

**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 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 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

### 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.

Spring term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Mathematics</b>	Area, Length and Perimeter	Area, Length and Perimeter	Fractions	Fractions	Money Decimals	Statistics
<b>Reading</b>	<b>Song of the dolphin boy</b>	<b>Song of the dolphin boy</b>	<b>Song of the dolphin boy</b>	<b>Song of the dolphin boy</b>	<b>Song of the dolphin boy</b>	<b>Song of the dolphin boy</b>
<b>Writing</b>	<p><b>Genre: Biography, Narrative, Poetry</b></p> <p><b>Grammar and punctuation:</b></p> <p>Inverted commas</p> <p>Fronted Adverbials</p> <p>Subordinating conjunctions</p> <p>Commas</p> <p>Similes and metaphors</p> <p><b>Noun phrases (Year 4)</b></p> <p>Apostrophes</p> <p>Paragraphs</p> <p>Standard English</p> <p>Determiners</p>					
<b>Art</b>	<b>Andy Warhol / Kumi Yamashita (light and shadow)</b>					
<b>Geography/History</b>	<ul style="list-style-type: none"> <li>To locate the coldest places on Earth.</li> <li>To explain why they are so cold.</li> <li>To describe what they look like.</li> </ul>	<ul style="list-style-type: none"> <li>Where is the Antarctic?</li> <li>What is the landscape of the Antarctic?</li> <li>Does anyone live in the Antarctic?</li> </ul>	<ul style="list-style-type: none"> <li>To recall different types of wildlife found in the Arctic.</li> <li>To explain how Antarctic animals are adapted to their environment.</li> <li>To explain what impact seasonal change can have on a place and its wildlife.</li> </ul>	<ul style="list-style-type: none"> <li>Understand what the race to the South Pole was.</li> <li>Amundson / Shackleton / Scott</li> </ul>	<ul style="list-style-type: none"> <li>Learn about Shackleton's expedition in the Endurance</li> </ul>	<ul style="list-style-type: none"> <li>What are the challenges facing the Arctic today?</li> <li>What will the Arctic look like in the future?</li> <li>What can we do to make a positive contribution to the future of the Arctic?</li> </ul>

<p><b>Science</b></p>	<p><b>What is light and what can it do?</b></p> <p>To discover through active investigation that without light you cannot see</p> <p>To learn through investigation that light travels in straight lines</p> <p>To actively investigate the nature of white light through practical activities</p>	<p><b>What is a light source?</b></p> <p>Know what a light source is and that the sun is a light source which is so powerful that it will damage your eyes if you look at it (even with sunglasses)</p> <p>Predict and then investigate which colours show up best and least in the dark</p> <p>Investigate the effect of shining a torch on various objects including reflective materials</p>	<p><b>What is reflection?</b></p> <p>To investigate how light is reflected by different surfaces, looking for similarities and differences and noting observations</p> <p>To investigate the nature of reflections in mirrors through a variety of practical tasks including mirror writing, navigating mirror mazes and multiple mirror reflections</p>	<p><b>What are shadows?</b></p> <p>To investigate how objects made from different materials cast shadows</p> <p>To understand how a shadow changes depending on the object's orientation</p>	<p><b>Why do shadows change shape?</b></p> <p>To actively investigate how shadows change as the light source is moved</p> <p>To take measurements and look for patterns in data to answer scientific questions</p>	<p><b>How can shadows show colour?</b></p> <p>To actively investigate the use of coloured acetate filters for mixing beams of coloured light and to look through</p> <p>To use all their previously gained knowledge and skills during this block of sessions to create a fabulous shadow puppet performance</p>
<p><b>PSHE</b></p>	<p>Living in the wider world</p> <p>What are rules? What are our classroom /school rules? How does our behaviour affect others?</p> <p>How can I be polite and respectful? What are good/bad manners?</p> <p>Do I know the difference between fair and unfair, kind and unkind and right and wrong?</p> <p>Do I know what to do and who to go to if I am worried?</p> <p>What makes a positive, healthy relationship that makes us feel comfortable?</p> <p>How do we recognise and respond appropriately to a wider range of feelings?</p> <p>How do I keep safe on-line?</p> <p>How will I grow and change this year? (new opportunities, responsibilities, independence, emotions, body etc.)</p> <p>What strengths skills and interests do I have?</p>					

<b>RE</b>	<b>What makes Jesus an inspiration to some people?</b>					
	What does 'being inspired' mean? Who inspires you? Why? Explain that Jesus is an inspiration to Christians.	Discuss the different symbols that are used in Christianity. Candles, light, sheep, shepherds, angels, bread, wine, crosses etc. Can you symbolise yourself? What would you be? Why?	Why is Jesus inspiring? Is it because of his teachings? BBC Bitesize. What makes a good teacher? Why was Jesus a good teacher? Share the parable of the 2 builders. Recount/discuss/storyboard etc. Create a wall of bricks displaying the foundations in your life.	Is Jesus inspiring because he helped people to be happy? Refer to the Beatitudes Jesus taught at his sermon on the mount. (Google Beatitudes) What would your list of Beatitudes be?	Is Jesus inspiring because of his miracles? Share Jesus and the Blind Man. Discuss/ storyboard/ recount. Why do some people find it hard to believe in miracles?	Read more of the miracles of Jesus. Write/draw a miracle that you would like to see happen.

Spring term 2	Week 1	Week 2	Week 3	Week 4	Week 5
<b>Mathematics</b>	Fractions	Fractions	Multiplication and Division	Assessment Week	Multiplication and Division
<b>Reading</b>	<b>Climate Rebels</b> <b>The Mousehole Cat –</b> <b>Antonia Barber</b>	<b>Climate Rebels</b> <b>The Mousehole Cat –</b> <b>Antonia Barber</b>	<b>Climate Rebels</b> <b>The Pied Piper – Michael</b> <b>Morpurgo</b>	<b>Climate Rebels</b> <b>The Pied Piper – Michael</b> <b>Morpurgo</b>	<b>Climate Rebels</b> <b>The Pied Piper – Michael</b> <b>Morpurgo</b>

<b>Writing</b>	<p><b>Genre: Newspaper, Narrative, Instructions</b></p> <p><b>Grammar and punctuation:</b></p> <p>Inverted commas</p> <p>Fronted Adverbials</p> <p>Subordinating conjunctions</p> <p>Commas</p> <p>Similes and metaphors</p> <p>Noun phrases (Year 4)</p> <p>Apostrophes</p> <p>Paragraphs</p> <p>Standard English</p> <p>Determiners</p>				
<b>DT</b>	<b>Wood</b> Sun dial / Bird Feeder	<b>Wood</b> Sun dial / Bird Feeder	<b>Wood</b> Sun dial / Bird Feeder	<b>Wood</b> Sun dial / Bird Feeder	<b>Wood</b> Sun dial / Bird Feeder
<b>Geography</b>	<b>Europe</b>	<b>Europe</b>	<b>Europe</b>	<b>Europe</b>	<b>Europe</b>
<b>History</b>	<b>Ancient Greece</b> The Odyssey / The Iliad Greek Myths by Marcia Williams	<b>Ancient Greece</b> The Odyssey / The Iliad			
<b>Science</b>	<b>Magnetism</b>	<b>Magnetism</b>	<b>Magnetism</b>	<b>Magnetism</b>	<b>Magnetism</b>
<b>Music</b>	<p>The Magic Flute – Mozart</p> <p>The Fire Bird – Stravinsky</p> <p>The Royal Fireworks Suite</p>				