

Hemblington Primary School Curriculum Provision

All staff are regularly engaged in reviewing and developing the curriculum provision at Hemblington. We work to provide a curriculum that:

1. Fulfils statutory requirements;
2. Is purposeful and meaningful to each child and helps them make connections in their learning;
3. Encourages problem-solving;
4. Builds relationships and helps children to grow as individuals, emotionally, morally and spiritually as well as academically;
5. Allows for children's interests to be taken into account and involves practical and active learning in many different ways;
6. Builds confidence, independence, resilience and self-motivation;
7. Ensures progression in skills and knowledge;
8. Uses the outdoor environment and resources and people beyond the classroom whenever appropriate.

At Hemblington, we use themes and topics to inspire learning, combined with discrete teaching of specific statutory content. In particular, we are inclusive in approach, have a strong emphasis on the arts and creativity, and encourage wide participation in sports and music. We support the statutory curriculum by taking children on visits as well as inviting visitors into school. All classes take part in at least two field trips each year, with Y5 and Y6 undertaking residential courses to extend learning. In addition, we hold special curriculum events, such as Lego Day. In the recent past, we have run Science week, Shakespeare Week, and WW1 Remembrance Week.

The Teaching of Reading

In our Foundation Stage and KS1 classes, we have a strong emphasis on the teaching of reading: we aim to move from learning to read to reading to learn during these years. We teach phonics in daily sessions, based on the Letters and Sounds programme, and children learn how to apply their phonic knowledge during shared and guided reading and writing, as well as during individual learning.

All reading books are graded into 'Book Bands', a way of organising reading books into levels that all require a similar reading ability. Once children are ready, we encourage them to choose their own books from the band they are currently working upon. We have found this motivates children very effectively.

Our teaching of reading aims to inspire a love of reading as well as the ability to decode and comprehend. We hold regular book events; all teachers read stories to their classes; we have a well stocked, well used library. In both KS1 and KS2, our reading results are significantly above the national average.

Foundation Stage Curriculum

The curriculum is based on the Early Years Foundation Stage framework.

There are six areas of learning:

- Personal, Social and Emotional Development
- Problem Solving, Reasoning and Numeracy
- Communication, Language and Literacy

- Knowledge and Understanding of the World
- Creative Development
- Physical Development

This gives a broad structure for teachers to plan learning opportunities, following the interests and needs of the children in their care whenever possible. There is explicit daily phonics teaching through 'Letters and Sounds'.

The expectation is that children learn in an imaginative, play-based environment, both indoors and outdoors, and that the six areas provide a focus for learning skills and experiences. There will be role-play, story sessions, development of number and handwriting skills as well as lots of opportunities for speaking and listening, and the development of communication and social interaction. Children are encouraged to develop their own interests and particular talents, and much of the work in our Reception class is addressed through a child-led approach to learning.

Key Stage 1 and 2

We aim to create successful learners who are confident individuals and responsible citizens, fully prepared for the next stage of their education and enthusiastic about learning in all its aspects.

We approach the teaching of all subjects with full regard to the statutory National Curriculum guidance.

English

Being a Speaker

Listen and respond appropriately to adults and peers

Ask relevant questions to extend knowledge

Give descriptions, narratives and explanations, including expressing feelings

Build vocabulary

Consider different viewpoints

Engage listeners

Speak audibly and fluently with an increasing command of standard English

Articulate and justify answers, arguments and opinions

Being a Reader

Accurately identify features, themes and conventions of a range of fiction and non-fiction text types and genres

Draw on evidence within texts to explain how themes emerge and conventions are applied

Make, explain and justify inferences, providing evidence from the text to support reasoning

Show understanding of the meaning of vocabulary in the text

Summarise main ideas, understand characters and information, events and language

Make explanations and comparisons; distinguish between statements of fact and opinion

Being a Writer

The criteria from the National Curriculum should be applied across the curriculum. This includes:

Spelling (building on from phonics, through prefixes, suffixes, rules and exceptions)

Handwriting (from sitting correctly through to developing the appropriate handwriting script for a specific situation)

Composition including the use of planning, drafting, writing and editing and evaluating; proof-reading and, in some instances, publication or performance of work (including the increasing mastery of a variety of forms, from word and sentence level through paragraphing and text organisation, and the use of increasingly sophisticated grammar and punctuation).

Mathematics

We follow the prescribed curriculum for Maths throughout the primary stage. This involves increasing mastery in number, measurement, geometry and statistics. The school works carefully to assess progress in order to ensure children reach expected standards of achievement at different milestones through the school. We work hard to develop mathematical understanding through meaningful contexts and to encourage lots of problem solving opportunities.

Science

Pupils work scientifically: asking questions and recognising they can be answered in different ways; observing closely, performing tests, identifying and classifying, gathering data, creating hypotheses.

A full science curriculum is applied at the school, and can be seen on the school's curriculum map.

By Y6, we are working toward the expected standards in all aspects of the curriculum and expect children to be working scientifically:

- Recall and use terminology appropriately
- Identify approaches for answering scientific questions
- Plan different types of scientific enquiry
- Record, present and interpret data from different sources
- Apply understanding of scientific concepts to support or refute

ideas or arguments

- Identify and use evidence
- Recognise validity and reliability of evidence and the difference

between fact and opinion

Aspects of biology, physics and chemistry are introduced at the designated stage in the National Curriculum.

Computing

KS1

Understand what algorithms are; how they are used on digital devices as programs; and that programs execute by following precise and unambiguous instructions

Create and debug simple programs

Use logical reasoning to predict the behaviour of simple programs

Use technology purposefully to organise, store, manipulate and retrieve digital content

Recognise common uses of information technology beyond school

Use technology safely and respectfully, keeping personal information private

Identify where to go for help when they have concerns

KS2

Design, write and debug programs that accomplish specific goals

Use sequence, selection and repetition in programs

Use logical reasoning to explain how simple algorithms work

Understand computer networks

Use search technologies effectively

Use a variety of software on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals

Use technology safely and responsibly; identify ways to report concerns about content and contact

History

KS1

Pupils develop an awareness of the past, using common words and phrases relating to the passing of time and fitting events into a chronological framework. They use historical terms, ask and answer questions, use stories and other sources to understand events and lives from the past.

Specific content can be seen on the school's curriculum map.

KS2

Pupils continue to develop a chronologically secure knowledge and understanding of British, local and world history, noting connections, contrasts and changes over time. They will use historical terms, devise historically valid questions and construct informed responses. They will look at a range of resources to understand how our knowledge of the past is constructed.

Specific content can be seen on the school's curriculum map.

Geography

KS1

Children will be taught locational knowledge (eg name and locate seven continents and five oceans); place knowledge (understand geographical similarities and differences through studying the human and physical geography– a comparison of Blofield Heath to a non-European location, the seaside); human and physical geography (the weather, seaside, atlas and map work and the use of globes). Children will undertake simple field work in the local and wider area.

KS2

Locational knowledge will be further developed, including land use patterns and changes over time; human and physical geography (rivers, mountains, rainforests and deserts, including a focus on North and South America and Europe); geographical skills and fieldwork (including more advanced use of maps, atlases, grid references, fieldwork in Norfolk).

Art

KS1

Children use a range of materials creatively to design and make products and art works using many different techniques. They will learn about different artists and their work. Where possible, art work will be integrated into the teaching of other aspects of the curriculum, with skills being taught discretely.

KS2

Children will further develop their mastery, technique and control of materials, including the use of sketch books. They will learn about further artists, architects and designers. Links will be made with other curriculum areas to enhance engagement.

Physical Education

The curriculum follows progressive movement through four basic areas of games, gymnastics, dance and general physical activity. Swimming tuition is provided for Y3 & Y4, and all children have access to specialist sports coaching for part of their physical education curriculum. In addition, we provide a wide range of sports clubs and opportunities to take part in team sports and represent the school.

Foreign Languages

All children from Y2 have timetabled lessons in a modern foreign language with our specialist language teacher: German is taught in Y3 and Y4; French is taught in Y2, Y5 and Y6. This allows for sustained development and the opportunity to make comparisons. Our Y1 children currently begin learning German with a volunteer parent.

Children are taught to listen attentively to spoken language and show understanding by joining in and responding; explore the patterns of sound and language through songs and rhymes and link spelling, sound and meaning of words; engage in conversations; ask and answer questions and speak in sentences using familiar vocabulary, phrases and basic language structures. Children are encouraged to develop accurate pronunciation and intonation, read carefully and broaden vocabulary. Children learn to write phrases from memory and adapt these to create new sentences.

Design and Technology

KS1

Children design, make and evaluate a range of functional and appealing products, selecting a range of tools and skills and evaluating their products against design criteria. Where possible, products are linked to other curriculum areas although technical knowledge will be discretely taught. All classes cook regularly.

KS2

Children engage in more extensive research to design their products, which are again linked to other curriculum areas. They use a wider range of tools and equipment, investigate existing products to support their designs and extend their technical knowledge (eg of cams and electricity). Products are evaluated against design criteria.

More advanced cooking skills are developed, and the principles of a healthy diet and seasonality are addressed.

Music

KS1

Children are taught to use the voice expressively and creatively, listen with concentration and understanding, play tuned and un-tuned instruments, experiment with, create, select and combine sounds to create compositions. In addition, all children have the opportunity to take part in a musical based Nativity in December; children may also learn the recorder and other wind instruments from Y1.

KS2

Children learn to sing and play with increasing confidence and control, develop an understanding of musical composition, play and perform solo and in ensemble, improvise and compose music for a range of purposes, use and understand the staff and other musical notations and develop an understanding of the history of music.

All children in KS2 have some specialist musical tuition; in Y5 all children learn to play a simple tuned wind instrument. In addition, we have a wind orchestra and provide music lessons in recorder, saxophone, flute and clarinet.

Religious Education

The Norfolk Syllabus, which is statutory, sets out the syllabus for Religious Education. We learn about all the major faiths, with a focus on Christianity and Judaism in KS1, and Christianity, Hinduism, Buddhism, Islam and Sikhism in KS2.

Personal, Social, Emotional Health and Citizenship

Although not statutory, we place a high importance on the development of the whole child and therefore upon the teaching of the PSHE curriculum. This covers the core themes of Health and Well being, Relationships, Living in the Wider World, Sex and Drugs education.

This provides pupils with:

- accurate and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to explore, clarify and challenge their own and others' values, attitudes, beliefs, rights and responsibilities
- the skills and strategies they need in order to live a healthy, fulfilling, responsible and balanced life.