



**Curriculum Procedures
2024 - 26**

This document 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 as vision statements.

1. Art & Design

Our Art and Design curriculum aims to encourage our children to develop an interest, enthusiasm and love of Art and Design. with the underpinning goal of developing a heightened sense of wellbeing as a result. Children at our school will be encouraged to see Art and Design all around them in their everyday experiences and see how it enhances their lives.

The school believes that Art and Design is a vital part of children's education, with a significant and valuable role in the taught curriculum and the enrichment opportunities we offer our pupils. The Art and Design curriculum will develop children's critical abilities, as well as an understanding of their own and others' cultural heritages through the study of a diverse range of artists.

Children will develop their understanding of the visual language of art with effective teaching and considered sequences of lessons and experiences. Understanding of the visual elements of art and design (line, tone, texture, colour, pattern, shape, 3D form) will be developed by providing a curriculum which will enable children to reach their full potential.

Children will leave Hodnet Primary School with a love of Art and Design from different genres, cultures, and time periods and with a variety of different experiences and skills.

2. Computing

Our computing curriculum aims for all pupils to have access to an excellent computing education which supports them in the acquisition of knowledge, encourages collaboration, and uses a multi-sensory approach to learning. We aim to develop confidence and skills and give all children a great foundation in computing, which will open up the possibility of going on to have careers within computing and enable them to make effective use of computing in their everyday lives. Our children will be taught to use technology responsibly and carefully, being mindful of how their behaviour, words and actions can affect others. They will gain experience and skills of a wide range of technology to enhance their learning opportunities, enabling them to use technology creatively and effectively across a range of subjects.

3. Design Technology

Our Design & Technology curriculum aims to encourage our children to develop an interest, enthusiasm and love of Design. And Technology with the underpinning goal of developing a heightened sense of wellbeing as a result. Children at our school will be encouraged to see Design and Technology all around them in their everyday experiences and see how it enhances their lives.

Design and Technology is an inspiring, rigorous and practical subject. Design and Technology encourages children to learn to think and intervene creatively to solve problems both as individuals and as members of a team. At Hodnet Primary School, we encourage children to use their creativity and imagination, to design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values.

We aim to, wherever possible, link work to other disciplines such as mathematics, science, engineering, computing and art. The children are also given opportunities

to reflect upon and evaluate past and present design technology, its uses and its effectiveness and are encouraged to become innovators and risk-takers.

Children will leave Hodnet Primary School with a love of Design and Technology and its value in our lives with a variety of different experiences and skills.

4. English

Understanding how language works enables learners to engage with the world around them and have greater control over their own communication and interactions. At Hodnet, we aim to equip our learners with the skills required to use English confidently throughout their school journey, as well as into their lives beyond. Our curriculum - delivered by passionate teachers - allows children to become enthusiastic writers and motivates them to achieve their true potential in all aspects of school life. Through being taught how to command language properly, our pupils can learn to communicate their emotions effectively, and develop themselves culturally and socially.

At Hodnet we want our pupils to learn how to aim high, love literature, and be fully equipped with life-long transferable skills.

4.1 Reading

Reading skills are a crucial part of life, both in school and in the wider world. These skills assist learners to understand the wider curriculum, and develop their own communication skills. Reading enables children to access learning and provides them with the independence needed to seek and enquire.

Through reading, learners have the opportunity to immerse themselves in new cultures, concepts and worlds, diversifying their worldview. At Hodnet, we want our children to leave school fully equipped with the skills necessary to achieve their dreams, and reach for the stars. We encourage a love of reading - opening their imaginations and broadening their minds.

4.2 Phonics

At Hodnet Primary School we are passionate about ensuring that all of our children become confident and enthusiastic readers and writers with a love for books by the end of Key Stage One. We believe that phonics provides the foundations of learning to become fluent readers and writers. Through daily, systematic and consistent high quality phonics teaching, children learn to segment words to support their spelling ability and blend sounds to read words. To allow our children to develop a strong phonic awareness and effective blending and decoding skills, we have chosen to use the synthetic phonics programme 'Twinkl Phonics'. A consistent and structured approach from Early Years, through Key Stage 1 and into Key Stage 2 for those who require it supports children to progress and gain the skills necessary to achieve these aims.

We strongly believe that teaching children to read and write independently is one of the core purposes of a primary school, enabling them to access a broad and exciting curriculum and ensuring they flourish as learners throughout their time at our school. These fundamental skills not only hold the keys to the rest of the curriculum but also have a huge impact on children's self-esteem and future life chances.

5. Geography

Our high-quality Geography curriculum is designed to inspire curiosity and fascination about the world and its people. Our aim at Hodnet is to deliver engaging lessons that ensure that our children develop their knowledge, understanding and skills relating to key Geographical concepts. We believe it is important for children to grow as members of wider social and economic communities locally, nationally and internationally and as such, our Geography curriculum is designed to provide opportunities that support and encourage the children to do so.

Our Geography Curriculum at Hodnet allows for a broader, deeper understanding of the four areas of geography identified in the curriculum. It develops contextual knowledge of the location of globally significant places and understanding of the processes that give rise to key physical and human geographical features of the world, along with how they bring about variation and change over time. Our thematic approach offers a range of opportunities for investigating places around the world as well as physical and human processes. Our lessons are intended to improve children's geographical vocabulary, map skills and geographical facts and provide opportunities for consolidation, challenge and variety to ensure interest and progress in the subject.

6. History

Our intent is to provide a high-quality history education which will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world.

Our History curriculum aims to develop historical skills and concepts which are transferable to whatever period of history is being studied and will equip children for future learning. These key historical skills and concepts, which are revisited throughout different units, ensure that by the time they leave our school they will be able to:

- Have a clear understanding of chronology for the local area, Britain and the wider world
- Develop an increasing range and depth of historical knowledge across the historical periods studied.
- Understand and accurately use subject specific vocabulary.
- Develop their historical enquiry using evidence and communicate their ideas effectively.
- Interpret and evaluate different sources and understand how historians use these skills to tell us about the past.
- Formulate their own opinions based on a wide variety of sources.

7. Maths

Our aim at Hodnet is for children to become confident mathematicians who are able to use and apply their mathematical knowledge, skills and understanding in everyday life. We want them to enjoy maths and develop a sense of curiosity about the subject. We promote positive 'can do' attitudes to learning and believe all children can achieve. We teach through small, manageable steps to ensure a secure, deep understanding of mathematical concepts and strategies. We want children to understand the power of making mistakes and learn more from their misconceptions. Our curriculum aims to ensure that all pupils:

- become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- **reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

We aim for all our children to develop an enquiring mind, to be enthused by mathematics, to ask questions and to become creative thinkers.

They will become:

- confident in using a range of methods
- develop their accuracy and fluency in all areas
- resilient, willing to take risks and try new things
- inquisitive learners
- problem solvers using a range of strategies
- more skilful in reasoning about number

Our pupils will have positive experiences of maths which are relevant and have meaning so they can apply their skills and become confident mathematicians in everyday situations.

8. 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.

9. Primary Languages

At Hodnet Primary School, we believe that languages are for life. Languages are part of the cultural richness of our society and the world in which we live and work and therefore the study of a language is an important part of our pupils' education. Learning French contributes to mutual understanding, a sense of global citizenship and personal fulfilment. Pupils learn to appreciate different countries, cultures, communities, and people. The ability to understand and communicate in another language is a lifelong skill for education, employment and leisure in this country and throughout the world.

10. Physical Education

Hodnet Primary School believes that Physical Education and sport have an essential role to play in a child's physical, social, emotional and intellectual development. Our Physical Education curriculum aims to set the foundations for a life-long participation in sport through the provision of a broad and balanced curriculum which children of all abilities can enjoy. We aim to develop the fundamental skills and competence required to develop physical literacy and enable children to excel in a wide range of physical activities. Children will have the opportunity to challenge themselves by taking part in competitive and physically demanding activities, where effort and hard-work, as well as success, are celebrated. The Physical Education curriculum aims to provide all children with the opportunity to develop self-confidence and to manage themselves successfully in a range of situations, including opportunities for pupils to take on leadership roles in which they can further develop their skills and embed sporting values. Through our Physical Education curriculum we also aim to encourage children to understand the importance of an active and healthy lifestyle, to enable them to make informed choices about their own lifestyle.

11. PSHE & RSE

Our PSHE lessons encourage children to reflect on their contribution and responsibility to their local community as well as their wider role in society. Strategies are developed for maintaining positive mental health and the importance of making healthy choices to support an active lifestyle is promoted, whilst raising awareness of situations that will require help. Children are equipped with an understanding of risk and the knowledge and skills necessary to make safe and informed decisions in an everchanging society. An adaptive curriculum will address world events in an age-appropriate manner to help children navigate thoughts and feelings. PSHE includes aspects of school life not confined to the classroom, therefore we provide our learners' opportunities to make choices and decisions in the issues which affect our lives.

Through RSE lessons, learners will become confident in accepting changes to their body and emotions as they grow up. They will discuss different types of families and relationships and how to respect and nurture these.

The overarching aim is to enable children to have a positive role in the global community whilst taking responsibility for their health and using informed judgements to stay safe.

11.1 Mental Health

Moral Purpose

Hodnet Primary's SEMH Team is passionate about making a difference to the lives of young people. We believe in teamwork; working with each other, with teachers and colleagues across the school, with the wider school community and most importantly with the young people in our school. We act with determination.

Whatever issues our students, their families, the school, our team or the community face, we always support, react and pull together. Finally, we are committed to making a difference; we are not passive players in young people's lives but active participants who can and do make a real difference. These are a reflection of the school's curriculum intent statement and core values, in particular 'Be Supportive', 'Be Determined' and 'Aim High'.

Our moral purpose can therefore be summarised below -

- Teamwork.
- Determination.
- Commitment.

Mental Health Definition

“Mental health is a state of well-being in which an individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and is able to make a contribution to his or her community.”

World Health Organisation, 2018

What supporting Positive Mental Health means to us:

- The child stays at the centre of every conversation.
- We prioritise those who need our help most, but we promote positive mental health with everyone.
- We embedded social, emotional and mental health awareness across the curriculum
- Children and young people are taught skills to build resilience and manage everyday stressors
- Staff wellbeing, resilience and mental health is a key focus
- We have a highly trained Pastoral Team who lead on evidence-based practice for all our interventions.

How we ensure best practice:

- Notes are kept up to date.
- Staff read and understand section one of Keeping Young people Safe in Education.
- Staff know our behaviour, SEMH, attendance and safeguarding policies and protocols.
- The wider school community has an active voice about SEMH.
- We monitor SEMH interventions and adjust where necessary
- All staff have training and the option of supervision to effectively support student SEMH
- Speaking to each other with courtesy, respect and empathy is essential.

12. Religious Education

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.

13. 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.

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.

EYFS

The Early Years team at Hodnet Primary School are committed, that above anything else, the wellbeing of the children in our setting is at the centre of our practise. We have created a bespoke curriculum which meets the needs of the children who attend our setting, which is responsive, reflective and adapted to children's interests, achievements and enjoyment.

Learning and developing through play in a calm environment, which echoes the children's interests is at the centre of our practise. We believe that children should have equal access to learning in the outdoors as much as indoors. We encourage children to explore the world around them as part of their learning experiences. We are committed to providing the best possible start to children's journey at Hodnet Primary School and for lifelong learning. Along with teaching children skills and giving them experiences, which will equip them for learning, we are dedicated to ensuring they are eager and engaged in their learning and that they are curious, inquisitive, reflective, and resilient and that they take these skills with them throughout their learning journey.

KS1 & KS2

As a continuation of the EYFS learning journey, we ensure the transition to KS1 is seamless. We adopt a play based approach with structured learning opportunities through continuous provision in Year 1.

From year 1 to year 6, all subjects are taught discretely and are organised into single year group learning opportunities to ensure progression and coverage. However, we also creatively organise our learning opportunities into an overarching themed based approach. Our themes are broad to enable learning opportunities to link together; supporting our pupils to remember more by making deep connections in their learning. We recognise that some elements of learning may not link directly and may need discrete teaching to ensure coverage of the curriculum. Therefore our themes are not forces, but are sensibly organised to support learning connections where possible.

Overarching themes overview

Curriculum Focus Themes <small>(Sept 24 onwards) changes 24/25 (coverage)</small>								
	Autumn		Spring			Summer		
YR	Starting School	Celebrations	Nursery Rhymes	Journeys	Birds	Farming & Gardening	Past and Present	Mini-beasts
Y1	All about me	How has life at home changed?	Is everywhere the same in the UK?	Seaside holidays		Where in the world am I?	Kings and Queens	
Y2	City life	Great Fire of London <i>Kings and Queens</i>	Hot & Cold	Explorers		Communication	The changing World	
Y3	Stone Age to Iron Age	Food and Farming	Where are we?	Our Shropshire Past	Wild planet Mountains	Ancient Egypt		
Y4	Rivers <i>Stone Age to Iron Age</i>	Roman Britain <i>Food and Farming</i>	Climate Zones	Victorian Shropshire	Maya <i>Ancient Egypt</i>	Contrasting Locality South America		
Y5	Ancient Civilisations	Rainforests	Our local area, UK	Industrial Revolution	Contrasting Locality Europe	Anglo Saxons Scots		
Y6	Ancient Greece <i>Light</i>	Volcanoes & Earthquakes	Hodnet in War time	Our changing World	World Trade	Vikings & Monarchy		

Curriculum detail

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

English	Mathematics	Science	PSHE & RSE
Computing	History	Geography	PE
Art	Music	RE	Design Technology
Primary Languages (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.

[Detail about specific schemes used or additional information can be found about each subject below.](#)

English: 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 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. Whole class reading using our chosen approach includes Fred's teaching and Talk for Writing links. 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.

English: 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.

Handwriting

We adopt a joined, 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. From September 2023 we no longer adopt a fully cursive style with lead-in's. Due to this phased out change, some of our children in UKS2 will use lead-in's, however this will be fully phased out by 2026, with only a cursive joined handwriting style used throughout. We use the Twinkl handwriting scheme which links directly to our Phonics and Early Reading scheme, the handwriting is in the Nelson style.

Maths

We have adopted the teaching for mastery approach for our maths curriculum and work closely with our local maths hub experts. We have designed our curriculum to use a range of materials from both White Rose Maths and NCETM, whilst ensuring opportunities to revisit are included. We follow the principles of 'small steps' to help develop a deep, secure understanding of maths, ensuring that all children have the opportunity to succeed. Our children 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 our curriculum enables 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 & Humanities

We have created our science and Humanities curriculum based on the National Curriculum, we do not follow one set scheme, instead we use a range of resources to support our teaching and learning. In Science we use the PLAN documentation to ensure our curriculum is progressive, ensuring hot and cold tasks are used for each key learning area. In Geography we adopt some of the Oddizzi programmes of study, these are woven into our curriculum design. Our chosen History key focus areas of Monarchy, Farming, Trade and Settlement are woven through our curriculum design and are identified on our planning documentation.

PSHE

We currently deliver our PSHE curriculum using the quality assured 1Decision programme throughout school including in Early Years, and the cross-phase

Shropshire Respect Yourself Eat Better, Move More Transition programme for year 6&7.

We also supplement our PHSE curriculum with the following, to ensure our curriculum fulfils the current curriculum requirements for RSE:

- Online safety lessons (TeachComputing & 1Decision)
- First Aid lessons (St John's Ambulance)
- Drugs education lessons (PHSE Organisation)

Religious Education

We use the Shropshire agreed syllabus for our Religious Education teaching, ensuring that the focus of teaching respect for all religions is paramount. We use a range of resources to support this including the NATRE accredited resources.

Computing

We adopt the TeachComputing scheme to ensure coverage and progression. We also supplement this scheme with skills lessons planned into each year group with specific progressive skills which will enable our pupils to have wider understanding and capabilities when using IT across the curriculum.

PE

We adopt the Get Set 4 PE programme to ensure coverage and progression. Our Sports coaches that teach one session of PE per year group also adopt this scheme to ensure content and coverage. We ensure our pupils have 2 hours of dedicated PE teaching per week. We teach swimming to all of our KS2 pupils and employ specialist swimming teachers to plan, deliver and support the delivery of these sessions.

Additional opportunities for sport and PE:

- Daily run on our running track
- Local and regional competitions – inter-school and county level
- Lunchtime clubs
- After school clubs

Art Design and Technology

We have created our Art and Technology curriculum based on the National Curriculum, we do not follow one set scheme, instead we use a range of resources to support our teaching and learning. In Art and Design teach specific skills lessons to ensure our curriculum is progressive, ensuring children are taught about line, colour and texture. We also include specific Artists within our curriculum, ensuring a diverse approach in addition to historical. In DT we adopt some of the Projects on a Page programmes of study, these are woven into our curriculum design and link to out thematic approach.

Music

We adopt the Charanga programme to ensure coverage and progression. We also employ specialist teachers from the LA to teach specific instruments within school at a whole class level following a progressive pathway. In years 1&2 our pupils learn to play the Penny Whistle, in years 3&4 they progress to the Recorder and in years 5&6 they progress to the Dood. The natural next steps for our pupils in secondary school would be the clarinet or oboe.

We also offer additional music opportunities to families, these are optional and additional enrichment paid for by families. We offer support for families in receipt of

PPG (see our Charging and Remissions or Pupil Premium Policies & Procedures for further information).

- Additional individual or small group music lessons taught by the specialist LA teachers for other chosen instruments such as the piano, keyboard, ukulele, guitar or drums.
- Rock Steady Music sessions taught by specialist the Rock Steady team members, enabling children to learn a specific instrument and perform as part of a band.

Primary Languages

We teach French in KS2 following the Primary Languages teaching scheme to ensure content, coverage and progression.

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"> • Phonics learning through themed days/events • Forest Schools • Gardening • Outdoor / physical Maths • Class Library • Picture news 	<ul style="list-style-type: none"> • Curriculum weeks x3 (<i>e.g. mental health, music, science, cultural, careers art, RE, healthy, celebrations</i>) • 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 • Shrewsbury Museum events 	<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 • Preschool joint projects • Summer solstice party

KS1	<ul style="list-style-type: none"> • Forest Schools • Outdoor Maths • Daily run • Music lessons weekly Penny Whistle • Picture news • Continuous provision (Y1) 	<ul style="list-style-type: none"> • Curriculum weeks x3 (e.g. <i>mental health, music, science, cultural, careers art, RE, healthy, celebrations</i>) • Church celebration / concert • Music workshops • Curriculum assembly 	<ul style="list-style-type: none"> • Local science visit • Chester Zoo • London drama workshop • Castle • Aquarium • Seaside/beach • Shrewsbury Fire station • Cosford air museum • Dentist visit • Stafford Castle 	<ul style="list-style-type: none"> • Helicopter STEM projects • Shropshire Sings/choir • Selected inter schools sports competitions • RAF projects/garden projects • Sports day in house teams • Panto MD 	<ul style="list-style-type: none"> • Drama and visitors, dress up days • Nativity performance • Scootability • Xplore Science
LKS2	<ul style="list-style-type: none"> • Daily run • Music lessons • Recorder • TTRS • Ed Shed • Picture news 	<ul style="list-style-type: none"> • Curriculum weeks x3 (e.g. <i>mental health, music, science, cultural, careers art, RE, healthy, celebrations</i>) • 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 • Wrekin walk • Ironbridge visit 	<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 • Careers buses • Xplore Science • International school links
UKS2	<ul style="list-style-type: none"> • Daily run • TTRS duels and competitions • House point collectors – house captains • Pupil responsibilities • Music lessons weekly Dood • Newsround • Picture news 	<ul style="list-style-type: none"> • Curriculum weeks x3 (e.g. <i>mental health, music, science, cultural, careers art, RE, healthy, celebrations</i>) • Church celebration / concert 	<ul style="list-style-type: none"> • Chester Zoo rainforests • Science museum • Hodnet Hall • Space science visit • Safety scene day • Western Park/Cosford • Ironbridge visit 	<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 • Careers buses • Xplore Science

Appendices

- Curriculum Specifics – overview 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 area/subject	Programmes/ Packages / Subscriptions used	Assessment information	Time coverage
Reading	<ul style="list-style-type: none"> • School reading programme in EYFS and KS1 using Twinkl Phonics & Rhino Readers. • 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 	<ul style="list-style-type: none"> • Termly Salford reading age assessments Y2 onwards. • Termly assessments using Phonics Tracker • Twinkl baseline assessments • NFER assessments termly in KS2 	<ul style="list-style-type: none"> • Daily reading opportunities for all pupils • Story/class reader at the end of every day – all classes • Children read individually at least twice a week to staff.
Phonics	<ul style="list-style-type: none"> • Twinkl Phonics accredited scheme used from EYFS and throughout KS1 • Additional teaching in KS2 as required. Intervention programmes using Twinkl phonics. 	<ul style="list-style-type: none"> • Half termly assessments in KS1 of phoneme knowledge, blending, key words using Phonics Tracker • Phonic screener Y1, repeated in Y2 if required 	<ul style="list-style-type: none"> • EYFS daily session • KS1 Daily sessions x2
Whole class 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. • NFER assessments termly in KS2 • Termly assessments using Phonics Tracker 	<ul style="list-style-type: none"> • Whole class reading sessions 20 mins to 1hr. • EYFS x1 per week • KS1 x2 per week • LKS2 x3 per week • UKS2 x5 per week
Spelling / SPAG	<ul style="list-style-type: none"> • KS1 Spellings taken directly from phonics teaching using Twinkl • 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 	<ul style="list-style-type: none"> • Daily spelling opportunities • Discrete teaching in KS2 x3 per week.
Writing	<ul style="list-style-type: none"> • Cursive handwriting used from Y1 onwards. Pre-cursive in Y1, joins from Y2/3 onwards. 	<ul style="list-style-type: none"> • T4W units – on assessment calendar 	<ul style="list-style-type: none"> • Daily opportunities to

	<ul style="list-style-type: none"> • 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"> • Big write in creative writing books • Hot/Cold tasks • Termly assessments using Phonics Tracker 	<p>write across the curriculum</p> <ul style="list-style-type: none"> • Daily English session 1 hr in KS1&2 • English morning x2 in EYFS with additional opportunities through provision.
Maths	<ul style="list-style-type: none"> • Mastery approach using White Rose and NCETM • Maths Hub membership • Mastering Number in KS1 – additional daily maths session • Mastering number in KS2 (from Sept 24 onwards) • 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"> • NFER assessments termly in KS2 • Weekly times tables tests in KS2 • TTRS used from Y3 onwards • Weekly or fortnightly arithmetic tests in KS2 	<ul style="list-style-type: none"> • Daily opportunities across the curriculum • Daily maths session 1 hr in KS1&2 • Maths morning x2 in EYFS with additional opportunities through provision.
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, written reports and practical assessments (working scientifically) • Baseline & summative assessment at end of units. • Assessments recorded on Insight 	<ul style="list-style-type: none"> • 2 hrs per week in KS2 • 1 session per week in KS1 with daily observations eg seasons/weather)
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. • Assessments recorded on Insight 	<ul style="list-style-type: none"> • 1 session per week
PE	<ul style="list-style-type: none"> • Activsports planning and long term progression map using Get Set 4 PE • Competition calendar • Competition teaching – lunchtime club • Less active children focus group – lunchtime club 	<ul style="list-style-type: none"> • Assessments recorded on Insight • Sporting achievements documented on the PE board. 	<ul style="list-style-type: none"> • 2 hrs per week – 1 with ActivSports, 1 with class teacher
PSHE / RSE	<ul style="list-style-type: none"> • 1 Decision curriculum progression used throughout for PHSE and for some elements of RSE • Respect yourself units for RSE • Y6/Y7 transitional units • Drugs (PSHE association) • First aid via St Johns Ambulance including CPR • Circle time used in EYFS 	<ul style="list-style-type: none"> • Baseline & summative assessment at end of units. • Progression documents. • Child views at end of the units • Assessments recorded on Insight 	<ul style="list-style-type: none"> • 1 session per week • Assembly time coverage of key themes & British Values.

RE	<ul style="list-style-type: none"> • SACRE – Shropshire agreed syllabus adopted within school • NATRE supporting materials used 	<ul style="list-style-type: none"> • Summative assessment at end of units. • Assessments recorded on Insight 	<ul style="list-style-type: none"> • 1 session per week
Art	<ul style="list-style-type: none"> • Hodnet school art progression • Hodnet scheme of work with planning for each year group, key skills lessons. 	<ul style="list-style-type: none"> • Sketch books • Annual self portrait • Assessments recorded on Insight 	<ul style="list-style-type: none"> • 1 session per week (equivalent)
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"> • Summative assessment at end of units. • Assessments recorded on Insight 	<ul style="list-style-type: none"> • 1 session per week (equivalent)
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"> • Summative assessment at end of units, termly. • Assessments recorded on Insight 	<ul style="list-style-type: none"> • 1 session per week (equivalent)
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"> • Summative assessment at end of units, termly • Assessments recorded on Insight 	<ul style="list-style-type: none"> • 1 session per week (equivalent)
MFL	<ul style="list-style-type: none"> • French taught weekly throughout KS2 • Primary Languages scheme of work with progression year on year 	<ul style="list-style-type: none"> • Termly assessments – what can you do now that you couldn't do before conversational • Assessments recorded on Insight 	<ul style="list-style-type: none"> • 1 session per week (equivalent) in KS2
SODA	<ul style="list-style-type: none"> • English/Maths/PSED/handwriting 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	EYFS & KS1 communication	
Phonics Tracker	Reading & Phonics	
History association	Humanities	
Digimaps	Geography	
Oddizzi	Geography	
Picture News	PSED/PSHE/RE	
Classroom connections	Global citizenship/PSED/PSHE	
Twinkl Twinkl Phonics Rhino Readers	Teacher Resources/assessments Phonics & Reading	
1Decision	PSHE/RSE	
NATRE	RE	