AIMS

* To provide a rich, relevant, broad and balanced curriculum;
* To provide memorable experiences and rich opportunities;
* To promote high standards and good progress for all learners;
* To develop life-long learners with a thirst for knowledge and the skills to be successful learners;
* To develop learners with the literacy and numeracy skills needed for everyday life;
* To develop confident learners who are able to live safe, healthy and fulfilling lives;
* To develop responsible, moral and reflective citizens who make a positive contribution to society.

**WE ASKED OUR CHILDREN WHAT THEY WOULD LIKE TO LEARN AND HOW THEY WOULD LIKE TO LEARN. THIS IS WHAT THEY SAID:**

* Lots of different sports;
* More cooking;
* Building things/model making;
* Learning a different language;
* Writing stories;
* More drama and singing;
* More after-school clubs;
* Learning how to learn;
* more “special” days;
* more trips;
* growing vegetables.

SPRING 2014

WE ASKED OUR TEACHERS TO LIST THE VALUES OR AIMS THAT THEY BELIEVE SHOULD UNDERPIN A BALANCED AND BROADLY-BASED SCHOOL CURRICULUM. THIS IS WHAT THEY SAID THEY WOULD LIKE TO SEE:

* Active, purposeful learning;
* Consideration of children’s own interests;
* A balance of teacher-led and child-initiated activities throughout the school;
* Preparation for life-long learning (developing a life-long love of learning);
* Links to real-life and to the community;
* Cross-curricular links between subjects;
* Use of the outdoors, including extending Forest School skills beyond FS and KS1;
* Maximise use of trips, visitors and first-hand experiences;
* A creative curriculum;
* Provide children with the skills that they need in later life;
* Learning should be hands-on, investigational, self-motivated and should develop deep thinking skills;
* A curriculum where children become confident learners and feel as though they can take risks in order to progress and develop. (SPRING 2014)

WHAT DOES OFSTED WANT TO SEE?

* “…a rich, relevant, broad and balanced curriculum.
* The school’s curriculum promotes and sustains a thirst for knowledge and understanding and a love of learning.
* It covers a wide range of subjects and provides opportunities for academic, technical and sporting excellence.
* It has a very positive impact on all pupils’ behaviour and safety and this contributes very well to pupils’ academic achievement, their physical well –being, and their spiritual, moral, social and cultural development.”

WHAT DOES OFSTED THINK OF OUR CURRICULUM?

Since the previous inspection, the curriculum has been redesigned. New and exciting topics engage pupils in their learning and contribute to their excellent attitudes. Opportunities for pupils to research information and write at length across a wide range of subjects are frequent.

The school provides pupils with a range of sporting, musical and creative opportunities. These are supplemented by many trips and visits, including a residential stay. Leaders ensure visitors and trips reflect the diverse nature of British society which is different from the area in which most pupils live. These contribute to the strong development of pupils’ spiritual, moral, social and cultural education.

Activities to prepare pupils for life in modern Britain are good. They are woven into topics taught to pupils alongside the school values of tolerance and respect.

The primary school sport funding is well used to improve teachers’ subject knowledge and provide pupils with an extensive range of physical opportunities.

OFSTED JUNE 2015

THE CORNERSTONES CURRICULUM

We introduced the Cornerstones Curriculum throughout the school in September 2014.

**The Cornerstones Curriculum is based on the Four Cornerstones of Learning, which bring the curriculum to life. Each stage of learning has its own unique characteristics which help children learn and remain motivated throughout each Imaginative Learning Project (ILP).**

**The Cornerstones Curriculum is organised into a range of cross-curricular ILPs. Each ILP combines a range of subjects and literacy genres to form child-friendly and stimulating themes. Each ILP is carefully linked to the Primary National Curriculum.**

**There are 70 ILPs in total: 16 for the Early Years Foundation Stage and 9 for each of the other year groups.**

**EXAMPLES INCLUDE:**

**Paws, Claws and Whiskers (Year 1**):*an imaginative learning project with a science focus (identify and classifying; gathering and recording data to answer questions; performing simple scientific tests). This topic also covers elements of: art and design; design and technology; geography; computing; many aspects of English.*

**Traders and Raiders (Year 4):** *an imaginative learning project with a history focus (Britain’s settlement by Anglo Saxons and Scots; the Viking/Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor). This topic also covers elements of: art and design; design and technology; geography; computing; many aspects of English.*

**Frozen Kingdom (Year 6):** an imaginative learning project with a geography focus(covering five key elements of the KS2 curriculum for geography). This topic also covers elements of: art and design; computing; PSHE; science; design and technology; music; PE; many aspects of English.

During the ENGAGE stage, children should:

* Take part in memorable first-hand experiences such as going on an investigative visit or inviting a specialist visitor into the classroom;
* Investigate and discover new things and possibilities;
* Be introduced, in exciting ways, to the new topic or theme;
* Begin initial research through talk, reading and observation;
* Pose their own enquiry questions;
* Make observations, develop spoken language skills;
* Take part in sensory activities;
* Have fun.

**Key teaching questions during the ENGAGE stage:**

What can you see? What can you hear? What does it taste like?

What does it feel like? What do you think about…? What do you know about….?

Why does…? What are you interested in? How does it make you feel?

Can you explain why…? What would happen if……? Why do you think that?

What do you want to know more about?

What do you think we should do next?

What would you like to investigate further?

What questions do you have?

During the DEVELOP stage, children should:

* Delve deeper into concepts and knowledge;
* Develop specific skills across the curriculum;
* Practice and master their new found skills;
* Compose, make, do, build, investigate and explore;
* Write for different purposes and read across the curriculum;
* Find answers to their own questions and those posed by others;
* Follow pathways of enquiry based on their own interests;
* Explain and describe their learning and understanding;
* Carry out home learning activities that support their learning in school.

**Key teaching questions during the DEVELOP stage:**

Can you explain how…? What is your plan? What are you going to do next?

What do you need help with? What are you finding out? What do you think so far?

Why is that information important?

What resources do you need to do that?

What have you found out about…?

During the INNOVATE stage, children should:

* Apply previous skills, knowledge and understanding in real life and imaginary contexts;
* Solve problems and resolve situations;
* Use and apply the skills of creative learning;
* Have time to re-visit skills, knowledge and understanding not grasped during the Develop Stage;
* Build self-esteem and confidence;
* Work in groups and independently;
* Take on different roles and responsibilities.

**Key teaching questions during the INNOVATE stage:**

Why do you think that? What do you need to do first? Who can help?

**What is your plan? How many ideas can you think of? What resources will you need?**

**Is it working? How might you change it? What happens next?**

**Which is your best idea? How can you improve it? What do you know about this?**

**What do we need to think about?**

**Can we think of ways to solve this problem?**

During the EXPRESS stage, children should:

* Become performers, experts and informers;
* Share their achievements with other people…..parents, classmates and the community;
* Evaluate finished products and processes;
* Tie learning back to the beginning;
* Reflect upon their own learning;
* Articulate their thoughts and ideas;
* Celebrate their achievements.

**Key teaching questions during the EXPRESS stage:**

What have you learnt? How can we celebrate it? Which skills have you mastered?

What do you think you need to revisit?

What do you know now that you didn’t know before?

What else would you like to have found out about?

Which part of the learning did you find most challenging?

Which aspects of the learning did you find most enjoyable?

What progress have you made during this project?

How would you like to share what you have learned?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| TERM | YEAR GROUP | CLASS | TOPIC |  |
| 1 | R | SWALLOWSSKYLARKS | *All About me* |  |
| 2 |  |  | *Harvest/Autumn and winter/dinosaurs* |  |
| 3 |  |  | *Diwali/winter in other countries* |  |
| 4 |  |  | *Pirates and superheroes*  |  |
| 5 |  |  | *NB: topics in Year R are generally led by children’s interests* |  |
| 6 |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| TERM | YEAR GROUP | CLASS | TOPIC | FOCUS |
| 1 | 1 | OWLS | *Moon Zoom* | *science* |
| 2 | 1  | ROBINS | *Dinosaur Planet* | *History* |
| 3 |  |  | *Bright Lights, Big City* | *History/geography* |
| 4 |  |  | *Claws, Paws and Whiskers* | *art* |
| 5 |  |  | *Superheroes* | *art* |
| 6 |  |  | *Rio De Vida* | *geography* |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| TERM | YEAR GROUP | CLASS | TOPIC | FOCUS |
| 1 | 2 | PUFFINS | *Beachcombers*  | *Geography/science* |
| 2 | 2 | KESTRELS | *Street Detectives* | *Geography*  |
| 3 |  |  | *Land Ahoy!*  | *History/geography* |
| 4 |  |  | *Wriggle and Crawl* | *Science*  |
| 5 |  |  | *The Scented Garden* | *Science* |
| 6 |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| TERM | YEAR GROUP | CLASS | TOPIC | FOCUS |
| 1 | 3 | KINGFISHERS | *Scrumdiddlyumcious* | *Geography/art* |
| 2 | 3 and 4 | LAPWINGS | *Mighty Metals* | *Science* |
| 3 | 4  | NIGHTINGALES | *Misty Mountain Sierra* | *Geography* |
| 4 |  |  | *I am Warrior* | *History* |
| 5 |  |  | *I am Warrior* |  |
| 6 |  |  | *Flow* | *Geography* |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| TERM | YEAR GROUP | CLASS | TOPIC | FOCUS |
| 1 | 5 | SWANS | *Stargazers* | *Science* |
| 2 | 5/6 | RAVENS | *Pharoahs* | *History* |
| 3 |  |  | *Off With Her Head* | *History* |
| 4 |  |  | *Scream Machine* | *Science/DT* |
| 5 |  |  | *Fantastical Beasts* | *English* |
| 6 |  |  | *End of year production* | *Creative arts* |

WHAT DOES THIS LOOK LIKE AT HALLING SCHOOL?

We teach the following subjects specified in the Primary National Curriculum:

English

Maths

Science

Computing

History

Geography

Art

Design technology

Music

French

PE

RE

ENGLISH

English includes: reading, writing, grammar, punctuation, spelling, speaking and listening, drama. English is taught every morning in KS1 and KS2. There are many opportunities for cross curricular reading and writing during English lessons and other subjects such as science and topics. The school uses (and adapts) the Read, Write Inc. scheme to teach phonics (early reading and writing skills).

MATHS

Maths is taught every morning in KS1 and KS2. There are some opportunities for cross curricular maths in other subject such as science and topics.

SCIENCE

Some Cornerstones topics are science-based e.g. Beast Creators; Mighty Metals; Stargazers. Other science units are taught separately to ensure the correct coverage for each year group.

COMPUTING

Each class has a timetabled session in the ICT suite each week. During this time, they are taught computing based on the Rising Stars scheme. Children also develop and use skills in Information and Communication Technology in many other subjects such as science, maths, English etc.

FOUNDATION AND ARTS SUBJECTS

These subjects are generally taught through Cornerstones Creative Curriculum topics (see section on Cornerstones). Space within the school year is allocated to enable teachers to cover any areas that are not included in their chosen topics for the year. Additional units may be included for special occasions.

All children have a singing practice once a week. In Year 3, all pupils are taught to play the recorder by a specialist music teacher. In Year 5, all pupils are taught to play the djembe drum by this teacher. In addition, parents can pay for their children to access individual or small group music tuition through the Kent Music School.

PE

All children experience both indoor and outdoor PE lessons. All children take part in our annual sports day. We also engage the Medway Sports Development Team to carry out House Competitions for the whole school during the summer term.

Children in Year 5 and 6 have swimming lessons at Larkfield Leisure Centre. Pupils in Year 6 take part in an additional course teaching safe self- rescue in water-based situations

There are many extra-curricular sporting activities available after-school (see after-school clubs). There are also outdoor activities organised at lunchtimes (see lunchtimes).

RELIGIOUS EDUCATION

The school teaches units from the Kent Agreed Syllabus for RE. We have two full days devoted to RE teaching at the end of each term. This enables learners to really focus on a topic and to produce their findings, thoughts and feelings in a range of ways including through art, music and drama as well as in written formats. The first two days of each term are devoted to learning of a Spiritual, Moral, Social and Cultural nature (Learning for Life Days) A range of activities can be planned on these days and have included, for example: road safety activities; e-safety; health education etc.

FRENCH

Pupils in Key Stage 2 have a French lesson once each week and they are also encouraged to use their developing vocabulary within other school contexts e.g. answering the register, lining up etc. Pupils learn to understand and respond to both spoken and written language and to speak with increasing fluency. In Key Stage One, children are introduced to simple, everyday words and phrases in addition to games and songs. The school uses the Rising Stars scheme.

FOREST SCHOOL SKILLS

The school is extremely fortunate to have a large wooded area on site. Pupils in Years R, 1 and 2 have a Forest School Skills session once per week, whatever the weather. These sessions encourage the development of essential skills such as: *problem-solving, team working, close observation, health and safety.* Children in KS2 have one Forest Skills afternoon each term.

LUNCHTIMES

At Halling School, we believe that lunchtimes are an essential part of our curriculum rather than just a gap in learning time. Lunchtimes provide opportunities for learning and refining crucial life skills such as: *good table manners; politeness; sharing; communicating socially with peers and with adults; teamwork and co-operative play*. For this reason, our lunchtime supervisors are trained teaching assistants who work within the classrooms during the morning and some afternoons. On the playground, they organise and lead activities that children can opt into e.g. use of the traversing wall; parachute games; athletics activities; World Cup football competition. They are supported by Young Leaders from Year 6. Other play activities of a non-sporting nature are available e.g. playground graffiti; large building blocks; stacking cups; reading in our dedicated outdoor reading pod.

AFTER-SCHOOL CLUBS

There are a range of after-school clubs available during the school year. These will vary depending upon, for example, preparation for the school’s participation in a Mini Youth Games tournament. Some after-school clubs are run by staff, others are organised by outside providers and therefore attract a charge. Examples of clubs available during the year: netball; football; korfball; cross-country; science; gardening; family cookery; Lego; knitting.

EXTENDED HOURS PROVISION

Since September 2017, the school has provided extended hours care from 7:30 am until 6:00 pm. The provision is run by the school and operates under the school’s policies and ethos. There is a charge for attendance.

EARLY YEARS FOUNDATION STAGE AT HALLING SCHOOL

Reception is a fun, exciting and very special first year at school. Play underpins all development and learning for young children and it is through play that children develop intellectually, creatively, physically, socially and emotionally. At Halling Primary School we provide a safe, caring, exciting environment, full of stimulating and challenging activities, which enable the children to develop a wide range of life skills to equip them for their school days. The children's learning takes place in both our indoor and outdoor areas, where we offer a range of child self-initiated and adult led activities, including weekly Forest School sessions.

**The Early Years Foundation Stage curriculum runs from birth to the end of the Reception year and consists of seven areas of learning and development.**

All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children’s curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. *These three areas, the* ***prime areas****, are:*

* Communication and Language;
* Physical Development; and
* Personal, Social and Emotional development.

**Communication and language:** involves giving children daily opportunities in different situations to experience a rich language environment. It also enables children to develop their confidence and skills in expressing themselves as well as learning to speak and listen in a range of situations. We help them to use language to build relationships and to support their learning across the curriculum.

**Physical development:** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, manipulation and movement as well as increase their understanding of risk taking. Children must also be helped to understand the importance of physical activity, careful hygiene and to make healthy choices in relation to food.

**Personal, social and emotional development:** involves helping children learn through a range of experiences across the curriculum, about themselves and to develop a positive sense of themselves and others. It aims to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups such as sharing and taking turns; to have confidence in their own abilities and to have a positive attitude to learning.

*There are also four* ***specific areas****, through which the three prime areas are strengthened and applied. The specific areas are:*

* Literacy;
* Mathematics;
* Understanding the world;
* Expressive Arts and Design

**Literacy development:** involves encouraging children to link sounds and letters and to begin to read and write. We share a wide range of fiction, non-fiction, songs and rhymes to ignite their interest and to develop their early reading skills at each child's individual pace. We provide opportunities to experiment with writing for themselves and develop their phonological awareness through our Read, Write Inc phonics programme.

**Mathematics:** involves providing children with challenging activities to explore, develop and improve their skills in counting, understanding and using numbers, calculating, simple addition and subtraction problems; and to describe shapes, patterns, spaces, and measures. They are encouraged to apply their developing mathematical knowledge to solve practical problems.

**Understanding the World:** involves guiding children to take part in exciting, practical, multi-sensory activities. The children are encouraged to be curious to develop the knowledge, skills & understanding they need that will help them make sense of the world around them. They will explore and observe creatures, people, plants and objects from our local environment and the wider world. We introduce the children to a wide range of ICT equipment including digital cameras, computers and programmable toys.

**Expressive Arts and Design:** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and expressing their feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

**We have termly Cornerstones topics that are used as a stimulus for learning but these are used alongside the children’s interests and adapted as needed.**

What does a typical day look like?

EARLY YEARS FOUNDATION STAGE

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **8:50** | **9:15**  | **9:45** | **10:45** | **11:45** | **12:45** | **1:15 – 3:15** |
| Meet and greetLarge group and register | Phonics (Read, Write Inc.) | Playing and learning | maths | lunch | Large group and register | Creative topic (including play, Forest School Skills) |

KEY STAGE ONE

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **8:40** | **8:50 – 9:15** | **9:15 – 9:45** | **9:45 – 10:45** | **10:45 – 11:00** | **11:00 – 12:00** | **12:00 – 1:00** | **1:00 – 2:50** | **2:50 -3:15**  |
| GATES OPEN | REGISTRATIONSpelling and handwriting | READ, WRITE INC.Phonics reading | English  | PLAY TIME | Maths | LUNCH | Creative topic (including Forest School Skills), PE, science etc. | ASSEMBLY |

KEY STAGE TWO:

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **8:40** | **8:50 – 9:15** | **9:15 – 9:45** | **9:45 – 10:45** | **10:45 – 11:00** | **11:00 – 12:10** | **12:10 – 1:10** | **1:10 – 2:50** | **2:50 -3:15**  |
| GATES OPEN | REGISTRATIONGrammar and handwriting | Reading(guided or comp.) | Maths | BREAK | English | LUNCH | Topic, science, PE etc.  | ASSEMBLY |

If you would like to know anything else about our curriculum, please come and ask!

***NB: The curriculum is currently under review March 2019***