

## What is our Curriculum?

At HCPS we believe that our curriculum should be challenging, exciting, enjoyable, and relevant. We want a curriculum that is a carefully planned, thematic approach to teaching and learning designed to support children's natural curiosity and stimulate their creativity. It allows children the opportunity to work in depth, giving them the time they need to reflect, consolidate and transfer their learning.

### Our Early Years Curriculum

At HCPS we are proud of the start we give to all children in Foundation Stage as they join our school. The Foundation Stage is a discrete and very special phase and is concerned with the development of "the whole child", each area of development closely and often seamlessly intertwined together as children learn and develop following a play based curriculum. The Early Years Foundation Stage curriculum has three "prime" areas of learning; Personal, Social and Emotional development, language for communication and thinking and physical development, and four "specific" areas; literacy, mathematics, understanding the world and expressive arts and design. Broad developmental bands indicating likely stages of development and behaviours in each of these areas form the basis of our planning for learning and children's progress and attainment is monitored in relation to these developmental bands. All activities and experiences are designed and planned to meet individual needs and interests.

Quality play experiences form the basis of each day in Foundation Stage and children are encouraged to initiate and develop their own ideas, working with other children and adults in a variety of contexts both indoors and in the outdoor classroom. At Hoyland Common Primary School we have adopted and follow the 2013 EYFS Curriculum.

### Our Years 1-6 Curriculum

Our approach to the curriculum is a skills based approach. The key concepts, principles and themes have been developed into a range of progressive skills through which the children are helped to grow and develop. This Skills Based Curriculum (which covers History, Geography, Art and Design, Design and Technology, Science, PE, Music, ICT and RE) allows a creative way of learning



and teaching, enabling us to move away from discrete lessons into a more meaningful, engaging, topic based approach for our foundation subjects.

The curriculum we offer is designed to meet the needs of all our pupils. It is rich, varied, creative and imaginative and meets the needs of individual learners. Through regular assessment tasks are matched to the ability of each child through differentiated activities, adult support, providing a level of challenge that is stimulating for pupils and questioning skills.

Teaching of foundation subjects follows a long term plan to ensure breath of study across the school. Within Key Stage 2 this follows a 2 year teaching cycle so children will be taught the full cycle across Years 3 and 4 and the Years 5 and 6.

Our SBC has evolved from the use of National Curriculum and schemes of work which was then reviewed to ensure that it is relevant to the children's and school's needs. After researching a number of different skills based curriculums a long-term plan was written. This then enabled careful consideration of the skills that would be required. With this long term plan in mind a set of skills was written which would show clear progression throughout school and would allow pupils to develop skills they can use in a variety of contexts. Skills within each foundation subject have been cross- referenced with the 2014 National Curriculum and reflect any changes needed within the skills.

We value the importance of direct experience within the curriculum so that teachers draw out and develop children's thinking and capacities in meaningful contexts. Core knowledge and skills are at the heart of the learning process with the children exploring a wide range of topics, to prepare them for life.

We have adopted and amended the 2014 curriculum for teaching Literacy and Numeracy and where appropriate cross curricular links are made. This includes opportunities for encouraging children to develop their spoken and written English in a variety of contexts and to apply Maths to everyday situations.

Where appropriate and meaningful links can be made Science is part of topics across school however when meaningful links can not be made Science is taught discretely. Science is taught through AT1 (Scientific enquiry) which allows children to test and explore scientific theories.

PE, and RE are taught discretely outside of topic time to ensure depth and rigour and to take advantage of specialised teaching. A customised curriculum which meets both the academic and pastoral needs of all our pupils is fundamental to our school ethos and vision. At Hoyland Common Primary School we have



adopted the agreed Barnsley Local Authority Agreed Syllabus for Religious Education. RE in school provides a balance of opportunities for children to learn about and learn from religion. Learning from religion provides huge scope for developing children's spirituality. Children are given plenty of sporting opportunities, both in school and extra curricular groups, to practice and develop the skills taught during PE lessons.

ICT is not taught discreetly but is fully embedded across the whole curriculum and permeates every subject. It is used in all curriculum areas and has raised interest, self-esteem, creativity and aspirations of all children. The ICT curriculum is rich and varied and provides our pupils with the skills required for life in the 21st Century.

MfL is taught from Y2 at Hoyland Common Primary School and our language of choice is Spanish. We make use of the La Jolie Ronde scheme of work and this is supported by the broad guidelines set out in DfE Key Stage 2 Framework for Languages. MfL is initially taught via speaking and listening so children become familiar with the vocabulary and pronunciation. This is then extended into basic writing and reading activities as the child's skills develop.

Our curriculum is continually monitored and reviewed. This is done through the use of pupil voice feedback and through skills monitoring by our curriculum lead and subject teams.



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1	History	DT	ICT	Art	Geography	Music
Y2	Geography	Music	History	DT	ICT	Art
Y3/4	ICT	DT	Geography	History	Art	Music
Y5/6	Geography	Art	ICT	History	Music	DT

## Foundation Subjects Long Term Overview



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1	Light	→	Plants	Animals including humans	Habitats	→
Y2	Sound	Forces	Animals including humans	→	Everyday materials	→
Y3/4 Cycle 1	Rocks	Light	Habitats	Plants	Classification of living things	Everyday materials
Y3/4 Cycle 2	Forces and Magnets	Evolution and inheritance	Earth and Space	States of Matter	Animals including humans	Electricity
Y5/6 Cycle 1	All living things	→	Properties of Materials (irreversible changes)	Forces	Light and Sound	→
Y5/6 Cycle 2	Changes to form new materials	Forces	Evolution and inheritance	→	Electricity and magnetism	→

## Science Long Term Overview



	1	2	3	4	5	6
Y1/2	Rosh Hashana Yom Kippor  Q4, Q5	Christmas Q4 Q5  Church visit Christingle Q2, Q3	Q1 Why are some words special?	Easter  Q4, Q5	Q6 – Universe  Speaker Q5	Visit (Jewish) Q2, Q3
Y3/4	Eid-al-adha Q3, Q4	Christmas Q4 Q5  Church visit Q2, Q3	Q1 Why are some words special?	Easter  Q4, Q5	Q6 – Universe  Speaker Q5	Eid (Id-ul-fitr)  Q4, Q3  Visit (Islam) Q2, Q3
Y5/6	Buddhism	Christmas Q4 Q5  Church visit Q2, Q3	Q1 Why are some words special?	Easter Buddha Day Q4, Q5	Q6 – Universe  Speaker Q5	Visit (Buddhist Centre) Q2, Q3

## R.E Long Term Overview