

OUR CURRICULUM

Our vision is to provide inspirational learning experiences that will ignite sparks within the children and enable them to develop as confident, articulate and happy individuals who achieve academic excellence.

We have taken great care to design our curriculum to achieve our vision and ensure that our values underpin it.

Hookstone Chase's curriculum meets the requirements of the 2014 National Curriculum and is designed to reflect the needs of our school and its community. We gather important information about our children from a range of sources – discussions with our families, questionnaires (including 'Growing up in Harrogate / North Yorkshire') and local news sources. We aim to ensure that the curriculum is exciting and challenging and reflects and nurtures children's interests and needs and celebrate traditions that are important to our community. Links between subjects are made to ensure an engaging and relevant context within which to learn. We strive to create and provide opportunities for the children to develop their creativity and imagination; promoting new interests and an awareness of the wider world. We are fully committed to teaching the vital life skills children need in order to be safe and happy in and out of school.

Hookstone Chase Curriculum (Year 1 to Year 6) is characterised by **termly whole school themes** which are then adapted and differentiated to meet the needs and interests of individual classes and children. This has motivated and engaged the children and has contributed to successful family learning. Children take part in **"I know, I wonder"** activities at the beginning of each theme to determine the specific programme of learning for each class.

Promoting **enjoyment of reading** and **a love of books** underpins our curriculum and the use of exciting and stimulating texts is a key feature across school. We ensure that we deliver a broad and balanced curriculum using appropriate resources including texts that we believe champion diversity and equality and challenge disadvantage and stereotyping. Some of the books we will study across the school phases are:

- The Day the Crayons came Home by Drew Daywalt;
- The Bomber Balloon by Terry Deary;
- The Tunnel by Anthony Browne;
- The Soldier's Puppy by Peter and Baron Millet;
- Here come the Aliens by Colin McNaughton;
- The Tin Forest Helen Ward;
- The Miraculous Journey of Edward Tulane by Kate DiCamillo;
- One Boy's War by Sydney Dobson;
- Pax by Sara Pennypacker;

- War Horse by Michael Morpurgo;
- Skackleton's Journey by William Grill;
- Varjak Paw by S F Said;
- Just So Stories by Rudyard Kipling

And many, many more!

A **termly Homework Challenge** is set to enhance the learning that is done in school as well as providing an opportunity for the children to investigate, research and present their learning in a way that they want to. In addition, we hope that all the parents will be involved with their children's learning. Where appropriate, the Reception Children also take part in aspects of the whole school themes but a personalised curriculum reflecting the children's interests and stages of development is in place.

We asked the children what they would like to see in their curriculum; they told us the following:

- ✓ Whole school themes
- ✓ Lots of practical activities
- ✓ Opportunities for independent learning and "Challenges"
- ✓ Working together
- ✓ Experts, Visitors and Visits
- ✓ Theme Days, Assemblies and Performances
- ✓ Whole Class Books and Novels

The curriculum is **assessed** against the **National Curriculum Learning Objectives** and is based on the **achievement of age related expectations**. We want our children's learning to be secure and embedded so that they have a firm foundation upon which to build their future learning. At the end of Reception, Year 2 and Year 6 children are assessed according to statutory guidelines. In Reception this is known as the Foundation Stage profile and in Years 2 and 6, Statutory Assessment Tests. In addition, the Year 1 children take part in the national Phonics Check. Each class publishes a termly class newsletter which gives specific details of the curriculum for that term.

Termly Themes

2019 - 2020

"Explore and Discover, Create and Challenge!"

Term: 1 Homecomings

Term: 2 All around the World

Term: 3 Let's grow!

The National Curriculum

Aims

The national curriculum provides pupils with an introduction to the essential knowledge they need to be educated citizens. It introduces pupils to the best that has been thought and said, and helps engender an appreciation of human creativity and achievement.

The national curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond the national curriculum specifications. The national curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.

For primary children the National Curriculum comprises of three core subjects: **English, Mathematics** and **Science** and the foundation subjects of **Art & Design, Computing, Design & Technology, Geography, History, Music and Physical Education**. In addition, **RE** is also an important, statutory curricular area. **French** is taught across Key Stage 2.

All the subjects are underpinned by a detailed scheme of work with clear end of year age expectations, which aim to equip the children with the appropriate skills, knowledge and understanding and lay down the foundations for lifelong learning.

Phonics

We follow the **Letters and Sounds Programme** for phonic learning and we also use resources from the Jolly Phonics Programme. Our reading scheme is based on the Oxford Reading Tree Scheme and this is supplemented by a wealth of other published reading materials as the children develop their competence in reading.

ICT is an integral part of everyday life and we aim to equip the children with the necessary skills to become confident and independent users of ICT, including developing their programming skills. We have excellent ICT equipment across the school which includes a computer suite and interactive whiteboards in all the classrooms. In addition we have a portable networked laptop suite, visualisers, scanners, video and digital cameras as well as an increasing number of I pads. Internet access is safely controlled. Educating the children to **use ICT safely** is an integral part of the curriculum and further information is to be found on our website.

We have very good facilities for **PE**. There is a large hall, an all weather sports court, two outdoor playgrounds and a vast field. Throughout the year the children take part in gymnastics, dance, games and athletics. In addition the Year 2, 3 and 4 children have the opportunity to take part in swimming lessons at Knaresborough Pool.

We are currently working alongside “**Sporting Influence**” which provides a range of professional development opportunities for teachers to improve their practice and provision for the children as well as enabling them to take part in a wide range of sporting festivals and tournaments with local schools. In addition, we have used sport as a vehicle to improve children’s literacy and behaviour for learning.

In **RE** our aim is to teach a broadly Christian syllabus, which incorporates study of other major world religions. This enables the children to become more tolerant, responsible and reflective with regard to other people, their beliefs and the world around them.

In addition to the termly homework challenge, all children are required to take part in **learning tasks at home appropriate to the children’s age**. They are intended to both enhance and reinforce the work carried out at school and develop the skills of independence and perseverance. We believe that **homework** set in the context of a positive partnership between school and home makes an important contribution to your child’s progress at school.

Collective Worship is a daily time when the children gather together to reflect upon aspects of the world and their lives that we believe need consideration. Collective Worship is broadly Christian in nature and has a well-planned balance of themes, often linked to our **School Values**. It may be a time of quiet reflection or a celebration of good work and behaviour. This is also an opportunity to explore current local, national and international events. **Celebration Assemblies** take place on Fridays and these are a time to celebrate the children’s achievements. Individual classes lead an assembly annually to share their learning with their parents. During the assemblies we place a high value on music and children routinely sing as part of our acts of worship.

Parents can withdraw their children from all or part of the Religious Education lessons and Collective Worship. In this event, parents are asked to contact the Headteacher who will explain details of alternative provision. We ask that children who are not taking part in RE or Collective worship are signposted every term in order that alternative provision can be planned effectively.

Provision for the **Spiritual, Moral, Social and Cultural (SMSC) development** of our children is embedded across the curriculum with many opportunities for the children to experience the different aspects of this important area. Our varied programme of enrichment activities make a significant contribution to this. Provision is also made within the curriculum for the **personal development** of the children which includes the important areas of health and emotional well being. We have adopted the **THRIVE Approach** across the school which is a developmental approach to working with children to address social and emotional needs and build resilience.

We have a sharp focus on metacognition to support our learners across the school.

We are an **Inclusive School** and we endeavour to ensure that all pupils have equality of opportunity across the curriculum and in all areas of school experience. Ofsted (2013) recognised that inclusion was a strong feature of the school. We take

great pride in the way in which we cater for children who have **Special Educational Needs or Disabilities**.

Our Inclusion Team works with children, parents and staff to provide additional support and appropriate intervention programmes for those children who are experiencing some difficulties in their learning or their social and emotional development. This may include additional support from Teaching Assistants or small group work. As with all children, progress is monitored carefully and parents are always informed and involved in regular reviews of the child's progress. If required, we liaise with a range of outside agencies including Specialist Provisions, Speech and Language Therapy, Occupational Health and the Health Service.

Similarly, appropriate provision is made for gifted and talented children. Hookstone Chase is enhanced to meet the needs of pupils with **speech, language, communication and interaction difficulties**. This Specialist Provision provides support and training for staff, pupils and parents to ensure that pupils with communication difficulties can access every part of school life in an effective way. The staff also provides outreach support to a number of local schools in the Harrogate Area.

There are six Specialist Provision placements at Hookstone Chase and to be eligible for these pupils should have an Educational Health Care Plan with a primary need of Autism or Speech and Language difficulties. For more information on the Specialist Provision parents and carers should contact the Headteacher or the Teacher in Charge of Specialist Provision; Mrs Michelle Henley.

We take great pride in how our broad and balanced curriculum supports our children becoming valued and valuable members of the community who are able to thrive academically, emotionally and socially.

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