



Curriculum Policy 2022-2024

Reviewed every 2 years by the Curriculum and Standards Committee

Last reviewed: November 2021 and ratified at the Full Governors Meeting in November 2021

Agreed at FGB in March 2022.

Signed Jenny Darmanin Chair of committee

Signed Penny Lyall Headteacher

This policy should be read in conjunction with the following policies:

- Early Years policy
- Assessment policy
- Behaviour policy
- SEND policy
- Teaching and Learning policy
- Marking and Feedback policy
- Safeguarding & Child Protection policy

Safeguarding statement of intent:

Safeguarding all our children is of paramount importance to us therefore, all necessary risk assessments are carried out prior to any activity. Enhanced DBS checks are carried out when recruiting new staff or volunteers. When welcoming visitors we check whether they have a DBS and carefully monitor their contact with children according to the regulated activity rules in the DBS guidelines. We are a “Safer School” and at least one member of staff and governors who are involved in the recruitment process have attended “Safer Recruitment Training.” New staff are made aware of all the related Safeguarding documents including the Child Protection policy as part of the induction process and all staff receive Child Protection Awareness training regularly.

Curriculum Intent

At Hodnet Primary School, we endeavour to provide a broad and balanced, but flexible, curriculum which meets the needs of our children, and enables every child to fulfil their potential. We pride ourselves on our ability to tailor our curriculum to the interests and needs of our children and involve the children in their own learning as much as possible. Our curriculum reflects our school aims for every child; encouraging positive relationships based upon mutual trust and respect whilst maintaining a 'can do' strive for success attitude. Our ambitious curriculum has been designed to follow the statutory requirements for all children from the Early Years Foundation Stage and the National Curriculum. We ensure that children have the opportunity to experience the curriculum and express themselves as an individual.

The key principles behind our [curriculum design](#) are based on these wishes for our children:

To be happy, respectful and kind

To be confident with a strong sense of self-belief

To be resilient

To be excited and inspired by learning

To be an independent learner and a creative thinker

To have high aspirations

To be creative

To have eyes open to a world beyond their immediate surroundings

To be an effective communicator

To have the knowledge and skills they need to succeed

Subject area curriculum intentions & visions.

English

Maths

Science

Science is the study of the physical world around us. At Hodnet school we encourage children to be inquisitive about the world around them. We aim to give every child a broad and balanced Science curriculum which enables them to confidently explore and discover what is around them so that they have a deeper understanding of the world we live in. Through direct knowledge teaching, observations and physical experiments children can learn and form ideas about their world. At Hodnet we want our children to love science and to understand that anyone can be a scientist. We want children to aim high and strive to achieve their scientific ambitions.

RE

In our diverse world it is essential that learners at Hodnet have the skills and knowledge to understand beliefs and faiths and approach difference viewpoints with an open mind. Our RE curriculum enables children to reflect on important questions of identity, faith, meaning and belonging. We celebrate diversity through teaching an acceptance of and respectful tolerance of different faiths. We equip our learners with a coherent understanding of religious and non-religious views through an exploratory approach. Our progressive RE curriculum engages learners, challenges their thinking and encourages reflection through a big question approach.

PSHE & RSE

PE

Humanities

MFL

Music

Our music curriculum aims to encourage our children to develop an interest, enthusiasm and love of music, with the underpinning goal of developing a heightened sense of wellbeing as a result. Children at our school will be encouraged to hear music all around them in their everyday experiences and find joy in this.

Music enables children to explore emotions, imagination, creativity and develop self-confidence. We believe that music appreciation is an important aspect of this as well as musical performance of any scale. Children will have the opportunities to create, compose and evaluate music. They will explore and learn musical skills which they will develop as they move through our school.

Children will leave Hodnet Primary School with a love of singing, appreciating music from different genres, cultures, and time periods and with a variety of different musical experiences and skills.

Art Design Technology

Curriculum Implementation

We expose our children to enriching experiences, immersing them in progressive knowledge and skills and equipping them with personal characteristics required to succeed in life.

Across all areas of the curriculum, we give children an understanding not only of what they are learning, but why they are learning it. In this way, we can make children's learning much more meaningful. We use a range of teaching styles to appeal to different children's learning styles; these include demonstration, discussion, using visual stimuli or models, computing, research work and drama based activities. Sometimes, children will work individually, sometimes they will work in pairs and sometimes in groups, depending on the activity.

Teaching in our school appeals very much to children's learning styles, with a good mixture of visual, auditory and movement activities to help children learn. Each classroom has a digital projector and a range of other I.T. equipment. The children also have access to a set of laptops and I Pads which, thanks to the wireless network, can be used anywhere in the school.

We organise our learning opportunities into a themed based approach on a two year rolling programme. Our themes are broad to enable many learning opportunities to link within the topic. Our themes in KS2 are mainly humanities and/or science based to enable coverage of the learning content to be covered fully.

CYCLE A	Autumn	Spring	Summer
KS1	Castle Adventures	Exciting Journeys	I need a Hero!
LKS2	Stone Age to Iron Age	Europe	Ancient Egypt
UKS2	To infinity and Beyond	WWII	Globe Trotting

CYCLE B	Autumn	Spring	Summer
KS1	London Adventures	Amazing Animals	Spectacular Seashore
LKS2	Made in Shropshire	Roman Invasion	Mighty Mountains
UKS2	Ancient Egypt 2021/22 Glorious Greeks and More! <i>from 2023 onwards</i>	The magic of the Rainforest	Romans 2021/22 Invaders and Settlers <i>from 2023 onwards</i>

Core skills:

Reading and Phonics

Reading is a vital skill which impacts on children's learning across the curriculum, therefore it is at the centre of our core teaching. We apply a phonetic approach to reading, using the

principles from a synthetic phonic approach to deliver daily phonics sessions throughout Early Years and Key Stage One. We use the Twinkle accredited Phonics programme. We also supplement this phonics programme with a range of resources which contribute to our personalised reading scheme. We continually assess and monitor the children to ensure they are taught at the appropriate phase of learning. We teach reading in whole class and in small groups and ensure the children are progressing through the stages at an appropriate pace. We provide additional interventions at early stages where needed. Our reading scheme offers a range of phonics books within EYFS and KS1; non-fiction books, stories and more. We ensure our reading books in KS2 are interesting and exciting to encourage our children to be skilled readers, who enjoy reading for pleasure. We have a whole school lending library and a sharing book option for our younger children. Please see our phonics programme and reading policy for more information. * In 2021/22 we trialled phonic schemes which used the letters and sounds principles and chose Twinkle from the validated scheme list and will be implementing it from September 2022.

Writing

We use a Talk for Writing approach, using the principles of talking through a text to develop key language skills used as a core component of learning. We ensure that children are taught the specific elements of spelling and grammar through the talk for writing approach. Daily English teaching encompasses language rich and key grammar foundations within specific text types to ensure appropriate the knowledge is gained through the curriculum content.

We adopt a Cursive handwriting approach to all writing to support spelling and flow. This is taught from year 1 using the pre-cursive writing before moving to full joins for the start of KS2.

Maths

We have adopted the teaching for mastery approach for our maths curriculum and work closely with our local maths hub experts. We use a range of materials from both White Rose Maths and NCETM following small steps to help develop a deep, secure understanding of maths, ensuring that all children have the opportunity to succeed. This allows our children to develop their fluency in the fundamentals of maths, improving their conceptual understanding and recall of number facts. They have access to a range of concrete and pictorial representations to deepen their understanding and allow them to make connections. This approach also allows regular opportunities to reason mathematically, encouraging pupils to talk about maths by explaining their thinking using the correct language and make justifications to show their understanding. There is also a focus on problem solving where children apply their knowledge to a range of real-life contexts making their learning meaningful.

Science

PSHE/RSE/RE

We currently deliver our PSHE curriculum using the 1Decision programme throughout school including in Early Years, and the quality assured, cross phase Shropshire Respect Yourself Eat Better, Move More, RSE curriculum year 1-5 and the RSE Transition programme year 6&7. These, in conjunction with online safety lessons and our updated lessons on sexting and consent (upper KS2) fulfils the curriculum requirements for RSE. We use the Shropshire agreed syllabus for our Religious Education teaching, ensuring that the focus of teaching respect for all religions is paramount.

The full range of National Curriculum subjects is taught in our school as follows:

English	Mathematics	Science	PSHCE and Relationships, Sex Education (RSE)
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Computing	History	Geography	PE
Art	Music	RE	MFL (French KS2)

The long term planning overviews and progression documents used in school provide the detail for each subject area based on National Curriculum coverage and Progression of Skills in each subject area. We map skills and coverage together to ensure we meet the requirements of the National Curriculum and follow a succinct progression of skills, ensuring we revisit the key skills for each subject area as required to deepen learning and understanding.

Curriculum Impact

We measure the impact of our curriculum intent by reviewing what we hope to achieve against what we deliver and monitoring that alongside our curriculum aims.

Our successful curriculum enables learners to demonstrate confidence, resilience, respect and independence alongside a thirst for learning. Learners feel equipped for the world around them and have the confidence to question and enquire. Our learners meet the required standards to the best of their abilities and make the progress expected of them at their pace. Our learners are well prepared for the challenges of a Secondary school curriculum and are ready to fly when they leave us!

We know our learners are respectful and kind towards others and are valued members of their community. We are proud of them all.

We use assessment, marking and feedback to demonstrate the impact of the curriculum in addition to the 'softer' assessments and analysis of our curriculum offer to ensure we are always creating enabling environments for our children.

Curriculum sparkles!

At Hodnet we encompass the key drivers of Cultural Capital by ensuring our curriculum has that bit of extra **sparkle** by including the following enrichment opportunities:

	Weekly magic!	Termly specials!	Visits/visitors	One offs	Extra bits
EYFS	<ul style="list-style-type: none"> • Letter sound learning through themed days/events • Forest Schools • Gardening • Outdoor / physical Maths • Class Library • Picture news 	<ul style="list-style-type: none"> • Curriculum weeks x3 (2021/22 mental health, music, RE/cultural) • Church celebration / concert • Music workshops • Curriculum assembly 	<ul style="list-style-type: none"> • Farm • Castle • New baby • Library • Hodnet Hall • Fire station • Tractor in school • Pets / animals • Dentist visit 	<ul style="list-style-type: none"> • Helicopter STEM projects • RAF projects/garden projects • Sports day in house teams • Panto MD 	<ul style="list-style-type: none"> • Diwali party • Chinese New Year celebration • Birthday celebrations • Nativity performance
KS1	<ul style="list-style-type: none"> • Forest Schools • Outdoor Maths • Daily run • Music lessons (optional) • Picture news 	<ul style="list-style-type: none"> • Curriculum weeks x3 (2021/22 mental health, music, RE/cultural) • Church celebration / concert 	<ul style="list-style-type: none"> • Local science visit • Chester Zoo • London drama workshop • Castle • Aquarium • Seaside/beach 	<ul style="list-style-type: none"> • Helicopter STEM projects • Shropshire Sings/choir • Selected inter schools sports competitions 	<ul style="list-style-type: none"> • Drama and visitors, dress up days • Nativity performance • Scootability

		<ul style="list-style-type: none"> • Music workshops • Curriculum assembly 	<ul style="list-style-type: none"> • Shrewsbury Fire station • Cosford air museum • Dentist visit 	<ul style="list-style-type: none"> • RAF projects/garden projects • Sports day in house teams • Panto MD 	
LKS2	<ul style="list-style-type: none"> • Daily run • Music lessons (optional) • Recorder • TTRS • Ed Shed • Picture news 	<ul style="list-style-type: none"> • Curriculum weeks x3 (2021/22 mental health, music, RE/cultural) • Church celebration / concert • Curriculum assembly 	<ul style="list-style-type: none"> • Shrewsbury museum • Shrewsbury Darwin town walk • Shropshire Hills discovery centre • Anglo Saxon workshop • Roman Fort • Cadbury World • Severn Trent Water 	<ul style="list-style-type: none"> • Helicopter STEM projects • Shropshire Sings/choir • Swimming • Multiple inter schools sports competitions • RAF projects/garden projects • Sports day in house teams • Panto MD 	<ul style="list-style-type: none"> • History visitors, dress up days • Play / performance eg, Joseph or Aladdin • Stepping Out road safety • Fire Officer Safety talks • NSPCC pants
UKS2	<ul style="list-style-type: none"> • Daily run • TTRS duels and competitions • House point collectors – house captains • Pupil responsibilities • Music lessons (optional) • Newsround • Picture news 	<ul style="list-style-type: none"> • Curriculum weeks x3 (2021/22 mental health, music, RE/cultural) • Church celebration / concert 	<ul style="list-style-type: none"> • Chester Zoo rainforests • Science museum • Chester Roman fort • Hodnet Hall • Space science visit • Safety scene day • Western Park/Cosford 	<ul style="list-style-type: none"> • Helicopter STEM projects • London trip • School sleepover stargazing experiences • Fly to the line RAF 100 / STEM projects • Shropshire Sings/choir • Swimming gala • Multiple inter schools sports competitions • RAF projects/garden projects • Sports day in house teams • Panto MD 	<ul style="list-style-type: none"> • Play / performance eg, Joseph or Aladdin • History visitors, dress up days • Oakerwood Residential trip. 1 week. • Bikeability programme • CPR first aid • NSPCC pants, stay safe speak out

Appendices

- Curriculum Specifics – detail about the programmes/packages we use in school for every subject area.
- Curriculum subscriptions we purchase
- Suggested time coverage for each of the subject areas

Curriculum areas specifics

Curriculum area/subject	Programmes/ Packages / Subscriptions used	Assessment information
Reading	<ul style="list-style-type: none"> • Hodnet reading programme in EYFS and KS1 • Phonetic approach to reading acquisition – range of phonetic books from multiple sources to provide breadth and depth (ORT, Rigby Star, Big Cat) • Bug Club online reading available from KS2 onwards • Class readers – daily reading by the staff to model • Recommended reading material and book lists available through SLS subscription 	<ul style="list-style-type: none"> • Termly Salford reading age assessments Y2 onwards. • Termly assessments using Bug Club assessment tracker • Twinkl baseline assessments
Phonics	<ul style="list-style-type: none"> • Taught following the order of Letters and Sounds • Hodnet Phonics programme • Lessons delivered in KS1 using the same approach – see policy. (Review, teach, practice, apply) 	<ul style="list-style-type: none"> • Half termly assessments in KS1 of phoneme knowledge, blending, key words • Phonic screener Y1, repeated in Y2 if required
Guided Reading	<ul style="list-style-type: none"> • Whole class guided sessions twice a week in KS1 (2 longer sessions in Y2, 1 morning in Y1) • Whole class daily guided reading with key weekly focus areas on specific elements of English in KS2 • Comprehension focussed tasks • Freds Teaching and Ashley Booth resources used 	<ul style="list-style-type: none"> • Ongoing assessments to inform reading overall judgement
Spelling / SPAG	<ul style="list-style-type: none"> • KS1 Spellings taken directly from phonics teaching • Personalised spelling sheet used in KS1 • KS2 use Spelling Shed to support weekly quizzes and home learning. • Magpie books used for definitions • Magpie displays in all classrooms • Weekly teaching from Y1-Y6 of the strands in the weekly sessions • Ashley Booth text link sessions 	<ul style="list-style-type: none"> • Weekly spelling tests recorded • Baseline assessment using Spelling Shed/classroom secrets • ½ termly twinkl spelling tests (6 over the year) • SPAG SAT's Y2, Y6
Writing	<ul style="list-style-type: none"> • Cursive handwriting used from Y1 onwards. Pre-cursive in Y1, joins from Y2/3 onwards. • Talk for Writing principles used in daily English teaching following the structure and planning, Pie Corbett materials. T4W units followed • Big Write – to be done in phases – used as an independent task following the teaching with a sufficient time gap to show understanding. • Magpie books used in KS2 to share/keep ideas • Dictionaries/word books in KS2 recorded in word class order 	<ul style="list-style-type: none"> • T4W units – on assessment calendar • Big write • Hot/Cold tasks • Twinkl baseline assessment
Maths	<ul style="list-style-type: none"> • Mastery approach using White Rose and NCETM • Maths Hub membership – YR, 1, 2 focus 2021/22 • Maths Shed – all children have own logins • TTRS – battles between classes and peers • My Maths – all classes can use, home logins and lesson planning 	<ul style="list-style-type: none"> • Classroom secrets baseline assessments • Twinkl End of unit tests • Weekly times tables tests in KS2 • TTRS used from Y3 onwards • Weekly or fortnightly arithmetic tests in KS2
Science	<ul style="list-style-type: none"> • Coverage documents to show progression • Termly longer write ups of formal reports • Mind maps at the start and end of a unit for progression evidencing 	<ul style="list-style-type: none"> • Termly assessments – mind maps, Tapestry, written reports and practical

		assessments (working scientifically)
Computing	<ul style="list-style-type: none"> • TeachComputing.org programme used in KS1 & KS2 all online • CPD needed • 	<ul style="list-style-type: none"> • Baseline • Summative assessment at end of units. Progression documents.
PE	<ul style="list-style-type: none"> • Activsports planning and long term progression map • New sports areas covered this year with less focus on the competition calendar for curriculum planning. • Competition teaching – lunchtime club – Marie • Less active children focus group – lunchtime club – Marie 	<ul style="list-style-type: none"> •
PSHE / RSE	<ul style="list-style-type: none"> • 1Decision curriculum progression used throughout for PHSE and for some elements of RSE • Respect yourself units for RSE • Sense videos for RSE • Y6/Y7 transitional units • Drugs (PSHE association) • First aid via St Johns Ambulance including CPR • SEALs/circle time used in EYFS 	<ul style="list-style-type: none"> • Baseline • Summative assessment at end of units. Progression documents. • Adult and child views at end of the units
RE	<ul style="list-style-type: none"> • SACRE – Shropshire agreed syllabus adopted within school (New for September 2021) 	<ul style="list-style-type: none"> •
Art	<ul style="list-style-type: none"> • Hodnet school art progression • Hodnet scheme of work – KA planning for each year group, key lessons. 	<ul style="list-style-type: none"> • Sketch books
DT	<ul style="list-style-type: none"> • Hodnet school DT progression – KA • Hodnet school Joins and Fixing progression - KA • Hodnet scheme of work lessons TBA 	<ul style="list-style-type: none"> •
History	<ul style="list-style-type: none"> • Themed topic planning linked to planning cycle • Long term progression mapping of skills and knowledge 	<ul style="list-style-type: none"> •
Geography	<ul style="list-style-type: none"> • Themed topic planning linked to planning cycle • Long term progression mapping of skills and knowledge • Digi maps 	<ul style="list-style-type: none"> •
MFL	<ul style="list-style-type: none"> • French taught weekly throughout KS2 • Hodnet scheme of work with progression year on year - CW • LA resources linked to Hodnet planning progression mapping • Neuvo Bleu resources used where appropriate 	<ul style="list-style-type: none"> • Termly assessments – what can you do now that you couldn't do before conversational
SODA	<ul style="list-style-type: none"> • English/Maths/PSED based start of the day work 	
MODA	<ul style="list-style-type: none"> • Reading and spelling middle of the day work 	

Subscriptions we purchase...		
Name	Subject/ area link	Subscription type/timescale

Nessy	SEND - dyslexia	
Bug club	Reading	
Spelling Shed	Spelling	
My Maths	Maths	
Seesaw	Online learning	
Tapestry	Assessment and communication	
Classroom Monitor	Assessment	To be discontinued Jan 22
History association	Humanities	
Digimaps	Geography	
Picture News	PSED/PSHE/RE	
Classroom connections	Global citizenship/PSED/PSHE	
Twinkl	Teacher Resources/assessments	
1Decision	PSHE/RSE	

Time/content/coverage of subject areas

School hours – 190 days per year. 38 weeks per year. (9am-3.15pm per day) focussed time is 5hrs for KS2, 4hrs 45 for KS1. (minus lunchbreaks and playtime/s) 5hrs x190 = 950 hours learning per year KS2, 845hrs for KS1

	Subject area	Weekly time allocation	Annual time allocation	% of curriculum
KS1	English	5hrs & Reading 1hr – 1hr 30 & Handwriting 30mins & Phonics 1hr 30mins		
	Maths	5hrs		
	Science	2hrs		
	PSHE/RSE	45mins		
	PE	2hrs		
	Art / technology	1hr		
	History / Geography	1hr		
	RE	45mins		
LKS2	English	5hrs & Reading 2hrs & handwriting 30mins & SPAG 1hr		
	Maths	5hrs		
	Science	2hrs		
	PSHE/RSE	1hr		
	PE	2hrs		
	Art / technology	1hr		
	History / Geography	1hr		
	RE	45mins		
UKS2	English	5hrs & Reading 2hrs 30mins & handwriting 30mins & SPAG 1hr 30mins		

	Maths	5hrs		
	Science	2hrs		
	PSHE/RSE	1hr		
	PE	2hrs		
	Art / technology	1hr		
	History / Geography	1hr		
	RE	45mins		
	Computing	1hr		
	MFL	45mins		

DRAFT