

Hunsbury Park Curriculum

Our Aim: 'To be the best that we can be'



Our Intent

Our aim is to deliver a broad and balanced thematic curriculum that challenges, excites and inspires children to become successful and confident learners who achieve their best. We want to enthuse our pupils to have a life-long love of learning so they become curious and independent learners with high aspirations, whatever their backgrounds. We do this by developing their knowledge and skills in our broad and balanced curriculum along-side new exciting experiences such as Forest School, residential visits, trips and visitors which enrich their learning.

We also aim to help children become well rounded individuals who embrace difference and the importance of high values and good morals.

We always encourage children to have a growth mindset and enjoy celebrating hard work and effort as well as success.

The Implementation of our Curriculum

Core Subjects

Phonics and Reading

We teach phonics using 'Sounds-Write' which is a systematic, synthetic phonics programme. It teaches all the key elements of conceptual understanding, factual knowledge, and the three essential skills of blending, segmenting and phoneme manipulation necessary for learning to read and spell and it does so on a daily basis until all children achieve the automaticity that underlies the fluency of every successful reader. Our children are supported by high quality reading books that align to the 'Sounds-Write'. They are further supported by coloured banded reading books at their own reading level plus a wealth of books that can be shared for pleasure.

Higher order reading skills are taught through both 'Talk 4 Reading' and the use of VIPERS. Talk 4 Reading focuses on the importance of deepening understanding through developing key reading strategies. This is based on whole-class modelling and shared reading, as well as effective guided and one-to-one teaching, to deepen children's understanding and engagement.

VIPERS is an acronym to aid the recall of the six reading domains (vocabulary, inference, prediction, evidence, retrieval and summary) that focus on the comprehension aspect of reading.

Writing

Writing is taught using the 'Talk 4 Writing' approach. It is powerful because it is based on the principles of how people learn. It enables children to read and write independently for a variety of audiences and purposes within different subjects. A key feature is that children internalise the language structures needed to write through 'talking the text', as well as close reading. The approach moves from dependence towards independence, with the teacher using shared and guided teaching to develop the ability in children to write creatively and powerfully.

Maths

We teach Maths using 'Power Maths', a maths mastery programme which sparks curiosity and excitement and nurtures confidence in maths. It is built around a child-centred lesson design that models and embeds a growth mindset approach to maths and focuses on helping all children to build a deep understanding of maths concepts through a concrete – pictorial - abstract approach.

In addition, children have further opportunities to develop their fluency, arithmetic and subitising skills which support their maths learning.

Foundation Subjects

science	history	geography	art and design
design and technology		computing	

These subjects are taught through a thematic approach using 'Cornerstones' Curriculum Maestro'. This engages and enthuses the children and enables us to provide a curriculum which is broad and balanced. It includes both subject knowledge and skills, along with coherent and connected progression. There is also a focus on vocabulary plus information sharing through knowledge organisers.

Each project had a lead subject with cross curricular links to other subjects including science investigations. The projects are not of equal length and therefore cross term boundaries through the year.

For more information regarding Cornerstones and the associated pedagogy please head to <https://cornerstoneseducation.co.uk/>

P.E.	music	French	PSHE
R.E.	handwriting	outdoor learning	

These subjects are taught discretely using the schemes described below:

P.E.

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

Music

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

French

This is taught using the scheme Language Angels. It includes interactive PowerPoints with all instances of French speaking pre-recorded using a native speaker to ensure correct pronunciation. It also includes fun and exciting interactive games that the children love!

PSHE

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

R.E.

The Northamptonshire agreed syllabus is used to teach R.E.

Handwriting

This is taught systematically using 'Kinetic Letters'. This uses the following four threads: making bodies stronger; learning the letters; holding the pencil; and flow and fluency. It enables children to develop legible handwriting that is produced quickly and automatically. With the development of automaticity, handwriting becomes a valuable tool and not a hindrance to learning.

Outdoor Learning

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

The Impact of our Curriculum

One way we know that our curriculum is having positive impact on the lives of our children is through our assessment data:

Formative assessment

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

Summative assessment

In Years 2 to 6, we carry out formal written tests (from PiXL) in reading; grammar, punctuation and spelling; and maths, to help us make 'summative' judgements of the children's attainment, at three points across the year. We also use teacher assessment to judge attainment in writing. The teachers then complete 'question level analysis' spreadsheets so they can identify the individual, group and class gaps in learning.

In Year 1, these attainment judgements are made by teacher assessment through whole class, small group work and independent work.

Teachers also assess the foundation subjects - as lessons are taught across the year - which leads to summative judgements, three times a year.

In Reception, teachers are teaching the new Early Years Foundation Stage (EYFS) curriculum - as we are an early adopter school of the new curriculum. There are seven key assessment criteria linked to this and teachers make summative judgements against these three times a year. To make these judgements, teacher observe the children on a daily basis and build up a portfolio of evidence for each child.