

**BROAD AND  
BALANCED  
CURRICULUM**

**FOCUS ON  
EMOTIONAL  
HEALTH AND  
WELL-BEING**

**HIGH  
EXPECTATIONS  
FOR ALL TO  
ACHIEVE**

**COMMUNITY  
COHESION AND  
STRONG LINKS  
WITH LOCAL  
STAKEFOLDERS**

**RICH  
EXPERIENCES  
AND LITERATURE  
TO PROMOTE  
CULTURAL  
CAPITAL**

### 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.

**INTEGRATED  
SPIRAL STEM  
CURRICULUM**

**STRONG BRITISH  
SOCIAL MORAL  
CULTURAL AND  
SPIRITUAL  
VALUES**

**STRONG  
TRANSITION  
PLANS FOR  
NEXT PHASE IN  
EDUCATION**

**PERFORMANCE  
OPPORTUNITIES  
TO BUILD  
CONFIDENT  
ARTICULATE  
INDIVIDUALS**

**OUTDOOR  
LEARNING TO  
PROMOTE  
HEALTHY  
LIFESTYLES**

**'21 THINGS TO  
DO BEFORE YOU  
LEAVE  
HOOKSTONE  
CHASE'  
ENRICHMENT**

**ENJOYMENT  
OF  
LEARNING**

# 6 PRINCIPLES 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**

## KEY DRIVERS

### 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 well-being 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.

Victorians						
Spring 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Mathematics	<b>Decimals</b> <ul style="list-style-type: none"> <li>Decimals up to two decimal places.</li> <li>Understand Thousandths.</li> <li>Decimals up to three decimal places.</li> <li>Multiply &amp; Divide decimal numbers by 10, 100 and 1,000.</li> </ul>	<b>Decimals</b> <ul style="list-style-type: none"> <li>Multiply decimals by integers.</li> <li>Divide decimals by integers.</li> <li>Divide to solve problems</li> <li>Decimals as fractions</li> <li>Fractions to decimals</li> </ul>	<b>Percentages</b> <ul style="list-style-type: none"> <li>Understand Percentages.</li> <li>Fractions to Percentages.</li> <li>Equivalent/compare/order FDP.</li> </ul>	<b>Percentages</b> <ul style="list-style-type: none"> <li>Percentages of amounts.</li> <li>Percentages – Missing values.</li> </ul>	Assessment week	<b>Measuring and converting units</b> <ul style="list-style-type: none"> <li>Metric measures.</li> <li>Convert metric measures.</li> <li>Calculate with metric measures.</li> <li>Miles and kilometres.</li> <li>Imperial measures.</li> </ul>
	<a href="#">Oak Academy Lessons</a>			<a href="#">Oak Academy Lessons</a>		<a href="#">Oak Academy Lessons</a>
Reading	Living in the Victorian work house	Guava Island – The clear worm	The magical discovery	Titanium – David Guetta		Cole’s Kingdom
	<a href="#">Oak Academy Lessons</a>			<a href="#">Oak Academy Lessons</a>		<a href="#">Oak Academy Lessons</a>
Writing	Short story			Biography		
	<a href="#">Oak Academy Lessons</a>			<a href="#">Oak Academy Lessons</a>		
Victorians	Introduction to the Victorians	Who was Queen Victoria?	Inventions	Industrial resolution – Intense change	Railways	Working children
History	Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how	A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.	Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.		A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 e.g. a significant turning point in British	Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and

	people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world	The changing power of monarchs using case studies.			history, for example, the first railways or the Battle of Britain.	use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
<b>Geography</b>		Locate the worlds countries and their key physical and human characteristics.	Describe human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water		To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	
<b>Science</b>	<b>Forces</b> Gravity	<b>Forces</b> Air resistance	<b>Forces</b> Water resistance	<b>Forces</b> Friction	<b>Forces</b> Newton	<b>Forces</b> Assessment
<a href="#">Oak Academy Lessons</a>						

Victorians						
Spring 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Mathematics</b>	<b>Algebra</b> <ul style="list-style-type: none"> <li>Find a rule – one step.</li> <li>Find a rule – two step.</li> <li>Forming expressions.</li> <li>Substitution.</li> <li>Formulae.</li> </ul>	<b>Algebra</b> <ul style="list-style-type: none"> <li>Solve simple one-step equations.</li> <li>Solve two-step equations.</li> <li>Find pairs of values.</li> <li>Enumerate possibilities.</li> </ul>	<b>Perimeter, area and volume</b> <ul style="list-style-type: none"> <li>Shapes – same area.</li> <li>Area and perimeter.</li> <li>Area of a triangle.</li> </ul>	<b>Perimeter, area and volume</b> <ul style="list-style-type: none"> <li>Area of parallelogram.</li> <li>What is volume?</li> <li>Volume – counting cubes.</li> <li>Volume of a cuboid.</li> </ul>	<b>Assessment week</b>	<b>Statistics</b> <ul style="list-style-type: none"> <li>Read and interpret line graphs.</li> <li>Draw line graphs.</li> <li>Use line graphs to solve problems.</li> <li>Circles.</li> </ul>

	<ul style="list-style-type: none"> <li>Forming equations.</li> </ul>					<ul style="list-style-type: none"> <li>Read and interpret pie charts.</li> <li>Pie charts with percentages.</li> <li>Draw pie charts.</li> <li>The mean.</li> </ul>
			<a href="#">Oak Academy Lessons</a>		<a href="#">Oak Academy Lessons</a>	<a href="#">Oak Academy Lessons</a>
Reading	CPG	CPG		CPG	CPG	CPG
	<a href="#">Oak Academy Lessons</a>		<a href="#">Oak Academy Lessons</a>		<a href="#">Oak Academy Lessons</a>	
Writing	Newspaper report			Non-chronological report		
	<a href="#">Oak Academy Lessons</a>			<a href="#">Oak Academy Lessons</a>		
Victorians	<b>Schools</b>	<b>Crime and punishment</b>				
History	Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses	To use a range of primary and secondary sources as evidence to draw conclusion form a period in history.				

Design Technology						<p><b>Bridges &amp; Railways:</b></p> <p><b>Design</b> Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes and pattern pieces.</p> <p><b>Make</b> Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p><b>Evaluate</b> Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world</p>	
						<p><b>Art</b></p> <p><b>Printing and textiles:</b></p> <ul style="list-style-type: none"> <li>• About great artists, architects and designs in history.</li> <li>• To use sketch books to record observations and use them to review and revisit ideas.</li> <li>• To improve their mastery of art and design techniques, including drawing, painting etc</li> </ul>	
Science	Electricity Exploring electricity and conductivity	Electricity Outputs and Circuit diagrams	Electricity Exploring impact of cells	Electricity Make a game	Electricity Lewis Howard Latimer	Electricity Assessment	
	<a href="#">Oak Academy Lessons</a>						