

BROAD AND BALANCED CURRICULUM FOCUS ON EMOTIONAL HEALTH AND WELL-BEING HIGH
EXPECTATIONS
FOR ALL TO
ACHIEVE

**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.

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.



			Ancient Greeks			
Summer 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Mathematics	<ul> <li>Statistics:</li> <li>Read, draw and interpret line graphs.</li> <li>Using line graphs to solve problems.</li> <li>Exploring circles.</li> </ul>	<ul> <li>Read, draw and interpret pie charts.</li> <li>Understand Pie charts with percentages.</li> <li>Calculate mean.</li> </ul>	<ul> <li>Geometry (position and direction):</li> <li>Coordinates in the first quadrant.</li> <li>Coordinates in four quadrants.</li> <li>Translation of shapes.</li> <li>Reflection of shapes.</li> </ul>	<ul> <li>Geometry (properties of shapes):</li> <li>Measure with a protractor.</li> <li>Calculate missing angels.</li> <li>Calculate angles.</li> </ul>	<ul> <li>Geometry (properties of shapes):</li> <li>Angles in a triangle.</li> <li>Angles in Special Quadrilaterals.</li> <li>Nets of 3-D Shapes.</li> </ul>	<ul> <li>Zoo Project</li> <li>Aims – Money,         cost efficiency.</li> <li>Measurement –         area &amp; perimeter         of facilities.</li> </ul>
Reading	Percy Jackson	A Midsummer Night's Dreams	Alice's Adventures In Wonderland	The Baker Street Boys	The White Stripes – We're Going To Be Friends	
Writing		Biography	T		Balanced argument	T
Ancient Greeks	Identify chronologically and in the global context	Who were the Ancient Greeks?	Gods	12 Labours Of Heracles	Different states – trade, strength and democracy	Philosophers
History	Know and understand significant aspects of the history of the wider world and the expansion and dissolution of empires.	Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day.  Know and understand the nature of ancient civilisations.	Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).	Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	Study how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.  Use sources of evidence to deduce information about the past.	Describe the social, ethnic, cultural or religious diversity of past society.



		Seek out and analyse a				
		wide range of				
		evidence in order to				
		justify claims about				
		the past.				
	Name and locate some	Identify and describe			Describe how	
	of the countries	how the physical			countries and	
	and cities of the world	features affect the			geographical	
	and their identifying	human activity within			regions are	
	human and physical	a location.			interconnected and	
	characteristics,				interdependent.	
	including					
Geography	hills, mountains,					
2238.26	rivers, key					
	topographical					
	features and land-use					
	patterns; and					
	understand how some					
	of these aspects have					
	changed over time.					
	Properties of	Properties of	Properties of	Properties of	Properties of	Properties of
Science	materials	materials	materials	materials	materials	materials



			Ancient Greeks			
Summer 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Mathematics	Olympics Project – Athletics and Statistics  • Measure.  • Statistical analysis.  • Timetables.		Healthy eating Project  Four operations.  Money.  Decimals.  Percentage.  Pie charts.		<ul><li>Leavers Maths</li><li>Time.</li><li>Fractions.</li></ul>	
Reading	Kensuke's Kingdom		Murder Most Unladylike		Wonder	
Writing	Narrative		Pc		etry	₽
<b>Ancient Greeks</b>	Legacy	Modern Greece	Early Olympics	Modern Olympics	Modern Olympics	ncie
History	Ancient Greece – a study of Greek life and achievements and their influence on the western world		Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.	Use dates and terms accurately in describing events.	Use dates and terms accurately in describing events.	Ancient Greece art and design technology project
Geography		Physical geography including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.		Human geography including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.		echnology project
Science	Properties of materials	Properties of materials	Properties of materials	Properties of materials	Properties of materials	

