



FOCUS ON EMOTIONAL HEALTH AND WELL-BEING



COMMUNITY COHESION AND STRONG LINKS WITH LOCAL STAKEFOLDERS

RICH
EXPERIENCES
AND LITERATURE
TO PROMOTE
CULTURAL
CAPITAL

**Hookstone Chase Curriculum Design** 

At Hookstone Chase, our vision for the curriculum is at the heart of everything we do, from teaching and learning, to our enrichment activities, to our extra-curricular offer.

Our comprehensive and inclusive curriculum is designed to develop confident, risk taking pupils, who are prepared for their next stages of learning in an ever evolving world. Underpinning each creative theme or unit of work is a core body of knowledge and skills that is systematically taught, revised and revisited at distance to ensure that learning is committed to long-term memory. At Hookstone Chase, key drivers are the foundation of our curriculum and are essential for the holistic development of well-

rounded young people.

INTEGRATED SPIRAL STEM CURRICULUM

STRONG TRANSITION PLANS FOR NEXT PHASE IN EDUCATION

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

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

# KEY DRIVERS

#### Resilience

- Equipping pupils to deal with challenges and barriers in all walks of life;
- A school culture that promotes emotional and physical risk taking and a safe environment to do this within;
- Support pupils in setting high aspirations and mapping out their road to success.

#### **Inclusion**

- All pupils are enabled to learn and participate affectively;
- Tailored support where needed to help pupils participate affectively;
- A curriculum that increases exposure to the diversity of our country and promote tolerance;
- Empathetic, respectful, successful learners.

### **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.

#### **Excellence**

- Academic excellence for all at every part of their education;
- A broad and balanced curriculum creating opportunity for excellence across all subjects;
- Enrichment activities used to support and promote academic excellence;
- Empowering pupils to perform highly in a variety of assessments.



Summer Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	
Mathematics	Addition and	Addition and	Multiplication and	Multiplication and	Fractions and	Assessment Week	Fractions and	
	subtraction	subtraction	Division (written	Division	Decimals		Decimals	
			methods)					
Reading	The Boy Who	The Boy Who	The Boy Who	The Boy Who	The Boy Who	The Boy Who	The Boy Who	
nedding	Biked the World	Biked the World	Biked the World	Biked the World	Biked the World	Biked the World	Biked the World	
	Writing Outcomes:							
	Grammar and punctuation:							
	Inverted commas							
	Fronted Adverbials							
	Subordinating conjunctions							
Writing	Commas							
vviitilig	Similes and metaphors							
	Noun phrases (Year 4)							
	Apostrophes							
	Paragraphs							
	Standard English							
	Determiners							
	European Artists							
Art	Henri Matisse, Guiseppe Arcimboldo, Leonardo De Vinci							
	Europe							
Geography	Comparing Localities – Harrogate, Luchon (France), Montecatini (Italy)							
	Naming British Isles, locating Countries and Capitals of Europe, Human and Physical Geography.							
Science	Living things and their habitats							
	Processes of life, classification of animals, classification of plants, branching diagrams, local survey							
PSHE	Health and Well Being							
	Exercise, healthy diet, making healthy choices, keeping safe, puberty							
French	Food							
	Recap of colours							



	Links in Literacy and Geography				
P	Striking and fielding – Rounders and cricket				
P	Orienteering and athletics				
	Networking				
	Understanding and using a network.				
IC.	Choosing and knowing the purpose of Word, Excel, Publisher and Powerpoint				
	Programming				
	Using Scratch to begin learning to program.				

Summer Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	
	Measurement:	Measurement:	Measurement:	Measurement:	Measurement:	Properties of	Position and	
Mathematics	Time	Timetables	length, perimeter	length, perimeter	length, perimeter	shape: 2D Shape	direction	
iviathematics		Calendars	and area	and area	and area	3D Shape		
Pooding	Who Let the Gods	Who Let the Gods	Who Let the Gods	Who Let the Gods	Who Let the Gods	Who Let the Gods	Who Let the Gods	
Reading	Out?	Out?	Out?	Out?	Out?	Out?	Out?	
	Writing Outcomes: Explanation text, Information text, Persuasive writing							
Writing	Grammar and Punctuation: extending sentences by using conjunctions (including when, if, because, although), possessive apostrophe (including							
vviitilig	regular and irregular plurals), fronted adverbials (with a comma after the fronted adverbial), paragraphs, personal and impersonal language, present							
	perfect and simple past verb tenses.							
	Greek pottery design and geometric patterns							
Art	Modelling clay pots							
	Ancient Greece							
History	Investigating mythology linked to Ancient Greek and their gods and goddesses.							
Science	Living things and their habitats							
Science	Continued from previous half term.							
PSHE	Health and Well Being							
	Exercise, healthy diet, making healthy choices, keeping safe, puberty							
Eronch	Food and outdoor café experience							
French	Recap or days, months and numbers							



PE	Striking and fielding – Rounders and cricket				
	Orienteering and athletics (including Sports Day)				
		Networking			
		Understanding and using a network.			
	ICT	Choosing and knowing the purpose of Word, Excel, Publisher and Powerpoint			
		Programming			
		Using Scratch to begin learning to program.			