

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



Our Intent

At Hunsbury Park, we offer a broad and balanced curriculum that builds knowledge and skills from the children's starting points in order to create future opportunities and enrich their lives. We have a strong commitment to the development of oracy skills in everything we do. The Golden Threads running through our curriculum are the school values of Respect, Resilience, Responsibility, Compassion, Perseverance and Integrity. In fostering these values, we develop our children to become successful, independent, ambitious and future-ready learners who are resilient, flexible and have high aspirations.

We develop their knowledge and skills alongside exciting experiences, such as Forest School, residential visits, trips and visitors, which enrich their learning. These opportunities enable them to effectively and confidently communicate with others, showing a deep understanding of where they have come from, who they are and what they might become.

We celebrate and embrace cultural and individual differences, appreciating the diverse world we live in. In this way, we enable our children to become skilled citizens of the world who will help to shape and contribute to a respectful, peaceful and thriving future.

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 'White Rose', a teaching for mastery approach that sparks curiosity and excitement and nurtures confidence in maths. It is built around a small step design that models and supports 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, reasoning and problem-solving skills which supports their Maths learning.

Science

Science is taught weekly throughout the school to develop children's scientific knowledge and understanding. We use parts of the 'Cornerstones' Knowledge Rich Projects, but adapt these to the needs of our children. The curriculum follows the progression of knowledge and skills, as set out in the National Curriculum, but on a 2-year rolling programme. At Hunsbury Park we create a secure, fun and caring learning environment with hands on practical experiences. We make full use of our outdoor environment, as well as planning trips, events and celebrations in order to enrich our science provision.

Foundation Subjects

History

Geography

Art & Design

Design & Technology

History and Geography are taught throughout the school year as discrete subjects in order to develop children's subject specific skills and knowledge in depth. They develop the skills to work as historians and geographers, building on their knowledge of key concepts that are specific to improving the cultural capital of our children. We use the 'Cornerstones' Knowledge Rich Projects as a base, but adapt these to the needs of our children and supplement them with additional quality first teaching.

Art & Design and Design and Technology follow a similar approach and are often linked to History and Geography work in order to help build children's schemas around the areas they are studying. Knowledge and skills in these subjects progress throughout the school, ensuring children build on what they have learnt and develop further.

We run a 2-year rolling programme for these subject areas to ensure full coverage of the National Curriculum and the necessary progression for our mixed-age classes.

In everything we do, we have a strong focus on oracy and vocabulary so that our children are well-equipped to explain and share their learning and understanding, as well as prepare them for their future lives.

P.E.

Computing

Music

Handwriting

French

PSHE

Outdoor Learning

R.E.

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 play 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. at Hunsbury Park Primary School. Through the RE curriculum, we provide opportunities to develop children's knowledge and understanding of world religions. Children develop their knowledge and understanding of Christianity and other religions and consider how the beliefs of others impact on their lives and the lives of other. Children can also explore their own beliefs (not necessarily religious). Children appreciate and respect the different cultures in Great Britain.

Computing

Computing is taught across all phases using both plugged and unplugged resources to ensure that the children understand that computing is not just sitting in front of a computer, but also links to many parts of our every day lives. The children are taught a combination of computer science, information technology and digital literacy across the school year to enhance their computing skills. In Early Years they teach using the units from the ilearn2 website. In Years 1-6, the Teach Computing scheme is followed, but with the use of units from ilearn2 and Barefoot Computing to enhance their learning and understanding.

The children are also taught about online safety throughout their computing lessons using resources from Project Evolve and other relevant online resources.

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 one dedicated Forest School teacher 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 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 follow the new EYFS Framework in order build a portfolio of each individual. 7 key areas of development are assessed and staff make a judgement against the ELG three times per year. A portfolio is built using Tapestry where day to day activities build up evidence for each child.