

BROAD AND BALANCED CURRICULUM FOCUS ON EMOTIONAL HEALTH AND WELL-BEING

Hookstone Chase Recovery Curriculum Proposal

At Hookstone Chase we recognise that the children will not be able to pick up on the

curriculum from the point which they left it prior to lockdown. Too much has happened. The

recovery curriculum is a temporary solution to getting the children back to a place where they

feel safe, emotionally secure and equipped with the necessary skillsets and learning behaviours

that they need to learn well. The loss of social interaction and structure will be devastating. Others will find the loss of freedom they have had at home troubling and may struggle with the dynamics of peer group interaction or teacher direction after a period of time without this. We

will build on our standard curriculum drivers to support a holistic recovery. We have identified

key objectives to revisit and consolidate in each phase and will not simply plough on at a pace

from where we left off many months ago. Learning will be designed to be meaningful to the

point where children are now, not the point where they were when lockdown commenced.

HIGH EXPECTATIONS FOR ALL TO ACHIEVE

COMMUNITY COHESION AND STRONG LINKS WITH LOCAL STAKEFOLDERS

RICH
EXPERIENCES
AND LITERATURE
TO PROMOTE
CULTURAL
CAPITAL

STRONG BRITISH SOCIAL MORAL CULTURAL AND SPIRITUAL VALUES

PERFORMANCE
OPPORTUNITIES
TO BUILD
CONFIDENT
ARTICULATE
INDIVIDUALS

OUTDOOR LEARNING TO PROMOTE HEALTHY LIFESTYLES '21 THINGS TO
DO BEFORE YOU
LEAVE
HOOKSTONE
CHASE'
ENRICHMENT

INTEGRATED SPIRAL STEM CURRICULUM

STRONG TRANSITION PLANS FOR NEXT PHASE IN EDUCATION

ENJOYMENT OF LEARNING



6 DRINCIPLES OF NURTURE

Learning is understood developmentally

The school offers a safe space for all

We understand the importance of nurture for well being

We understand that Language is a vital form of communication We understand that all behaviour is communication

We understand the significance of transition for children



Relationships

- * Effectively communicate with peers and adults;
- Develop mutual respect for all members of the community;
- Create a safe learning environment for relationships to grow in;
- Positive relationships modelled by staff;
- * Develop the skills for own conflict resolution.

Community

- Positively contribute to the school, local and wider community;
- * Identify how the choices we make can have a global impact;
- * Show tolerance and appreciation for different cultures and religions;
- * Know how to keep ourselves safe in the local and virtual community.

Transparent Spiral Curriculum

- * Parents are kept informed of the approach to the recovery curriculum;
- * The curriculum will be iterative in nature;
- Low stake testing will help inform staff of gaps in learning and to track progression;
- * Emotional, health and wellbeing will be at the forefront of the curriculum.

Metacognition

- How to approach a variety of tasks will be discretely taught and modelled by teachers;
- Pupils will be made critically aware of oneself as a learner;
- * Pupils will be introduced to higher-order thinking skills;
- * Pupils will self-evaluate their progress within a task and reflect upon their work.



	Mathematics Key O	bjectives
Discrete	Place Value	General
teaching	Read, write and order numbers up to 10,000,000 and determine the value	A range of resources
	of each digit.	A range of resources
	Four Operations	
	Add and subtract whole numbers with more than 4 digits using formal	Four Operations Addition of 5 digit numbers
	written methods.	Decimal addition and subtraction
	Solve addition and subtraction multistep problems in context deciding	Division – formal operations
	which operation and method to use and why.	Subtract – formal operations
	Multiply and divide 5 digit numbers by 1 digits numbers.	Mental Subtraction
	Multiply and divide up to 4 digit numbers by 2 digit numbers.	Multiplication
	Solve problems involving addition, subtraction, multiplication and division.	
	Fractions	Fractions
	Identify, name and write equivalent fractions.	Equivalent fractions
	Use common factors to simplify fractions; use common multiples to express	Mixed number
	fractions in the same denomination.	Ordering fractions
	Recognise mixed numbers and improper fractions and convert from one to	Ordering fractions
	another.	Adding fractions
	Compare and order fractions.	
	Add and subtractions fractions with the same denominator and	
	denominators that are multiples of the same number.	
	Multiply proper fractions and express the answer in its simplest form.	
	Multiply proper fractions and mixed numbers by whole numbers.	
	Divide proper fractions by whole numbers.	
Wider	STEM/Other	Negative numbers
curriculum	Use negative numbers in context and calculate intervals across zero.	<u>Measures</u>
	Add and subtract whole numbers with more than 4 digits using formal	<u>Measures</u>
	written methods.	<u>Measures</u>
	Multiply and divide 5 digit numbers by 1 digits numbers.	
	Measure – general.	



Multiplication tables to 12x12. **Multiplication tables TTRockstars** Morning Multiplication tables 12x12 Rounding. starters Square and cube numbers. Rounding Telling the time. Place Value - Various Reading timetables. Prime numbers, factors and multiples Multiply and divide numbers by 10, 100, 1,000. **Square Numbers** Prime numbers, factors and multiples. Multiply and divide by 10, 100, 1000 Order of operation Order of operations. **Multiples**

Reading Key Objectives

Maintain positive attitude to reading:

- Continue to read and discuss an increasing wide range of fiction, poetry, plays, non-fiction and reference books/texts.
- Reading books that are structured in different ways and reading for a range of purposes.

Understand what they read by:

- Checking that the books make sense to them, discussing their understanding and exploring the meaning of words in context.
- Asking questions to improve their understanding.
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

Discuss and evaluate how authors use language, considering the impact on the reader.

• Retrieve, record and present information from non-fiction.

Bug Club

Audible free listens

Reading VIPER questions

Proposal

- Pupils use a 'study book' such as Floodland, Wonder, Refugee Boy or potential shorter text such as Boy In A Dress, which will evoke strong conversations about more complex issues.
- During one afternoon session pupils will use First News to explore a current affair and engage in associated reading. Imperative to maintain a balance of positive news stories and current affairs that are a point of interest e.g. the recent Space X launch as well as more controversial issues such as BLM.
- Reading to form a more prominent part of core subjects including entomology. E,g, reading an exert of a biography in STEM about an associated scientist or exploring the entomology of photosynthesis, or, pupils retrieve information from an information leaflet.



- Language use teachers to use a range of vocabulary in their spoken language which may also allow pupils to infer from the comments or vocabulary used when this is done it is imperative that teachers use this as a teaching point.
- Exam rubric part of reading lessons must include exposure to exam rubric questions and the language used particularly in inference and retrieval questions.

Writing Key Objectives

Spelling:

- use further prefixes and suffixes and understand the guidance for adding them;
- spell some words with 'silent' letters (for example, knight, psalm, solemn);
- continue to distinguish between homophones and other words which are often confused.

Writing composition:

- plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own;
- noting and developing initial ideas, drawing on reading and research where necessary;
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning;
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action;
- using a wide range of devices to build cohesion within and across paragraphs;
- using further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining)

<u>Literacy shed inspiration</u> – Use these videos to inspire pupils writing

KS2 Spelling games

Grammar game – Various elements of grammar

Prefix and suffix spelling game

Noun and adjective game

Various grammar resources

Proposal

- Writing is directly linked to class story.
- Recap of LKS2 grammatical structures through discrete teaching then progressing into UKS2 grammatically structures.



- Look to use accompanying writing strategies such as Alan Peat sentences.
- Increased productivity and writing stamina.
- Strong modelling from teacher relating to text type being taught.
- 3 week teaching cycle for each text type.
- Discrete teaching of spelling.

PSHCE

Proposal

- Communication approach to support pupils in appropriate speaking and listening such as Kagan structures to be used in all lessons.
- Introduce four schools 'drivers' (Relationships, Community, Transparent Curriculum and Metacognition) and create opportunity for pupils to explore them.
- Fortnightly target meetings on Friday afternoons with individuals and class teachers to review academic targets and ensure rapid progress.
- Activities around current affairs e.g. BLM, COVID-19, reduced homelessness, etc finish on positive elements.
- Internet safety, bullying, LGBTQ 'crunch moments'.

Wider Curriculum - Aztecs

Key Objectives

Art

Developing ideas:

• Collect information, sketches and resources and present ideas imaginatively in a sketch book.

Mastering sculpting techniques:

- Show life-like qualities and real-life proportions;
- Use tools to carve and add shapes, textures and patterns;
- Combine visual and tactile qualities.

History

Investigate and interpret the past:

- Use sources of evidence to deduce information about the past;
- Seek out and analyse a wide range of evidence in order to justify claims about the past;
- Understand that no single source of evidence gives the full answer to questions about the past.

Build an overview of the world:

• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.

Understand chronology:

• Identify periods of rapid change in history and contrast them with times of relatively little change.

Communicate historically:



Use appropriate historical vocabulary such as: era, chronology, change, century, decade, legacy.

Design Technology

Master food techniques:

- Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms);
- Measure accurately and calculate ratios of ingredients to scale up or down from a recipe;
- Demonstrate a range of baking and cooking techniques;
- Create and refine recipes, including ingredients, methods, cooking times and temperatures.

Design, make, evaluate and improve:

- Design with the user in mind;
- Ensure products have a high quality finish, using art skills where appropriate.

Aut 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	Read, write and	Add and subtract	Add and subtract	Solve addition and	Multiply and divide	Multiply and divide	Solve problems
	order numbers up	whole numbers	whole numbers	subtraction	5 digit numbers by	5 digit numbers by	involving addition,
	to 10,000,000 and	with more than 4	with more than 4	multistep problems	1 digits numbers.	1 digits numbers.	subtraction,
Mathematics	determine the	digits using formal	digits using formal	in context deciding		Multiply and divide	multiplication and
Mathematics	value of each digit.	written methods.	written methods.	which operation		up to 4 digit	division.
				and method to use		numbers by 2 digit	
				and why.		numbers (revisit	
						later).	
	On the Origin of	On the Origin of	Voices of the	A wild Childs guide	Aron Ralston's –	Titanium – music	The Raven – Edgar
Reading	the Species	the Species	Future	to endangered	Extract	and music video	Allen Poe
				animals			
	1	Diary Entry (1 st person)	Setti	ng description (3 rd per	rson)	Instructional text
Writing	Expanded noun	Similes;	Adverbials	Verb placement -	Subordination.	Relative clause.	Use of a semicolon
writing	phrases (use of	Rhetorical	including	starting a sentence			between clauses.
	comma in a list).	questions.	adverbials of time.	with a verb.			
	Introduction to	Citizens roles in	Religious beliefs in	Exports and trade			
History	Aztecs	society	society	Identify periods of			
HISTOTY	Use appropriate	Describe the	Describe the	rapid change in			
	historical	characteristic	characteristic	history and			



	vocabulary such as:	features of the	features of the	contrast them with			
	era, chronology,	past, including	past, including	times of relatively			
	change, century,	ideas, beliefs,	ideas, beliefs,	little change.			
	decade, legacy.	attitudes and	attitudes and				
		experiences of	experiences of				
		men, women and	men, women and				
		children.	children.				
	Seek out and analyse justify claims about t	nce to deduce informa a wide range of evide he past. single source of eviden	nce in order to				
	answer to questions	about the past.					
Art					Create a 'mood board' of potential images and sketch design Collect information, sketches and resources and present ideas imaginatively in a sketch book.	Practice clay skills Use tools to carve and add shapes, textures and patterns.	Final piece Show life-like qualities and real- life proportions; Use tools to carve and add shapes, textures and patterns; Combine visual and tactile qualities.
Science	Living things and their habitats	Living things and their habitats	Living things and their habitats	Living things and their habitats	Living things and their habitats	Living things and their habitats	Living things and their habitats
PSHE	Managing friendship relationships	s and developing	Recognising self-wor	rth and developing	Recognise prejudice prejudiced based lar	and discrimination (cynguage, trolling etc.)	yber bullying,

Aut 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	Identify, name and	Recognise mixed	Compare and	Add and	Multiply proper	Divide proper	
Mathematics	write equivalent	numbers and	order fractions.	subtractions	fractions and	fractions by whole	
	fractions.	improper fractions		fractions with the		numbers.	



		Use common	and convert from		same denominator	express the answer		
		factors to simplify	one to another.		and denominators	in its simplest form.		
		fractions; use			that are multiples	Multiply proper		
		common multiples			of the same	fractions and mixed		
		to express			number.	numbers by whole		
		fractions in the				numbers.		
		same						
		denomination.						
		Oak National Acade	my – Fraction lessons			Oak National	Oak National	
		Oak National Acade	my - Consolidation of	multiplication and di	<u>vision</u>	<u>Academy –</u>	Academy – Divide	
						Multiply fractions	<u>fractions</u>	
		Frankenstein	A wild Childs guide	Women in Science	Rudimental ft.	Counting on	A Christmas Carrol	
		extract - Mary	to endangered		Emily Sande - Free	Katherine	extract – Charles	
Reading	Reading	Shelley	animals				Dickens	
		Oak National Academy – The fire work Oak National			my – Exploring the Oak National Academy – A Christmas			
		makers daughter deep			Carrol			
		Informal letter				Explanation text		
		Oak National Academy Diary section – turn into informal			Oak Nat	ional Academy Explan	ation Text	
		<u>letter</u>						
	Writing	Subjunctive	Metaphors	Adverbials	Parenthesis	Direct speech	Use of a colon	
	writing	General Grammar:			General Grammar:			
		Oak National Acade	my Week 1		Oak Academy National Week 4			
		Oak National Academy Week 2			Oak Academy National Week 5			
		Oak National Academy Week 3			Oak Academy National Week 6			
	Collect data about	Collect	Design net and	Create hygiene	Attempt first make	Final make and box		
				a a manufact a	poster	and evaluate	up	
		chocolate	information and	complete	•		•	
		Design with the	design logo	Design with the	Understand the	Measure accurately	Create and refine	
	DT	Design with the user in mind;	design logo Design with the	•	Understand the importance of	Measure accurately and calculate ratios	recipes,	
	DT	Design with the user in mind; Ensure products	design logo Design with the user in mind;	Design with the user in mind;	Understand the importance of correct storage	Measure accurately and calculate ratios of ingredients to	recipes, including ingredients,	
	DT	Design with the user in mind;	design logo Design with the user in mind; Ensure products	Design with the	Understand the importance of correct storage and handling of	Measure accurately and calculate ratios of ingredients to scale up or down	recipes,	
	DT	Design with the user in mind; Ensure products	design logo Design with the user in mind;	Design with the user in mind;	Understand the importance of correct storage	Measure accurately and calculate ratios of ingredients to	recipes, including ingredients,	



		skills where	finish, using art	finish, using art	(using knowledge		times	
		appropriate.	skills where	skills where	of micro-	Demonstrate a	and temperatures.	
			appropriate.	appropriate.	organisms);	range of baking and		
						cooking techniques.		
					Measure			
					accurately and			
					calculate ratios			
					of ingredients to			
					scale up or down			
					from a recipe.			
		Light	Light	Light	Light	Light	Light	
		Understand that	Use the	Use the	Use the	Use the	Use the phenomena	
		light travels in	phenomena that	phenomena of	phenomena of	phenomena of light	of light travelling in	
		straight lines.	light travels in	light travelling in	light travelling in	travelling in	straight lines to	
			straight lines to	straight lines to	straight lines to	straight lines to	explain what they	
			explain how an	explain how	explain why	explain what they	expect to happen to	
9	Science		object is seen.	shadows are	shadows can	expect to happen	the size and position	
				formed.	appear the same	to the size and	of shadows	
					shape as the	position of	dependent of the	
					object.	shadows	position of the light	
						dependent of the	source.	
						position of the light		
		Oak National Academy, Light and doub				source.		
		Oak National Academy – Light and dark What kinds of relationships can people Anti-bullying week						
	DCLLE		• • •		Sex and relationship education			
PSHE	•							
		Oak National Academy – All around me			Oak National Academy – Keeping safe			