

# **HAYWARD'S CURRICULUM**

## **What is the purpose of this document?**

This document is designed to provide parents, staff and governors with a coherent view of our school curriculum.

## **Curriculum Principles**

### **Our Commitment to the Children at Hayward's**

All members of staff at Hayward's are aware of the huge responsibility we have in the education of the children at Hayward's. The curriculum is at the heart of what we do to ensure that all children have a successful, fulfilling primary education. Our curriculum is designed to inspire, enthuse and motivate children. The curriculum opportunities are available to all children and are not impacted by the statutory assessment testing at years 2 and 6. We agreed as staff the non-negotiables that we want all children to experience at Hayward's (September 2017). Our curriculum is the vehicle which enables these things to happen

#### **POSITIVE RELATIONSHIPS**

- Spending their days with adults who are interested in them and committed to making a positive difference. Having role models, both inside and outside of school, who model these attributes
- Having successful, inclusive friendships and understanding what is required to make these happen
- Celebrating success with the wider community

#### **EMOTIONAL WELL BEING**

- Having space where they are able to talk about worries and concerns that they may have
- Having access to nurturing staff
- Being given the opportunity to experience failure and at the same time learn how to deal with this effectively
- Recognising that they are unique and an individual – “It’s good to be me!”
- Feeling safe, with consistent boundaries
- Feeling that they belong to a caring school community
- Having a voice and helping direct how our school moves forward

## **LEARNING**

- Being engaged with their learning and excited about coming to school.
- Opportunities for learning new things.
- Being given an interesting and varied curriculum.
- Having ‘real’ learning opportunities.
- Being challenged in their learning.
- Being supported in achieving their absolute potential.

## **Our Curriculum**

The Hayward's curriculum is the planned and unplanned things that take place in our school. It is designed to best meet the needs of our children. We believe this is important because we want our children to experience a curriculum which is relevant to their time and place and responds to local/national/worldwide issues. We want our children to experience a vibrant, exciting and relevant curriculum which makes them excited about coming to school. We have carefully considered five key principles to our curriculum:

<b>Skills that we want our children to develop</b>
<b>Knowledge that we want our children to learn</b>
<b>Hayward's Heroes and our Learning Behaviour</b>
<b>Language and Vocabulary</b>
<b>Mental Health and Well-Being</b>

We want our children to achieve the best academic standards possible and we have high aspirations of our children. Our curriculum is tailored to meet the needs of children. Assessment information is carefully considered to ensure that learning is appropriate, relevant and of most benefit. We aim to build on learning in a carefully planned model which enables us to re-visit key knowledge and skills to cement understanding. Where required, additional attention is provided to ensure that children are not slipping below expectation.

We recognise the importance of our children developing a rich vocabulary and as such ensure our curriculum provides an opportunity for children to be immersed in language. In English, Maths and across the challenge curriculum, we carefully consider the tier 1 (Know), tier 2 (Show) and tier 3 (Grow) vocabulary that children require in order to become confident in a subject. We believe strongly that children who have a rich vocabulary are better able to comprehend and understand their learning and the world around them. This vocabulary is planned carefully at the outset of a sequence of learning/topic and will be displayed in the classroom. Children will add to these as the learning develops.

Our children require learning which is real and engaging. At the beginning we hook the children by immersing them in their learning and grabbing their interest and motivation for learning. We want our children to see the purpose of learning and have the opportunity to use skills in real life contexts. We provide opportunities within Challenge Curriculum learning, where children will use their literacy skills effectively. We have high standards of what the children are expected to produce in all aspects of their learning. We want our children to be proud of their achievements and our Challenge Curriculum provides opportunities for the wider community to engage in their childrens learning by attending end outcomes where work, attainment and progress can be celebrated.

We carefully consider the attributes and learning skills needed when our children reach the end of primary school and what we want them to develop as well rounded citizens. We want our children to leave school confident enough to express their views, be respectful of the views of others, develop happy, positive relationships and have the confidence to challenge ideals and beliefs which are fundamentally wrong. We place a very high importance on children developing the necessary skills to manage their mental health and well-being and to have an understanding of what makes a good human being. Our Hayward's Heroes underpin this philosophy and have a big impact on the learning that takes place across the school. We believe this is important because we want our children to be active members of their local community and individuals who go on to be successful in the next, and future, phases of their education.

Our PSHE curriculum reinforces these aims through a variety of activities inside of school, both within PSHE sessions and reinforced more widely across our curriculum. Our Hayward's Heroes are integral to this and provide a firm basis for our curriculum. Our Heroes are referred to in assemblies, are referenced by teachers in class and are celebrated in three key days across the year where we celebrate important issues that our children are facing or things that we would like our children to learn more about e.g. Sustainability, Mental Health Awareness, Internet Safety and developing wider community links.

## **The Hayward's Code and Hayward's Heroes**

Our five 'Hayward's Heroes' are child-friendly representations of our values and ethos. Each one stands for an area of the '**Hayward's Code**', which is the cultural and value system (written by Hayward's children, staff and governors) that we explicitly teach our children so they can become more successful learners.



**SAM** - stands up for **Maturity**.  
He says: **'Make Good Choices'** Remember: We all have the right to be treated **fairly**, but we have the responsibility to be **trustworthy**.



**MAX** - stands up for **Perseverance**.  
He says: **'Never give up!'** Remember: We all have the right to ask for **help** when we need it, but we have the responsibility to **work hard** and do our best.



**LUCY** - stands up for **Respect**.  
She says: **'Treat others as you would like to be treated!'** Remember: We all have the right to feel **safe**, but we have the responsibility to **look after each other**.



**AMY** - stands up for **Honesty**.  
She says: **'Stand up for what's right!'** Remember: We all have the right to be **heard**, but we have the responsibility to speak the **truth**.



**JAKE** - stands up for **Focus**.  
He says: **'Take pride in what you do!'** Remember: We all have the right to engage in our **learning**, but we have the responsibility to **let other people** do the same.



## Skills and Knowledge

At Hayward's we value skills and knowledge as equally important. We believe that skills are the components by which we are able to gain and use knowledge effectively.

### SKILLS

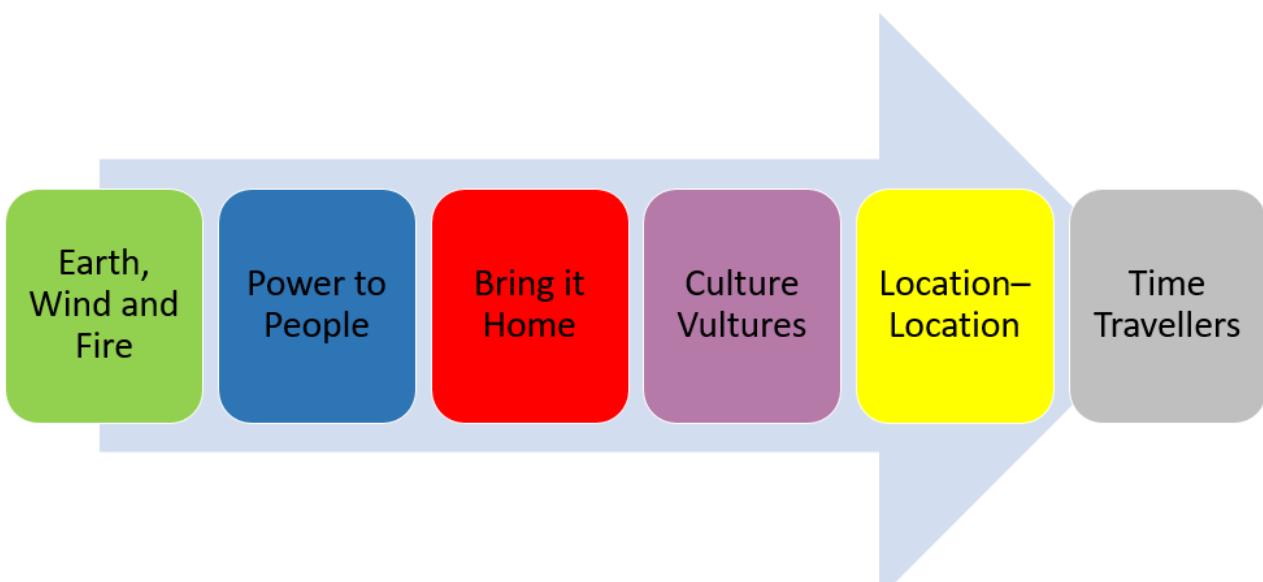
We have identified objectives for each year which build on particular threads for example Fieldwork in Geography or Chronological Understanding in History. These threads run through the school. Through our objectives sheet for each subject and unit, we have identified the skills we require children to learn as they move through the

school. This has been designed to enable objectives and skills to be taught in a systematic and developmental way, ensuring that children are acquiring and then building on skills in a logical manner. We have recognised opportunities where we can make links to previous learning and build upon this. We believe that as the children develop skills in practical, real-life situations they will be in a better place to acquire the necessary knowledge in a relevant subject area.

## **KNOWLEDGE**

We recognise the importance of knowledge in our curriculum. We have identified the knowledge that we feel that is important that children learn and acquire at Hayward's. We have carefully considered what will be taught at the local secondary school, Queen Elizabeth Academy Trust, ensuring that we get the children as prepared for the next stage of their education as possible. Links have been identified throughout our curriculum to enable children to build and extend their knowledge as they move through primary school.

To ensure that we have a thread running through the knowledge within our curriculum we have identified six categories on which the knowledge is based. Teachers plan for the knowledge that they are going to teach, while being mindful of what has come before and what is due to come.



These threads will be built upon year on year and across all subjects. We have included the ‘Bring it Home’ to help children relate learning to Crediton and the local area.

<b>Earth, Wind and Fire</b>	Physical and environmental geography: the study of our planet and its systems. Compare and contrast natural and environmental features relevant to study, making links between previous topics.
<b>Power to People</b>	Significant figures: the study of human influence - men, women and children - and their impact on the world. Make links with people known from previous studies, understanding, comparing and contrasting their roles.
<b>Bring it Home</b>	Making it relevant: the impact and importance of the current study in the context of Crediton and Devon.
<b>Culture Vultures</b>	Ideas, customs, beliefs and their manifestations: art, music, literature, food, people - what are the key culture points of current study and how do they relate to what we already know?
<b>Location – Location</b>	Place and locational geography: continents, countries, counties, states, cities, towns, oceans, seas. How can our knowledge of the world be built upon in current study?
<b>Time Travellers</b>	Historical understanding and chronological awareness: use time lines to build greater understanding of the past events; use sources to discover and discern information; make connections between periods, people and places.

Within each Challenge Curriculum topic, the knowledge is clearly identified. This information is shared with children and parents – with various strategies used to help children remember and then apply the new information.

# Hayward's Primary School

## Learning challenge curriculum plan



Topic title:	WW2	Learning challenge:	Create a WW2 Museum	Year groups:	Year 5/6	Term:	Autumn Term
Subjects:	MATHS ENGLISH	SCIENCE COMPUTERS	D+T HISTORY GEOGRAPHY ART + DESIGN	MUSIC	PE RE	PSHE	

-To know that rivers lead to the mouth of the Sea and that dockyards played a significant role in WW2  
 -To know that extreme weather conditions impacted on sailors in WW2  
 -To know and compare the physical features of coastal areas such as Dunkirk, Normandy beaches and Slapton

### Bringing it Home

To know and explain the impact of WW2 on places in Devon, including Plymouth, Exeter and Crediton.  
 To know accounts from local people and their experience of the War  
 To know how Crediton celebrated VE and use sources and photos to build knowledge of the event

To know the role of music and song in WW2 for soldiers and civilians and learn songs from the time period  
 To know clothing – fashion and uniform – that civilians and soldiers wore and compare with fashion through time  
 To know the cultural significance of Anne Frank and compare with other women figures such as Florence Nightingale and Grace Darling  
 To know about Churchill's famous war speeches and compare with other famous speeches such as MLK

### Earth, Wind & Fire

### Power to People

-To know Winston Churchill, Neville Chamberlain and Adolf Hitler and explain their connection to the WW2  
 -To know that Adolf Hitler wanted to "rule" and create an empire; compare with Julius Caesar.  
 -To know and explain the role of civilians during the war; compare the role of men, women and children to other periods studied including the Romans.  
 -To know that Jews were persecuted and explain who Anne Frank is

### Knowledge

-To know that WW2 is deemed "modern history" and place the event on a timeline to relate to other periods studied.  
 -To know how to use sources to draw conclusions about D-Day, The Battle of Britain and the Holocaust and understand that sources can be interpreted differently.  
 -To know that the Holocaust links to "persecution" and understand that in countries citizens are still persecuted and its link to immigration

### Time Travellers

### Culture Vultures

### Location-Location

-To know that WW2 was a global war and name and locate countries in Europe involved.  
 -To know and name the 7 continents and explain the conflicts between different countries within them.  
 -To name and locate the World's oceans, particularly the Atlantic and North Sea and understand the impact of Naval action.

## Curriculum Organisation

### Bringing the Outside In

We want to make our curriculum as 'real' for children as possible. To achieve this, we ensure that throughout the year children have the opportunity to experience the best, whether it is in the context of a visiting artist, a real life performer or an exciting learning opportunity inside or outside of school. We employ specialist teachers in Art, Music and PE to help children get the best experience possible and to ensure that their learning is developed in the best way possible.

### Curriculum Jigsaw

We use our Curriculum Jigsaw to highlight the experiences that we want a child's curriculum to cover. This includes the expectations of the National Curriculum and other integral things we want included in our childrens' education. This includes visits, residential activities and extra-curricular opportunities.

### Hayward's Primary School Opportunity Jigsaw

<b>Storms, Shipwrecks and Sailors</b> How has being an Island nation impacted on the history of Great Britain? Famous Sea Explorers and their achievements History of boats and their development – linked to migration. Life at Sea including the impact on weather on sailors and ships. Famous shipwrecks <del>inc.</del> Titanic	<b>SCIENCE and DT</b> Y6 visit to Bristol University – Science Day Science Day	<b>MUSICAL OPPORTUNITIES</b> Weekly Music Lessons Weekly Singing Assembly Part of the School Choir Opportunity to perform at various events. Creditor Learning Community @ Great Hall	<b>EXPERIENCES</b> Y6 Week Residential Activity Centre - Kilve Court 3 x Forest School Sessions Y6 Play Performance Anti-pal Membership Pic N' Mix Homework Tanglewood Leaders
<b>Memorable Experience</b> Titanic Experience			
<b>Voyage to a New World</b>	<b>ARTISITIC EXPERIENCES</b> 10 week specialist Art teaching Art Curriculum	<b>COMPUTING</b> Digital Leadership Weekly IT Lessons	<b>PE/EXTRA-CURRICULAR</b> Two Weekly PE lessons Football and Netball Hockey Club Forest School Instrumental Lessons Playground Leaders. Sports Council Involvement
<b>Memorable Experience</b>	<b>RE</b> Two weekly Open the Book Assemblies Visitors through I AM CREDITON Themed RE Weeks		
<b>TAKE ONE PICTURE</b>	<b>VISITS/VISITORS</b> Buckland Abbey – Autumn Topic Visits from local storytellers (Geoff & Charlie)	<b>PSHE DEVELOPMENT</b> SRE Education PSHE Curriculum School Council Eco-Council <del>Childline</del> – NSPCC Y6 School Ambassadorship I AM CREDITON	<b>HERO DAYS</b> Sustainability Awareness. Community Services Mental Health Awareness
<b>EGYPTIAN DREAMS</b>			
<b>Memorable Experience</b>			
<b>NUMERACY</b> See 'Key Understandings' documentation for the relevant year group.		<b>LITERACY</b> See 'Potions Sheet' documentation for the relevant year group	

## Subjects

We have decided that some subjects will be taught discretely, while other subjects will be taught in a thematic manner, in the form of half-termly or termly Challenge Based Topics.

THEMATIC	DISCRETE
History Geography Design and Technology Art Real Life Writing Opportunities Real Life Mathematical Opportunities	Music (*) ICT (*) Maths (*) Science French RE PSHE Literacy

\*These can be included in thematic planning if the link is clear and meaningful.

## Challenge Curriculum

Our curriculum is designed into termly or half-termly challenge based topics. At the end of each topic there is an outcome that the children are working towards. With each of these, knowledge and skills are mapped on to ensure that appropriate content is taught. Each unit, EYFS, Key Stage One, Lower Key Stage One and Upper Key Stage Two will each be teaching the same content in two year programme. On occasions the whole school will work on the same challenge based outcome, with the skills and knowledge being taught appropriate for the age of the children. We have agreed on some key principles:

1. Curriculum themes should have real, purposeful outcomes and be of benefit to the pupils, school or wider community
2. Curriculum planning will start with a "challenge" (eg: Can we turn our school into an art gallery? Can we be a healthier school?) and pupils will be actively engaged in breaking down that challenge into manageable steps
3. The curriculum will be flexible enough to respond to the schools needs and major events in local community and the wider world
4. It will enable to the systematic teaching of skills, taken from our Skills Progression grids. It will enable knowledge to be taught in an informed manner.
5. It will be **engaging** and **accessible** to all children
6. Curriculum themes will draw on **expertise, resources and locations** beyond the school gates
7. Where appropriate English (reading and writing) will be planned into the topic to enable children to read and write for a real purpose and across curriculum areas.

## **Subject Leaders and Subject Co-ordination**

We have allocated subject leaders who are responsible for monitoring the effectiveness of their subject across the curriculum. They do this in the following ways;

- Regular subject release time.
- Subject leader assemblies where they have chance to work with children across the school.
- Through analysis of the work produced and the views of the children.

At Hayward's we also have three Curriculum Leadership teams which the majority of staff, including teaching assistants and admin staff are involved in. The teams are working on areas which have a direct impact on the curriculum and what this will look like for the children at Hayward's. Our teams are working on developing:

### **Sustainability – Business and Environmental**

Looking at how we can reduce waste, drawing on local services to reduce funding.

### **Community Cohesion**

Links in the local community (businesses), exploration of links further abroad, raising the profile of Hayward's in Crediton and enabling children to better understand their local community.

## **Parental Engagement**

How can we gauge the views of parents, how can we help them effectively support their child's learning.

## **Assessing the Impact of the Curriculum**

It is important that we know that our curriculum is having an impact and our children are developing as they move through the school. We will be engaging children throughout and at the end of units in order to assess their understanding – some of this will be through mini-quizzes. We will also be talking to them about their learning, experiences and development through a unit. In addition to this, we will:

- A unit meeting will be allocated in which objective sheets will be RAG rated for the attainment of the cohort. We will remark on the remarkable (ROR) for children working below or above expectation. Children not commented on will be working at ARE. Books, alongside planning will be the main source of evidence for this.
- At the start of a challenge curriculum unit, children will be asked to complete a concept map of what they already know. They will comment against each of the knowledge strands. At the end of the unit, children will add to this map using a different colour. As the children move through the school a concept map will be added for each unit. Children will also have the option to go back and add to the maps in a new colour as they move throughout the school.