

The Curriculum

Little Hadham's curriculum is designed with the whole-child, from Nursery to Year 6, at the heart of its vision and ethos. We want every child to be a happy, confident learner, who is motivated to learn, and to develop aspirations for their own future. We have designed a curriculum that is broad, balanced, rigorous and enriched with a wide range of extra-curricular activities and opportunities. With this aim, we set the example to our children, create a culture of aspiration and "raise their eyes to the sky" by broadening their horizons and widening their experiences. We focus on ensuring that the children leave primary school with the numeracy and literacy skills required in order to enter secondary school as confident readers, writers, speakers and mathematicians. We challenge and support individual needs and abilities so that every child reaches their potential. The cornerstones of our school are our values which run through every aspect of our school's life. We teach them the values of kindness, respect, tolerance, resilience, fairness and co-operation so that they develop the content of character required to have good relationships and be positive citizens.

The Foundation Stage, Nursery and Reception Years

Early Years education is the foundation upon which children build the rest of their lives and is an education that encompasses all the learning; it is concerned with the physical, personal, social, emotional, creative and intellectual development of the individual child, with no one area standing in isolation from the others.

The Foundation Curriculum refers to children aged birth to five. In our setting, children in their Nursery or Reception year form part of the Birth to Five framework. This curriculum prepares pupils for the National Curriculum which begins formally in Year 1 and is taught through to the end of Year 6 and beyond into Secondary School.

Reception and Nursery children are given planned opportunities to develop in seven areas of learning, as outlined in the QCA DfE Curriculum Guidance for the Foundation Stage:

- Physical Development
- Communication
- Personal, Social & Emotional Development
- Understanding of the World
- Mathematical Development
- Reading and Writing
- Expressive Arts & Design

Activities will be planned and presented that will form the foundations of learning at the statutory school age. Play that is purposeful has a very important place in the education of young children; it provides one of the best learning contexts available.

The outdoor curriculum is an essential part of their learning, therefore an extension of the indoor curriculum. Children will need to come to school with suitable outdoor clothing. Welly trollies are provided to store suitable footwear at school on a continual basis.

Each child is encouraged to reach their full potential by achieving, if appropriate, and exceeding the early learning goals in each of the seven areas above.

Assessment

Assessments in the Early Years Foundation Stage are continually carried out based on the Early Years framework. At the end of the Reception year children are assessed using the government required Foundation Stage Profile. Throughout Nursery and Reception children are assessed and planned for using the development matters statements. This matches teaching to learning and enables us to set targets for future progress. Assessments and targets are discussed with parents at Parent/Teacher consultations.

The National Curriculum Years 1 to 6

All children from Years 1 to 6 follow the National Curriculum Areas of Study for Key Stages 1 and 2 as set out in the 2002 Education Act. Throughout these years' children are assessed in accordance with government guidelines and requirements, which are currently under review. Subjects are taught in accordance with the requirements of the National Curriculum 2014, through a topic based approach.

- Core subjects: English, Mathematics and Science
- Foundation subjects: History, Geography, Art, Design and Technology, Music, Physical Education, Information and Communication Technology
- Modern Foreign Languages: French from year three onwards.
- Personal, Social, Health and Economics Wellbeing: has planned lessons as well as encompasses the whole curriculum.
- Religious Education is taught following the guidelines of the Hertfordshire Agreed Syllabus.

English

Language is used for thought and communication and its development is therefore of crucial importance throughout the curriculum. We aim to develop each child's potential in all areas of language – listening, speaking, reading and writing – so that children will be able to communicate effectively.

We stress the importance of listening carefully and with understanding, and we encourage fluency, clarity and expressiveness in speech and in promoting opportunities for participating in rhymes, jingles, poems, drama and stories, which are all very necessary pre-reading skills.

As the children mature, their speaking and listening skills are used throughout the curriculum in presentations and in the explanations and understandings they express in class. We wish them to develop confident, expressive language which they will utilise in their lives, using appropriate registers of language which adapt to different situations.

Our development of handwriting aims at enabling the children to write legibly and fluently. By the end of Year 2, we expect the children to use a joined script. Handwriting lessons throughout the school help to improve and develop a fluid style of handwriting.

Throughout the school, we work at extending the children's creative and formal writing in order that they are able to produce emotive or succinct pieces of writing which are appropriate to the task and are suitably organised; fluid and clear. By Year 6, children are securing skills acquired in previous years in readiness for the end of Key Stage statutory assessments.

The children's progress is closely monitored within all areas of language with daily assessment within all lessons. Peer-assessment is also used on a daily basis as this helps children to identify areas for improvement in their own and others' work.

Spelling

In years 2 to 6, we utilise a scheme called 'No Nonsense Spelling'. This scheme meets the requirements of the 2014 and ensures that spelling is taught consistently and with clear progression across the school.

Pupils' learning is assessed throughout the programme. Assessment activities might include:

- Testing – by teacher and peers
- Dictation
- Explaining
- Independent application in writing

Mathematics

Each class will take part in a daily mathematics lesson per day. Each session will be planned from the New Mathematics curriculum and will focus on one of the following strands:

- Number and Place Value
- Number – Addition, subtraction, Multiplication and Division.
- Number- Fractions
- Measurement
- Geometry – properties of shape and position and direction
- Statistics

The aim of the new mathematics curriculum is to ensure that all pupils become more fluent in the fundamentals of mathematics, can reason mathematically and can solve problems with confidence. Our curriculum is designed to allow children to enjoy mathematics in a creative environment while understanding its importance in everyday life. There is a strong focus on developing mental fluency with whole numbers, counting, place value and problem solving.

Scheme

We follow the Herts for Learning long and medium term guide called ESSENTIALmaths. Teachers use this as a basis for their teaching and adapt planning to suit their classes individual needs. Planning is reviewed daily by the class teacher and annotated to show any changes or additions.

Why ESSENTIALmaths?

ESSENTIALmaths is written to support the curriculum for primary teachers. The sequences are written as a spiral curriculum in which learning is built upon step by step, sequence by sequence and year on year. It is aspirational and ensures progression and coverage through the primary phase.

The Mathematics curriculum is inter-connected with Science, Computing and design and technology. With the use of hand held technology and cross curricular methods we aim to make these links clear to pupils so they can make the connections between these subjects.

Foundation and Key Stage 1

For our younger pupils the emphasis is on our practical experiences and the use of everyday objects to ensure that the children have secure foundations upon which to build. Throughout the stages children develop their knowledge of numbers for counting and calculating, 2D and 3D shapes and a variety of forms of measurement. Key mathematical vocabulary is introduced and used throughout, applying it to everyday experiences.

Year 1

In Year 1, the children will be taught to read, write and count forwards and backwards to and across 100. They will master their addition and subtraction methods by establishing and then applying number facts up to 20 as they progress towards solving on-step number problems involving addition and subtraction, using concrete objects and pictorial representations of the calculations to support them. Calculation methods in Year 1 introduce the concept of multiplication and division using concrete and pictorial representations.

Children in Year 1 identify and name common 2-D and 3-D shapes and will begin to explore their understanding of fractions by recognising a half and quarter of a shape. Measurement in Year 1 will solve practical problems involving length, height, capacity, and volume and their associated vocabulary. They will also learn to recognise and know the value of coins and notes and will learn to tell the time to the hour and half past.

Year 2

In Year 2 the children continue to establish their counting skills by counting forwards and backwards in steps of 1,2,3,5 and 10. They will fully establish their understanding of place value in two-digit numbers. They apply this developing expertise to add and subtract numbers to 100 in a more efficient way (by using steps of 10 or using place value skills). This will further develop towards the end of Year 2 when they will begin to learn to record their addition and subtraction calculations in columns.

The pupils continue to practise their recall and use of addition and subtraction facts to 20; and derive and use number facts up to 100. They will recognise and use the inverse relationship between addition and subtraction to solve missing number calculations and to check their answers.

Year 2s will continue to develop their understanding of multiplication and division using concrete and pictorial representations and will recall and use multiplication facts from the 2, 5 and 10 times-tables. They will apply their understanding of division when finding fractions amounts and of proportions of shapes.

Within Geometry modules, Year 2 will be able to identify and describe their properties of common 2-D and 3-D shapes and will use mathematical vocabulary to describe position, direction and movement. They will learn to recognise a rotation of shape through a quarter, half and three-quarter turn.

In Measurement, the children learn to use appropriate standard units to and measure length, height, mass, temperature and capacity. They will solve problems involving money and will learn to tell and represent the time quarter past and to the hour and in five minute increments to and past the hour.

Children in Year 2 are introduced to simple statistics by interpreting and representing data in pictograms, block diagrams and tables.

Year 3

In Years 3, pupils will further develop their place value awareness and order numbers up to 1000 through practical activities and number talk. They will be provided with opportunities to develop their written and mental methods for solving addition, subtraction, multiplication and division calculations and problems; and develop their number sense and be able to recall number facts with confidence. Children in Year 3 develop their understanding of fractions, looking especially at shading fractions and comparing fractions.

In measurement, pupils have the chance to establish their measuring skills by working with measuring apparatus, with a focus on metric units. It is important that the pupils are also given the chance to develop their awareness of money and time and how these are important in everyday life.

In statistics Year 3s will continue their work on bar charts and interpreting the data within them.

In Geometry, Year 3s learn about acute and obtuse angles and symmetry. They also have the opportunity to describe the position of a shape on a grid and to plot those shapes.

Pupils will carry out in depth investigations to allow them to improve their statistical awareness.

There will be opportunities to learn how to find the fraction of a number and to recognise and calculate equivalent fractions and also to compare fractions.

Year 4

In Year 4 pupils further develop their place value skills through rounding and ordering of decimal numbers. They will also be challenged to develop their understanding of Roman Numerals up to 100. They continue to perfect their understanding of written methods for all four operations and their mental fluency; and work towards recalling multiplication and division facts for all times tables up to 12 x 12.

There will be opportunities to learn how to find the fraction of a number and to recognise and calculate equivalent fractions and also to compare fractions. Year 4s begin to convert between units of measurement and will begin to use measurement in a more practical sense to calculate and measure perimeter and area.

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Year 5

Children in Year 5 extend their knowledge further through practical and challenging tasks based on all mathematical strands. They will be challenged to compare larger numbers up to 1 million and round numbers up to 1 million. They will be encouraged to calculate numbers with decimal points and to carry out calculation involving fractions. Year 5s will be introduced to mixed numbers and improper fractions and will develop their confidence when using them with real life problems.

Measurement extends to measurement conversion and calculating and comparing area using square centimetre and square metre. They will establish a clearer understanding of volume and capacity, ready for Year 6. Through practical teaching, they will develop their 3D shape knowledge, their ability to translate and reflect 2-D shape and their understanding of angles.

Year 5 students will develop their ability to work with statistics and graphs in order to contrast and compare data.

Year 6

In Year 6 all of the skills that pupils have learned during their time in KS2 will be developed further and extended to enhance their fluency and confidence. There will be particular focus upon using maths in everyday life. Place value knowledge will be extended to work with numbers up to 10 million. They will develop their calculation skills, with a focus on using more efficient methods within a wider range of contexts.

Year 6s are introduced to more challenging algebra, including simple linear equations and will be able to multiply and divide fractions and will increase their knowledge of percentages.

Measuring will involve using a range of measuring instruments (including for volume and capacity). The students will develop their use of measurement conversion with real life situations, including converting km to miles. Pupils will continue to extend their shape and statistic knowledge.

In Year 6, pupils will be prepared for the end of key stage tests (SATs) which they will sit in May.

Science

Science is one of the core curriculum subjects in the National Curriculum and involves children learning through practical experience. As a result of this they will develop both their knowledge and understanding of the area being explored and improve their skills of investigation, observation, recording and co-operation. Scientific language is introduced and used as appropriate.

Children are able to draw on their knowledge and skills in other subjects, particularly mathematics, information technology and English. Our aim is that all children will develop a positive attitude to science and become confident and able learners.

The school grounds are used as an educational resource for environmental activities in addition to organised trips to support topics.

Computing

At school Computing is taught as a subject focusing upon the development of Computing skills; Computing is used in all subjects across the curriculum. The school uses the Hertfordshire Scheme of Work for Computing.

All classrooms have networked computer systems. Classrooms have interactive whiteboard technology to enable the teachers to facilitate learning through ICT. The children are taught how to use and look after cameras, televisions, video recorders and CD players. Mobile technology including laptops and iPad's are used throughout the school.

Geography

Geography is the study of places, the human and the physical processes which shape them, and the people that live in them.

In the Foundation Stage and Key Stage 1 children are taught to:

- develop their knowledge about the world by being taught to name and locate the world's seven continents and five oceans.
- develop their knowledge about the United Kingdom by being taught to name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
- develop their knowledge about their locality.
- understand basic geographical vocabulary relating to human and physical geography
- begin to use geographical skills and fieldwork, including first-hand observation, to enhance their locational awareness.

In Key Stage 2 children are taught to:

- extend their knowledge and understanding beyond the local area to include the United Kingdom. This will include the location and characteristics of a range of the world's most significant human and physical features including; climate zones, rivers, mountains, volcanoes.
- develop their use of geographical knowledge, understanding, skills and fieldwork to enhance their locational and place knowledge.

History

The aim of history teaching is to stimulate the children's interest and understanding about the life of people who lived in the past and their impact on how we live today.

We endeavour to teach children a sense of chronology, through a wide range of activities that include visitors to the school, drama, music and carefully chosen school trips to sites of historical significance. Through this they develop a sense of identity and a cultural understanding based on their historical heritage. Thus they learn to value their own and other people's cultures in modern multicultural Britain and, by considering how people lived in the past, they are better able to make their own life choices today.

In our school, history makes a significant contribution to citizenship education by teaching about how Britain developed as a democratic society. We teach children to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and, by so doing, to develop the skills of chronology, enquiry, analysis and interpretation.

Music

Our main aim is that music is for all children to access and enjoy. Activities are planned to encourage full and active participation by all, irrespective of ability. Children are given opportunities to use sounds and respond to music, finding out how sounds can be made in different ways. All year groups are involved in performances at Christmas, and KS2 at the end of the year.

Design and Technology

Design and Technology is concerned with how things work and also how they look. In Design and Technology children are required to research and develop, investigate and analyse and apply understanding of computing to programme, monitor and control their products. They will work with a range of materials, which include paper, card, wood, fabric, construction kits and food.

Our aim is that all children will develop their capability to create products through combining their designing and making skills with their knowledge and understanding. Children are able to draw on their skills used in other subjects particularly mathematics, science and art to support their designing and making activities.

Art

Art is about developing children's creative ability using a wide range of media and materials. Children will experience drawing, painting, printing, collage, and 3-dimensional work, as well as being introduced to the rich culture of art by looking at the work of other artists. Within these areas children will be introduced to the elements of art such as colour and tone, line, pattern and texture, shape, form and space. Art is intended to be enjoyable and all efforts valued.

As the children develop their skills an emphasis is placed on the quality of presentation and we encourage pride and achievement by displaying children's work around the school.

Physical Education

Physical Education is a compulsory National Curriculum subject. All classes have timetabled sessions of physical education each week. Please refer to the uniform list for the P.E. kit. The teaching of physical education is about developing children's enjoyment, confidence, skills and fitness. It is a practical subject which aims to give all children opportunities for participation, enjoyment and success.

Lessons aim to promote personal, social, intellectual and physical skills and foster the values of co-operation, tolerance and self-esteem.

There are three specific programmes:-

- Games (including team games)
- Dance
- Gymnastics

Swimming is not taught until Key Stage 2. Year 3 to 6 go swimming throughout the year at Grange Paddocks in Bishops Stortford.

In the Summer term, the Nursery, Reception, Key Stage 1 and Key Stage 2 all have their own Sports Days for families to attend.

Religious Education

The 1944 and the 1988 Education Acts require provision in Religious Education to be made for all pupils in maintained schools, whatever their age. Every part of the curriculum must promote the spiritual, moral, cultural, mental and physical development of children and prepare them for adult life.

In County schools this must be provided in accordance with the newly agreed Hertfordshire syllabus (2012), which reflects the fact that the religious traditions of Great Britain are, in the main, Christian, whilst taking into account the teaching and practices of the other main religions represented in Great Britain. Religious Education is directly concerned with exploring and responding to religion.

We follow the Hertfordshire Syllabus; (2012) children learn about, and from religion by explaining agreed themes, e.g. celebration, the natural world and relationships. The

emphasis is upon Christianity and its principles. We maintain links with local Parish Churches, with visits to and from the clergy/ministers. Other major religions are explored through festivals, artefacts, visitors and visits.

Parents/carers have the right to withdraw their children from all or part of Religious Education lessons upon discussion with the Headteacher.

Collective Worship or Assembly is a time for the children and staff to come together. Our aim is to further spiritual, moral and cultural development through an appreciation of core British values in which we respect the needs, rights and differences of others, and of the world in which we live. During the assembly there is a time for reflection. Assemblies are led by all members of staff.

Under the 1988 Education Reform Act parents/carers have the right to withdraw children from all or part of collective worship by arrangement with the Headteacher.

PSHE

This is taught through the Seal scheme of work. The Seal brings together Personal, Social, Health and Economic education, emotional literacy, social skills and spiritual development in a lesson-a-week programme which is designed to help children understand and value who they are and how they fit and contribute to the world.

There are six themes that are designed to progress in sequence from September to July:

- Autumn 1: New Beginnings
- Autumn 2: Getting on and Falling out
- Spring 1: Going for Goals
- Spring 2: It's Good to be Me
- Summer 1: Relationships
- Summer 2: Moving on

Each week we will be celebrating pupils in the school who exemplify the skills and attitudes being taught e.g. 'staying motivated', 'working well with a partner' or 'having a positive attitude', by presenting them with a special certificate.

Growth Mindset

As educators we need to question our practice ;

- What are we delivering?
- What is the learning?
- What is the impact of my teaching?
- How do my children learn?
- Are my children reaching their potential?

Growth and fixed mindsets – we are either /or BUT we can change our mindset.

Our aim is to constantly challenge children to improve growth mindsets.

How are we going to do it?

1. Children to understand what a mindset is
2. To understand if they are currently fixed or growth
3. Think through how they can improve on this.
4. Ks2 complete their termly target sheet
5. Make time to discuss and build into a learning culture
6. Display growth mindset posters
7. Raise the profile in assembly

Fixed

Talents and abilities are fixed

I am natural at some things and hopeless at others

Keen to prove

Choose to stay in my comfort zone

Everyone has their limits, so let's identify our strengths

Feedback emphasises my weaknesses and mistakes

Struggling with something means I can't do it.

Growth

Talents and abilities are grown

I can develop talents with learning , effort and coaching

Keen to improve

Choose to go out of my comfort zone

Everyone has the capacity to improve so let's challenge ourselves

Feedback shows me how to improve and grow

Struggling with something means I am learning

'Research shows that growth mindset teachers create better learning environments. They are more open to feedback from students (because they are interested in learning); they are better mentors (because they believe in development); and they are perceived by their students as more fair (because they believe everyone has the capacity to improve).'

Carol Dweck, 2014

Promoting British Values

The DfE have reinforced the need "to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs."

The Government set out its definition of British values in the 2011 Prevent Strategy, and these values have been reiterated this year (2014). At Little Hadham these values are reinforced regularly and in the following ways:

Democracy

Children have many opportunities for their voices to be heard. We have a School Council which meets every couple of weeks to discuss issues raised by different children via the School Council suggestion box. The School Council has its own budget and is able to genuinely effect change within the school. Two of the three council members for each year group are voted in by their class.

Various pupil questionnaires are completed in which the children are able to put forward their views about the school.

The Rule of Law

The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police and Fire Service and Volvo Safety Team help reinforce these messages. Year 6 also attend the 'Crucial Crew' at Barnabas Centre whereby they learn about the importance of following various rules/laws to ensure their own personal safety and that of others.

Individual Liberty

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely, through of provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advise how to exercise these safely, for example through our E-Safety Policy and various themed weeks as part of our Spiritual, Moral, Social and Cultural calendar. Whether it be through choice of challenge, of how they record, of participation in our numerous extra-curricular clubs and opportunities or which school meals they opt for each day, pupils are given the freedom to make choices.

Mutual Respect

As a community, mutual respect is at the heart of our values. Children learn that their behaviours have an effect on their own rights and those of others. All members of the school community treat each other with respect as we actively encourage children to live out our Mission Statement of 'believing and achieving' on a daily basis.

Little Hadham is situated in an area of an increasingly diverse cultural nature, and are fully aware of the importance of promoting tolerance of those of different faiths and beliefs.

Assemblies are regularly planned to address this issue either directly or through the inclusion of stories and celebrations from a variety of faiths and cultures. Our RE teaching also reinforces this, with two weeks given to the study of two other faiths (Judaism and Sikhism) in some detail. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school. Children visit places of worship that are important to different faiths.

At Little Hadham we will actively challenge pupils, staff or parents expressing opinions contrary to fundamental British Values, including 'extremist' views.