum.

The children are taught strategies for learning spellings to assist them with this work. All children have appropriate spellings to learn weekly as well as termly. Between weekly spelling and the 2014 National Curriculum word lists, all year group expectations are covered and are embedded in lessons. An appropriate amount of spelling errors will be picked up on and developed in all written pieces.

Reading

The teaching of reading is paramount on entry to school. It begins with a love of books through shared reading and storytelling and utilises the skills learnt through phonics and sight reading. The school utilizes a large range of reading schemes and technologies, including computers and iPads, as a medium of engaging with quality literature. We continue to seek innovative ways to promote a life-long love of reading and a positive relationship with Literature. Reading schemes that are used are drawn from a wide range of publishers, with Bug Club, Read, Write, Inc. reading resources being the main ones. All Reading Scheme books are colour banded into Reading ages.

The school also has 2 well-used and extensive libraries. Every child will have at least one reading book at any time, and 2 for children who are still on the Read, Write, Inc programme. Reading is based upon two interlinked elements - word reading and comprehension. The word-reading element of the curriculum is based on phonics. Progression in comprehension is provided primarily through the increasing challenge of the texts that children read. In addition to the difficulty of the text, the level of challenge also comes from the complexity of the questioning, the tasks set, and the quality of the answers that staff are willing to accept. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. This is developed through Reciprocal Reading sessions using linked texts to the class novel/theme in Ks1 and Ks2.

Reciprocal Reading strategies are included when teaching reading weekly in Ks1 and Ks2 so that children can learn the skills of retrieval, inference and deduction. It is imperative within the Hayfield Lane Primary curriculum that the children are exposed to an extensive range of authors and genre reflecting the classics right through to the popular culture of modern day authors. Each classroom has a good stock of stage appropriate Literature from a variety of respected authors within their own classrooms as well as free access to school libraries.

Children are actively encouraged to read books from this carefully chosen selection. Monitoring of reading logs ensures that children sample a broad and balanced variety of genre. Staff include a wide variety of genre by new and established authors within their teaching. We promote a minimum of 5 reading sessions a week, with an abundance of positive reading incentives to encourage engagement at home.

It is our aim for all children who have attended Hayfield Lane to be fully literate and have a love of books and reading. Developing a love of reading inspires children to explore, learn and grow, integrating ideas for themselves. We have the Reading Passport scheme in all classes where children take home a weekly text that is purely to be used as a 'reading for pleasure' book. These books do not have a phonetic focus, but are designed to be used for enjoyment and help develop a love of reading.

Pre-Reading/Reading Skills:

Foundation Stage.

Children communicate and begin acquiring the skills they need to master reading from birth; they communicate with expression, gestures and even with a form of language that their parents may not fully understand.

Learning to talk and to listen is essential in the process of learning to read; the skill of reading begins with communication with others. Our children are given ample opportunity to share their enjoyment and enthusiasm of books with adults; this is hugely important as they learn how to listen and concentrate from the adult. Learning to use books is the first stage of learning to read eg reading from front to back etc. Children talk with staff daily, about what's happening in the stories and begin to recognise key words. This is taught initially with picture books and then in conjunction with phonic books, and gradually children learn to apply the letters and sounds to the words in the books they are reading.

Working alongside parents is an integral part of the learning journey and children are able to take home story books as well as their reading books (This starts in summer term for F1 and from autumn term in F2 if appropriate). The class has an extensive reading list, which includes a wide range of author and genre; these books are stored in the classroom Reading Corner.

In F2, all children on the RWI programme take home a linked text which is aligned to their phonetic ability. When they reach the 'pink' RWI standard, children have enough knowledge of set 1 and set 2 sounds to access the Bug Club programme books online. Children working at this level, will have access to these texts. F2 also start the reading passport scheme, for 'reading for pleasure'.

Key Stage 1:

In Years 1 and 2 children continue with structured daily phonics lessons 4 times a week, and are taught de-coding skills, as well as comprehension skills. Reading for enjoyment remains key and children are encouraged to share their love and knowledge of books. Reciprocal Reading skills and strategies takes place when reading occurs. Content of these lessons will include definition and use of vocabulary, retrieval of information, inference skills and prediction.

Staff read aloud to the children regularly and are encouraged to share their own personal favourite children's books. Books are stored in the class Reading Areas and children are actively encouraged to read these as well as their Banded Reading Book (electronically).

Children have Reading Logs where parents and staff can record when and how they read. Parents fill in the Log and Teaching Assistants check these frequently.

Children have a *Bug Club* login so they can access online reading books also. Reading for Pleasure is the same in Ks1

Key Stage 2:

Pupils usually enter Key Stage 2 reading fluently (de-coding). Much of the teaching involves ensuring that children's understanding of the text matches their ability to read the written word fluently.

Children continue to learn/utilise and unpick the reciprocal reading skills/knowledge in all lessons. In these sessions, children continue to learn to develop their ability to infer, deduce and to speculate on the reasons for authors' character, setting and plot choices in fiction texts. Children study non-fiction texts to deepen their understanding of topic work across the curriculum and also to appreciate how reading helps them to understand the world around them. Reading is as a tool to increase and enrich pupil's spoken and written vocabulary across the curriculum.

The Reading Log system continues in Key Stage 2 with the same expectations as Ks1. *Bug Club* remains the same as Ks1 also. Reading for Pleasure is the same in Ks2

Additional Support:

Staff have a secure knowledge of pupil ability from working closely with all children in reading lessons and report any concerns to our SENDCo and our Phonics lead, who will advise staff as needed. Teaching Assistants use a variety of reading interventions with children who require additional support; these are tailored to the individual needs of each child as named previously. Each class has a provision map where all interventions are timetabled.

Modern Foreign Languages (MFL):

The school will teach about other cultures and languages where relevant and line with current affairs and traditions.

French

Hayfield Lane Primary teaches this language in Ks2 following the scheme *Euro Stars* and can be taught discretely or intertwined with the school day, where appropriate. All statutory guidance is followed as outlined in 2014 National Curriculum. Children will start with a French exercise book at the beginning of Ks2, and this will remain with the child throughout their Ks2 journey to demonstrate progression of skills over the key stage.

Mathematics

Hayfield Lane is teaching from the 2014 National Curriculum Programmes of Study in each year group as a basis for its curriculum and is adopting a 'Mastery approach' as outlined in the National Centre for Excellence in the teaching of mathematics. We

have also included the national guidance that has been provided in the *Mathematics Guidance* documentation, produced in June 2020 from the D.F.E.

White Rose maths overviews are used from F2 to Year 6

Teachers are reinforcing an expectation that all pupils are capable of achieving high standards in mathematics and teaching is underpinned by methodical curriculum design and supported by carefully crafted lessons and resources to foster deep conceptual and procedural knowledge. The school teaches *Number- Measurement- Geometry and Statistics* and will ensure all children make rich connections across the mathematical ideas to develop **fluency**, **mathematical reasoning** and competence in **solving** increasingly sophisticated **problems**. Also we will enable each child to apply their mathematical knowledge to science and other subjects where possible..

Mathematical competencies are introduced early as is the rote learning of times tables these are seen as procedural tools to quicken problem solving at a later stage. This complements the rigorous approach to mental fluency arithmetic throughout the school.

We use precise questioning in class) to test conceptual and procedural knowledge, this allow us to assess pupils regularly and identify those needing intervention and support.

Financial literacy is also taught at Hayfield Lane as *Finance and Enterprise* and completely encompasses the cross curricular approach Financial literacy is more than just learning about monetary computation, it extends into science and technology to include human and environmental impact.

Throughout the school we provide all children with full access to the curriculum, enabling them to achieve confidence and competence - 'mastery' in mathematics. We aim to equip the children with the mathematical skills, understanding and knowledge which will be of use to them in everyday life now and in the future. We want them to have fun and enjoy mathematics.

Mathematics is taught daily mainly as a discreet subject however can and will be interwoven throughout other curriculum areas. It is taught for at least 1 hour per day throughout the school (with the exception of Foundation stage which is 20-30 minutes for F2 and 15-20 minutes in F1).

Science and Technology

Science is our way of understanding the world we live in.

The principles of 'Working Scientifically' specify an understanding of the nature, processes and methods of science children should acquire in each year group, and is not taught as a separate strand. 'Working scientifically' is embedded within the content of biology, chemistry and physics, focusing on the key features of scientific enquiry, so that pupils learn to use a variety of approaches to answer relevant scientific questions.

In Science and Technology, children are taught scientific process through carrying out investigations.

Types of scientific enquiry children will encounter over both key stages include:

- Observing over time;
- Pattern seeking;

- Identifying, classifying and grouping;
- Comparative and fair testing (controlled investigations);
- Research using secondary sources.

Pupils should seek answers to questions through collecting, analysing and presenting data.

For every science unit, there will be one investigation heavily modelled and led by class teacher, followed by an independent investigation, led by the children within a specified parameter.

The table below demonstrates which year groups have which area of study in **science**:

Year 1	<ul style="list-style-type: none"> ▪ Animals including Humans ▪ Everyday Materials ▪ Seasonal Changes
Year 2	<ul style="list-style-type: none"> ▪ Plants ▪ Animals including Humans ▪ Living Things and their Habitats
Year 3	<ul style="list-style-type: none"> ▪ Plants ▪ Rocks ▪ Light ▪ Forces and Magnets
Year 4	<ul style="list-style-type: none"> ▪ Living Things and their Habitats ▪ Animals including Humans ▪ States of Matter ▪ Sound ▪ Electricity
Year 5	<ul style="list-style-type: none"> ▪ Light ▪ Properties and Change of Materials ▪ Earth and Space ▪ Forces
Year 6	<ul style="list-style-type: none"> ▪ Living Things and their Habitats ▪ Animals including Humans ▪ Evolution and Inheritance ▪ Electricity

Design Technology

It is our intent that pupils will be inspired by Design and Technology. We will aspire for them to be creative while designing and making products that solve real and relevant problems within a variety of contexts, considering their own and others needs, wants and values. Pupils will be taught to take risks, be resourceful, innovative and enterprising. Through evaluation of past and present design technology pupils will develop a critical understanding of its impact on daily life and the wider world. It is the further intention of this Domain that children will understand the principles of nutrition and learn how to cook.

The table below demonstrates which year groups have which area of study in **Design Technology**:

Year 1	<ul style="list-style-type: none"> ▪ Construction and Use of Materials ▪ Textiles
Year 2	<ul style="list-style-type: none"> ▪ Mechanisms ▪ Cooking and Nutrition
Year 3	<ul style="list-style-type: none"> ▪ Mechanisms ▪ Construction and Use of Materials ▪ Textiles
Year 4	<ul style="list-style-type: none"> ▪ Electrical and Mechanical Components ▪ Construction
Year 5	<ul style="list-style-type: none"> ▪ Construction ▪ Textiles ▪ Cooking and Nutrition
Year 6	<ul style="list-style-type: none"> ▪ Electrical and Mechanical Components ▪ Construction ▪ Textiles

Both subjects are planned from the curriculum grids and are taught in a cross curricular fashion where possible, utilising multi-disciplinary links.

Children will leave Hayfield Lane primary ready for Secondary school with the skills and knowledge to excel in the Secondary Science and Technology curriculums.

Computing

It is the view of the School that ICT and Computing is not conceived as a separate subject. The three aspects of Computing for us are- Problem Solving and Logical Thinking; Creative Content & Digital Literacy, which are essential to a modern concept of literacy and effective communication. The many other applications of ICT and Computing are developed through all other subjects.

Computing is used as a resource, communication and learning tool. It prepares children for life in the environment beyond school. This is supported by a range of computers and equipment available to all classrooms including:

- Laptops and IWB
 - Visualisers
 - Ipads
 - C.D players
 - Computing Software and Apps
 - Netbooks
 - Pro bots and bee bots
 - Digital cameras
 - GPS devices
 - Control technology equipment- Lego robots controlled with sensors
-
- DigiMaps

The use of any computing equipment are organised on a 'sign up' basis which is closely monitored to ensure each class are utilising the opportunities and allow them to make appropriate and meaningful cross-curricular links between ICT and other subjects. At Hayfield Lane we aim to ensure pupils understand what algorithms are, how they are implemented as programs on digital devices, and how to execute programs by following sequences of instructions.

Safe use of all ICT devices, inclusive of Wi-Fi and 3-4G services is a priority and is taught throughout the academic year.

All children from Year 2 upwards have a personal tablet gadget for their own personal use when learning. Year 1 and EYFS have access to shared Ipads which can be signed out and used daily.

E-safety implementation

E-safety will be a focus in all areas of the curriculum and staff will reinforce e-safety messages across the curriculum. The e-safety curriculum will be broad, relevant and provide progression, with opportunities for creative activities and will be provided in the following ways:

- A planned e-safety curriculum is provided as part of Computing / Physical and Emotional Health lessons/ other lessons and will be regularly revisited - *Education for a Connected World*

- Pupils are helped to understand the need for the Pupil E-Safety Agreement and encouraged to adopt safe and responsible use both within and outside school
- Staff act as good role models in their use of digital technologies, the internet and mobile devices
- In lessons where internet use is pre-planned, it is best practice that pupils are guided to sites checked as suitable for their use and that processes are in place for dealing with any unsuitable material that is found in internet searches.
- Where pupils are allowed to freely search the internet, staff are vigilant in monitoring the content of the websites the young people visit. Where Firewall identifies possible breaches these are investigated immediately.

History and Geography

Hayfield Lane looks at how History is shaped, historical cultures, events, consciousness and identity and the lessons which it offers to our understanding of the present and future.

For Geography the curriculum plans for geographical studies of location, other people, other places and human interdependence, locally, nationally, and globally.

These subjects and its contributory disciplines stand in need of proper public and political recognition of their importance to children's understanding of who they are, of change and continuity, cause and consequence, of why society is arranged as it is, and of the interaction of humankind and the physical environment. In opening up children's understanding of these matters the areas of learning may range beyond the boundaries of what is conventionally included. This is central to the advancement of a number of proposed aims, notably, respect and reciprocity, interdependence and sustainability, local, national and global citizenship and culture and community. These subjects are often the drivers behind the themes when teachers develop their planning.

Children are encouraged to:

- Research independently,
- Use artefacts and historical documents,
- Record information in a variety of forms,
- Develop opinions and attitudes towards historical events,
- Recognise the influence that history has had on the present,
- investigate the human and physical features of their local area and contrasting localities,
- ask questions about the world around them,
- experience purposeful fieldwork studies,
- use a range of technology and digital equipment,
- find important links between Time and Place and core curriculum subjects,
- use their own school setting as a resource for sustainability,

History and Geography not only provides links to other curriculum areas but lies at the heart of the children's everyday lives, showing how the past can impact upon the present and ultimately, the future. The domain area aims to equip children with the basic skills required to be confident and capable members of the community, as well as appreciate the importance of the role they play in respecting and preserving the society they are a part of.

The table below demonstrates which year groups have which area of study in **History**:

Year 1	<ul style="list-style-type: none"> ▪ Lives of significant individuals who have contributed to national or international achievements, comparing aspects of life in different periods ▪ Significant historical events, people and places in their own locality
Year 2	<ul style="list-style-type: none"> ▪ Changes within living memories ▪ Events beyond living memories that are significant nationally or globally
Year 3	<ul style="list-style-type: none"> ▪ Changes in Britain from the Stone Age to the Iron Age ▪ Roman Empire and its impact on Britain
Year 4	<ul style="list-style-type: none"> ▪ Achievements of the earliest civilizations - with a depth study on one ▪ A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066
Year 5	<ul style="list-style-type: none"> ▪ Local history study ▪ Ancient Greece including their influences on the western world ▪ A non-European society that provides contrast with British history - with a depth study on one
Year 6	<ul style="list-style-type: none"> ▪ Britain's settlement by Anglo-Saxons and Scots ▪ Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor

The Arts

This area of learning is based on Art and Creative work across a wide range of platforms. Work is derived and developed within:

- Arts and Sculpture
- Literature
- Music
- Dance (within PE)
- Film
- Contemporary Craft (within Design Technology)
- Exploration and Visits

Through these platforms all children are encouraged to express their ideas and feelings and communicate with each other and engage within the wider community.

All of our work in the Arts is based on seven quality principles:

1. Striving for excellence and innovation
2. Being authentic
3. Being exciting, inspiring and engaging
4. Ensuring a positive and inclusive experience
5. Actively involving children and young people
6. Enabling personal progression
7. Developing belonging and ownership

Our Arts and Creativity area of learning consolidates learning and knowledge through creating 'Awe and Wonder'.

Art

Art, craft and design embody some of the highest forms of human creativity. Our high quality art and design curriculum engages, inspires and challenges pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. Art and Design is split into 7 strands in year 1 and 8 thereafter.

Strands:

- Drawing
- Painting
- Printing
- 3D
- Collage
- Use of ICT
- Knowledge

Sketching from Year 2 onwards

Whenever we look at a new style/skill in the arts we study artists of a similar work style so children develop art in context. We ensure we look at a range of artistes from all ethnic backgrounds and both genders. We also study, compare and contrast and evaluate the 3 different art paradigms: Traditional, Modern and Contemporary.

Our aim is for all children to:

- Produce creative work, exploring their ideas and recording their experiences
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques

- Evaluate and analyse creative works using the language of art, craft and design
- Know about the great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Music

Our aim is for all children to:

- Play and perform in sole and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Improvise and compose music for a range of purposes using the inter-related dimensions of music
- Listen with attention to detail and recall sounds with increasing aural memory
- Use and understand staff and other musical notations
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- Develop an understanding of the history of music

Children throughout Ks2 are invited to join the choir and are able to perform to audiences throughout the academic year. There are opportunities to be taught to play a musical instrument by specialist teaching and visiting instrumental teachers.

All children have the opportunity to play untuned percussion instruments. We believe that children should be given the opportunity to showcase their talent and pupils are regularly given forums to perform e.g. Christmas Productions, seasonal performances, Year 6 showcase, leavers assemblies to name but a few.

Music is primarily taught cross curricular, as with most of our subjects. However, Year 4 and Year 5 also have professional musicians to extend and enhance the music curriculum in the teaching of ukuleles and guitars respectively. Hayfield Lane has an excellent range of tuned and un-tuned instruments to support this curriculum.

Ks1 and Ks2 have music celebration assemblies weekly to appraise and learn about music as a whole key stage.

Dance

At Hayfield Lane Primary, dance enables pupils to express themselves creatively and imaginatively and to communicate with others effectively. As a school, we aim to give children the opportunity to use dance across the PE curriculum as an effective means of communicating ideas. Practical learning is crucial to understanding.

When children are studying dance they will do this in the hall during a PE slot.

Our aim for all children is to:

- enjoy the subject and study it with a sense of achievement
- develop an understanding and appreciation of a range of dance skills and styles
- develop and extend their own interests and abilities

- develop the capacity and confidence to express ideas and communicate them through dance
- have opportunities for presenting performances individually and in groups
- evaluate their own, and others' contributions to dance and suggest improvements.

Physical and Emotional Well-being

This Domain deals with the handling of human emotions and relationships and with the human body, its development and health, together with the skills of agility, coordination and teamwork acquired through sport and PE as conventionally conceived. Our aim is to develop enjoyment and an understanding of physical fitness and how the body works, teamwork and participation. During the twice weekly hour long sessions all children participate in a range of physical activities including:

- Gymnastics
- Athletics
- Swimming (Year 5)
- Dance and Movement
- Skills and Games

PE is a foundation subject in the National Curriculum.

In key stage one, children participate in non-traditional team games, working on development of their basic multi-skills and their 'ABC's' (Agility, Balance and Coordination). They have 2 sessions a week and follow the scheme *RealPE* which is completely aligned to our school's curriculum grids. In Year 2, teachers will begin to teach the children about traditional sports.

In Key stage two, children continue to participate in non-traditional team games, working on development of their basic multi-skills and their 'ABC's' (Agility, Balance and Coordination) for one hour a week, then for their second session they will apply the skills taught into a traditional sport. They have 1 session a week following the scheme *RealPE* which is completely aligned to our school's curriculum grids and the second hour will be a traditional sport with a mix of net and wall, invasion games, striking and fielding and outdoor adventures.

Appropriate school PE attire to be worn for each session.

The sports premium funding is specified and spent differently year on year, based on need. (Please see Sports Premium Strategy Documentation for breakdown year on year)

Sport is by nature competitive and we believe that if children are to truly excel in this subject competition must be an integral part of their learning. As a school we plan and attend inter and intra tournaments which provide children with the opportunity to compete. Teams will be entered wherever possible into Borough-Wide Competitions enabling our most talented pupils to be given the opportunity to perform at the highest possible level and allow other children opportunities to attend and experience new things. PE, like any other curriculum area is differentiated to cater

for all abilities ensuring that all children gain a positive experience from their learning.

Complementing this physical work will be the theory, knowledge and understanding of our body and what makes us healthy and a close link to the citizenship and sciences, developing the children's emotional literacy.

Our competitive nature is never far from school development, however, as always we are sensitive to those that find this type of activity challenging and we will find innovative and motivational ways of engaging these children- e.g. rewards, heading off in similar ability groups, etc. The Growth Mindset approach is therefore applied to PE. This is linked to the science of exercise throughout the school at appropriate ages reinforcing the link between exercise and health.

RE

Unlike other areas of the curriculum, parents and carers have the right to withdraw their child from all or part of RE. Before this can occur, they must meet with the Head teacher to discuss their reasons for this.

The Units of Work in RE are taught as discreet subjects, following the Doncaster Local Authority agreed strands of learning and assessment areas. We follow Discovery RE, 3rd Edition as a scheme of work.

The main focus of KS1 is to learn about Christianity, Judaism and Islam to reflect our local community and response to attitudes and beliefs within it. KS2 continue to learn about these religions but include a Dharmic religion, Hinduism. We look at Humanitarians in upper ks2 and the values, thoughts and beliefs they have. The aim of the 2014 National Curriculum is question based and includes much discussion as well as research and enquiry. This approach takes very seriously the philosophy that children are free to make their own choices and decisions concerning religion and belief. Faith and Belief does not try to persuade, but rather to inform and develop the skills with which evaluation can take place.

The Curriculum grids we assess against follow 2 strands; learning **from** religion and learning **about** religion as stated in the local authority documentation.

As well as taught RE sessions, pupils continue to learn about alternative religions and their communities/celebrations via Tribe Time.

The school currently has a statutory responsibility to undertake a daily collective worship/reflection/assembly. Parents have the statutory right to withdraw pupils from RE and worship if they so wish.

Global Citizenship

At Hayfield Lane, we aim to educate the child as a whole person. The entire Global Citizenship curriculum is delivered within cross curricular sessions. Where this is not possible, they are covered through collective worship and class assemblies. The curriculum grids are covered over a 2 year period to really embed and develop skill set

and knowledge. Through questioning and discussions, pupils can discuss issues, feelings and concerns. They are also able learn about how to deal with feelings and conflict, how to keep themselves safe and the skills of resilience and self-reliance.

Older children are trained as Playground Leaders and Peer Mediators to help younger children learn these skills outside the classroom during recreational time. Health professionals are a valued resource for Global Citizenship and are used wherever possible.

Global Citizenship has both Global and national components and includes the values, moral codes, customs and procedures by which people act, coexist and regulate their affairs. This area of learning stems from widespread concern about growing selfishness and material greed. It intersects clearly with a number of our aims: encouraging respect and reciprocity and promoting interdependence and sustainability, celebrating culture and community and exploring knowing, understanding and making sense.

We have a School Council and these children meet and discuss agreed focus, with pupil led initiatives and incentives to help raise standards. Pupil voice is an integral part of our ethos at Hayfield Lane.

British Values

The understanding and exploration of British Values pervades this area of learning
These values are: -

- Democracy
- The rule of law
- Individual liberty
- Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

British Values is taught through Tribe Time and is interwoven with Global Citizenship curriculum grids.

Big Projects

All year groups deliver a 'Big project' and these are taught at the end of a unit/theme/novel to allow children to bring together the skills taught within in it. It has a core moral value attached to it and includes areas of development taken from the Local Authorities Education and Skills Strategy 2030, for a contextualised, learning approach. It has a heavy focus on global citizenship links and is planned as a multi-disciplinary project, embedding and deepening learning.

Areas of Learning & Development – Foundation Stage and Year 1

The Early Years Foundation Stage, which underpins the curriculum, is distinct in its identity. The curriculum is planned in accordance with the framework 'The Early Years Foundation Stage Statutory Framework September 2021'

Under the guiding theme of Learning and Development there are seven clear areas of learning:

The prime areas are:

Communication and Language

Phonic skills are developed through daily phonic lessons through which the children begin to learn to read and write. The phonics programme we follow is Read, Write, Inc. Directed play activities and circle time allow opportunities for speaking and listening.

Physical Development

Children's fine and gross motor skills are developed through topic based activities. The Wanderlust Hygge programme focuses on natural learning and we utilise this for fine motor skill development as well.

Personal, Social and Emotional Development

Children engage in a range of activities enabling them to play co-operatively and develop positive relations. In addition, children participate in weekly circle time activities promoting positive relationships and sensitivity to others.

Maths

Daily Mathematics lessons teach children the key skills such as counting, addition, subtraction, shape recognition and money. Further mathematical activities are planned throughout the week relating to the topic being taught. Maths Mastery is developed upon entry in F1 and continued through F2. Resources used to teach are from White Rose Maths, Tens Town, Numicon and cross curricular learning.

Understanding the World

History, Geography and Science form the basis for topics that are studied across the Foundation Stage. Children also begin to learn computing skills. We also look at people, cultures and communities, the natural world and process within that as well as historical past and present, which enrich and form the foundations for year 1 and the National Curriculum.

Expressive Arts and Design

Music and Drama skills are included in the weekly timetable as is art and design technology. Children also take part in other daily creative activities allowing them to explore media and materials and use their imagination. These activities are usually linked to the current novel/topic.

The development of each child is recorded through the use of assessment scales which provide an accurate and detailed insight into the progress made by the individual. Observation of 'wow' moments are made children in a variety of environments and learning situations, where relevant. Teachers focus on quality interactions with the children and consistently assess children in their understanding of skills and knowledge. They will effectively intervene and enhance children at appropriate moments to develop the children further. Continued formative and summative assessment is crucial to have the highest impact on the children. This will allow children to progress and remain on track. Progressive curriculum grids have been designed as well as EYFS-KS1 bridging documents to ensure the design of the

curriculum and its content is progressive, sequential and builds on prior learning and skills. Components of skills are carefully planned and 'mapped' out to ensure the composite skills are taught and embedded.

These areas of learning are extended and combined with the National Curriculum as the children progress into Year 1 before they enter the schools primary phase.

Equal Opportunities

All pupils will have equal entitlement to access the Curriculum as delivered through the School's Policies and Schemes of Work.

Review of Policy

The Policy will be reviewed as necessary, in the light of any changes made to the School Curriculum and/or the National Curriculum.

The Governing Body approved this policy on date:

Signed:

Chair of Governors

Signed:

Headteacher